The Meaning of Special Needs Children for Parents

UNDERGRADUATE THESIS

Submitted to Fulfil the Requirements for Obtaining a bachelor's degree in Communication Studies at the Faculty of Psychology and Socio-Cultural Sciences, Universitas Islam Indonesia

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2024

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Through this letter I hereby state the following:

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2. Therefore, this thesis is entirely my scientific work, both as a student and researcher, not plagiarize or the work of others.
3. If this thesis is found to have strong indications of plagiarism or academic fraud after I have received my degree from the Faculty of Psychology and Social-Cultural Science at the Islamic University of Indonesia, I will be held accountable for all repercussions and academic sanctions imposed by the Universitas Islam Indonesia.

Thus, I truly agree with this remark

Yogyakarta, 27 September 2024

Sincerely,



Alyah Maisuri Rozellayanti

Motto

“Proud of me and my short list of accomplishments, say and me and my lacks of new news. Me and my selfishness, me and myself. “

-Rex Orange County

“Allah does not burden a person but according to his ability.”

-Al Baqarah; 286

“We grow up, we should be in a hurry. Like a falling star, far away in a hurry.”

-Nadin Amizah

DEDICATION

“I dedicate this thesis to all my extended family and friends in college who are not tired of accompanying and guiding in every process of my thesis. I would not be able to complete this without endless encouragement and sacrifice.”

FOREWORD

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Praise to God Almighty, Allah SWT, for all the blessings of health, and the strength He gave me to complete this thesis even though it was not in the planned time. Shalawat and salam may always be poured out to the Prophet Muhammad SAW, his family, friends, and followers, family, friends, and followers.

This thesis entitled "The Meaning of Children with Special Needs" examines the communication of autistic children with others, especially with their parents. This thesis is submitted to obtain a bachelor's degree from the Communication Study Program, Faculty of Psychology and Social and Cultural Sciences, Islamic University of Indonesia.

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Warm regards,



Alyah Maisuri Rozellayanti

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ABSTRACT

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Communication between parents and children with special needs (autism) is divided into verbal and non-verbal communication. Verbal communication involves language, both spoken and written, while non-verbal communication uses body language, such as eye contact, facial expressions, and gestures. Both types of communication are very important for building relationships and understanding the unique communication patterns of autistic children. Factors such as physical and psychological conditions, routine care, and the presence of siblings can affect communication. Communication with autistic children is very different from normal children, because they may have difficulty understanding the communicator's intentions. Phenomenology in research on the meaning of children with special needs helps develop a more personal and humanistic approach. This means understanding that each child, despite having special needs, is still unique in terms of how they express themselves, respond to support, and interact with the world around them. This understanding helps create educational programs and support strategies that are more individual and tailored to their specific needs. Creating a calm and supportive environment for children with special needs is essential for their overall health and development.

Keywords*: Communication, Autism, Parent Communication.*

ABSTRAK

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Komunikasi antara orang tua dan anak berkebutuhan khusus (autisme) terbagi menjadi komunikasi verbal dan non verbal. Komunikasi verbal melibatkan bahasa, baik secara lisan maupun tulisan, sedangkan komunikasi non-verbal menggunakan bahasa tubuh, seperti kontak mata, ekspresi wajah, dan gerak tubuh. Kedua jenis komunikasi ini sangat penting untuk membangun hubungan dan memahami pola komunikasi yang unik dari anak-anak autis. Faktor-faktor seperti kondisi fisik dan psikologis, perawatan rutin, dan kehadiran saudara kandung dapat mempengaruhi komunikasi. Komunikasi dengan anak autis sangat berbeda dengan anak normal, karena mereka mungkin kesulitan untuk memahami maksud komunikator. Fenomenologi dalam penelitian tentang arti anak berkebutuhan khusus membantu mengembangkan pendekatan yang lebih personal dan humanistik. Ini berarti memahami bahwa setiap anak, meskipun memiliki kebutuhan khusus, tetap unik dalam hal bagaimana mereka mengekspresikan diri, merespons dukungan, dan berinteraksi dengan dunia di sekitar mereka. Pemahaman ini membantu menciptakan program pendidikan dan strategi dukungan yang lebih individual dan sesuai dengan kebutuhan khusus mereka. Menciptakan lingkungan yang tenang dan mendukung bagi anak berkebutuhan khusus sangatlah penting bagi kesehatan dan perkembangan mereka secara keseluruhan.

Kata kunci: Komunikasi, Autism, Komunikasi Orang Tua.

CHAPTER 1
INTRODUCTION

A. Background

Communication is one of the means of interaction between individuals. Communication affects all aspects of human life. In everyday life, communication is essential. A study revealed that seventy percent of human time is used to communicate. With communication, a person can improve social interaction with others. Communication is sending and receiving messages between the sender and the recipient, either directly or indirectly. In addition, the success of communication is highly dependent on the quality of a person's self-concept which can be positive or negative, because people often act according to their self-concept. Communication is a social process and interaction in which someone exchanges information, feelings, and meaning through verbal and nonverbal messages. This type of communication is usually done face-to-face. Communication has several characteristics, including its unavoidable nature. This means that we always communicate, always convey information about ourselves, and interpret information from others.

In everyday life, communication is an inseparable and essential part of human interaction. Because humans are social, they need each other to rely on one another. Thus, communication is essential in our life. Relationships among friends, neighbors, or family members depend on communication skills, which can lead to satisfying or unsatisfying conversations. Moreover, in the business world, communication skills are very important to demonstrate success in our profession. Verbal communication skills are important for conveying messages or information directly to the public to announce our intentions or goals. Meanwhile, nonverbal communication serves to confirm what we say, to express feelings or emotions that cannot be expressed in words, and to reveal our identity. Thus, verbal and nonverbal communication complement each other and cannot be separated. Verbal and nonverbal communication work together in explaining behavior, ensuring a more accurate understanding. Another benefit is that we can build relationships with other people, by exchanging ideas, information, and skills. Besides I can build mutual respect and learn to consider the opinions and suggestions of others. Someone can also present themselves well to others so as not to cause misunderstandings that have a negative impact.

The application of parental communication to children with autism is very important. When parents use good communication practices, children with autism disorders will be able to communicate well or the intended message is conveyed with communication ethics. Additionally, family background significantly influences the development of children with autism. Various parental communication styles are not a problem as long as the autistic child understands the message being conveyed, but the main key in communicating with autistic children is to build warmth and comfort in the child so that the child can learn to communicate well with other people. In addition to encouraging good communication, parents educate them in a way to behave properly like other people naturally because children will follow what their parents do. Autistic children will experience barriers in social interactions because autistic children have three main disorders, namely communication, social interaction, and behavior. Autistic children tend to be alone or busy themselves so the disturbances experienced by autistic children are not understood by those around them. While the development of autistic children may appear normal in the first or second year, they often struggle with language milestones, such as saying 'father' or 'mother. Parents should be aware that such language delays may indicate a disorder. However, autistic children may have varying communication skills, various communication skills experienced by autistic children, some of them cannot speak and some others have limitations in language.

In autism, many of the building blocks of relationships, such as communication, social cognition, and the processing of emotional signals, are impaired. Despite these deficiencies, autistic children can form relationships with their parents, siblings, and peers, although these relationships are often more limited than with other children. This paper reviews the literature on social deficits and relationships in autistic individuals, focusing on the possible impact of the former on the latter. We conclude by suggesting that more information about the effects of social deficits on relationships in autism will broaden our view of the disorder and will provide directions for intervention. On two of the five subscales, social skills, and communication, parents with autism scored higher than control parents. The other three scales, attention to detail, distraction, and imagination, did not differentiate between groups. The correlation between social skills and communication scales is 0.663. Scales can be combined to provide a broad phenotypic index. In dealing with children with special needs, assistants need knowledge about these children, and skills in caring for and serving them. Children with special needs need to receive encouragement,

guidance, and direct practice in stages. The potential of children with special needs will grow and develop as companions successfully understand and nurture their abilities. About 1/100 children are diagnosed with an autism spectrum disorder worldwide. Prevalence estimates have increased over time and vary widely within and across sociodemographic groups. These findings reflect changing definitions of autism and differences in the methodology and context of prevalence studies.

Applying effective communication patterns for parents to autistic children has a positive impact on children's development, enabling them to understand parents' messages, follow instructions, and do simple tasks at home. Additionally, autistic children can better engage in learning and achieve developmental milestones. In this communication, parents are the active communicators and the child is the recipient. It is crucial for the child's teaching and learning process that parents convey messages to children without any interference (Salman, 2014). The problems found in the communication between parents and children with autism are relatively different for each family, but common issues include delays in message comprehension, unstable emotional control, decreased self-confidence, and difficulties with verbal communication. As a result, these children often rely on nonverbal cues such as gestures and repeated sound cues, and they may also experience delays in cognitive development. repeated, and of course children experience delays in thinking maturity. Based on research conducted by Randi Wahyu Merianto (2016) with the title "The Role of Parents in Handling Autistic Children" it was found that families of children with autism use body language a lot to interact and convey their intentions. Children with autism find it difficult to express their desires to others. Communication is often one-sided, as autistic children may struggle to express their wishes verbally. When autistic children want something, they may use body signals to communicate. In certain situations, indifference and misunderstanding of parental messages pose challenges for parents of autistic children.

The application of parental communication to autistic children is very important. Differences in parental communication styles are not a problem as long as autistic children understand the message being conveyed. However, the most important key in communicating with autistic children is to build warmth and a sense of security in the child so that the child learns to communicate well with others. In addition to good communication, parents should also guide their children to behave naturally, modeling appropriate behavior for them to follow. Based on the

findings of researchers in this field, autistic children often experience significant delays in speech development and may not attempt to communicate with others. They may engage in self-communication, using language or repetitive words that others do not understand, making verbal communication challenging. These behaviors are also evident during play, where they may suddenly cry without an apparent reason, refuse hugs, or not respond when their name is called. Although they may begin walking at normal ages, autistic children often struggle with communication.

B. Research Questions

1. What is the meaning of a child with special needs?
2. What factors influence communication between fathers and mothers in the context of raising children with special needs?

C. Research Purpose

1. Define and understand the comprehensive meaning of children with special needs, including various types, characteristics, and challenges they face.
2. Identify the factors that affect communication patterns between fathers and mothers as they navigate the unique challenges of parenting children with special needs.

D. Research Benefits

1. Academic Benefit

This research will enhance academic understanding of the communication dynamics between children with special needs and normal individuals. Additionally, it will increase awareness of the limitations and strengths of communication between individuals and the unique communication needs of children with special needs.

2. Practical Benefit

This research will also highlight the developmental progress of children with special needs, emphasizing both their challenges and strength, and hopefully make our understanding of children with special needs more universally applicable.

E. Literature Review

1. Previous Study

a. Biometric-Based Assistive Communication Tool for Children with Special Needs
By: Ong Chin Ann and Lau Bee Theng.

According to Deddy Mulyana's book “Pengantar Ilmu Komunikasi”, the content dimension is related to verbal communication, while the relationship dimension is related to nonverbal communication. The content dimension explains what is said in communication. The relationship

dimension refers to the way a person communicates and demonstrates relationships, as well as how the message should be understood (Afrilia, A.M., et al, 2020). The message is specific, but the purpose of the communication is unstructured. According to Wood (2014), communication has characteristics or aspects that distinguish it from other types of communication, namely selective, systematic, unique, procedural, transactional, individual, personal knowledge, and formation of meaning. The characteristics of communication are that at least two to three people are involved, the physical distance between communication participants is very small, the reaction is fast, the adaptation of the message is concrete, and the purpose of the communication is unstructured. Communication is active, not passive, process. Communication is not just communication from the sender to the recipient of the message and vice versa, but two-way communication between the sender and the recipient of the message. Communication is not just a series of stimulus-response, and stimulus-response, but rather a series of mutual acceptance, submission, and delivery of responses that are processed by each party (as cited in Prasatya, 2018.).

b. The Process of Interpersonal Communication between Therapists and Autistic Children at the Sidoarjo Therapy Center in the Process of Speech Therapy
By: Helen Uli Martha Sitompul.

Some autistic children can speak normally and fluently, some suffer from speech disorders and a few others don't speak at all, a condition often referred to as no speech. For those who are still developing their language skills, even if they are still limited, it is best to receive speech therapy to maximize their language skills. Communication is a part of every human interaction and a very important skill in human life. Every day people who carry out communicative activities in their social environment use verbal and nonverbal communication. The existence of communication can determine the quality of a person's life. When two people communicate in a family, they seek to reach a common understanding, express their unique perspectives, and acknowledge their individuality. Although communication occurs between parents and children, they often only partially understand each other's experiences and opinions. The communication process between the therapist and the autistic child is a two-way Communication process. Message transmission is dominated by non-verbal message transmission. This study also found that family involvement in the healing process for autistic children, especially in communicating with others.

This study found that the intensity of family communication also hindered the ability of autistic students to communicate with others. As a result, this autistic child may struggle with communication and face challenges in learning. The communication process is very dynamic and complex. Therefore, communication events are often influenced by various factors that are not visible but have a very large contribution to the success of the process. According to Panuju (2018), several factors influence the success of communication, including linguistic factors, physical factors, psychological factors, and environmental factors.

c. Parent-Child Communication in Children with Special Needs
By: Salsabila and Maulana Rezi Ramadhana

This study focuses on communication between children and parents. Parent-child communication is the process of sending and receiving messages that occurs between parents and children. Communication between parents and children is an important factor in forming a good bonding. Without good parent-child interaction, there will be no good bonding relationship. This bond continues from the child's birth throughout their life. Attachment influences a child's emotional, physical, and psychological behavior. Children with good attachments show positive attitudes and behavior as a result of this attachment relationship and vice versa, children with bad attachments show negative attitudes and behavior. This research identifies cases where children with special needs are neglected by their biological parents, leaving children with special needs in the care of their foster parents. To determine the attachment style, this study uses the Bowlby's attachment theory which states that there are three levels of attachment, namely safe attachment, defensive attachment, and avoidant attachment.

d. The Effect of Parenting Patterns on the Development of Autistic Children's Communication with Parents.
By: Seffia Riandini

This journal discusses parenting patterns with the development of communication between autistic children and their parents. Good education and a positive attitude towards the existence of children encourage children's positive self-concept in their self-evaluation. Children value

themselves based on what they experience and take in from the environment. If the environment provides a good and positive attitude and does not give negative labels or tags to children, then children will feel worthy enough to develop a positive self-concept. Cooperation and mutual respect between father and mother help children to develop positive attitudes toward both genders. There are three parenting behaviors associated with different levels of the child: authoritative and permissive. Parents have their parenting styles, and each parenting style influences a child's development. Research on child discipline demonstrates that different parenting styles yield different outcomes. Daily interactions positively affect the relationships between children and their parents.

e. Autistic Children's Communication Skills in Social Interaction.
By: Fitri Rahayu

In this study, the author discusses the social interaction of autistic children. Communication exists as long as there is social interaction. Everyone certainly uses communication as a tool for social interaction. Some individuals experience difficulties in communication due to various disorders. Autistic children are among those who experience communication disorders during interaction. Autistic children experience communication differences in social interactions with normal children because autistic children have three main disorders in communication, social interaction, and behavior. children's tendencies toward self-isolation may lead to their communication challenges being misunderstood by others. Autistic children have several problems, but every child has the same right to get an education. Schools that can also accommodate children with special needs are schools that organize inclusion, where children with special needs get the same learning rights about education. Inclusive schools have normal children and children with special needs, of course, there are differences in communication when dealing with children with special needs.

2. Theoretical Framework

a. Meaning in phenomenology studies

In the map of social science theory traditions, several approaches help understand social phenomena in society. One of these approaches is phenomenology, which is used to understand various social phenomena or symptoms in society. The method for understanding and studying human life experiences is known as phenomenology, which was developed by Martin Heidegger and initiated by Edmund Husserl. This method developed into a qualitative research method over several decades in the 1900s. The main focus of this research is to evaluate or investigate how experiences are embedded in human consciousness (as cited in Helaluddin, 2018).

Phenomenology is a field that investigates what is seen in human consciousness. This is used to gain an understanding of various social symptoms or phenomena that occur in society. Phenomenology aims to see the world from a first-person perspective, namely the person who directly experiences it. Phenomenology focuses on the subjective meaning of objective reality in the consciousness of people who carry out daily activities. The focus is on the structure of conscious experience, namely the objective reality that exists in the subjective experience of each person.

So, phenomenology teaches everyone to interact and learn more about reality. In contemporary research, phenomenology is increasingly developing as an important research approach to reveal the experiences of different individuals in society. If the phenomenological approach is used to understand social phenomena, the main focus of the researcher will be on the subject's awareness and knowledge of the social behavior and actions they do. The essence of phenomenology is to understand how something appears in our consciousness, regardless of previous theoretical or scientific assumptions. Phenomenology attempts to describe phenomena as experienced directly by individuals, focusing on how objects or events appear to the experiencing subject.

The main focus is to explore and understand the subjective experiences of individuals related to children with special needs. Phenomenology will help researchers understand how

children with special needs are perceived, interpreted, and experienced by individuals who are directly involved with them, such as parents, teachers, or the children themselves.

b. Communication for special needed child.

Being a great parent requires careful preparation and planning before and after the presence of a baby in household life. Four things need to be considered, namely: 1. Preparing to become parents, 2. Understanding the role of parents, 3. Understanding the self-concept of parents, and 4. Involving the role of the father. Building a family by creating a quality family is not easy. This requires the role of parents as good role models for their children. Exemplary parents influence the internal environment of the family and significantly impact the community in which they live. Therefore, parents must have external control over the attitudes and behavior of children in everyday life. Parents should always pay attention to children's habits of good behavior by cultivating a love for doing good. This aspect of love is what Piaget called a source of energy that effectively makes a child's character consistent between his knowledge and his actions. Parents must perform their role as external controls because external control is necessary and important to provide, especially in providing a conducive environment for children to get used to good behavior. Individuals with autism are those who experience a neurological disorder that causes some brain cells to fail to function properly. From the aspect of biological development, they are found to experience physical changes just like normal individuals but their brains fail to control abstract matters related to feelings and instincts causing them to unconsciously exhibit sexual behavior that violates society's norms and partially violates the law. However, the behavior can be controlled if they are given appropriate early intervention. A common issue among autistic children is the presence of emotional, intellectual, and pervasive disorders, which are symptoms of behavioral abnormalities and developmental progress. Autistic children have different levels of developmental disorders, from one autistic to another.

F. Method

1. Research paradigm

A qualitative approach is a research approach grounded in phenomenology and the constructivist paradigm. Dr. Farida Nugrahani (2014) states that for research results in qualitative research to contribute to science, it is necessary to go beyond the critical scientific thinking

process, namely the inductive thinking process, and understand the facts and social phenomena that occur in the field through observation. The results of these observations are insights that need to be analyzed and then used as a basis for applying theory. There are several reasons for conducting research using a qualitative approach. One of them is the depth of understanding gained from the researchers' experience. Characteristics of a qualitative approach include: the use of natural settings, human subjects as primary tools, qualitative methods (such as observation, interviews, or documentary studies) for data collection, inductive data analysis, and the development of grounded theory. The qualitative research paradigm is research that uses humans as research subjects. This paradigm adheres to the humanistic model because it makes humans the object of study of the phenomenon or event under study. Qualitative research begins with the assumption and use of an interpretive or theoretical framework guides the investigation of how individual or group attributes relate to social or human issues. Qualitative research methods also use a type of research method that descriptive data in the form of written or spoken language from observable people and actors. This qualitative approach is used to explain and analyze phenomena, events, social dynamics, attitudes, beliefs, and perceptions of people individually and in groups.

2. Type of Method

Qualitative research methods show several variations, both according to the underlying theory and the subject under study. In addition, it turns out that qualitative methods can also be used for evaluation, whereas previously quantitative methods were preferred for selection tasks. Qualitative research methods mean research that involve using various techniques to gather detailed information from respondents who express their answers and feelings to get a comprehensive picture of the subject under study. Qualitative research methods are a way to examine a problem in more depth, but take a longer time to complete. This method emphasizes analysis or descriptive, with a focus on process and meaning (subject perspective) which is more highlighted than quantitative research. Qualitative research aims to explain a phenomenon in depth and is carried out by collecting data as deeply as possible.

3. Respondent Collection Technique

Qualitative data can reveal concepts, opinions or experiences that are not easy to quantify. To obtain such information, you must know how it is collected. Qualitative data collection is the process of collecting data that cannot be presented in numerical form. Instead, it involves words,

pictures, or observations. For example, if we want to know what other people think after trying a product, detailed insights must be gathered. Qualitative data collection techniques are data collection methods that aim to examine non-numeric information. Examples are data about opinions, experiences or feelings. There are various data collection methods to find qualitative data, such as interviews, Focus Group Discussions (FGD), ethnography and literature reviews. In this instance, the interview method is selected. Interviews are one of the most popular methods for collecting qualitative data. This can be achieved by asking open-ended questions to respondents either orally or online. This method allows the researcher to examine the respondents' answers in more detail. This type of interview can also be structured, semi-structured or unstructured, depending on the flexibility of the questions. Interviews are suitable for discussing topics that require opinions, feelings, experiences or personal motivation. Interviews can also be used to validate or complement information gathered from other sources. When surveying respondents, qualitative methods themselves tend to focus more on data collection tools or research tools. Researchers are crucial for data collection and must actively engage in the field. The stages of qualitative research can be divided into:

a. Reading Order
b. Field interview
c. Research: Gather information based on a clear research objective
d. Member check: Review interim reports with informants for feedback

4. Data Collective Technique

Qualitative research aims to understand phenomena in depth through descriptive interpretation and analysis, while quantitative research aims to measure and analyze data statistically (Creswell, 2014). Data collection techniques are the means used to collect data in a study. The data collected can be information obtained from various sources, such as interviews, observations, and documents. The following stages of data collection techniques will be used:

a. Interview: Interview is a data collection technique that involves direct interaction between the researcher and the informant. The researcher asks questions that have been prepared beforehand, and the informant answers them. Interviews are usually used for qualitative data.

b. Observation: Observation is a data collection technique that involves direct observation of the behavior and attitudes of the research subject. The results of these observations are then recorded and incorporated into the research. Observation is usually used for qualitative data.

c. Documentation Study: Documentation study is a data collection technique that involves analyzing pre-existing documents, records, and information. The data is then used as information in the research. Documentation studies are usually used for qualitative data.

In choosing data collection techniques, researchers must consider the type of research, research objectives, and data sources to be used. Researchers must also understand the proper procedures and steps in conducting data collection techniques to minimize obstacles and errors.

G. Data Analysis Unit

The research analysis unit is a special unit that is considered a research subject. In other words, the unit of analysis is defined as something related to the focus/component being studied. This unit of analysis was carried out by researchers to maintain the validity and reliability of the study. Sugiyono (2018), states that data analysis in qualitative research involves systematically seeking and comparing information from interviews, field notes, and other materials to facilitate understanding and communication of the results. Qualitative data analysis techniques according to (as cited in Sugiyono., 2018) inductive. This means that analysis is based on the data collected, from which patterns or hypotheses are developed. The data is then examined repeatedly to determine whether the hypothesis is supported or rejected. Miles and Huberman (in Sugiyono, 2018, p. 337) suggest qualitative data processing methods or techniques can be carried out in three steps, namely data reduction, data presentation, and inference/verification.

1. Data reduction

Real-world information often lacks the consistency found in quantitative data. Therefore, data reduction involves summarizing, selecting key elements, focusing on essential aspects, identifying themes and patterns, and eliminating irrelevant information.

2. Data display (data representation)

After reduction, the next step is to display or render the data more visibly. The presentation of the information mentioned here may include clearly defined tables, charts, graphs, icons and the like. Presentation of material organizes data and arranges it according to a relational pattern so that it is easier to understand.

3. Conclusion

According to Miles and Huberman, the third step in qualitative data analysis is drawing and testing conclusions. The initial findings presented are still temporary and will change when strong evidence is found to support the next stage of data collection. However, if the evidence is valid and consistent when the researcher returns to the field to collect data, then the conclusions presented are reasonable.

CHAPTER 2

In this study, the authors will interview 4 pairs of parents, one of which has 1 single parent. This interview aims to find out the communication dynamics between children with special needs and children with autism. The author focuses on communication and presents some of the source data obtained through the interview. Qualitative data collection was conducted through interviews via Zoom at different times. The data presented will be actual data obtained from these interviews.

A. Autism children

Normal humans can perform the communication process well; they can interact with each other or may give signs that can be understood by normal humans. As a result, normal humans carry out the process of social interaction consciously and will be realized by others who interact with them. However, this is not the case with some people who have special needs. Interacting and communicating with them is certainly a difficult thing. Autism is a complex developmental disorder that involves communication, social interaction, and imaginative activities. Autistic children tend to be withdrawn and indifferent to other people and their surroundings. Autistic children will only do things that interest them even autistic children will do it repeatedly and make it a habit. Autistic children have problems/disorders in the areas of communication, social interaction, sensory disorders, play habits, behavior, and emotions.

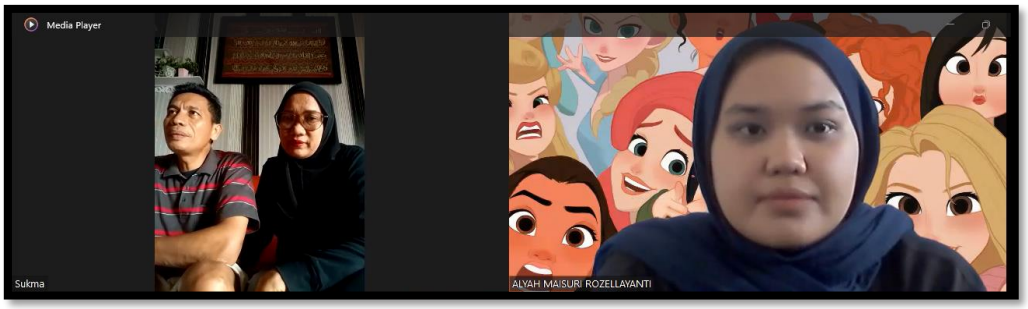
B. Research subject

No	Name	Age	City	Address	Religion	Number of children
1.	Aziz Akib & Sukma Anggraeni	45 &44	Sorowako	Jl. Nyato no.3, Sorowako	Islam	3
2.	Rasni	50	Sorowako	Sorowako	Islam	3
3.	Honorius Danan Arif Widatmoko &	54&41	Yogyakarta	Temon Pandowoharjo Sleman Yogyakarta	Catholic	2

	Ch. Dhian Novitasari					
4.	Joni Pamalla & Marini Adi Christiani Sigi	40 & 39	Towuti	Jl. Rambutan No. 6, Kec. Towuti, Sulawesi Selatan	Protestant	2

Table 2.1 Interviewee's identity as research subject

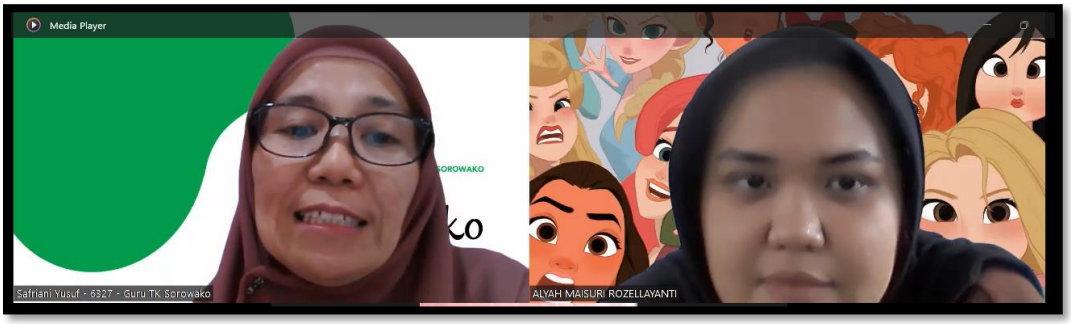
1. **Aziz akib dan Sukma Anggraeni**



Picture 2.1
Interview with Mr. Azis and Mrs. Sukma

The first interview subjects are a married couple named Mr. Aziz Akib and Mrs. Sukma Anggraeni who respectively are 45 and 44 old. They have 3 children, one of whom has special needs, specifically their second child. Faqih is currently 15 years old and was diagnosed with autism at the age of 2 years and 8 months. He lives in Sorowako, South Sulawesi. The interview was conducted on December 31, 2023.

2. Rasni



Picture 2.2

Interview with Mrs. Rasni

The second interview subject is Mrs. Rasni who is 50 years old. She is a single parent because her husband has passed away and has 3 children. Her youngest child, Sila, is currently 14 years old and was diagnosed with autism at the age of 3 years. She lives in Sorowako, South Sulawesi. The interview was conducted on January 10, 2024.

3. Honorius Danan Arif Widatmoko & Ch. Dhian Novitasari

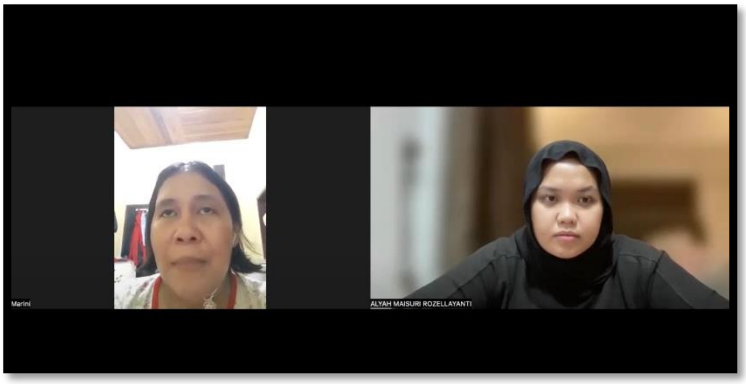


Picture 2.3

Interview with Mr. Honorius and Mrs. Dhian

The third interview subjects are a married couple named Mr. Honorius Danan Arif Widatmoko and Mrs. Ch. Dhian Novitasari who respectively are 54 and 41 years old. They have 2 children and his eldest child, Dika, who is currently 10 years old and was diagnosed with autism at the age of 4 years. Yogyakarta. The interview was held on February 15, 2024.

4. Joni Pamalla & Marini Adi Christiani Sigi



Picture 2.4

Interview with Mr. Joni and Mrs. Marini

The fourth interview subjects are a married couple named Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi who respectively are 40 and 39 years old. They have 2 children and their eldest child, Jojo, is currently 13 years old was diagnosed with autism at the age of 2 years. She lives in Towuti, South Sulawesi. The interview was held on February 15, 2024.

CHAPTER 3
FINDINGS & DISCUSSION

In this chapter, the author describes the results of the research and discussion obtained from the author. The author uses a direct interview method with sources related to communication between parents and children with special needs.

A. Findings

1. Communication Between Parents and Children with Special Needs

This study, discusses communication between parents and children with special needs, as it is known that communication with children with special needs is very limited or difficult for everyone. As humans are social creatures who depend on others, humans are also inseparable from the communication process, both verbal and nonverbal communication. Communication is also a process of influence to achieve desired social relationships between individuals in society. Communication at least shows that communication is important for building self-image, self-actualization, survival, achieving happiness, and avoiding pressure and tension in relationships with others. If the message to be conveyed is conveyed appropriately, communication is said to be effective. Communication disorders can occur to the person who communicates or to the person who communicates. In the family, parents play an important role in the development and character-building of a child. Parents also serve as teachers and role models for their children. Especially mothers, who are involved in the process of character formation and are responsible for the formation and education of children, and the development of mothers, who are responsible for the formation and education of children. It is very important to pay attention to nonverbal communication when interacting with others. One's facial expressions, voice intonation, and body language can indicate one's feelings and intentions. We can build mutual trust and strengthen our relationships with others by properly understanding and comprehending nonverbal communication. Appreciating and understanding others' perspectives is at the core of communication. We can strengthen our relationships with others by listening attentively, actively paying attention to nonverbal communication, and practicing perspective diversity. Effective communication is the key to building lasting and fulfilling relationships.

The communication process takes place in various contexts of human life interaction, ranging from communication, group communication, and mass communication. Communication is considered important because it allows for dialogue that shows interaction. Communication seen in this form of communication has a dual function, where each person takes turns being a speaker and a listener. In the process of dialogue communication, communicators aim to achieve mutual understanding and empathy.

The purpose of communication itself is to find out what children with special needs want, it is known that children with special needs have limitations, especially in communication. Not many children with special needs are fluent in communication. Therefore, the closest person to children with special needs, namely parents, has a special strategy to communicate with children with special needs and better understand each child's wishes. The same thing was conveyed by one of the informants, namely Mrs. Rasni, on January 10, 2024:

> "Of course, communicating with my child with special needs is very different Of course, communicating with my child with special needs is very different from my other children. Of course, I have to choose words that she can understand, that she can understand more, and not too fast, and also have to be closer to face the child. When I communicate with my child. However, along with his age because now she is getting a little older, she is 14 years old. Conversation or communication with my child is certainly getting better than before, even though in the past I still communicated directly, now I can communicate indirectly or remotely, as long as the sentences I say are not too long."
>
> [“*Tentu untuk berkomunikasi dengan anak saya yang berkebutuhan khusus ini sangat berbeda dengan anak-anak saya yang lainnya. Pastinya saya harus lebih memilih kata-kata yang dia bisa mengerti, yang lebih dia bisa paham, dan jangan terlalu cepat, dan juga harus lebih dekat harus berhadapan langsung dengan anaknya. Pada saat saya berkomunikasi dengan anak say ini. Namun, seiring dengan usianya karena sekarang sudah semakin agak dewasa sekarang sudah 14 tahun. Percakapan atau komunikasi dengan anak saya ini pastinya sudah*

semakin lebih baik dari yang sebelum-sebelumnya walaupun dulu-dulunya saya masih berkomunikasi harus berhadapan langsung, sekarang sudah bisa komunikasi tidak langsung atau jauh yang penting kalimat yang saya ucapkan tidak terlalu panjang."]

Good communication requires parents to be role models in communication. They can show the right way to speak respectfully, listen carefully, and express emotions clearly. Parents are also required to create an environment where children feel safe to talk about anything, both pleasant and difficult. According to Tri Endang Jatmikowati (2018), parents build family communication relationships with children's ability and courage to make decisions (as cited in Lufipah. H, et al, 2022). The nature of parent-child communication is very important for an effective psychological relationship so a one-sided parenting approach is very important.

This includes listening without judgment, showing interest in the child's ideas, providing emotional support, and always respecting the differences between parents and children. Building openness and trust Parents play a key role in building trust among family members. By respecting children's privacy while keeping communication channels open, parents can build strong and honest relationships. Communication of children with special needs is very, very limited, with this, all parents send their children to special schools and also include their children in special therapy. The same thing was conveyed by one of the informants Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, on February 15, 2024:

"Since the age of 2, he has been in therapy, where at that age Jojo really couldn't communicate at all. He only speaks in what he calls "planetary language", his language, so I look for ways to understand him because he has been with me since he was a child, so I am used to the term I understand him like a mother's language with a child from the heart. Maybe it's difficult for other people, even family, to understand her language, but the relationship between child and mother must have a strong relationship. Sometimes, I also understand even though he doesn't speak, I understand what he wants, sometimes it's Jojo, for example, like wanting to eat, he pulls his hand to the plate, takes the plate or if he cries it means he wants to

drink milk using a pacifier, because at this time he is still consuming a pacifier which is also what makes him calm when he suddenly tantrums."

[*"Sejak usia 2 tahun dia sudah terapi,dimana di umur segitu benar-benar Jojo tidak bisa diajak berkomunikasi sama sekali. Dia hanya berbicara dengan istilahnya "bahasa planet", bahasanya dia sendiri jadi saya mencari cara agar bisa memahami dia karena dari kecil sudah sama saya, jadi saya terbiasa istilahnya saya pahami dia seperti bahasa ibu dengan anak yang dari ke hati. Mungkin kalau orang lain walaupun keluarga juga sulit memahami bahasa dia, tapi namanya hubungan anak dan ibu pastii memiliki hubungan yang kuat. Terkadang, saya juga sudah mengerti walaupun dia tidak bicara, saya mengerti apa yang dia mau kadang itu Jojo misalnya seperti mau makan, dia tarik tangan ke tempat piring, ambil piring atau kalau dia menangis berarti dia mau minum susu menggunakan dot, karena saat ini dia masih mengonsumsi dot dimana itu juga yang buat dia bisa tenang ketika dia secara tiba-tiba tantrum."*]

Communication between autistic children and parents is a very important aspect of supporting children's development and building strong relationships. Autistic children often face challenges in communication, but with the right strategies, parents can help strengthen communication skills and emotional relationships. Communication plays an important role in human life. Since childhood, people have communicated through the presence of their parents. The role of parents greatly influences the process of children's communication development. However, not all children are born normal, some are even born with special needs, such as autism. Every child has the potential that exists within him, and if not realized and noticed, it can result in children lacking self-confidence, slowing the process of self-development, and autistic disorders such as some common problems that occur in children. The same thing was conveyed by resource persons Honorius Danan Arif Widatmoko and Mrs. Ch. Dhian Novitasari, whom I interviewed on February 15, 2024:

"When we communicated with Dika, at first it was a bit difficult. So Dika is verbal which means he can say what he asks for at the age of about 4.5 years. So before the age of 4, he just had more tantrums. So, we from the age of zero months to 4

years old, so we communicated by observing if he was acting like this, what he wanted, like that. So at first, it was just based on habit. What he wants, then what he does. If for example, he wants to pee, what does he do? So, for example, if he wants to pee first, he must immediately run to the bathroom but not dare to enter the bathroom, just in front of the door, then stomping his feet in front of the door, like that. That's a simple example like that. Then over time, we came to know, oh so if he runs to the bathroom he wants to pee, like that."

["Kalau kami berkomunikasi dengan Dika itu, awalnya memang dulu agak kesulitan ya. Jadi Dika itu, dia verbal yang bermakna artinya dia bisa mengutarakan yang dia minta itu di umur kira-kira 4,5 tahun. Jadi sebelum usia, menginjak usia 4 itu, dia hanya lebih banyak tantrum gitu. Jadi kami, dari usia nol bulan sampai 4 tahun itu, jadi kami berkomunikasi dengan mengamati kalau dia berbuat seperti ini, dia maunya apa, kayak gitu. Jadi awal-awalnya memang hanya berdasarkan kebiasaan aja. Apa yang dia inginkan, terus yang dia lakukan seperti apa. Kalau misalnya dia pingin pipis, dia melakukannya seperti apa. Jadi, sebagai contoh itu kalau dia pingin pipis dulu, dia mesti langsung lari ke kamar mandi tapi tidak berani masuk ke kamar mandi, cuma di depan pintu, lalu menghentak-hentakkan kaki di depan pintu, gitu. Itu contohnya simpel seperti itu. Terus lama-lama, kami jadi tahu, oh jadi kalau dia lari ke kamar mandi itu dia ingin pipis, kayak gitu."]

In contrast to the opinion from the results of the interview with the next resource person who stated that, sometimes the resource person understands the wishes of his child sometimes not. This gets to the point when the child cannot be understood to cause tantrums and, in the end, parents still understand their children even though their children have reacted to tantrums. This was conveyed by Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, on February 15, 2024:

"However, the thing that cannot be avoided is that the things he wants but is not obeyed can cause him to tantrum, he shows gestures of getting angry if Jojo is

used to clapping his hands, his trademark is probably including his communication, Alyaah, well after that he can get angry."

[*Namun, hal yang tidak bisa dihindari itu adalah hal yang dia inginkan tapi tidak dituruti itu bisa menyebabkan dia tantrum dia menunjukkan gestur mau marah kalau Jojo itu biasa nya tepuk-tepuk tangan ciri khas dia itu mungkin termasuk komunikasi dia ya Alyaah, nah setelah itu dia bisa marah."]*

Normal children can usually communicate clearly and use verbal language well, express their feelings, express their opinions, and communicate in an age-appropriate manner. On the other hand, autistic children often face difficulties in communicating verbally. The difference between autistic and normal children's communication consists of several aspects that distinguish the way autistic children interact and communicate with normal children. Autistic children have difficulties in communicating effectively, have limitations in language use, and have limitations in social interaction. They also have differences in interaction and language use that distinguish them from other normal children. The same thing was conveyed by one of the interviewees Mr. Aziz Akib and Mrs. Sukma Anggraeni, on December 31, 2023:

"The difference? Yes. We have 3 children, 2 normal, 1 diagnosed with autism. Then, all of them are boys. The autistic one is the middle child, yes. The second child. The differences are of course many differences. Apart from the normal one, it's easier to tell, and for example to receive or capture lessons more easily. With autism, his thinking is very slow. Even though he is now 15 years old, maybe he still thinks like a 6th-grade student. So, at least it is the same as we teach a 6th-grade student. Must be more patient, and stronger mentally to take care of children like this autistic child. If communicating with normal children, the command is basic. The same, if we talk, we give orders, they immediately understand. Directly ordered once immediately understood. Unlike children with special needs with this second child, if the command is something new to do or something that has never been done before, it is a bit difficult. So, it must be directed, assisted in detail."

[“*Perbedaannya? Ya. kami mempunyai 3 anak, 2 normal, yang 1 ada yang di diagnosa autis. Lalu, semuanya laki-laki. Yang autis ini yang anak tengah, ya. Yang anak kedua. Perbedaannya tentu banyak perbedaannya. Selain kalau yang normal itu lebih gampang diberitahu, dan misalnya untuk menerima atau menangkap pelajaran lebih gampang. Kalau autis kan memang dia pemikirannya sangat lambat. Padahal sekarang dia berumur sudah 15 tahun ini, mungkin dia pemikirannya masih seperti yang anak kelas 6 SD.Jadi setidaknya sama seperti kami mengajar anak kelas 6 SD. harus lebih sabar,lebih kuat-kuatkan mental untuk mengurus anak seperti anak autis ini. kalau komunikasi ke anak normalnya,, perintahnya ya dasar-dasar. Sama, kalau kita ngomong, kami beri perintah,mereka langsung paham. Langsung diperintah sekali langsung paham. Berbeda dengan anak yang berkebutuhan khusus dengan anak yang kedua ini, kalau perintahnya itu hal yang baru dilakukan atau yang tidak pernah dilakukan sebelumnya, agak susah. Jadi harus diarahkan, dibantu secara detail.”]*

This turned out to be the same as what was conveyed by one of the informants, they stated that there were differences in communication between parents and children with special needs. They stated that communication with children with special needs must prefer language, then in the delivery, it must be slow not too fast, and use words that are easily understood by children with special needs or use simple words, however, the similarities that are felt to be the same are in terms of repetition of communication. The same thing was conveyed by resource persons Honorius Danan Arif Widatmoko and Mrs. Ch. Dhian Novitasari, whom I interviewed on February 15, 2024:

> “Yes, when dealing with normal children like other children, we talk, we tell them, for example, they are quicker to catch on and if they ask for something, they are clear and direct. But with children with special needs, they only say a few words that sometimes we don't understand. But from the existing experience, we catch, for example, if he asks for scissors, or if he asks for plaster, he just mentions it, which means he asks for what he mentioned. When we communicated with Dika, at first it was a bit difficult. So Dika, is a meaningful verbal, meaning that he can express what he asks for.”

> [“*Ya, kalau menghadapi anak normal seperti anak umumnya kan kita bicara, kami memberi tahu misalnya, mereka lebih cepat tangkap dan kalau dia meminta sesuatu itu yang jelas dan langsung dia sampaikan. Tetapi kalau anak berkebutuhan khusus ini, dia cuma mengutarakan sepatah dua patah kata yang kadang-kadang kita tidak mengerti. Cuma dari pengalaman yang ada itu,kami menangkap misalnya dia minta diambilkan gunting, atau diminta diambilkan plaster dia cuma nyebut itu, berarti dia minta apa yang dia sebutkan gitu.Kalau kami berkomunikasi dengan Dika itu, awalnya memang dulu agak kesulitan ya. Jadi Dika itu, dia verbal yang bermakna artinya dia bisa mengutarakan yang dia minta itu.”]*

The difference in communication between normal children and children with special needs is certainly very different, from the way we speak to them to the selection of special words for children with special needs. It is definitely very difficult to communicate with children with special needs and understand their wishes if we have just met them. However, as we continue to be with them we can become more aware of their wishes as well. Communication with children with special needs, including autistic children, does require a different approach compared to normal children. Understanding and adjusting the way we speak and choosing the right words is very important to build effective and empathetic relationships. The same thing was conveyed by one of the interviewees, Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, on February 15, 2024:

> “For the difference between Jojo and his younger brother, there is definitely a difference where Jojo is classified as a child with disabilities while his younger brother is normal. Since the age of 2, he has been in therapy, where at that age Jojo really could not be invited to communicate at all. He only speaks in what he calls 'planetary language', his own language, so I look for ways to understand him because he has been with me since he was a child, so I am used to understanding him like a mother tongue with a child from the heart.”

[“*Kalau perbedaannya antara Jojo sama adiknya pasti memiliki perbedaan dimana Jojo tergolong ABK sementara adiknya normal. Sejak usia 2 tahun di sudah terapi, dimana di umur segitu benar-benar Jojo tidak bisa diajak berkomunikasi sama sekali. Dia hanya berbicara dengan istilahnya “bahasa planet”, bahasanya dia sendiri jadi saya mencari cara agar bisa memahami dia karena dari kecil sudah sama saya, jadi saya terbiasa istilahnya saya pahami dia seperti bahasa ibu dengan anak yang dari ke hati.”]*

The same thing was also conveyed by the next resource person, who said that communicating with children with special needs must choose words that are easy to understand and simple. So that the child quickly understands our delivery as a communicator. This was conveyed by one of the informants, namely Mrs. Rasni on January 10, 2024:

> “Of course, communicating with my child with special needs is very different from my other children. Of course, I have to choose words that he can understand, that he can understand more, and not too fast, and also have to be closer to face his child. When I communicate with my child.”

> [“*Tentu untuk berkomunikasi dengan Anak saya yang berkebutuhan khusus ini sangat berbeda dengan anak-anak saya yang lainnya. Pastinya saya harus lebih memilih kata-kata yang dia bisa mengerti, yang lebih dia bisa paham, dan jangan terlalu cepat, dan juga harus lebih dekat harus berhadapan langsung dengan anaknya. Pada saat saya berkomunikasi dengan anak saya ini.”]*

Sign language is a primary means of communication through hand movements, body language, and lip movements, rather than through the voice. (Maulida, 2017) To convey ideas, sign language can combine the shape, orientation, and movement of hands, arms, torso, and facial expressions (as cited in Romeltea., 2017). Sign Language is a language that emphasizes communication through body language, facial emotions, and various signs that are neither physical nor audible, one can learn sign language.

Children with autism generally experience problems or difficulties in communicating verbally. The difficulties that autistic children have in communicating make autistic children communicate by using the help of body and facial movements as additional clues to understand what is conveyed. The same thing was conveyed by one of the resource persons Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, on February 15, 2024:

> "He uses sign language because he can't say one word or two words yet. But, I try to communicate with Jojo normally just like me to his sister, sometimes he understands, sometimes he doesn't."
>
> ["*Menggunakan bahasa isyarat karena belum bisa mengeluarkan kata satu kata dua kata. Tapi, saya usahakan komunikasinya jojo biasa saja seperti saya ke adiknya kadang dia paham kadang tidak."*]

The communication relationship between parents and children is very helpful for the psychological relationship of children with the approach of parents to be two-way to know the development of children in adolescence growth. This results in a better self-actualization formation process for children to grow into characters who are open to each other (Aldenis Mohibu, 2015). Parents have a big role in teaching their children how to communicate, such as taking the time and supporting their belief that the child is a parental asset that must be taken care of until God takes it away. Parents and children usually gather at home and talk to each other. Language acquisition is a process that occurs in a child's brain when learning the first language (mother tongue). The process of language acquisition in children is influenced by internal and external factors. Internal factors refer to the child's subconscious mind when managing the language received. The same thing was conveyed by one of the speakers Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, on February 15, 2024:

> "I'm used to the term I understand him like a mother's language with a child from the heart. Maybe other people, even family, find it difficult to understand his language, but the relationship between child and mother must have a strong relationship. Sometimes, I also understand even though he doesn't speak, I

understand what he wants, sometimes it's Jojo, for example, like wanting to eat, he pulls his hand to the plate."

["*Saya terbiasa istilahnya saya pahami dia seperti bahasa ibu dengan anak yang dari ke hati. Mungkin kalau orang lain walaupun keluarga juga sulit memahami bahasa dia, tapi namanya hubungan anak dan ibu pastii memiliki hubungan yang kuat. Terkadang, saya juga sudah mengerti walaupun dia tidak bicara, saya mengerti apa yang dia mau kadang itu jojo misalnya seperti mau makan, dia tarik tangan ke tempat piring."*]

Autism is a developmental disorder that changes the way children communicate and socialize. Autistic children have difficulty interacting with others, such as difficulty starting conversations, understanding the meaning of words, or playing with friends. It is important to understand and respond to the unique needs of each child with autism. Many children with autism can lead fulfilling lives and achieve significant development with appropriate and ongoing support. There are a variety of different behaviors that autistic children need and exhibit. One of them is the use of nonverbal communication for successful communication. This means cause and effect, desire to communicate, willingness to communicate, conveying something, and conveying the importance of communication. The same thing was conveyed by one of the resource persons Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, on February 15, 2024:

" To discuss his communication too, he is more like sign language like he wants to eat, but sometimes there are some he already understands, for example, I tell Jojo even though for example playing in the yard I shouted to tell him to take a shower, he immediately went to the bathroom and for children who to my knowledge have Spectro anachronism, on average they learn routines that are repeated, for example, Jojo wants to take a bath, he is used to closing the bathroom door. They are more memorizing what their main daily routine is."

["*Untuk membahas komunikasi nya juga, dia lebih kayak ke bahasa isyarat dia kayak kayak mau makan cuman kalau kadang dia ada beberapa dia sudah paham*

misalnya saya suruh Jojo walaupun misalnya main di halaman saya teriak untuk suruh dia mandi, itu dia langsung masuk ke kamar mandi dan untuk anak-anak yang sepengetahuan ku pengidap spektro anaklorisme rata-rata mereka mempelajari rutinitas yang berulang-ulang saja misalnya, Jojo mau mandi itu sudah terbiasa untuk menutup pintu kamar mandi. Mereka lebih menghafal rutinitas utama dia sehari-hari apa saja."]

However, the communication process is not only non-verbal but also verbal communication in autistic children. Either they become communicators or communicants. Based on the results of the interview, the interviewees said that they as communicators as much as possible communicate with children with special needs like talking to normal people in general. The same thing was conveyed by one of the speakers, Mr. Honorius Danan Arif Widatmoko and Mrs. Ch. Dhian Novitasari, whom I interviewed on February 15, 2024:

"Then for daily life, general communication, yes, general to talk, for stories, we always involve these three children without distinction. So there's no talking to Dika specifically with a special strategy."

["*Terus kalau untuk kesehariannya, komunikasi umum ya, umum untuk mengajak bicara, untuk cerita itu kami selalu libatkan tiga anak ini tanpa pembedaan. Jadi enggak ada bicara sama Dika khusus dengan strategi khusus itu enggak ada."]*

2. Emotional Closeness Between Parents and Children with Special Needs

Children in the family need to feel safe in expressing their feelings and thoughts without fear of punishment or negative judgment. If conflicts or problems arise, encourage family members to work together to find solutions. This helps increase family involvement and responsibility. Respecting differences is very important in communication.

In addition, parents are the main figures who shape communication patterns and relationships in the family, so their role in establishing harmonious and healthy communication is

very important. Parents can also introduce children to different perspectives and cultures, enrich communication, and help them understand different values and beliefs. With care, tolerance, and patience, parents can create an environment that fosters healthy communication among all family members. Conflicts in the family often occur, and parents are expected to be the mediator in case of conflict. Parents are expected to be able to handle family conflicts constructively, help family members resolve problems, and instil healthy conflict-resolution skills. This was also conveyed by one of the speakers Mr. Aziz Akib and Mrs. Sukma Anggraeni, on December 31, 2023:

> "Sometimes I also get emotional when my patience runs out, as a human being, there must be a limit to my patience when I'm tired at home. Where faqih suddenly tantrums and sometimes can't guess what he wants so sometimes he just holds back. Usually, his brother and sister also wanted faqih to be like a normal child, and sometimes his brother or sister used to hit faqih if he suddenly had a tantrum. Because in the past sometimes faqih also attacked his brother or sister, to where we often give understanding, because, usually if his brother or sister is attacked, they also want to return faqih's attack, and in the end again we must give understanding to his siblings with faqih's condition that he doesn't understand, let us get angry at faqih he won't understand, Faqih will only laugh when scolded. But sometimes he wants to cry if he gets angry back from his brother."
>
> [" *Terkadang juga emosi kalau sudah habis kesabaran namanya manusia kan pasti ada batas sabarnya, kalau lagi capek di rumah. Dimana faqih yan tiba-tiba tantrum dan kadang tidak bisa menebak apa yang dia inginkan jadi kadang ditahan-tahan saja. Biasa juga kakaknya dan adeknya mau faqih seperti anak normal, yang terkadang dulu kaka atau adeknya sampai pukul faqih kalau tiba-tiba tantrum. Karena memang dulu terkadang faqih juga menyerang kaka atau adeknya, sampai dimana kami sering kasih pemahaman, karena, biasa nya kalau kakak atau adeknya di serang mereka juga mau balas serangan faqih, dan pada akhirnya lagi kita pasti kasih pengertian sama saudaranya dengan keadaan faqih bahwa dia itu tidak paham, biar kami marah ke faqih dia tidak akan*

mengerti pasti Faqih Cuma ketawa saja kalau dimarahin. Tapi kadang dia mau nangis kalau dibalas dari saudara nya.”]

Barriers for children diagnosed with autism are those who have difficulty responding to two-way communication and social interaction. A further impairment is the disruption of nonverbal communication behavior used in social interactions, such as the inability to express facial expressions in communication. Another obstacle is the lack of building and maintaining relationships, such as difficulty expressing different social behaviors to adapt to situations. (Silvia, 2015). Emotional expressions are part of nonverbal communication and are expressed through facial expressions. The same thing was conveyed by one of the interviewees, namely Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, on February 15, 2024:

> “So I need extra energy to tell him that what he is doing is not right. Because from the beginning, even though I have forbidden him in any way except violence he will still repeat it. And even though I have forbidden him, he will still repeat what I have forbidden. Sometimes, I get so impatient that I get tired of dealing with him.”
>
> [“Jadi *memang saya sangat-sangat membutuhkan tenaga extra untuk memberitahu dia bahwa yang dia lakukan itu hal yang tidak benar. Karena dari dulu, walaupun saya sudah melarang dia dengan cara apapun kecuali kekerasan dia akan tetap mengulangi nya lagi. Dan walaupun saya sudah melarang, dia pasti tetap akan mengulangi hal yang saya sudah larang. Terkadang, saya sudah tidak sabar sampai emosi hingga capek menghadapi nya.”]*

Children with autism have difficulty expressing their emotions, whether happy or angry. This is evidenced by the way they respond to every interaction they have with an interlocutor or encounter, as well as repeatedly making excitatory movements when speaking. Some of the emotional expressions they display are more influenced by continuous repetitive behaviors than responses to the treatment of others. When dealing with people she dislikes, she does not show any emotion and only gives a flat expression. The same thing was conveyed by one of the

interviewees, Mr. Honorius Danan Arif Widatmoko, and Ms. Ch. Dhian Novitasari, whom I interviewed on February 15, 2024:

> "But in the past, the triggers for tantrums were quite a lot. So if for example we go to a public place, like, with a crowd, or with noisy music, for example in a mall, and the frequency of the sound that enters his ears is too loud and too noisy with a lot of noise, then he must be restless and the first thing he does is, he must keep pacing, steaming more and more and later when he can't tolerate the noise, he closes his ears, screams, and starts it. Usually, the tantrum starts there. Then the way we deal with it, we take Dika out of the house as often as possible now. So, we go out, we take him to a crowded place, meet a lot of people, to the mall, to the playground, to the children's playground, like that. So that he can meet many people, can start to adjust to all forms of crowds and excitement outside his world. And thank God until now it has helped a lot and less tantrums because of the crowded environment."

> ["Cuman *kalau dulu itu, yang pencetus di kalau tantrum itu lumayan banyak. Jadi kalau misalnya kita pergi ke tempat umum, gitu, dengan keramaian,atau dengan musik yang bising, misalnya ke mall, kayak gitu dan frekuensi suara yang masuk ke telinganya dia terlalu keras dan terlalu bising dengan banyak suara, nah itu mesti dia bakalan resah dan hal pertama yang dia lakukan itu, dia mesti mondar-mandir terus, steamingnya makin banyak dan lama-lama nanti kalau udah dia enggak bisa mentolelir dengan kebisingan itu,dia tutup telinga, teriak-teriak, dan mulai itu. Biasanya mulai tantrum di situ. Terus caranya kami mengatasi itu, kami sesering mungkin sekarang mengajak Dika untuk keluar rumah justru. Jadi keluar, kami ajak ke tempat yang ramai, ketemu banyak orang, ke mall, ke playground, ke tempat main anak-anak, kayak gitu. Biar dia bisa ketemu banyak orang, bisa mulai menyesuaikan diri dengan segala bentuk keramaian dan kehebohan di luar dunianya dia. Dan puji Tuhan sampai sekarang ini banyak membantu dan berkuranglah tantrum karena keramaian lingkungan sekitar itu."]*

An relationship is the harmony of the emotional atmosphere when communication takes place. When there is interaction between two people with different emotional conditions, the interaction that occurs will not be stable due to differences in emotional conditions. It is the same with emotional conditions in children with special needs. There are groups of children who can express what they feel and what they want and there are also groups of children who cannot express and express their feelings. If this happens to normal humans in general, if the wish is not conveyed, disappointment will arise, but in this context, children with special needs describe their disappointment with expressions that are different from normal humans in general. The same thing was conveyed by the resource persons Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, on February 15, 2024:

> "If sometimes he tantrums I also sometimes don't understand what he wants, until usually, I wonder why this child suddenly tantrums even though he has eaten, even holding a cellphone he still tantrums, I am also confused sometimes why he can tantrums."
>
> ["Kalau *kadang dia tantrum saya juga kadang tidak mengerti apa yang dia inginkan, sampai biasanya saya heran kenapa anak ini tiba-tiba tantrum padahal sudah makan sudah kadang pegang handphone pun juga dia masih tantrum bingung juga saya kadang dia kenapa dia bisa tantrum."]

In addition to this statement, a similar thing was also conveyed by one of the interviewees, namely Mr. Honorius Danan Arif Widatmoko and Mrs. Ch. Dhian Novitasari, whom I interviewed on February 15, 2024:

> "When we are upset, we really try to hide that we are upset with this child because the more we are upset, the more scared and rebellious he can be, but when he wants something but we have not fulfilled it, we give him an explanation and he will finally understand that what he wants cannot be fulfilled now but at another time."

[“*Kami ketika kesal sangat berusaha menutupi bahwa kita kesal dengan anak ini, dikarenakan semakin kami kesal dia bisa semakin takut dan memberontak, tapi ketika dia menginginkan sesuatu tapi kami belum memenuhi kami memberi dia penjelasan dan akhirnya dia bakal paham bahwa yang dia inginkan belum bisa terpenuhi sekarang tapi di waktu lain.”]*

Every human being is born with different emotional conditions. For humans with normal emotional conditions, they will express emotions naturally, unlike children with special needs. Children with special needs will express their emotions in various ways such as expressions of fear, anger, sadness, and sometimes joy. Sometimes the expressions expressed by children with special needs are difficult to understand by those around them, including the child's parents.

However, according to one of the interviewees, dealing with children with special needs requires patience, and dealing with autistic children requires strategic patience, which requires a specific approach, understanding the unique needs of each child, and understanding any strategies that can help increase patience in dealing with children with special needs, as well as understanding the characteristics of autism and how this condition affects each child uniquely is the first step. Many resources are available, including books, scientific articles, and training that can help in understanding autism more deeply. Of all the strategies available, the most important one is that being patient and empathetic is key in dealing with autistic children. Realizing that they may have difficulties in communicating or understanding their environment can help parents remain calm and compassionate to explain anything to their child with special needs. The same thing was conveyed by one of the informants, namely Mrs. Rasni, whom I interviewed on January 10, 2024:

> “It’s normal for emotions to reach the top of my head. But I deal with it by taking a breath and I try to make it evoke that even though I am angry it will not solve it. Indeed, sometimes I overflow with emotion, but after that, I realize that God willing, even if I shout or something, he will follow. So, in the beginning, I did yell too, but then there was no point even though I yelled. The child doesn't understand yelling and also won't be able to solve it. Oh, yes, or if it's already happened, for example, I let my emotions out, then I apologize and say "I'm sorry,

son". While I hug, and it's not just him, all my children when I'm already emotional I do the same thing but what is different is that my child with special needs is more nurturing than my normal child."

["*Biasa itu emosi itu sudah pasti sampai di ubun-ubun. Tapi, saya menghadapi dengan tarik nafas dan saya usahakan itu saya timbulkan bahwa walaupun saya marah itu tidak akan menyelesaikan. Memang sih kadang saya luapan emosi tapi setelah itu saya sadari ya Allah kalaupun saya teriak atau apa nanti dia akan ikut. Jadi awal-awal memang Sempat juga teriak, tapi kemudian tidak ada juga gunanya meskipun saya teriak Ini anak tidak paham teriakan dan juga tidak akan mampu menyelesaikan. Oh, iya atau kalau sudah terlanjur misalnya keluarkan emosi nanti saya minta maaf dan berkata "maafkan Ibu ya nak". Sambil saya peluk, dan sebenarnya bukan cuma dia sih semua anak saya ketika saya sudah terlanjur emosi saya melakukan hal yang sama tapi yang berbeda adalah kalaunanak saya yang berkebutuhan khusus ini saya lebih mengayomi dia daripada anak saya yang normal."*]

Every emotion that occurs is inevitable. However, the way a person expresses and expresses feelings or emotional experiences through verbal and nonverbal behavior. Emotional expressions can be visual, facial (smiles, frowns, widened eyes, etc.), gesture (body position, movement), and verbal. Emotional expressions in autistic children can be different from other children, as they often have unique ways of feeling, expressing, and understanding emotions. The expression of emotions in autistic children can take many complex and varied forms. Here are some aspects related to autistic children's expression of emotions. By understanding each of their desires and emotions, it will be easier for parents, teachers, and individuals who interact with autistic children to increase their awareness and emotional intelligence and manage their emotions better to improve the quality of their lives and their children. The same thing was conveyed by Mr. Aziz Akib and Ms. Sukma Anggraeni, on 31 December 2023:

"For him, first, look at what the tantrum is like. If he tantrums blindly. He has his room. We monitor. If he can be approached, we approach him, but if not, we don't

> approach him. Better to leave it alone. If he has a tantrum, he will hit or bang his head anywhere."
>
> ["Kalau *dia, dilihat dulu tantrumnya seperti apa. Kalau dia tantrum itu membabi buta. Dia itu ada kamarnya sendiri. Kami pantau. Kalau keadaan dia bisa di dekati kami dekati, tapi kalau tidak kami tidak dekati. Mending dibiarkan saja. Daripada kami celaka. dia kalau tantrum biasa, seperti memukul atau bentur-benturkan kepalanya di mana saja."]*

Dealing with a child with special needs can be a very emotional experience for parents. The feelings experienced can range from happiness and pride to sadness and exhaustion. Understanding and managing these emotions is crucial to the well-being of both parents and children. Parents have an important role in developing emotional intelligence (EI) in children with special needs. EI is the ability to recognize, regulate, and manage one's own and others' emotions. Parents can improve children's EI by teaching children to recognize and manage emotions and setting a good example in managing their own emotions. Facing the challenges of parenting a child with special needs is a complex and emotionally charged journey. By understanding and managing their emotions, parents can create a more positive and supportive environment for their children. Support from family, friends, and professionals is essential in this journey. The same thing was conveyed by resource persons Mr. Joni Pamalla and Ms. Marini Adi Christiani Sigi, on February 15, 2024:

> "Of course, I just endure it, be patient, and try to understand his situation I give in a lot and also pray a lot. When I first found out that he was on the autism spectrum, I felt very sad that he was my first child, but from all of that I accepted and always prayed for the trials given from God with full support also from my family and Jojo's father's family, all encouraging by saying "Jojo is a field of reward and helps you when heading to heaven later". With these words, I became more enthusiastic about caring for Jojo because at first, I was sad that Jojo was diagnosed with the autism spectrum, but I believe that every trial is not just given trials but has a purpose."

[“*Pastinya saya tahan-tahan saja, disabar-sabarkan dan saya berusaha paham keadaan dia dan juga saya banyak mengalah dan juga banyak berdoa. Awal saya mengetahui dia spektrum autis saya merasa sedih sekali dimana dia adalah anak pertama saya, tapi dari itu semua saya menerima dan selalu berdoa atas cobaan yang diberikan dari Tuhan dengan penuh dukungan juga dari keluarga saya serta keluarga bapak Jojo, semua kasih semangat dengan berkata “Jojo ini adalah ladang pahala dan bantu kamu ketika menuju ke surga kelak”. Dengan kata-kata tersebut saya menjadi lebih semangat merawat Jojo, karena memang awal nya saya sedih Jojo didiagnosa spektrum autis namun saya percaya setiap cobaan itu tidak cuma dikasih cobaan tapi ada tujuannya.”]*

B. Discussion

In this chapter, the author discusses the results of research obtained from interviews with parents who have children with special needs as sources in this study. The discussion that the author will raise is related to how communication between parents and children with special needs (autism) and what types of communication are used in carrying out communication with children with special needs. This study found that children with special needs, including children with autism, have specific needs in communicating with their parents. They need a special approach and communication to understand and communicate their needs. Parents should use different types of communication that suit their child's needs, In addition, the purpose of communication is to be able to provide entertainment to each person who communicates. The purpose of communication is to be able to have a conversation or communication in the hope of getting value, more than just getting information from the conversation that has been carried out, for example by starting a conversation with a funny or comedic topic. This is because the form of communication is not rigid or non-formal.

1. Meaning in phenomenology studies

Understanding social behavior through interpretation is based on experience, meaning, and consciousness, according to Schutz's phenomenology. Schutz argues that the social world is a meaningful and intersubjective experience, where the meaning of an action is the same as its motive. The phenomenological approach places more emphasis on a person's conscious experience, namely their experience of something that appears when they experience it. They will also find meaning from this experience directly. Those who interpret will experience events and give meaning to each event they experience. Therefore, it can be said that every new experience will bring new meaning too.

Communication is a two-way communication in which the communicator and the communicant communicate. This is similar to the way parents communicate with their children who have special needs. Communicating with children with special needs requires a more careful and specialized approach than with children in general. Each special needs child may require different communication strategies, depending on the type and extent of their special needs. By applying an appropriate and understanding approach, parents can help children with special needs feel supported and understood, which is very important for their development. As parents, they must have their way of communicating with their children. The role of parents towards children with special needs is crucial to understanding how important the care and support they provide is. Parents play a crucial role in the development of children who have developmental disorders, autism, or other disabilities. Parents are the first to provide the physical, emotional, and educational support needed by their children that is tailored to their needs (Anggraini et al., 2023).

Therefore, parents who have children with special needs should be more aware of their children's needs and use various ways to communicate with them according to their needs. This awareness is very important to improve the quality of communication between parents and children with special needs. Communication is when two or more people talk to each other verbally or directly. Everyone can speak and share their thoughts and desires with someone other than themselves. Everyone can interact anytime and anywhere by communicating. Good and effective communication allows us to understand well the other person and the current situation, build

respect and trust, and establish an environment that can create ideas, solve problems, concerns, and influence.

It can also be said that communication patterns have various influences on relationships. It is not true that people think that the more communication they have with others, the better their relationships will be. What matters is not how often communication occurs. However, how does communication work. According to Daryono (as cited in Fajri. D.L, 2021), other goals include influencing other people's attitudes and behaviors, helping others, helping others, exchanging ideas, solving problems, conveying information, fostering relationships, influencing each other and playing, getting to know yourself and others, sharing experiences, fostering motivation, and doing cooperation. According to Barnlund (as cited in Fajri. D.L, 2021), communication is when people meet face to face, that is, in informal social circumstances, and interact through reciprocal cues, both verbal and non-verbal.

As a result, these children become isolated from others, drawn to a world of repetitive and compulsive activities and interests, and have difficulty developing the ability to interact and socialize. In line with the results of research with one of the informants, namely Mrs. Rasni, who made a statement that communicating with children with special needs must experience obstacles communicating with children with special needs must use words that they understand as much as possible because sometimes communicating with children with special needs has used word choices that according to normal people, they will understand but surely no matter how easy our delivery is to children with special needs, they will still not understand. Therefore, based on all the results of the study, communicating with children with special needs must indeed be done by choosing simple words and of course, young people understand but must continue to be repeated so that they can understand the words we convey to them. And of course, communication is one of the most important elements for all living things in carrying out life. In the mechanism of human life and other living things, the existence of communication is an absolute prerequisite for adaptation. If a person does not have communication skills, this prevents him from surviving, especially from self-realization. In the dynamics of communication, the diversity of individual situations by itself can contribute to the presence or absence of communication.

The results of the study reveal that communicating with autistic children requires choosing the right words that they can understand. Communication between parents and children with special needs is very important to build strong relationships, understand children's needs, and support their development. Parents of children with special needs, such as autistic children, have difficulty communicating with their children because they have three main impairments in communication, social interaction, and behavior. Autistic children tend to be busy on their own so the disorders experienced by autistic children are sometimes not understood. By those around them. Children with special needs, such as autistic children, have difficulty in reading other people's expressions, so they can have difficulty in social interaction. Good parenting can influence communication development in children with special needs. Research shows that most parents have democratic parenting, which can help improve the communication skills of children with special needs. Communication disorders mean both verbal and non-verbal. Gestures, body language, and facial expressions are examples of verbal communication here. Children with autism rarely use non-verbal language when talking to others. When interacting, they appear disinterested and very inexpressive (as cited in Novianti. D.C., 2023).

From this research, there are several ways parents conduct communication with their children, namely verbal communication and non-verbal communication:

1) Verbal Communication

Verbal communication is very important in interactions between parents and children, including children with special needs. Using effective verbal communication techniques can help children feel supported, and understood and have an emotional connection with their parents. Parents who have children with special needs should know that communication with children with special needs has different communication patterns. Communication is very important for humans. It is never separated from everyday life, whether with parents, children, or family. Because communication is the core of human relationships, it is bound to happen. Having a child with special needs is a challenge for some parents, but a gift for some. Children with special needs are often treated differently, both in ways and patterns, because they are very different from ordinary children (Faradina, 2016).

Children with autism face difficulties in using language and speaking, which makes it difficult for them to communicate with others. Therefore, to give autistic children, the opportunity to interact and explore indirectly with their environment without using speech language, alternative ways of communicating other than speech-language are needed. For those who have difficulty speaking or are unable to communicate verbally. Non-verbal communication is also important for autistic children to express themselves and understand others, especially as they often have difficulty with verbal communication. Understanding and responding to this non-verbal communication can help build better and more supportive relationships. Because it is easier to convey information and autistic children respond quickly through the use of non-verbal symbols, every form of non-verbal symbol gesture they use is part of the source of information. Body language as a whole includes hand gestures, foot gestures, facial expressions, and head shakes. Pictures and symbols can help people communicate. Sounds that come from the environment directly help identify the emotional state of autistic children and color is very influential in pictures, so hyperactive autistic children are very interested in color pictures. In contrast, nonverbal autistic children or severe pervasive speech disorders do not have a significant impact on color pictures. Autistic children use non-verbal symbolic cues to interact with people around them. Symbols are not just used casually; they have a special role in communication as a source of information.

In addition to verbal communication, parents do some special treatment also for children with special needs. Among others:

a. Speak slowly and softly

According to Vygotsky (Hidayat, 2014) there is a stage of language development before the development of thought and a stage of thinking development before language development. Furthermore, the mind stage of language and thinking meet. In other words, thinking and language are formed separately before meeting and impacting each other.

Thus, children use language to think and language to think (as cited in Gustina. E., et al, 2018). One effective strategy for communicating with children with special needs is to speak slowly and gently. This strategy involves using facial expressions and body movements to help children respond and process information better and can help them understand and repeat spoken words.

Children have a lot of time to spend with their parents or family, so parents have a lot of time to give them encouragement to rewire their brains. By clearly expressing different syllables, the child's speech will improve as they begin to understand the new words they hear. As they get older, the way they communicate will always be different depending on what they hear, who they talk to, and where they are in school. Parents of children with special needs are committed to understanding their children's unique needs, creating a supportive environment, and helping them reach their full potential. Through their ongoing and dedicated role, parents play a very important role in helping children with special needs face challenges and achieve joy. According to Laynas Waun, speaking softly and calmly is something that needs to be maintained in parent-child communication (as cited in Mohibu.A., 2015).

All interviewees agreed that communicating with children with special needs must sort out the words that are good, correct, and easy to understand from children with special needs. Because children with special needs have limitations both in terms of physical and the way they communicate. In addition to considering children's understanding when talking to parents, it is important for parents to also consider soft and calm speech when talking to children.

b. Repeating verbal messages

According to Carol (2004), another problem that will indeed be experienced by autistic children who already have one-word verbal abilities is related to grammatical rules in their language, or this is commonly referred to as syntax (as cited in Vistasari. R., et al, 2019). Children with special needs can improve their speaking skills by repeating verbal messages. Repeating messages is a very effective strategy for communicating with children with special needs. Repetition is a powerful tool in helping children with special needs understand and remember messages. By using a variety of repetition techniques, such as direct, visual, and in-context repetition, and with positive reinforcement, parents and caregivers can help children develop communication skills and improve their understanding of instructions and information. Repetition helps to strengthen the child's understanding and memory, ensuring that the message conveyed can be remembered and processed properly. The purpose of word repetition in children with special needs is to improve their speech. Word repetition can help children with special needs understand

and repeat spoken words, and improve their ability to speak effectively. Here are some examples of strategies found in the research:

a. Repeating Words

According to Shofa (2022), The ability to imitate behavior that has been modeled is called imitation ability; repetition activities are very important (As cited in Watini.S., et al, 2023). Children with special needs can improve their speaking skills by repeating words. Teachers can repeat the words of children with special needs and ask them to repeat the words.

Repeating words to children with special needs is a strategy used to help them improve their speech, and repeating words to children with special needs is also an effective communication strategy to improve comprehension, memory, and language skills. By using various repetition techniques such as direct repetition, use of visuals, and integration in daily activities, parents and therapists can help children with special needs develop better communication skills and feel more confident in their interactions. A small example of repeating a word is "throw away."

b. Repeating Sentences

According to Ahmad Ma'ruf, autistic children are children who experience very complex developmental disorders, ranging from disorders in language or communication both verbal and non-verbal, difficulty adjusting or changing their routines with their surroundings, doing repetitive things, and social interaction disorders. Autistic children also need education like normal children (as cited in Maghfiroh. L., et al, 2017). Repeating sentences in children with special needs is a very effective communication strategy to improve their comprehension, memory, and language skills. By using repetition techniques such as direct repetition, use of visuals, and integration in daily activities, parents and caregivers can help children with special needs develop better communication skills and feel more confident in interacting. This approach ensures that the child gets ample opportunities to hear, process, and understand the information provided, thus helping them reach their full potential in communication and social interaction. A small example of repeating a sentence is "Let's tidy up the toys."

c. Paragraph Repetition

According to Twiford in Wijayakusuma (2004), autism is defined as actions that interfere with the normal growth and development of children. Bonny Danuatmaja states in Koswara (2013) that autism is a group of symptoms or syndromes that can cause nerve damage and interfere with child development (as cited in Mof. Y., et al, 2023). Repeating paragraphs spoken by children with special needs can help improve their speaking skills. Parents can repeat the paragraphs spoken by children with special needs and ask them to repeat the paragraphs. Repeating paragraphs to children with special needs is an effective strategy to improve comprehension, memory, and language skills. By using gradual repetition, visual techniques, and integration in daily activities, parents and caregivers can help children with special needs develop better communication skills and feel more confident in interacting. This approach ensures that children get plenty of opportunities to hear, process, and understand more complex information, thus helping them reach their full potential in communication and learning. A small example of repeating the paragraph "The rabbit was very fast. He ran through the green fields. The rabbit was very fast. He ran through the green field."

d. Repeating Different Words

According to Safari (2005), autism includes the inability to interact with others, echolalia, mutism, sentence reversal, repetitive and stereotypic play activities, strong memory routes, and an obsessive desire to maintain order in the environment (as cited in Maghfiroh. V. S, et al, 2019). Repeating different words can help improve the speech of children with special needs. Parents can repeat words spoken by children with special needs differently, such as using different words or using different intonations. Repeating words in different ways is an important technique in helping children with special needs understand and remember new vocabulary and concepts.

By using variation in repetition, children can see words in a variety of contexts and understand their broader use. Repeating words in different ways is an effective strategy to help children with special needs strengthen comprehension and improve language skills.

By using synonyms and antonyms, creating different sentences, using visual aids, involving various activities, creating stories and narratives, and using questions and answers, children can learn to recognize and use words in various contexts. This approach helps children develop

cognitive flexibility, enrich their vocabulary, and feel more confident in their daily communication. A small example of repeating words differently "Today, we saw a fast dog running in the park. Then, we quickly went home because it was raining."

e. Ask questions that the child feels able to understand

According to Laynas Waun, asking questions that the child feels able to understand is something that needs to be maintained in parent-child communication (as cited in Mohibu.A., 2015). Asking the child questions or wishes that sometimes we as normal people do not understand their wishes. Therefore, the results of the research, one informant said that they always ask every wish of their children if they do not understand and they will prioritize their children's requests. This is very necessary in the communication of children with special needs because children with special needs can become tantrums because their wishes are not achieved.

2) Nonverbal Communication

According to Chrisdina's theory (2018), nonverbal communication is body language such as non-verbal eye blinks, sitting close together, and the way of looking into a message that looks effective and easy to understand (as cited in Puspitasari. D., 2022.). Nonverbal communication is also very important in the context of communication. Nonverbal communication helps us build the image we want to present in front of others.

Nonverbal communication plays a very important role in interactions with children with special needs. Non-verbal communication includes facial expressions, gestures, eye contact, and the use of communication aids such as pictures or electronic devices.

For many children with disabilities, non-verbal communication methods can be a primary or supplementary way to communicate, especially if they have limited verbal skills. Sign language also plays an important role in improving children's communication skills, especially for children with disabilities. Sign language can help children to communicate better and accelerate their ability to speak. In its use, sign language can be learned by anyone, but sometimes it is used more by people who have limitations. Based on the results of data collection, sign language appears in children with special needs around the age of 2 years.

Thus, sign language is a unique and important language in various aspects of life, especially for children with special needs who need it to communicate easily because it is known that not many children with special needs can speak, and in the end, it is difficult to express their wishes and lead to tantrums. So automatically, the results of the study say that the role of non-verbal communication in communication with children with special needs is often used. The non-verbal communication in question is sign language, which not many children with special needs can speak, therefore they use sign language more often. Which if they want something they demonstrate and immediately pull their parents' hands to a place if they want. A small example of non-verbal communication that is often said in the results of data collection is when they want to eat then they take cutlery and can just pull their parents' hands into the kitchen. From the research, here are some examples of non-verbal communication:

a. Approaching children with special needs

Autism according to Sipahutar & Agustin (2016) is the development of brain chaos and pervasive disorders characterized by communication delays, play disorders, language, behavior, feeling, and emotion disorders, social interactions, sensory feeling disorders, and repetitive behaviors (as cited in Syaputri. E, et al, 2022). Therefore, patience and flexibility are essential when communicating with children with autism. Give them enough time as they sometimes need more time and approach to respond or express themselves. Also, be prepared to adjust to the child's needs and wants and try different ways to communicate. Approaching children with special needs takes a long time because they have limitations and also they are more closed when meeting new people.

Therefore, to get closer to them does need a new strategy and they have not previously found unique things that can attract their attention to communicate with us. Always remember that every child with autism is unique, so it is important to continue to pay attention and adjust the communication approach according to the needs and preferences of each child.

b. Embracing children with special needs

Peeters (2010) says that, if autistic children lack communication, they are more likely to live alone and have no interest in others (as cited in Yuswatingsih. E., 2021). Therefore, embracing

children with special needs through appropriate communication strategies is key to building strong relationships and supporting their development. Embracing children with special needs is to help them communicate effectively and improve their speaking skills. By using appropriate communication strategies, children with special needs can improve their speech and fulfill their needs in interacting with their surroundings. Embracing communication with children with special needs also aims to improve their socialization skills. By communicating effectively, children with special needs can improve their ability to interact with others and meet their needs by participating in social activities.

c. Sign language

Some researchers in Indonesia such as Palfreyman (2014), Isma (2012), Suwiryo (2013), and Soejanto (2012) show sign language linguistic research as a study of linguistic systems. Dialectological research approaches to various sign languages around the world have also been used in sign language research. Examples are Woodward, 1976; McKee et al., 2000; Johnston, 2003, and sociolinguistic research, such as McKee et al., 2006 (as cited in Gumilang. R., 2018). Sign language is one of the languages that is often used in the lives of children with special needs. This is because sign language in autistic children is a visual communication system that uses hand movements, facial expressions, and body movements to convey something. This method can help autistic children communicate, especially if they have difficulty in speaking verbally. The use of sign language in autistic children can be a very effective tool to improve communication and interaction. Sign language helps reduce the frustration a child may feel when they have difficulty expressing themselves verbally. Sign language is an invaluable tool in supporting autistic children to communicate more effectively, which in turn can improve their quality of life and their relationships with those around them.

d. Repeating Words with Pictures

According to Musodah (2014), the use of picture word card media can bring children to a fun learning environment during early reading learning. This is because the teacher uses a play strategy and the method used is wordplay, which allows for an active and entertaining learning environment. Children who participated in learning activities using the syllable method with picture word card media obtained better beginning reading ability results. This is because the

syllable method with picture word card media is used while playing, according to the specified theme.

The syllable method with picture word card media is different from conventional methods, or what is often referred to as conventional methods. The lecture method makes children not pay attention and are too busy playing alone or with their friends (as cited in Magta. M, et al, 2019). Repeating words with pictures can help improve the speaking ability of children with special needs. Teachers can repeat words spoken by children with special needs with appropriate pictures so that children with special needs can understand the words spoken. Pictures can provide a visual context that reinforces children's understanding and makes learning more interesting and interactive, and repeating words with the help of pictures is a very effective strategy for improving comprehension, memory, and language skills in children with special needs.

By using clear and attractive pictures, combining written words with pictures, engaging children in interactive activities, using picture stories, creating matching games, and integrating pictures into daily activities, parents and caregivers can help children understand and remember words better. This approach makes learning more interesting and interactive, helping children feel more confident and comfortable in the learning process. A small example of repeating words using pictures is when a picture is available for example we say "Where is the picture of a flower?" then the child will show or take a picture of a flower.

e. Maintaining eye contact with the child

According to Laynas Waun, maintaining eye contact with children is something that needs to be maintained in parent-child communication (as cited in Mohibu.A., 2015). Based on the findings, maintaining eye contact with children was not found in any of the interviewees. 3 married couples and 1 of the interviewees said that they were more comfortable making physical contact by holding their children's hands when inviting communication. It can be said that they prefer to do verbal communication with their children.

f. Directing all attention only to the child

According to Laynas Waun, directing all attention only to the child is something that needs to be maintained in communication between parents and children (as cited in Mohibu.A., 2015). The next theory is to direct all attention only to the child, based on the results of the study, the informant, namely Mrs. Rasni, said that if she felt that her child was angry, she would question what causes and consequences made her child angry until she was able to understand the causes and consequences of the emotions her child felt. Therefore, the author understands that by directing all attention to the child they feel comfort and affection.

g. Maintaining and paying attention to children's feelings

According to Laynas Waun, maintaining and paying attention to children's feelings is something that needs to be maintained in communicating between parents and children (as cited in Mohibu.A., 2015). The next theory is to maintain and pay attention to children's feelings, all interviewees agreed with this point. They agreed that in educating children, efforts are needed to maintain and pay attention to children's feelings and this applies both in treating normal children and children with special needs. The difference between educating children with special needs and normal children is in physical terms, children with special needs have limitations, therefore as communicators to children with special needs, they must be careful if they are communicating with them. Augmentative communication is the rules and equipment or media that can improve verbal communication skills in the reality of everyday life. Based on the results of the study, reveals that the communication used from the sources there are 2 augmentative communications, among others:

1) PECS (Picture Exchange Communication System)

Parents whose children use PECS have concerns. They are worried that their child is dependent on pictures and cannot speak. Therefore, Schwartz (1998) investigated 18 preschool children with language impairment, some of whom were identified as autistic at www.autism.healingthresholds.com. They were treated using PECS. The children used it to communicate at school, not just during training sessions.

After a year, more than 50% of the children stopped using PECS and started using their natural speech. No adverse effects were found when using this PECS (Bondy, 2001). The concern that autistic children's speech skills do not develop and are dependent on PECS is not based on research. There is ample evidence that autistic children who use PECS learn to speak faster than those who do not (Bondy, 2001). A recent study by Yoder and Stone (2006) saw autistic children trained with PECS being more verbal than children who were not. PECS will be more effective in encouraging autistic children under six years old to be more verbal (as cited in Mansur., 2016). This communication uses pictures to help children communicate. PECS can teach children to express their needs and wants through pictures. Alternative communication is designed to help individuals who have verbal limitations communicate using pictures. This system is especially useful for children with special needs, such as those with autism spectrum disorders or speech delays. The child presents pictures to the interlocutor as a way to request something, such as showing a picture of food when they are hungry. By using PECS, children with special needs can gradually develop their communication skills, allowing them to express their needs and wants more effectively. This approach also helps reduce the frustration that often results from verbal limitations, thereby improving the quality of life for the child and family.

2) Electronic Devices

One type of learning media that can be used to help autistic children learn is visual media. Visual media can improve comprehension and memory. They can also foster children's interest and connect subject matter with the real world (Arsyad, 2010: 91). Visual media can be in the form of images of objects that are almost identical to their original form (as cited in Puspitaningtyas. A. R., et al, 2019). The electronic device in question is a cellphone, where the results of the study say that they as parents, at certain times give their children to hold gadgets and watch YouTube. YouTube can be a useful tool for children with special needs if used appropriately and wisely. The video content available can help in various aspects, including learning, entertainment, and social skill development. YouTube can be used as an interactive and interactive learning resource. The video content available can help children with special needs understand complex concepts and improve their abilities in various fields. YouTube can be used as a source of entertainment that can help children with special needs develop social skills and increase self-awareness. The video

content can help children interact with their surroundings and improve their ability to communicate with others.

2. Communication for Autistic Children

Two-way communication is the most effective way of communication (Rahmawati, 2020). Because communicators can provide feedback to communicators, the two-way communication process can occur either directly or through communication media. Two-way communication is a type of communication in which the communicator and communicant interact with each other reciprocally. Communication, which involves the exchange of information and understanding between two or more people, is essential for building healthy and strong relationships. As technology advances, the ability to communicate effectively is increasingly important for successful personal relationships. For us to optimize our communication with others, it is important to understand the theory of communication. This theory states that communication is the process of sharing ideas, feelings, and information that allows us to build stronger relationships with others. To achieve this, we need to be good listeners, be active and appreciate multiple perspectives. The communicant needs to have the opportunity to give feedback to the communicator. The communicant has the opportunity to respond or respond to the communicator during this communication process. Lazarsfeld then proposed the concept of "two-way communication", which means that individuals are not directly impacted by mass media (as mentioned in Hamdan, 2019). However, some things can interfere with effective communication. Communication disruptions can happen to the person communicating or to the person communicating. One example is autistic children who have limitations or deficiencies.

Every child's character will be shaped by good communication parenting. This means staying open and sharing stories. Do not put the child in a corner if they do wrong, but advise in a good way so that the child does not hesitate to start the story and tell what is wrong. The role of communication of both parents in educating children is to ensure that children do not have problems that are covered up or make children close themselves. Parents should be close to their children to know their behavior and attitude that may have an impact on their own. It is very important to communicate anywhere and anytime, including in the family. Everyone wants the family to have intensive, dynamic, and harmonious communication. The role of the family,

especially parents, is very important in the formation of a child's character. Communication between parents and children in providing learning encouragement is not optimal, and children no longer have the time and opportunity to learn due to lack of parental time and opportunity.

If both parents support each other and work together, communication between children and parents can be said to be good. Therefore, parents should be able to make the house a place where children can communicate well about moral learning, both inside and outside the home. Based on the explanation above, it can be concluded that parental communication is very important so that parents better understand their responsibilities and duties as parents and moral coaches. Selection of a good form of communication for parents to children must be appropriate so that children feel enjoyment in carrying out what parents instruct, such as carrying out worship. Communication of parents, namely fathers and mothers, can be a role model for children when communicating with other people, society, and family. Cultivating good habits in children through religious teachings can be done easily if children get good examples from people around them, most importantly from their parents. These good habits are usually the basis for the formation of the child's personality traits. If the child's personality is filled with religious teachings, it will avoid bad behavior.

The communication limitations of autistic children have an impact on their daily lives. The simplest thing is that children are unable to express their wishes clearly, making the other person misunderstand and even unable to respond to the child's wishes. Repeated incidents cause frustration and tantrums. Knowing communication in children with autism aims to know language and communication both verbal and nonverbal. Children with special needs are children who are significantly different in several important dimensions of human functioning. They are physically, psychologically, cognitively, or socially delayed in achieving their goals or needs and potential to the fullest. From this research, several ways need to be considered in communicating with children with special needs:

a. The emotional condition of children with special needs

The theory of Leoni Kannert (1943) said that autism can also be known as a neurological disorder that affects the ability to communicate with children, the inability to interact and communicate with children will affect the existence and acceptance of children in their social

environment (as cited in Hartini.L., 2023). As the results of the research obtained during the interview a pair of sources (parents) namely Mr. Honorius Danan Arif Widatmoko and Mrs. Ch. Dhian Novitasari said that communication difficulties with children with special needs it was at the beginning when first diagnosed with autism, it was very difficult to communicate because they as parents tried to understand the meaning of all their child's wishes which were sometimes difficult to understand and could result in the child experiencing peaked emotions or tantrums. The informant also said that the emotions of children with special needs it is not far from something they want but we as ordinary people sometimes do understand not. But, of all that has happened, something he wants is something that is repeated or they have often done but when he wants it again, he finds it difficult to convey it to us because it is a communication limitation that occurs. As is known, the emotions of children with special needs are very difficult to control, even normal people have difficulty controlling their emotions, let alone children with special needs. Therefore, to control the emotions of children with special needs, by trying to understand their every desire. For this reason, therapy is needed first to reduce the level of emotion in autistic children. Many kinds of therapies can be carried out by autistic children, one of which is music therapy, music has a great influence on human life from infancy to adulthood.

Autism is a disorder in the development of normal social interaction and communication, resulting in limitations in activities. The biggest obstacle for children with autism syndrome is communication and social interaction. The next obstacle is the disruption of nonverbal communication behavior. Barriers that occur in social interaction include the inability to express facial expressions in communication, and other barriers in the form of building and maintaining relationships, such as difficulty in adjusting behavior in different social situations. Emotional expressions are part of nonverbal communication and are expressed through facial expressions. Emotional expression is an attempt to convey an individual's goal-oriented emotional state. Limited ability to express emotions can interfere with communication and social interaction with others so their wishes are difficult to convey or not accepted by others.

b. Emotion control strategies for children with special needs

According to Heward (2003), children with special needs are children who have unique characteristics that differ from ordinary children without always showing physical, mental, or

emotional disabilities. Children with special needs are children who significantly experience abnormalities or deviations (physical, mental, intellectual, social, and emotional) in their development and require special education compared to children their age (as cited in Ningrum. N.A., 2022). With the results of research conducted with one of the interviewees, Mr. Joni Pamalla and Mrs. Marini Adi Christiani Sigi, they said that the strategy for dealing with the emotions of children with special needs is to continue to understand their wishes which remain the same even though they find it difficult to convey their every wish. When children feel heard, they begin to believe that they have a safe place to express their feelings, parents are a reflection of their children's behavior. Children will automatically imitate the good and bad deeds of their parents. Therefore, emotions are found in the affective component of humans. Emotional exhaustion is forgetfulness, difficulty concentrating, crying easily, boredom, hopelessness, anxiety, restlessness, adaptability, confinement, anger, and loneliness. Autistic children need support from the surrounding environment because their emotional management must be processed by their parents. Therefore, in building emotional strategies for children with special needs it is very necessary, to stay beside them when they are in the tantrum stage or again experiencing emotions.

Parents are most responsible for the care and interaction of children with special needs, mothers are in the top position in terms of acceptance and willingness to care for children with special needs, both technically and emotionally. Mothers have responsibility for the normal and abnormal conditions of their children because they feel they have cared for their children from the womb to birth and growth. A mother's emotional reaction to the presence of a child with special needs is more pronounced. This is because the mother's interaction with the child is more intense than with other family members. Children with special needs are prone to physical and emotional fatigue in the form of disorders such as headaches, indigestion, high blood pressure, sleep disturbances, mild physical fatigue, boredom, mild anxiety, difficulty adapting, isolation, irritability, loneliness, and anxiety. Controlling the emotions of children with special needs requires a patient, consistent and empathetic approach. These children may have difficulty in recognizing, expressing, and regulating their emotions, so appropriate strategies are essential to help them develop better self-control skills. Children with special needs, such as autistic children, tend to have difficulties in expressing their emotions, both verbally and nonverbally. They may show unpredictable expressions of emotions, such as suddenly laughing or crying.

3. Influencing Factors

Communication with children with special needs requires some special treatment. From the results of this study, several things were found which then influenced how parents carry out communication with their children with special needs (autism). The factors that influence are as follows:

a. Physical and Psychological Conditions of Parents

The physical and psychological conditions of parents who have children with special needs are very noteworthy. According to Mira (2012), every parent wants the presence of a child in their home. All parents expect a child to be born perfect. Parents want their children to be physically and mentally healthy. However, some children are born and grow up in abnormal conditions. Some of them have physical and mental limitations since birth. Parents who have children with special needs face great challenges (as cited by Faradina, N., 2016). Parents experience emotional reactions to the burden. Because of having a child with special needs, parents must adapt to a new role. So, parents who have a child suffering from a developmental disorder may face challenges. The child requires more time and attention. Therefore, the family has a big role in influencing a child's life, especially in the early and critical stages, if parents are not able to manage their negative emotions well, the consequences may affect the child. In addition to medical assistance, the recovery of a child with special needs is highly dependent on the support of his parents. Parents who have children with special needs face greater challenges than ordinary parents in caring for and raising their children with special needs.

At first, any parent who has a child with special needs will usually feel unaccepting of their child's condition, and they may feel depressed and insecure. The current phenomenon relating to the devastating impact of a child with special needs is very likely caused by the poor quality, function, and role of the parents towards the child with special needs. Other factors, such as environmental, social, and others, then follow. After a child with special needs is born, the mother is the first person to receive the direct impact of the child's birth. Mothers not only experience the biological process of giving birth to their babies but also experience a more unique and profound psychological process. Mothers often experience various memories of feelings, hopes, worries, fears, and happiness. A mother's desire for her child is a strong and complex emotional connection.

A father has a great responsibility in shaping his family and children as they are the head of the household and a role model for both mother and child. A father's love is an example of a strong wife. During pregnancy and after birth, fathers also experience various psychological and emotional processes. Factors that influence parents and extended families when caring for children with limitations, including adjustments to child behavior and the adequacy of resources owned, then a failure in these factors can cause stressful conditions for parents. The desire for effective communication conveys information and messages from parents to children, and communication is very effective communication in influencing a person because it is two-way and the five senses are used as tools that can have a major influence on attitude change, if too each then they will be like strangers gathered under one roof.

Communication within the family is an important aspect and has a major impact on the development of a child. According to Gibson (2009), stress is an adjustment response mediated by individual psychological differences and processes (as cited in Budiarti. E., et al, 2019). It is the result of all external actions (environments, situations, or events) that make a person have excessive physical or psychological demands. Lazarus and Folkman (1984) said stress is when a person's interaction with their environment causes them to see a mismatch between their resources, both biological, psychological, and social systems, and the needs of the physical or psychological situation (as cited in Budiarti. E., et al, 2019).

In addition, the results of the study revealed that parents' emotions are natural. However, many parents choose to remain silent when angry because anger will not change anything and their children will not understand these emotions. One couple said that emotions exist, but they try to be patient, understand the child's situation, give in, and pray a lot. When they first found out their child was on the autism spectrum, they felt very sad, especially because it was their first child. However, they accepted the condition and always prayed and got full support from the whole family. It is expected that family support is the family's attitude, action, and acceptance of a person intended to build a sense of mutual love and affection between family members, between relatives, and between generations, which is the basis of a harmonious family to foster affectionate relationships and create a happy household. The family is expected to be able to function as a means to build a harmonious family.

b. Condition of Children with and without Therapy

Consistent therapy is very important for children with autism. Therapy can provide the necessary support to develop better communication, social, behavioral, and cognitive skills. Children who do not receive therapy tend to face more challenges in these areas of development, which can affect their overall quality of life. Support from professionals, such as speech therapists, occupational therapists, and behavioral therapists, as well as active involvement from the family, is essential to help children reach their full potential. Children with autism who are regularly treated have better physical, psychological, social, and learning conditions compared to children who are not treated. Regular therapy can help improve motor skills, communication, response to change, emotions, social interaction, self-acceptance, learning, and skill development. Therapy is an important component that should be provided to children with autism to alleviate symptoms and reduce poor prognosis in adulthood. According to Rogers (in Rakhmat, 2012), a person becomes more open to revealing himself and has a more positive perception of others than his own (as cited in Sari.W., 2021).

Every interaction between people depends on communication. Without communication, interaction between individuals, groups, or organizations is impossible. In the communication process, there is the possibility of two-way communication. Two-way communication is when the person speaking and the person being spoken to take turns exchanging information. The communicator is the individual or group of people who convey the message in communication, while the communication itself is the party receiving the message. Communication is a type of communication in which people talk to each other privately. In other words, communication is a type of communication in which people talk to each other about their feelings, ideas, emotions, and other information. Communication consists not only of words spoken and received, but also of body language, facial expressions, and speech styles. To meet the needs of children with special needs.

Therapy, on the other hand, can help control symptoms and improve one's ability to live life better. However, keep in mind that autism is not always the same. There are some people whose symptoms are mild enough that they only need one or two types of therapy, but there are

others whose symptoms are more severe and require more types of therapy. Children with autism who are regularly treated have better motor skills compared to children who are not treated. Physical and occupational therapies help improve coordination, muscle strength, and basic sports skills, and children with autism who are not treated tend to have more severe pervasive disorders, such as impaired brain development and low muscle mass.

Also, in the research results, there are several common therapies carried out by children with special needs, including:

1) Occupational Therapy

This therapy is related to work that is usually done daily. This activity helps children with autism develop such as learning to hold cutlery and wear clothes properly and correctly. However, occupational therapy can also include things like school, work, or play. The focus required usually depends on the child's needs and goals. According to WFOT (2012), occupational science is important in occupational therapy practice and provides a way of thinking that enables an understanding of work, the nature of human work, the relationship between work, health and well-being, and the influences that shape work (as cited in Dorsey. J, et al, 2020).

2) Speech Therapy

Children can get help with speaking, communicating, and interacting with others through speech therapy or talking therapy. This therapy can include non-verbal skills like eye contact, taking turns in conversation, and understanding gestures. Speech therapy can also help children learn to express themselves through pictures, language, signs, or computer symbols. Therapists should also work closely with parents to teach these skills daily to be effective. According to Hurlock (1997), speech and language delay is the level of speech development below the level of quality of speech development of children of the same age which can be known from the accuracy of word use (as cited in Riadi.M., 2021).

a. The context of sibling presence in children with autism

The presence of a normal sibling in a child with special needs is influenced by various factors, including quality of life, self-acceptance, social interaction, environmental acceptance, emotions

and resilience. Normal siblings who have a sibling with special needs tend to have a better quality of life, better self-acceptance, better social interaction, better environmental acceptance, more stable emotions, and better resilience compared to normal siblings who do not have a sibling with special needs. In daily life, humans cannot live alone and cannot satisfy their desires. All people tend to communicate, interact, and socialize with others. In Muslimin's theory, it is said that communication with parents and children is able to maintain an intact relationship (as cited in Hanifah.L., 2022). Imagine if each member rarely speaks and does not want to listen or respond when other family members invite him to talk or just shut up and follow the orders of his parents for fear of starting to speak.

Communication between parents regarding the development of children with special needs is very important to ensure that children receive consistent and effective support from everyone involved in their care and education, of course, the role of parents is very important. This is because parents are the closest to the child and the people who are always with the child. Parental involvement is crucial to realizing optimal learning in children's golden years. This is reinforced by the opinion of Wu and Brown who state that parental participation is one of the important factors that determine the development of children with special needs (as cited in Buana. A.A., 2018). However, in practice, many parents still lack understanding of their children. Many parents have difficulty raising their children. Parents do not know what they can do to optimize their child's development. Communication between fathers and mothers in supporting the development of children with special needs is essential to ensure that children receive consistent and comprehensive support. Good cooperation between both parents can make a big difference in a child's development.

The presence of siblings for children with special needs plays a very important role in helping their development. Siblings can be valuable companions, providing much-needed emotional, social, and practical support. In many cases, siblings have the unique opportunity to build a strong and loving relationship, which can be an important foundation for a special needs child's progress. Siblings can better relate to and support their sibling with a disability to develop better. They often understand the needs and challenges faced by their sibling and are thus able to provide more

personalized and ongoing support. The presence of a sibling in the home also means that the special needs child has a consistent role model and friend in daily life.

Although children with special needs may receive professional therapies and interventions, most of their time is spent at home. This is where the role of the family, including siblings, becomes very important. Daily interactions, playing together, and regular activities at home offer many opportunities for the social and emotional development of children with special needs. The family, especially siblings, can help manage behavior, teach new skills, and encourage independence. The behavior and development of a child with special needs are managed more by those closest to them, namely the family. With siblings actively involved, children with special needs can experience ongoing and more personalized support. In addition, siblings can also learn about empathy, patience, and how to deal with challenges, which in turn enriches their own experience and growth. As such, siblings play an important role in the life and development of a child with special needs, helping them to reach their full potential through compassionate and ongoing support.

4. Comparison With International Research

a. Children With Autism Spectrum Disorder: Strategies for Communication Intervention (2019).

This journal written by Anthony J. Caruso (Kent State University, 2019), explains several statements from the results of the study that factors for the development and use of verbal communication and non-verbal communication are needed for children with autism. This is done to facilitate communication with children with autism, it can be seen that communication with children with autism must be hampered because they have limitations. Therefore, the results of my research on verbal and non-verbal communication in children with autism are very much needed, especially since it can be seen that not many children with autism can speak. They mostly use sign language, which is categorized as non-verbal communication. When they want something, they do more actions by pointing to something they want (sign language). The verbal communication they do may mention a few words, but from the results of my research for verbal communication it is very minimal because they (children with autism) more often use sign language and also use the

PECS (Picture Exchange Communication System) method, PECS communication is showing pictures according to their desires, for example wanting to play, they show a picture of a swing.

The author also said that treatment for children with autism is necessary for the child's survival. The treatment referred to here is therapy, in line with the results of the research I conducted, parents of children with autism revealed that their children were diligent in therapy every day except on Saturdays and Sundays. The purpose of therapy is to improve their development which is not by their recovery with their age. Therapy reports are carried out every 3 months, and in addition to therapy, the informant revealed that their child was taken for control every 6 months by an autism specialist. Of the two, parents do it so that their child's development is better than before.

Furthermore, the author explains the strategy for approaching children with autism. The author says the approach is more focused on verbal and non-verbal communication approaches. Based on the results of my research, the approach to autistic children does use verbal and non-verbal communication. Like being invited to talk and joke. Children with autism have a "world of their own" where we as normal people need a special strategy to approach the autistic child. Sometimes we are normal people, and our goal is to joke with them but they can catch it with possible fear that causes them to tantrum.

b. Analysis of interpersonal communication in a mixed reality full body interaction experience to foster social initiation in children with autism (2020).

This journal written by Olga Galí (University Pompeu Fabra, 2020), discusses the communication deficiencies of children with autism, as well as deficiencies in social and emotional reciprocity that can cause or respond to social interactions in children with autism. Based on the results of my research, people with autism cannot integrate verbal and non-verbal communication behaviors, and have the inability to develop, maintain, and understand relationships. However, compared to children with low-functioning autism, children with high-functioning autism are more likely to initiate or respond to interactions with their peers. Children with high-functioning autism, on the other hand, show lower quality and more frequent social behaviors compared to children without autism. Compared to performing prosocial behaviors such as sharing feelings and

experiences, when we talk about poor quality behaviors, we mean behaviors such as maintaining proximity and ritual behaviors.

The journal's authors go on to say that interpersonal communication, especially face-to-face communication, is essential to the experiences a person gains and their socialization. Nevertheless, children with high-functioning autism show limitations in establishing quality social interactions. A wide variety of interventions, especially technological advances, have been developed to improve the quality of life of people with autism. In line with my research, interpersonal communication is very influential in autism communication. This is very important because children with autism have limitations in communication, so communicating with children with autism requires a special strategy to communicate with them, communicators communicating with children with autism must use simple language so that when talking to children with autism they can digest what we say to them. The advancement of technology, as it is today, can help the development of autistic children little by little by using their cellphones to watch YouTube with various kinds of videos that can make them more knowledgeable than before. Watching YouTube is not just watching, but makes them find happiness and find things that they have not previously encountered. The impact of this technological development does not all bring negative impacts, but the results of the study found that children with autism using cellphones to watch YouTube made them find many new things.

CHAPTER 4

CONCLUSION

In this chapter, the author will conclude and explain the limitations of the research on "Meaning of Special Needs Children. ". In addition, the author will also provide suggestions so that it can be used as a reference for further research.

A. Conclusion

Communication is carried out by parents to children with special needs (autism). Communication is divided into two parts, namely verbal communication and non-verbal communication. Communication is verbal communication, which includes, both orally and in writing. Non-verbal communication involves the use of body language, such as eye contact, facial expressions, and gestures. For example, smiling when meeting someone shows openness, friendliness, and acceptance. Unlike verbal communication, nonverbal communication relies on a person's physical movements. This is in contrast to verbal communication, where people use language to communicate through writing, speaking, or sign language. People often use this type of communication when interacting with others. Individuals use words to convey their thoughts, feelings, and meanings. Verbal communication can also involve arguments, which may escalate into physical conflicts. It is essential for parents to engage in meaningful communication with their children, as children's initial communication experiences are typically with their parents. Effective teaching by parents is an example of smooth communication. The better parents educate their children, the better they communicate. However, many parents the importance of effective communication with their children. Parents who have children with special needs should know that communication with children with special needs has different communication patterns.

The choice between verbal and non-verbal communication is influenced by several factors, including the physical and psychological conditions of the parents, the treatment status of the children, and the presence of siblings with special needs. Communicating with autistic children is very different from normal children. This is because normal children more quickly understand the communicator's intention about the message conveyed However, these differences can create

obstacles in the communication process with autistic children. Good and effective communication skills are needed by humans to carry out all their activities well in their daily lives. Perception has a great influence not only on communication but also on relationships. This is because communication between parents and children with special needs is needed in the development of these children. Not everyone can communicate with children with special needs due to the limitations of children. Many children with special needs struggle to speak and express their desires, and some of their requests may seem irrational. However, explaining things to these children requires a different approach, such as whether their requests are granted or not, as their communication styles differ from the norm.

B. Research Limitations

Limitations in the study were respondents' willingness to participate and time constraints. Regarding the willingness of respondents, sometimes only one parent, either the father or mother, is willing to be interviewed, because not all parents (father and mother) are willing to talk about the limitations of their children. In such situations, the researcher is unable to proceed, as the necessary data and information must be obtained from both parents, who are closest to the child. Time constraints also pose a challenge because researchers must adjust and maximize the time available from respondents.

C. Recommendation

The suggestions in this study consist of two parts, namely academic suggestions and practical suggestions.

1. Academic Suggestions

a. For future studies, researchers should explore more about SLB (Sekolah Luar Biasa), or special schools, for children with special needs.
b. Researchers should identify additional respondents to ensure flexibility in case some are unavailable for interviews.
c. Researchers should ask detailed questions to gain a deeper understanding about the daily lives of children with special needs is better understood.

2. Practical Suggestions

Based on the results of the study, children with autism tend to use non-verbal communication more than verbal communication. Therefore, the researcher suggests that it is important for parents of children with autism to take practical steps, such as being more open about their psychological and physical states, to better understand each other's emotions in educating children with special needs. The key to educating children with special needs is improving communication between parents, as effective parental communication is crucial for the child's development. Additionally, parents should employ more effective verbal and non-verbal approaches to children with special needs. With these steps, parents can create a more supportive and communicative environment, which is very important for the development of children with autism.

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APPENDICE

a. Cover letter with permission for SLB 1 Negeri Sleman parents who are willing to collect thesis data;



UNIVERSITAS ISLAM INDONESIA

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Gedung Dr. Soekiman Wirjosandjojo
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Tanggal : 31 Januari 2024
Nomor : 436/DEK/70/DAA/I/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah SLB Negeri 1 Sleman

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Alyah Maisuri Rozellayanti
Nomor Induk Mahasiswa : 20321281
Program Studi : Ilmu Komunikasi
Pembimbing : Ida Nuraini Dewi Kodrat Ningsih, S.I.Kom., M.A.
Judul Skripsi :

"Interpersonal Communication Related To Autistic Child Care

atau

Komunikasi interpersonal (ayah dan ibu) terkait dengan pengasuhan anak berkebutuhan khusus"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

UNIVERSITAS ISLAM INDONESIA
FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA
YOGYAKARTA

Dr. Phil. Qurotul Uyun, S.Psi., M.Si., Psikolog
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b. Interview Questions Draft

1) bagaimana bapak/ibu melakukan komunikasi setiap hari nya dengan anak tersebut, dimana kita mengetahui sangatlah sulit komunikasi dengan anak berkebutuhan khusus.

2) cara bapak/ibu menghadapi anak tantrum, bagaimana bapak/ibu membuat anak tersebut menjadi tenang lagi. Apa penyebab dan akibat anak itu menjadi tantrum? Dan bagaimana cara apenanganan anak tantrum itu.

3) apa perbedaan antara menghadapi anakl berkebuthan khusus dan anak normal, dan apa tantangan dan juga kelebihan buat anda.

4) didalam penelitian saya, komunikasi interpersonal yaitu pertukaran makna yg dilakukan oleh dua orang dengan menggunakan bahasa verbal maupun non verbal. dari komunikasi ini saya ingin mengetahui, bagaimana awal anda mengetahui keinginan anak anda, yang dimana setau saya anak berkebutuhan khusus hanya melakukan komunikasi dengan isyarat mereka.
5) apakah anda membutuhkan waktu lama untuk penyusaian hal yang menurut saya ataupun anda itu sulit untuk dimengerti.

6) misalkan anda sudah melakukan komunikasi seperti sehari-hari menghadapi dengan berbagai mood swing anak anda dan tetap saja anak anda tidak melakukan perubahan apa yang anda lakukan selanjutnya.

7) Bagaimana solusi jika terjadi kesulitan komunikasi kepada anak anda?

8) Bagaimana cara anda sebagai orang tua, dalam memahami ketika anak anda terkadang senang, sedih, dan marah?

9) Dengan menghadapi anak berkubutuhan khusus sangat menguras emosi, bagaimana bapak/ibu mengontrol emosi tersebut

Add yatim/piatu

1. Bagaimana cara anda mendidik anak-anak anda dalam keadaan (maaf) setelah bapak/ibu sudah meninggal dunia?
2. Dengan yang sudah terjadi, apakah komunikasi antar bapak/ibu, dan anak tetap berjalan seperti semula. Dan seperti diketahui kepekaan anak berkebutuhan khusus sangatlah minim, dengan ini apakah anak anda menyadari akan ketidak hadiran salh satu orang tua mereka.
3. Apakah ada sikap atau perilaku yang berbeda pada anak anda sebelum atau sesudah orang tua sudah tiada lagi?

c. Hasil Wawancara Responden

Respondents 1;

Nama: Aziz Akib (45) dan Sukma Anggraeni (44)

Nama Anak: Faqih (15)

Tanggal Interview: 31 December 2023

Alyaah: Bismillahirrahmanirrahim. Assalamualaikum warahmatullahi wabarakatuh. Pertama kali, saya Alyah Maisuri Rozellayanti, dari Prodi ilmu komunikasi internasional program angkatan 2020. Universitas Islam Indonesia Yogyakarta. Sebelumnya, saya ingin menyampaikan banyak-banyak terima kasih kepada bapak dan ibu yang telah melakukan waktunya untuk saya dalam interview penelitian skripsi saya yang berjudul "Interpersonal Communication Related to Autistic Child Care". Baik, saya akan mengajukan beberapa pertanyaan singkat. Semoga dari jawaban bapak dan ibu berkenan untuk menjawabnya. Sebelumnya, saya mohon maaf sebesar-besarnya jika ada pertanyaan dan perkataan saya yang menyinggung bapak dan ibu di tengah interview ini. Saya langsung masuk ke pertanyaan.

Responden: Waalaikumsalam warahmatullahi wabarakatuh. Baik, silahkan Alyaah.

Alyaah: Menurut bapak dan ibu, apa perbedaan menghadapi antara anak yang memiliki kebutuhan khusus dan anak normal? Sehingga, kemudian, apa yang menjadi tantangan maupun kelebihan buat bapak atau ibu ketika menghadapi antara anak yang memiliki kebutuhan khusus dan anak normal? Silahkan dijawab.

Responden: Perbedaannya? Ya. kami mempunyai 3 anak, 2 normal, yang 1 ada yang di diagnosa autis. Lalu, semuanya laki-laki. Yang autis ini yang anak tengah, ya. Yang anak kedua. Perbedaannya tentu banyak perbedaannya. Selain kalau yang normal itu lebih gampang diberitahu, dan misalnya untuk menerima atau menangkap pelajaran lebih gampang. Kalau autis kan memang dia pemikirannya sangat lambat. Padahal sekarang dia berumur sudah 15 tahun ini, mungkin dia pemikirannya masih seperti yang anak kelas 6 SD.Jadi setidaknya sama seperti kami mengajar anak kelas 6 SD. harus lebih sabar,lebih kuat-kuatkan mental untuk mengurus anak seperti anak autis ini. kalau komunikasi ke anak normalnya,, perintahnya ya dasar-dasar. Sama, kalau kita

ngomong, kami beri perintah,mereka langsung paham. Langsung diperintah sekali langsung paham. Berbeda dengan anak yang berkebutuhan khusus dengan anak yang kedua ini, kalau perintahnya itu hal yang baru dilakukan atau yang tidak pernah dilakukan sebelumnya, agak susah. Jadi harus diarahkan, dibantu secara detail. Beda dengan kalau yang perintah-perintah yang biasa.Contoh, “Faqih, simpan piringnya di wastafel, ambil gelas, ambil piring. Itu dia paham kalau perintah-perintah dasar. Itu mungkin juga karena dia sudah terbiasa. Faqih sampai bisa, mungkin karena dari tempat terapinya. Itulah dia bisa. Ada juga sedikit yang dia tahu kalau terkait masalah komunikasi. Mungkin itu saja kalau terkait komunikasi. Jadi, harus lebih sering-sering diulangi kalau dia mau diberi perintah. Lama kelamaan dia akan terbiasa dan dia pada akhirnya akan tahu pada akhirnya sebenarnya sih. Cuma harus diulang-ulangi sampai dia paham. Pada akhirnya dia akan tahu sebenarnya. Kayak misalnya kalau mau keluar. Apalagi kalau dia ada maunya. Kalau misalnya dia mau keluar jalan, dia senang kalau dibawa jalan, entah dengan mobil, dengan motor. Misalnya dia mau lagi jalan-jalan keluar, minta ajak. Dia pasti, secara komunikasinya, dia ambilkan kunci. Kunci mobil. Kalau mau dengan motor, dia ambilkan kunci motor.Terus dia paham. Ganti baju dulu. Dia tahu. Baju yang pergi yang mana. Baju yang tidur yang mana. Dia paham sebenarnya. Cuma dia susah untuk mengungkapkannya. dia juga paham kalau dia sering-sering dilakukan. Rutinitas dia.

Alyaah:Dari semua yang dia mau. Misalkan ada tidak, sesuatu yang dia inginkan tapi dia tidak bisa ungkapkan.Terus kalau misalkan seperti itu, bagaimana bapak dan ibu tangani. contoh kecilnya dia mau makan tapi dia tidak bisa sampaikan. Lalu, bapak dan ibu bagaimana sampai kayak menemukan keinginan dia?

Responden: Kalau sampai hari ini. Faqih, kalau dia menginginkan sesuatu kita hampir semua kebutuhannya. Dia tahu sendiri. Maksudnya mungkin karena dia sudah terbiasa dengan rutinitas tersebut. Misalnya dia mau makan. Dia langsung ambil piring. Ambil piring ke rice cooker, kami membantu ambilkan nasi. Baru dia mengarah ke lauk nya kalau mau sambal dia tunjuk ke arah sambal. Misalnya kalau ada kerupuk, tunjuk ke kerupuk. Sama dengan air putihnya. Dia bawa semua. Kalau macam, contoh kalau dia mau minum teh. Jadi dia,di rumah kami mencabut semua dispenser. Air panas juga kami tidak stok dalam termos. Jadi dia masukkan air dari wastafel ke dalam panci, lalu dia taro panci itu di atas di kompor. Dia tarik tangan salah satu dari kami yang

ada di dalam rumah, Dia tuntun kami ke arah kompor. Oh, kami faham dia mau minum teh. Begitu cara komunikasinya dia ke kami. Lalu, kalau yang sedikit susah itu, kalau kami tidak menemukan apa yang dia inginkan dan maksud. Dia menunjukkan kekesalan dia dengan menepuk kepala nya dengan tangannya. Selain itu, ketika kami sudah tidak akan paham hal yang dia maksud , dia bisa tarik tangan kami dan diarahkan, mau mengambil benda ini. Soalnya itu kan dia tidak bisa bicara. Jadi dia bahasanya pakai tarik-tarik tangan. Diarahkan tangan mau ke mana. Misalnya ambil yang kayak barang tinggi. Jadi, selama dia kecil sampai sekarang umurnya, rata-rata kita sudah paham dia dengan bahasanya. Mungkin waktu masih kecil masih belum paham. Sekarang sudah umur 16 tahun, ya sudah dimengerti lah. Sepertinya , sudah tidak ada yang dia inginkan. Kami tidak tahu. Sepertinya, secara keseluruhan kami sudah mengetahui setiap keinginan dia. Ada semacam biasa kami bahasa nya kayak bahasa tubuh. Jadi ada yang gestur tubuhnya itu. Misalnya kalau dia bentur-bentur kepala, ada yang dia mau. Tapi dia tidak bisa mengikutinya. Marah dia. Kami mencoba menanyakan lagi keinginan dia. “kenapa? Faqih mau apa?” Biasa saya gandeng. Lalu memastikan lagi keinginan dia “ Apa? maunya Faqih apa?” Dia tunjukkan. Biasa dia tunjuk lagi, macam kalau dia bisa bicara dia mungkin berbicara seperti “Ini yang saya mau. Ini yang saya mau, ayah”. Kami, mengerti jadinya. Itu. Sama dengan halnya macam buang air besar atau kecil. Kelihatan tuh gesturnya. kalau mau buang air besar. Dia kelihatan. Kalau BAB-nya itu biasa gitu, ada gesture. Ketawa ,jongkok,cengesan.

Alyaah: Berarti komunikasinya itu lebih ke bahasa isyarat. Bahasa isyarat ya bapak dan ibu. Nah, lanjutnya. Yang mau saya tanyakan itu.adalah pasti di dalam. Berkebutuhan khusus itu. Emosinya tidak terkontrol. lalu, bagaimana bapak dan ibu menghadapi setiap tantrum. dan selama ini, hal apa yang lebih sering buat dia tantrum lebih condong kemana? apa karena keinginan atau ada hal lain.

Responden: Kalau dia, dilihat dulu tantrumnya seperti apa. Kadang dia itu. Kalau dia tantrum itu membabi buta. Dia itu ada kamarnya sendiri. Kami pantau. Kalau keadaan dia bisa di dekati kami dekati, tapi kalau tidak kami tidak dekati. Mending dibiarkan saja. Daripada kami celaka. dia kalau tantrum biasa, seperti memukul atau bentur-benturkan kepalanya di mana saja. Dan dulu-dulu dia sering begitu kalau dia marah.Tapi akhir-akhir ini sudah tidak pernah.Jadi kalau dia sedang tantrum seperti itu. Kami cegah dengan semampunya kami .tapi terkadang, kami sampai tidak bisa

hadapi. Karena dia, yang betul-betul sangat tantrum sampai kami biarkan dia tantrum dan akhirnya bakalan tenang sendiri. Sampai pernah kipas angin dia banting, atau semua barang lain dia dibanting.kami biarkan saja. Karena kalau kita mendekat, malahan tantrum nya bisa lebih menggebu-gebu. Dan kalau dia sudah sangat tantrum dia bisa melampiaskan ke semua barang-barang di sekitarnya. Dan ketika dia sudah sedikit tenang, baru bisa kami hadapi. Mending dibiarkan saja, kalau dia tantrum yang parah. Kadang dia begitu. Dan kami menghadapi tantrum dia juga dengan melihat keadaan situasi dan kondisinya.

Alyaah: Sejauh ini boleh, boleh tidak saya ketahui tantrum terparah dari Faqih?
Responden: Kalau paling parahnya itu, dia tantrum dengan banting semua barang yang ada di sekitarnya. Sampai di tempat tidur, biasa dia melompat sambil berteriak. Pokoknya melompat sekuat-kuatnya di atas tempat tidur. Di spring bed-nya. Makanya, kasur di rumah semua patah dan rusak. sudah berapa barang-barang hancur karena dia tantrum. Tapi akhir-akhir ini sudah jarang. 4 tahun yang lalu dia masih di fase tiba-tiba menangis dan marah, sampai kami bingung yang dia inginkan itu apa, suka menangis sendiri, pukul kepala dan sekarang mungkin sudah di tahap sudah jauh lebih tenang. Kalau dia sekarang, di umur-umur sekarang ini agak terarah. Sudah jarang tantrum. Sekarang dia lebih suka di kamar, menyendiri. sekarang sudah jauh lebih baik. Daripada. Sebelum-sebelumnya. Dia jauh lebih. Baik. Lebih terarah. Lebih bisa diarahkan. Jadi kayak. Apa yang dia mau. Sudah bisa langsung. Mungkin mengerti. Oh dia mau ini.

Alyaah: Oh iya, berarti sekarang lebih sudah jarang tantrum mungkin dikarenakan sudah beranjak remaja ya bapak dan ibu.

Responden: iya betul, seiring bertambahnya juga usianya. Bertambah juga kemampuannya.
Alyaah:baik. untuk pertanyaan selanjutnya, bagaimana kalau misalkan dia bertemu dengan orang baru. Karena seperti biasa, hal-hal baru itu pasti menarik perhatian dia, lebih ke bagaimana supaya dia itu bisa menjelaskan ke orang baru dia itu menginginkan sesuatu tetapi pasti dengan menggunakan bahasa isyarat?

Responden: iya. Jarang sebenarnya, paling kalau lagi liburan. Pergi makan begitu, lalu biasa dia jadi pusat perhatian sama semua orang dan kami langsung terus terang ke orang yang melihat ke

kami bahwa “dia memang bukan anak normal ini anakku, anak ABK. Saya bicara seperti itu. Jadi saya minta maaf kalau ada tindakan-tindakan yang tidak biasa atau yang tidak wajar dan tidak biasa orang lihat”. Ya, kami minta maaf seperti begitu ke orang lain ketika di tempat keramaian. Dan dia itu, tidak suka sebenarnya tempat keramaian. Kalau terlalu ramai, dia akan gelisah dan menarik tangan kami untuk pulang. Pokoknya, dia lebih suka misalnya, pergi ke mall yang sepi dan tempat yang buat dia lebih tenang. Kalau tempat ramai itu paling kami ajak masuk sebentar kalau sudah agak lama dia mulai gelisah dan memilih untuk menunggu di mobil saja dan lebih tenang dia kalau dia bawa ke tempat keramaian. Jadi sejauh ini, kami mengajak dia kalau keluar ke tempat keramaian itu dengan jangka waktu yang sebentar. Tidak pernah yang berlama-lama. Untuk interaksi ke orang yang dia tidak dikenal, biasanya kami lihat dulu orang tersebut apakah enak diajak interaksi atau welcome terhadap lawan bicaranya atau tidak. Jikalau terlihat enak untuk diajak interaksi maka kami langsung menjelaskan tingkah Faqih seperti kami kasih contoh. Pada saat waktu di pencucian mobil, ada seorang ibu melihat dan sekalian bertanya “Pak, anaknya autis ya? dan saya jawab “ Iya. Anak autis. Kenapa?” dan ibu tersebut menjawab “Ada juga keponakan seperti ini, harus dituruti semua kemauannya”. Dan diman posisi nya adalh orang baru lagi, jadi saya mengajarkan yang standar-standar seperti “ Faqih, ayo salim sama tante”. Dan komunikasi sama orang yang seperti Faqih sama sekali tidak bisa berkomunikasi, tapi ada juga anak autis yang bisa lah diajak keluar tenang lebih tenang dan ada yang bisa bicara walaupun sepatah dua kata bisa membaca atau apa kalau Faqih sama sekali tidak bisa untuk berbicara,membaca dan menulis. jadi mau dipaksa juga mau dipaksa juga bagaimana tidak akan bisa, mau diajar juga misalnya diajar menulis membaca tidak bisa karena dia sama sekali tidak tertarik. Kalau seperti pegang handphone dia te andom juga Faqih seperti anak-anak bayi menangis dan ada juga temannya anak autis dia pintar membaca dan menulis kalau Faqih memang sudah masuk di tingkatan yang autis berat dari dr.Hardiono. Dan untuk dari tempat terapi sebenarnya sudah ada usaha untuk membuat perkembangan Faqih menjadi lebih baik walaupun memang sudah di tahap sulit membuat Faqih untuk komunikasi normal lagi, dan sekarang di tempat terapi Faqih lagi dilatih dengan metode melihat gambar atau biasa disebut dengan PECS (Picture Exchange Communication System). Dan seperti yang kamu bilang tadi sudah agak susah kalau untuk komunikasi menggunakan suara jadi tahapannya sekarang itu dia pakai gambar.

Alyaah: oke baik. Selanjutnya, seperti yang kita ketahui kalau mood swing itu kadang tiba-tiba senang tiba-tiba marah nah bagaimana bapak dan ibu menghadapi mood swing nya?

Responden: kami biasanya ikuti saja maunya apa, dan berusaha mengerti kira-kira ini anak mau nya apa, saya juga menanyakan " Faqih,mau apa? kenapa marah?" biasa kami juga ya menebak-menebak juga seperti " Faqih mau keluar atau mau jalan atau mau makan atau mau minum kopi?" kebetulan dia suka sekali minum kopi. Dan kalau dia masih marah mungkin ada hal yang lain dan kami juga tidak bisa menebak dan pada akhirnya saya alihkan seperti saya ajak mandi dan saya bicara ke dia macam "ayo mandi, lalu setelah itu kita keluar jalan- jalan naik motor atau mobil" dan dia itu bakalan senang diajak seperti itu, di dalam mobil dia itu putar musik lalu ketika dia suka musik itu dia bakaln putar terus-terusan sampai dia bosan dan itu cara kami menghadapi mood swing dia kalau tidak bisa menebak apa yang dia inginkan. Tapi, kalau kami dapat kami turuti kemauan dia apa selama kami bisa dan mampu. Kebetulan juga biasanya permintaan nya tidak ada yang sulit, permintaan nya kadang hal yang sama saja cuma dia cara men yampaikan nya saja yang sulit dan kami sudah terbiasa. Contoh lagi seperti dia mau jalan ambil kunci mobil.

Alyaah:baik,paham. menghadapi tantangan emosional bapak dan ibu yang muncul saat mendidik Faqih, bagaimana bapak dan ibu menangani emosi dimana pasti awal-awal menangani Faqih sebagai anak spesial dimana kami kan ketahui untuk menghindari emosi pasti sangat sulit .

Responden: Faqih diagnosa autis itu pada usia 2 tahun 8 bulan, ketika kami mengetahui itu kami sebagai orangtua itu ya ada persiapan pasti nya ketika sudah mengetahui hal tersebut, tapi memang awal nya sudah pasti kaget. Cuma kami beranggapan bahwa ini adalah cobaan yang harus kami hadapi, dan harus kami hadapi berdua. lalu , kalau mau dipertanyakan apa yang tindakan yang kami ambil itu sebenarnya tidak ada kami cuma mengikuti saja alurnya, kami biarkan semua berjalan. Tapi, kami menghadapi nya itu dengan berbeda-beda, misal umur sekian kami harus seperti apa dan umur sekian kami harus melakukan apa saja. Karena pasti Faqih semakin berkembang juga cuma lambat gangguan perkembangan jadi perlakuannya Faqih dengan sekarang sangat berbeda, sekarang sedikit lebih santai, sekarang sudah tidak terlalu lama tidak seperti dulu ekstra menjaganya, sekarang agak tenang. Dulu itu bisa sampai keluar manjat pagar ke tetangga lari ke toko depan rumah dan sekarang sudah tidak pernah kabur dari rumah dan dia merasa lebih

tenang berada dalam rumah. sekarang biar dia duduk di luar tidak akan pergi dari rumah dan dia aman, tapi ya Alhamdulillah lumayanlah sekarang.

Alyaah: berarti perkembangannya lebih baik lebih banyak dan kalau pas terkait sama emosi itu lebih ke sabar dan mengikut alur saja ya. Mungkin di awal berat tapi lama kelamaan sudah terbiasa.

Responden: terkadang juga emosi kalau sudah habis kesabaran namanya manusia kan pasti ada batas sabarnya, kalau lagi capek di rumah. Dimana Faqih yan tiba-tiba tantrum dan kadang tidak bisa menebak apa yang dia inginkan jadi kadang ditahan-tahan saja. Biasa juga kakaknya dan adiknya mau Faqih seperti anak normal, yang terkadang dulu kakak atau adiknya sampai pukul Faqih kalau tiba-tiba tantrum. Karena memang dulu terkadang Faqih juga menyerang kakak atau adiknya, sampai dimana kami sering kasih pemahaman, karena, biasa nya kalau kakak atau adiknya di serang mereka juga mau balas serangan Faqih, dan pada akhirnya lagi kita pasti kasih pengertian sama saudaranya dengan keadaan Faqih bahwa dia itu tidak paham, biar kami marah ke Faqih dia tidak akan mengerti pasti Faqih cuma ketawa saja kalau dimarahin. tapi kadang dia mau nangis kalau dibalas dari saudara nya.

Alyaah: Masya Allah, mungkin dari semua jawaban alhamdulillah sudah mencakup dan sudah cukup. terima kasih bapak dan ibu atas waktunya, maaf kalau ada pertanyan yang kurang jelas atau omongan yang kurang mengenakkan hati. Terimakasih banyak.
Responden: oke, sama-sama

Respondents 2;

(add yatim/piatu)

Nama: Rasni (50)

Nama Anak: Sila (14)

Tanggal Interview: 10 Januari 2024

Alyaah: Bismillahirrahmanirrahim. Assalamualaikum warahmatullahi wabarakatuh. Pertama kali, saya Alyah Maisuri Rozellayanti, dari Prodi ilmu komunikasi internasional program angkatan 2020. Universitas Islam Indonesia Yogyakarta. Sebelumnya, saya ingin menyampaikan banyak-banyak terima kasih kepada ibu yang telah melakukan waktunya untuk saya dalam interview penelitian skripsi saya yang berjudul "Interpersonal Communication Related to Autistic Child Care". Baik, saya akan mengajukan beberapa pertanyaan singkat. Semoga dari jawaban ibu berkenan untuk menjawabnya.Sebelumnya, saya mohon maaf sebesar-besarnya jika ada pertanyaan dan perkataan saya yang menyinggung ibu di tengah interview ini. Saya langsung masuk ke pertanyaan.

Responden: Waalaikumsalam warahmatullahi wabarakatuh,nak Alyaah. Silahkan

Alyaah: Menurut ibu, apa perbedaan menghadapi antara anak yang memiliki kebutuhan khusus dan anak normal? Sehingga, kemudian, apa yang menjadi tantangan maupun kelebihan buat bapak atau ibu ketika menghadapi antara anak yang memiliki kebutuhan khusus dan anak normal? Silahkan dijawab.

Responden: Ya, terima kasih nak Alyaah. Tentu untuk berkomunikasi dengan Anak saya yang berkebutuhan khusus ini sangat berbeda dengan anak-anak saya yang lainnya. Pastinya saya harus lebih memilih kata-kata yang dia bisa mengerti, yang lebih dia bisa paham, dan jangan terlalu cepat, dan juga harus lebih dekat harus berhadapan langsung dengan anaknya. Pada saat saya berkomunikasi dengan anak saya ini. Namun, seiring dengan usianya karena sekarang sudah semakin agak dewasa sekarang sudah 14 tahun. Percakapan atau komunikasi dengan anak saya ini pastinya sudah semakin Lebih baik dari yang sebelum-sebelumnya walaupun dulu-dulunya saya

masih berkomunikasi harus berhadapan langsung, sekarang sudah bisa komunikasi tidak langsung atau jauh yang penting kalimat yang saya ucapkan tidak terlalu panjang.

Alyaah: Berarti untuk komunikasinya lebih ke arah yang bertahap ya Bu, tidak langsung seperti anak-anak ibu yang lainnya.

Responden: Meskipun sebenarnya usianya sudah remaja, sudah bisa berkomunikasi seperti seumuran dia. Tapi, tidak dengan dia. Saya berkomunikasi ke dia lebih seperti bicara kepada seorang anak kecil yang berusia di bawah usia 14 tahun.

Alyaah: baik, paham bu. Sudah sangat terjawab buat saya.Untuk pertanyaan selanjutnya Ibu . Seperti yang kita ketahui anak spesial pasti mengalami tantrum, Bagaimana Ibu membuat anak Ibu tenang jika pada saat itu tantrum?

Responden: Kalau misalnya Anak saya ini lagi marah, maka saya tidak akan misalnya Marah atau bagaimana Saya diam Saya biarkan dia, dia keluarkan emosinya tapi saya tetap berada di dekatnya, pada saat dia sedang marah atau dia sedang sedih atau dia meminta sesuatu dengan suara yang keras, maka saya tidak akan membalasnya saya tetap akan disampingnya. Tapi saya tidak bicara, kecuali ada misalnya dia ingin bertanya saya jawab sesuai yang dia tanyakan. Tapi saya tidak ngomel atau apa saya lebih banyak diam. Kalau dia merasa sedih sekali saya berusaha peluk , saya dekati supaya dia bisa tenang. Tapi kalau dia misalnya lagi marah sekali, saya mau peluk-peluk begitu tapi dia tetap berontak saya upayakan tetap peluk sambil saya mengusap kepalanya.

Alyaah: Ibu kan mempunyai 3 orang anak ya ibu apa sih perbedaannya ibu mendidik antara Anak ibu yang spesial dengan 2 orang anak ibu yang lainnya?

Responden: Kalau dari segi minta mereka untuk mandiri misalnya, untuk anak yang normal itu belajar atau mau melakukan hal apapun tidak perlu saya bimbing. tapi kalau untuk yang anak saya yang berkebutuhan khusus ini tentu saya selalu berada didekatnya untuk memastikan hal apa saja yang dia lakukan ataupun yang dia inginkan dan berusaha memahami setiap kegiatan dia. Misalnya kalau dia lagi belajar saya bantu benar-benar, contoh misalnya kalau lagi belajar

bacaan dibaca itu kalau misalnya ada pertanyaan yang sulit dipahami dia tanyakan kepada saya dan saya harus perjelaskan secara detail sampai dia paham akan apa dari jawaban saya. Memang kalau untuk anak berkebutuhan khusus ini perlu waktu yang lebih, kita harus lebih banyak meluangkan waktu untuk anak-anak seperti ini. Lalu kita harus Tetap pantau dimana dia berada dan sedang apa harus tetap dikontrol , tetap di ingatkan. Meskipun dia belajar di sekolah,contohnya sebelum makan cuci tangan atau misalnya sebelum tidur dia harus Sikat gigi dan bersih-bersih sebelum tidur itu harus selalu saya ingatkan, tetapi menyuruh dia dengan cara yang membuat dia senang. Saya memang harus selalu selalu pantau dan kontrol setiap apa yang dia lakukan.

Alyaah: Apakah ibu membutuhkan waktu yang lama untuk menyesuaikan hal yang baru dalam hidup ibu yaitu mempunyai anak berkebutuhan khusus?

Responden: Tentunya, membutuhkan waktu yang panjang. Awal-awal sebenarnya dulu itu kan saya sama sekali tidak mengetahui anak saya itu berkebutuhan khusus. Nah pada saat dia berusia 1 tahun lebih, saya merasa kenapa anak saya belum bisa berdiri atau mengalami keterlambatan perkembangan. Pada akhirnya di usia 2 tahun, saya sadar dia berkembang tidak sesuai dengan usianya. Jadi, saya bawa ke dokter anak saya konsultasi lalu dokter anak cuma berkata seperti cuma butuh pelatihan saja sampai di tahap pemantauan pas di usia 2 tahun menuju 3 tahun dia baru mulai melangkahkan kaki saja. Setelah saya komunikasi terkait perkembangan anak saya, akhirnya dokter anak di rumah sakit menyarankan saya untuk terapi Sila di “pelita mandiri”. Perjalanan Sila ini sangat panjang. Jadi, saya dan bapaknya ketika beliau masih hidup dan sudah sekolah di taman kanak-kanak, kami itu benar-benar ekstra menjaga anak ini.

Alyaah: apakah ibu mengalami kesulitan berkomunikasi ke anak dan sebaliknya juga anak ibu mengalami kesultan berkomunikasi ke ibu? Jadi bagaimana ibu menghadapi atau bagaimana ibu menangani akan hal tersebut?

Responden: untuk kesulitan berkomunikasi pasti ada. Tapi, untuk anak seperti ini harus sering diajak ngobrol jangan dibiarkan sendiri, misalnya dia menonton televisi saya temani kalau dia nanti ada hal-hal yang tidak baik itu saya jelaskan bahwa itu tindakan yang tidak boleh dilakukan ataupun sebaliknya saya beritahu bahwa itu adalah tindakan yang baik maka harus

dilakukan. Kalau ada teman nya yang ajak dia bermain di rumah semisal datang ke rumah saya tetap akan pantau , Saya pantau bagaimana dia dengan temannya. Jadi, nanti kalau misalnya ada hal-hal yang tidak sesuai atau yang tidak cocok begitu saya lihat pada temannya, saya biasanya mendekati mereka saya memberikan pemahaman kepada teman-temannya atau kepada anak saya ini semisalnya bahasanya yang kurang tidak mengerti teman. Dan mungkin teman- teman nya juga berpikir bahwa anak saya itu maaf masuk dalam tergolong anak yang "bodoh" dimana saya juga tidak bisa menyalahkan teman nya karena mereka masih kecil masih kurang mengerti akan hal tersebut. Ketika dia juga sedang bermain dia pasti merasakan hal yang bisa menyinggung hati dia dan saya sebagai ibu nya menanyakan hal itu ke dia dan mengatakan "Oh iya nak, ada apa ada masalah kah?". Setiap kegiatan yang dia lakukan di rumah kalau bersama dengan saya pasti saya pantau, kalau dia main handphone dan menonton di youtube pun saya memilihkan tontonan yang layak ditonton atau gak layak ditonton. Saya menjelaskan secara detail kepada dia bahwa tontonan yang layak yang seusia dengan dia dan yang belum layak ditonton. Ketika keluar rumah pun saya juga melakukan hal yang sama dan saya mengawasi lebih ketat daripada dirumah.

Alyaah: baik ibu, paham. Seperti yang kita ketahui, ibu kan maaf seorang single parent saat ini ditambah ibu juga bekerja. Lalu bagaimana ibu atau mengawasi ketika tidak berada di dekat dia dimana ibu tadi mengatakan bahwa ibu tidak pernah lepas kontrol dari Sila?

Responden: Kalau misalnya saya sedang bekerja, Sila juga sekolah Sila dia sekolah sampai siang dan ketika dia kembali ke rumah itu ada neneknya kalau yang dulu itu ada yang jaga atau baby sitter. Ketika dia di rumah bersama neneknya dia itu pun saya sudah menyampaikan aturan-aturan yang misalnya harus disampaikan dan tetap di kontrol di mana dia berada demikian juga dengan makanan yang harus dia makan. Tapi, semenjak dia sudah SD(sekolah dasar) dia bersekolah sampai siang dan ketika dia pulang sekolah sekarang itu dia lanjut untuk terapi. Dan ketika dia pulang terapi atau sudah selesai terapi itu kebetulan bersamaan dengan jam kerja saya selesai dimana tempat dia terapi berdekatan dengan tempat saya bekerja dan setelah itu saya bersama dia pulang ke rumah. Namun, ketika ada waktu yang membuat saya harus menambah jam waktu kerja saya dan sudah di awal saya beritahu guru terapi Sila untuk memberitahu Sila untuk berjalan ke kantor saya. Awal-awal saya bersama guru terapi Sila menuntutn Sila jalan dari tempat terapi di

ke kantor saya dan pada akhirnya, sekarang dia sudah mengetahui jalan dari tempat terapi dia ke kantor saya.

Alyaah: baik ibu, terjawab lagi pertanyaan saya yang tadi dan selanjutnya say ingin bertanya bagaimana ibu mengontrol emosi ibu ketika mendidik Sila? Bisa diketahui mendidik anak adalah bukan hal yang mudah apalagi mendidik anak yang berkebutuhan khusus.

Responden: biasa itu emosi itu sudah pasti sampai di ubun-ubun. Tapi, saya menghadapi dengan tarik nafas dan saya usahakan itu saya timbulkan bahwa walaupun saya marah itu tidak akan menyelesaikan. Memang sih kadang saya luapan emosi tapi setelah itu saya sadari ya Allah kalaupun saya teriak atau apa nanti dia akan ikut. Jadi awal-awal memang Sempat juga teriak, tapi kemudian tidak ada juga gunanya meskipun saya teriak Ini anak tidak paham teriakan dan juga tidak akan mampu menyelesaikan. Oh iya atau kalau sudah terlanjur misalnya keluarkan emosi nanti saya minta maaf dan berkata " maafkan Ibu ya nak". Sambil saya peluk, dan sebenarnya bukan cuma dia sih semua anak saya ketika saya sudah terlanjur emosi saya melakukan hal yang sama tapi yang berbeda adalah kalaunanak saya yang berkebutuhan khusus ini saya lebih mengayomi dia daripada anak saya yang normal.

Alyaah: Ternyata Bu kalau marah juga tidak akan menyelesaikan masalah ya bu. Selanjutnya saya ingin menanyakan , bagaimana cara Ibu mendidik anak Ibu dalam keadaan maaf peran seorang ayah sudah tidak ada?

Responden: Ya tentu nak. Yang awal-awal itu memang berat karena selama ini kan dia lebih dekat dengan bapaknya mau kemana pun selalu di turutin sama bapaknya pasti. Ketika bapak nya masih ada, kadang ke sekolah juga bapaknya yang antar dan ketika dia tidak sekolah atau libur terkadang bapaknya membawa dia pergi liburan berenang di danau. Mungkin Untuk menjelaskan bahwa Bapaknya sudah tidak itu adalah pengalaman alhamdulillah karena dia sebelumnya sudah mengalami kakeknya meninggal, dari kakeknya meninggal saya menjelaskan bahwa "kalau sudah meninggal Itu namanya sudah tidak akan ditemui lagi sudah dikubur dan dia tidak kembali tapi kita hanya bisa berdoa. Kita berdoa Supaya kakek bisa senang disana". Waktu bapaknya meninggal kalau dia lagi sedih dan dia menangis,dia cari bapaknya sambil dia menangis. Tapi saya

tidak akan biarkan dia menangis setelah selesai menangis, nanti saya menjelaskan bahwa Bapaknya sudah meninggal. Dan saya mengatakan hal yang menghibur dia lagi seperti " Sila tau kan bapak sudah meninggal dan setiap apa yang sila lakukan itu selalu dilihat bapak dari atas sana tadan sila memang selalu dilihat bapak tapi memang Sila tidak akan pernah melihat bapak lagi, jadi Sila harus senang terus supaya bapak senang terus melihat Sila dari atas sana".

Alyaah: baik ibu paham, nah ada tidak perubahan sikap Sila sebelum atau setelah bapak nya meninggal?

Responden: Yang sebelumnya Dia sangat-sangat senang melakukan terus bersama bapaknya sekarang itu terkadang terlaksanakan terkadang tidak terlaksanakan semampu saya, apakah saya bisa melaksanakan kegiatan yang biasa dia lakukan bersama bapaknya atau tidak. Dulu itu, bapaknya sering bawa Sila kalau tidak hari sabtu ya minggu ke suatu tempat yang ada pasar sabtu nya dan mengajak ke tempat wisata lainnya. Nah awal-awal bapaknya meninggal itu di setiap hari sabtu itu dia merengek-merengek minta pergi jalan-jalan dimana bapaknya sudah tidak ada jadi saya berusaha menjelaskan lagi ke dia bahwa untuk pergi sekarang itu belum bisa.tapi misalkan ada tante nya Sila yang ajak baru bisa pergi-pergi jauh dan naik mobil tapi misalkan dia cuma minta pergi ke danau biasa saya bawa dia naik motor untuk pergi ke danau. Ada hal-hal yang biasa dia lakukan bersama bapaknya saya upayakan lakukan.

Alyaah: Berarti awal-awal itu masih complaint ya Bu dan akhirnya semua proses pengertian dia bertahap.

Responden: iya nak benar, tapi misalkan kegiatan weekend dia yang dia jalani tidak terlaksanakan selama bapaknya sudah tidak ada saya pasti gantikan dengan hal lain yang saya bisa bawa dia supaya dia terhibur juga.

Alyaah: Masya Allah, mungkin dari semua jawaban alhamdulillah sudah mencakup dan sudah cukup. terima kasih ibu atas waktunya, maaf kalau ada pertanyan yang kurang jelas atau omongan yang kurang mengenakkan hati. Terimakasih banyak.

Responden: iyaa nak,sama-sama.

Respondents 3;

Nama: Honorius Danan Arif Widatmoko (54) dan Ch. Dhian Novitasari (41)

Nama Anak: Dika (10)

Tanggal Interview: 15 Februari 2024

Alyaah: Bismillahirrahmanirrahim. Selamat pagi bapak dan ibu. perkenalkan, saya Alyah Maisuri Rozellayanti, dari Prodi ilmu komunikasi internasional program angkatan 2020. Universitas Islam Indonesia Yogyakarta. Sebelumnya, saya ingin menyampaikan banyak-banyak terima kasih kepada ibu yang telah melakukan waktunya untuk saya dalam interview penelitian skripsi saya yang berjudul "Interpersonal Communication Related to Autistic Child Care". Baik, saya akan mengajukan beberapa pertanyaan singkat. Semoga dari jawaban ibu berkenan untuk menjawabnya.Sebelumnya, saya mohon maaf sebesar-besarnya jika ada pertanyaan dan perkataan saya yang menyinggung ibu di tengah interview ini. Saya langsung masuk ke pertanyaan.

Responden: iyaa, selamat pagi mbak. Silahkan.

Alyaah: baik, saya masuk ke pertanyaan pertama apa perbedaan menghadapi antara anak berkebutuhan khusus dengan anak normal? Sehingga kemudian, apa yang menjadi tantangan bapak dan ibu?

Responden: baik. Ya, kalau menghadapi anak normal seperti anak umumnya kan kita bicara, kami memberi tahu misalnya, mereka lebih cepat tangkap dan kalau dia meminta sesuatu itu yang jelas dan langsung dia sampaikan. Tetapi kalau anak berkebutuhan khusus ini, dia cuma mengutarakan sepatah dua patah kata yang kadang-kadang kita tidak mengerti. Cuma dari pengalaman yang ada itu,kami menangkap misalnya dia minta diambilkan gunting, atau diminta diambilkan plaster dia cuma nyebut itu, berarti dia minta apa yang dia sebutkan gitu.Kalau kami berkomunikasi dengan Dika itu, awalnya memang dulu agak kesulitan ya. Jadi Dika itu, dia verbal yang bermakna artinya dia bisa mengutarakan yang dia minta itu di umur kira-kira 4,5 tahun. Jadi sebelum usia, menginjak usia 4 itu, dia hanya lebih banyak tantrum gitu. Jadi kami, dari usia nol bulan sampai 4 tahun itu,

jadi kami berkomunikasi dengan mengamati kalau dia berbuat seperti ini, dia maunya apa, kayak gitu. Jadi awal-awalnya memang hanya berdasarkan kebiasaan aja. Apa yang dia inginkan, terus yang dia lakukan seperti apa. Kalau misalnya dia pingin pipis, dia melakukannya seperti apa. Jadi, sebagai contoh itu kalau dia pingin pipis dulu, dia mesti langsung lari ke kamar mandi tapi tidak berani masuk ke kamar mandi, cuma di depan pintu, lalu menghentak-hentakkan kaki di depan pintu, gitu. Itu contohnya simpel seperti itu. Terus lama-lama, kami jadi tahu, oh jadi kalau dia lari ke kamar mandi itu dia ingin pipis, kayak gitu. Terus kalau dia ingin minum itu, cuma nunjuk-nunjuk gelas yang ada di rak piring gitu kan, belum bisa ambil dan sebagainya, kayak gitu. Terus setelah menginjak usia empat tahun, dia sudah bisa mulai ngomong sepatah dua patah kata yang berarti. Jadi kami sudah bisa mulai ngerti dia bisa sudah bilang minta makan, kayak gitu. Mami makan, hanya sepotong-sepotong-potong gitu. Atau kalau mau minta minum, minum-minum gitu.Tapi semakin kesini, semakin berjalannya waktu, kosa kata sama penyusunan kalimatnya sudah mulai kompleks. Jadi, sudah mulai gampang berbicara. Mengerti kemauannya dia sekarang seperti apa, gitu mbak.

Alyaah: baik bapak dan ibu, berarti seiring berjalan nya waktu Dika bisa dilihat perkembangannya itu menjadi lebih baik. Selanjutnya, saya ingin menanyakan bagaimana Bapak dan Ibu melakukan komunikasi setiap harinya dengan anak yang berkebutuhan khusus, dimana kita mengetahui bahwa mereka itu butuh extra dan perlakuan yang berbeda, apalagi dalam berkomunikasi dengan mereka? Silahkan Bapak dan Ibu untuk menjawabnya.

Responden: Kalau sekarang sih, sudah lebih gampang. Jadi kami, punya tiga anak. Dika ini anak tengah, jadi punya kakak, dan punya adik. kami komunikasinya tidak ada membedakan. Jadi ngomong sama kakaknya, adiknya, sama Dika, sama aja. Cuma memang nanti daya tangkapnya agak beda ya,kalau kakak sama adiknya kan normal gitu. Kalau Dika, perlu penekanan, jadi harus diulang paling enggak dua, tiga kali untuk perintah sederhana. Nah, itu dia baru akan melakukan. Terus kalau untuk kesehariannya, komunikasi umum ya, umum untuk mengajak bicara, untuk cerita itu kami selalu libatkan tiga anak ini tanpa pembedaan. Jadi enggak ada bicara sama Dika khusus dengan strategi khusus itu enggak ada. Cuman memang nanti perlu kami ulang beberapa kali untuk hal-hal yang perlu ditekankan. Biar Dika makin paham, memang perlu diulang.

Alyaah: di awal mengetahui Dika anak berkebutuhan khusus, jika Dika menginginkan sesuatu dan pasti Bapak atau Ibu mengalami kesulitan dalam memahami Dika . lalu, bagaimana bapak atau ibu menangani akan hal itu?

Responden: Dulu-dulu kalau minta sesuatu itu dia cuma tunjuk-tunjuk gitu, nyebutin apa yang dia mau gitu. Tapi, dalam perjalanannya kan dia, oh kita tahu apa yang dia minta itu yaitu kalau minta sesuatu itu hampir kayak rutin itu. Jika ada yang baru, kalau ada yang baru, ada permintaan yang baru dia cuma teriak-teriak minta. Kami juga enggak ngerti apa yang dia minta. Tapi seiring dengan berjalannya waktu, kami mulai paham seperti oh dia minta minum misalnya. untuk hal yang baru, contohnya itu misalnya, suatu ketika pernah Dika itu saya belikan crepes coklat gitu. Nah, dia kan nggak tahu itu namanya apa.Terus suatu ketika setelah sekian lama dari pernah saya belikan itu, seminggu atau dua minggu setelahnya, dia cuma nyebut "Mami, Dika minta coklat bulat, coklat bulat" . kami bingung, coklat bulat apa ya gitu kan.Terus kami ingat-ingat lagi, kemarin-kemarin Dika habis makan apa, atau habis dibelikan apa, atau habis dikasih apa gitu sama orang gitu ya. Terus kami ingat-ingat lagi, oh mungkin ini yang dimaksud, mungkin ini. Jadi awalnya dari menebak-menebak itu, bulat coklat ini apa kan. Terus nanti kita cari lagi apa ya, oh mungkin ini krepes, crepes itu.Ini Dika kita belikan yang krepes itu yang dimaksud itu kan dan kami membelikan krepes dan ngomong ke dia "ini ya yang dimaksud Dika?" dan dia menjawab "iya". Lalu, baru kami memberi tahu nama ini, namanya krepes. Besok minta lagi, nyebutnya ini krepes. Seperti itu, untuk hal-hal yang baru, kami harus mengajarkannya, dari yang se-simple itu, dari mulai kami mencari menerka-nerka sendiri, apa sih sebenarnya yang dia mau gitu, sampai ketemu itu banyak, benar sesuai yang dia mau, dan mengajarkan, oh ini namanya, menyebutnya ini, seperti itu.

Alyaah: Oh berarti syukurnya agak gampang ditebak ya, hal-hal baru yang dia inginkan.Baik-baik Ibu dan Bapak, pertanyaan selanjutnya, bagaimana cara Bapak dan Ibu menghadapi jika Dika mengalami tantrum dan apa penyebab Dika tersebut sampai mengalami tantrum, dan bagaimana bapak dan ibu menanganinya?

Responden: Kalau tantrum itu biasanya masalah karena lapar, mainannya, apa ya mainannya yang dia cari, itu tidak dia temukan. Kalau lapar itu paling gampang, paling kita buatkan apa yang dia

suka kami kasih, itu lebih mudah. Tapi kalau mainan, kalau minta mainan yang dia inginkan, tetapi kita tidak bisa menemukan maksud dia, itu yang agak sulit. Kalau cara menanganinya, ya itu seperti, kalau lapar ya kita carikan apa yang dia mau, yang dia makan. Kalau mainan ya kita carikan apa yang, yang dia maunya seperti apa. Kalau sekarang sih tantrumnya udah jarang ya, hanya untuk kasus-kasus tertentu yang belum bisa hilang itu, kalau dia lapar itu mesti tantrum. Kalau nangis, kok nggak berhenti-berhenti di jam-jam rawan lapar, nah itu berarti, oh ini lapar nih, gitu. Cuman kalau dulu itu, yang pencetus di kala tantrum itu lumayan banyak. Jadi kalau misalnya kita pergi ke tempat umum, gitu, dengan keramaian,atau dengan musik yang bising, misalnya ke mall, kayak gitu dan frekuensi suara yang masuk ke telinganya dia terlalu keras dan terlalu bising dengan banyak suara, nah itu mesti dia bakalan resah dan hal pertama yang dia lakukan itu, dia mesti mondar-mandir terus, steamingnya makin banyak dan lama-lama nanti kalau udah dia enggak bisa mentolerir dengan kebisingan itu,dia tutup telinga, teriak-teriak, dan mulai itu. Biasanya mulai tantrum di situ. Terus caranya kami mengatasi itu, kami sesering mungkin sekarang mengajak Dika untuk keluar rumah justru. Jadi keluar, kami ajak ke tempat yang ramai, ketemu banyak orang, ke mall, ke playground, ke tempat main anak-anak, kayak gitu. Biar dia bisa ketemu banyak orang, bisa mulai menyesuaikan diri dengan segala bentuk keramaian dan kehebohan di luar dunianya dia. Dan puji Tuhan sampai sekarang ini banyak membantu dan berkuranglah tantrum karena keramaian lingkungan sekitar itu. Ada juga waktu kalau misalnya di terapi itu kan ramai, anak-anak ada yang nangis, kalau ada anak yang nangis gitu, dia lihat siapa yang nangis terus dia tunjuk minta tolong itu,dan semisal anak yang nangis itu tidak diam, dia pasti ikut nangis. Tapi, semisal itu diam dan ditenangkan maka dia akan diam dan tidak menunjukkan perlakuan dia minta tolong untuk mendiamkan anak yang menangis di sekitarnya. Jadi dia ada, sedikit ada memahami lingkungannya itu seperti dan dia ada rasa empatinya itu ada. Sudah mulai ada, Mbak, sekarang.

Alyaah: baik Bapak dan Ibu. Sudah sangat jelas. Saya lanjut ke pertanyaan selanjutnya. Di dalam penelitian saya, komunikasi interpersonal, yaitu pertukaran makna yang dilakukan oleh dua orang dengan menggunakan bahasa verbal maupun non-verbal. Atau isyarat sehingga bagaimana pertama kali, pertama kali mengetahui keinginan Dika dengan konteks komunikasi interpersonal. Mengingat,seperti Bapak dan Ibu jelaskan di awal bahwa, jika Dika mengingat sesuatu itu ditunjuk

berulang-ulang kali jadi awalnya itu Ibu dan Bapak itu memahami maksud Dika itu membutuhkan jangka waktu lama dulu atau sebentar saja?

Responden: Kalau di waktu awal-awal kami yang tidak mengerti apa yang dia mau sebenarnya seperti apa, tapi kan Dika ini sesuatu yang dia inginkan itu sesuatu yang rutin, hampir bisa kayak dibilang itu-itu saja. Mainan nya pun cuma di modifikasilah kecil-kecilan sama dia, seperti batang pensil itu dililitkan, ditempelin tali misalnya itu terus diikat dan dia buat mainan seperti itu. Dia sudah mulai tahu sebenarnya mengikatnya seperti apa maunya. Nah dia minta tolong ke saya untuk mengikat pensil bersama tali, misalnya gitu. Kalau sekarang dia harus begini, harus begini. Dia udah mulai menunjukkan keinginan dia itu seperti ini loh. yang sekarang teringat itu ya semenjak dia sudah keluar banyak kata itu. Jadi lebih gampang kami memahami. Kalau yang untuk awal-awal dulu, ya lebih banyak tantrum itu tadi dan dengan gestur tubuh yang dia tunjukkan. Jadi kalau dia gerakannya seperti ini, oh dia maunya seperti ini, kayak gitu. Terus kalau memang apa yang dia bisa ucapkan, biasanya dia mau mengucapkan. Kalau misalnya dia menginkan sesuatu, seperti dulu pas usia 2-3 tahun itu, dia senang muter keliling-keliling antar kampung gitu, naik motor gitu ya dia nyebutnya cuma naik-naik gitu. Pertama kami juga bingung naik apa, yaudah kami gendong aja terus naik motor lalu dia terus menunjukkan tangannya ke arah sana, ke sana, nunjuk gitu kan. Akhirnya lama-lama kami hafal, kalau dia bilang naik-naik itu berarti dia pengen jalan-jalan, muter-muter gitu. Jadi misalnya kita rutenya dibalik nih, dari yang dulu kita pulangnya, kita muternya misalnya ke kanan, gitu terus, baru muter. Kalau misalnya kita ke kiri, muternya lewat kiri dulu, nggak mau dia, nangis kayak gitu. Awal-awalnya sih seperti itu, terus semenjak sudah mulai banyak kata-kata, sudah mulai gampang sih kami, sudah nggak ada kesulitan lah, dia bisa mengungkapkan maunya apa.Cuman memang kalau tidak sesuai, masih marah-marah. Jadi belum bisa mengontrol emosinya. Jadi dia nanti misalnya kayak merangkai mainan tadi itu ya, nggak mau dia, dibongkar lagi sama dia, terus dia benerin bentuknya seperti apa yang dia mau,baru kita nanti suruh merangkai lagi yang seperti dia mau itu, gitu. Sekarang sih, sudah sampai sedetail itu, gitu, Mbak.

Alyaah: Berarti memang maksudnya ada sangat, sudah sangat bisa dipahami ya untuk sekarang ya, sudah lebih berkembang daripada sebelum-sebelumnya. Untuk pertanyaan, selanjutnya bagaimana Bapak dan Ibu menghadapi mood swing, mood yang kadang tiba-tiba senang, kadang

tiba-tiba marah, tiba-tiba menangis di dalam komunikasi sehari-hari. Dan itu pasti terjadi ya, Bapak dan Ibu,bagaimana bapak dan ibu menghadapi akan hal itu?

Responden: Kalau sekarang sih, sudah tidak begitu kelihatan perubahannya. Jadi dalam hari-hari biasa itu sudah banyak datarnya sih sekarang, Mbak. Artinya yang tiba-tiba marah atau nangis itu sudah jarang terjadi, cuma biasanya muncul kalau Dika ikut di suatu kegiatan yang monoton, misalnya kami ajak ke gereja itu kan paling nggak durasinya satu setengah sampai dua jam, dan itu harus anteng kan, dia harus duduk lah paling enggak. Nanti dia sudah mulai gelisah tuh kalau sudah suruh duduk terlalu lama. Jadi dia nanti sudah berdiri sendiri, mondar-mandir gitu, itu kami biarkan aja gitu kalau selama ini kami masih kami tolerir ya untuk itu. Biar dia nggak nanti terus tantrum.Biasanya kalau dia sudah bosan, terus dia mau melakukan sesuatu tapi kita larang gitu, nanti dia malah terus teriak, nah muncul tantrumnya kayak gitu atau kalau enggak, kami mengakalinya yaitu dengan memberikan hal yang dia sukai, seperti mainan atau makanan di acara-acara yang memungkinkan durasi nya lama. Biar dia tidak terus merengek untuk meninggalkan lokasi acara, jadi kami sudah prepare semuanya dan sekarang sudah mulai tenang dan membaik dari sebelum-sebelumnya.

Alyaah: baik, paham bapak dan ibu. Selanjutnya, dalam menghadapi tantangan emosional bapak dan ibu, bagaimana bapak dan ibu mengontrol emosi bapak dan ibu dalam mendidikan Dika?

Responden: kami ketika kesal sangat berusaha menutupi bahwa kita kesal dengan anak ini, dikarenakan semakin kami kesal dia bisa semakin takut dan memberontak, tapi ketika dia menginginkan sesuatu tapi kami belum memenuhi kami memberi dia penjelasan dan akhirnya dia bakal paham bahwa yang dia inginkan belum bisa terpenuhi sekarang tapi di waktu lain. Jadi, kami sebisa mungkin mengelola emosi kami sendiri dan Dika ini termasuk sering diganggu oleh kakak dan adik nya dan dari situ biasa memunculkan emosi kami, tapi semisal Dika juga melakukan kesalahan dengan adik atau kakaknya kami juga tidak mendiamkan Dika kami juga menegur dan membuat Dika paham bahwa hal yang dia lakukan itu salah dan tidak semua orang bisa memahami Dika. jadi, semua nya itu kami menjelaskan baik-baik dengan Dika agar dika mengerti juga situasi yang ada. Dan semisal mereka bersaudara membuat kesalahan, kami juga pasti memerahi nya tidak ada perbedaan antara Dika beserta adik dan kakak nya dan pada akhirnya Dika bisa memahami

situasi tersebut. Dan Dikaini termasuk autis yang *high functioning* dimana memang kepekaan dia itu lumayan bagus, jadi mungkin yang membuat sulit kami serta Dika itu adalah hal yang baru saja.

Alyaah: baik bapak dan ibu, mungkin dari semua jawaban alhamdulillah sudah mencakup dan sudah cukup. terima kasih bapak dan ibu atas waktunya, maaf kalau ada pertanyan yang kurang jelas atau omongan yang kurang mengenakkan hati. Terimakasih banyak.

Responden: baik, sama-sama mbak.

Respondents 4;

Nama: Joni Pamalla (40) dan Marini Adi Christiani Sigi (39)

Nama Anak: Jojo (10)

Tanggal Interview: 15 Feberuari 2024

Alyaah: Bismillahirrahmanirrahim. Selamat pagi bapak dan ibu. perkenalkan, saya Alyah Maisuri Rozellayanti, dari Prodi ilmu komunikasi internasional program angkatan 2020. Universitas Islam Indonesia Yogyakarta. Sebelumnya, saya ingin menyampaikan banyak-banyak terima kasih kepada ibu yang telah melakukan waktunya untuk saya dalam interview penelitian skripsi saya yang berjudul "Interpersonal Communication Related to Autistic Child Care". Baik, saya akan mengajukan beberapa pertanyaan singkat. Semoga dari jawaban ibu berkenan untuk menjawabnya.Sebelumnya, saya mohon maaf sebesar-besarnya jika ada pertanyaan dan perkataan saya yang menyinggung ibu di tengah interview ini. Saya langsung masuk ke pertanyaan.

Responden: baik Alyaah, silahkan.

Alyaah: Menurut Ibu, apa perbedaan menghadapi antara anak berkebutuhan khusus dan anak normal? Sehingga kemudian, apa yang menjadi tantangan sendiri bagi ibu menghadapi anak berkebutuhan khusus dan anak normal?

Responden: baik. kebetulan saya mempunyai dua anak, yang pertama ini,bernama Jojo. Dia tergolong anak ABK dengan diagnosa spektrum autisme. Nah, adiknya yang nomor dua ini, puji Tuhan, normal. Kalau perbedaannya antara Jojo sama adiknya pasti memiliki perbedaan dimana Jojo tergolong ABK sementara adiknya normal. Sejak usia 2 tahun di sudah terapi, dimana di umur segitu benar-benar Jojo tidak bisa diajak berkomunikasi sama sekali. Dia hanya berbicara dengan istilahnya "bahasa planet", bahasanya dia sendiri jadi saya mencari cara agar bisa memahami dia karena dari kecil sudah sama saya, jadi saya terbiasa istilahnya saya pahami dia seperti bahasa ibu dengan anak yang dari ke hati. Mungkin kalau orang lain walaupun keluarga juga sulit memahami bahasa dia, tapi namanya hubungan anak dan ibu pasti memiliki hubungan yang kuat. Terkadang, saya juga sudah mengerti walaupun dia tidak bicara, saya mengerti apa yang dia mau kadang itu Jojo misalnya seperti mau makan, dia tarik tangan ke tempat piring, ambil piring atau kalau dia

menangis berarti dia mau minum susu menggunakan dot, karena saat ini dia masih mengonsumsi dot dimana itu juga yang buat dia bisa tenang ketika dia secara tiba-tiba tantrum. Jadi kalau dia tantrum itu harus sekali selalu harus ada ini yang bikin dia tenang kalau adiknya enak sih enak sekali kalau anak normal dia bisa membantu saya untuk jaga kakaknya dan sudah memahami kalau kakanya itu tidak normal. Dan kebetulan saya di rumah hobi tanam bunga nah Jojo itu di rumah di tempat terapi saja dia cari daun dia cabut dan robek terus daun-daun tanaman yang ada di sekitarnya. Kulkas pun dia sering buka untuk mencari sayuran lalu dia melakukan hal yang sama yaitu dengan merobek-robek sayur yang ada di kulkas, jadi dengan kejadian tersebut saya jadi menggembok kulkas agar dia tidak membuka kulkas lagi. Untuk membahas komunikasi nya juga, dia lebih kayak ke bahasa isyarat dia kayak kayak mau makan cuman kalau kadang dia ada beberapa dia sudah paham misalnya saya suruh Jojo walaupun misalnya main di halaman saya teriak untuk suruh dia mandi, itu dia langsung masuk ke kamar mandi dan untuk anak-anak yang sepengetahuan ku pengidap spektro anaklorisme rata-rata mereka mempelajari rutinitas yang berulang-ulang saja misalnya, Jojo mau mandi itu sudah terbiasa untuk menutup pintu kamar mandi. Mereka lebih menghafal rutinitas utama dia sehari-hari apa saja. Contoh kecil yang saya dengar cerita dari teman terapi Jojo yang sama-sama pengidap spektro anaklorisme, pada saat hari Senin teman Jojo ini ada mata pelajaran olahraga tapi guru olahraga nya saat itu sedang cuti ke Makassar,karena rutinitas dia pada hari Senin itu harus olahraga maka di hari itu dia sudah ganti baju olahraga dan bersiap berolahraga akan tetapi guru nya tidak ada maka dia langsung tantrum. Anak-anak dengan pengidap autisme itu mereka unik-unik, Tuhan ciptakan unik pokoknya mereka dari beberapa mereka kita yang harus memahami mungkin kita juga harus diajar sabar dan yang penting juga itu kesabaran kami sebagai orang tua nya yang merawat mereka dengan penuh kehangatan dan kesabaran dan butuh kepekaan juga antara ibu dan anak.

Alyaah: oh paham, berarti naluri bonding antara orang tua sama anak tersebut sudah sangat melekat ya, ibu.

Responden: iya betul sekali Alyaah, bondingnya sudah dekat dengan Jojo kebetulan lebih dekat sama saya juga ya Alyaah daripada sama bapaknya cuman ini Alyaah, kebetulan Jojo sudah ini sudah berusia 12 tahun belum bisa BAB ke kamar mandi belum mandiri dia juga belum bisa mandi sendiri mesti saya bantu tapi kalau buang air kecil dia sudah bisa sudah bisa ke kamar mandi. jadi

kalau misalnya dia BAB dia akan tarik tanganku tarik tangan ke kamar mandi atau dia langsung ke kamar mandi saya biasa dengar kalau dia ke kamar mandi dia langsung putar air keras sama bunyi saklar lampu itu langsung saya bergerak, walaupun saya tertidur pasti saya bangun pasti saya bangun kayak sudah peka begitu ada Jojo ke kamar mandi nih yang saya takutkan kalau dia ke kamar mandi dia main sabun dia hobi sekali main sabun.

Ayaah: oh paham ibu. Lalu, bagaimana ibu melakukan komunikasi setiap harinya dengan Jojo yang bisa diketahui menghadapi anak berkebutuhan khusus melakukan extra perlakuan yang berbeda apalagi dalam berkomunikasi dengan mereka. Bagaimana tante menghadapi akan hal itu?

Responden: lebih menggunakan bahasa isyarat karena belum bisa mengeluarkan kata satu kata dua kata. Tapi, saya usahakan komunikasinya Jojo biasa saja seperti saya ke adiknya kadang dia paham kadang tidak tapi rata-rata sejauh ini karena mungkin Jojo sudah terapi dari umur 2 tahun lebih sekarang usianya sudah 12 tahun jadi dia sudah mulai-mulai paham apa yang saya katakan, dia kadang sudah mengerti kayak ada ikatan batin juga antara ibu dan anak. jadi, kalau misalnya saya marah dia tahu dia kayak takut gitu dia kayak langsung tutup muka pakai bantal. Contoh kecil nya ketika saya menegur dia seperti “jangan Jojo jangan cabut-cabut bunga” itu besoknya dia pasti ulang lagi dia mengulang mungkin karena rutinitas anak-anak kayak begini yang seperti saya bilang tadi mereka melakukan kegiatan berulang.

Alyaah: jadi, memang dalam berkomunikasi sama Jojo itu sedikit sulit ya ibu. Macam ada hal yang dilarang itu dia tidak bakalan berhenti dan tetap akan melakukan terus menerus selama itu membuat dia nyaman ya bu. mungkin bisa dilarang tapi dalam jangka waktu yang lama ya bu.

Responden: iya benar sekali Alyaah, jadi memang saya sangat-sangat membutuhkan tenaga extra untuk memberitahu dia bahwa yang dia lakukan itu hal yang tidak benar. karena dari dulu, walaupun saya sudah melarang dia dengan cara apapun kecuali kekerasan dia akan tetap mengulangi nya lagi. Dan walaupun saya sudah melarang, dia pasti tetap akan mengulangi hal yang saya sudah larang. Terkadang, saya sudah tidak sabar sampai emosi hingga capek menghadapi nya.

Alyaah: berarti memang kalau sudah hobinya dan jatuhnya kebiasaan dia walaupun itu hal yang tidak boleh dilakukan seperti yang ibu contohkan merobek-robek tanaman serta sayuran, itu tidak bakalan berhenti dilakukan sampai dia berhenti dengan sendirinya atau sampai dia bosan dan menemukan hal yang baru lagi yah bu. dan untuk pertanyaan selanjutnya, bagaimana ibu menenangkan kembali terus apa yang biasa menyebabkan Jojo tantrum?

Responden: biasa itu kalau dia tantrum, saya tinggalkan sebentar kalau dia menangis dia tantrum saya tinggalkan kecuali kalau ada benda-benda berbahaya saya awasi disitu kadang saya tutup pintu tapi saya sambil saya intip saya tinggalkan nanti itu dia tenang sendiri. Tapi, kalau tantrum nya berkelanjutan itu saya menenangkan dengan hal yang dia suka yaitu dot dan menyiapkan HP karena dia suka menonton YouTube jadi kalau dia tantrum saya kasih dia dot sama saya kasih dia HP, itu dia langsung diam dulunya Jojo kalau tantrum waktu dia belum terlalu suka HP dia selalu benturkan kepala ke dinding ke tembok tapi saat sekarang sekarang ini beberapa tahun belakangan ini sudah jarang sudah tidak pernah dia lakukan.

Alyaah: Untuk faktor utamanya Jojo biasa tantrum itu mengarah kepada dia mau mainan tapi tidak dituruti atau ada hal yang lain ibu?

Responden: kalau kadang dia tantrum saya juga kadang tidak mengerti apa yang dia inginkan, sampai biasanya saya heran kenapa anak ini tiba-tiba tantrum padahal sudah makan sudah kadang pegang handphone pun juga dia masih tantrum bingung juga saya kadang dia kenapa dia bisa tantrum mungkin ada yang dia paling sering tantrum itu kalau rebutan HP paling sama adiknya tapi juga pernah biar dia sudah pegang HP dia masih tantrum bingung juga saya tidak bisa diprediksi anak-anak begini jadi mood swing kadang tiba-tiba senang tiba-tiba marah di tempat terapi pun begitu kata terapisnya.

Alyaah: kalau misalkan seperti itu bagaimana ibu menghadapi mood swingnya? apakah didiamkan atau seperti tadi ibu bilang dibujuk dengan HP dengan dot atau ada cara lain lagi?

Responden: biasanya kalau dia tantrum paling utama itu saya beri dia botol dot nya, kata temanku yang jurusan dia jurusan psikolog kenapa dia mungkin dia suka ini botol dot mungkin di botol dot

ini dia rasakan ada sensasi yang bikin dia bisa tenang ini kesukaannya dia ini makanya ini susah dari dia padahal sudah usia 12 tahun dia belum bisa lepas ini.

Alyaah: baik ibu, paham. Saya lanjut untuk pertanyaan selanjutnya, komunikasi interpersonal itu adalah pertukaran makna yang dilakukan oleh dua orang dengan menggunakan bahasa verbal maupun nonverbal jadi pertanyaan saya adalah bagaimana Tante mengetahui keinginannya Jojo dalam konteks komunikasi interpersonal mengingat anak tersebut itu sering menggunakan isyarat jadi bagaimana ibu memahami bahasa isyarat itu ?

Responden: iya dia contoh kecil itu kalau mau makan dia pasti tunjuk piring mengisyaratkan untuk ambilkan piring dan dia sudah mau makan, selain itu juga dia paling suka kan naik motor, nah ini anak kadang tidak ingat waktu tidak mengerti waktu biar tengah malam, kunci motor saya gantung di dinding dia tahu tempatnya pernah satu kali itu saya lagi ketiduran depan TV saya kaget dia sudah pakai helm dia sudah pegang kunci motor. saya mengerti ini anak minta naik motor mau pergi ke toko kecil dekat rumah, kayak semacam supermarket mini itu Jojo sering sekali kesana dan kebetulan Jojo mempunyai badan yang gede dan memang saya tidak kasih diet kan anak-anak dengan autisme rata-rata harus diet gluten susu tapi Jojo agak susah saya kasih diet. jadi, ya saya beli kan kecuali susu dia tidak minum itu kalau biskuit-biskuit Jojo masih konsumsi apakah misalkan dia menginginkan jalan atau mainan apa kalau makanan paling sering kalau mainan dia tidak mengerti itu dia kurang tertarik.dia lebih kayak senang dengan dunianya itu merobek kertas mungkin ada sambil dikhayalkan apa mungkin kenyamanannya itu sobek-sobek kertas mungkin berpengaruh sama motoriknya. kali benar pake juga kemarin gitu botol-botol sama sedotan dimainkan iya mungkin dia ini ya ada hubungannya.

Alyaah: berarti dari sejauh ini keinginan Jojo memang sulit dipahami tapi yang dia inginkan juga tidak sesulit itu ya , maksudnya masih muda tidak jauh dari seperti cuma mau botol dot dan cuma mau nonton youtube, dan mau makan. Lalu, misalkan awal-awal maksudnya maaf sudah masuk ke dalam kategori berkebutuhan khusus itu membutuhkan waktu lama tidak untuk menyusaikan semuanya dengan ibu?

Responden: iyaa agak lama lama sekali kan saya tahu dia didiagnosa spektrum autisme waktu 3 tahun kan awalnya anak-anak seperti ini ditandai dengan speech delay terus dia tidak mau bergaul dengan sebayanya jangankan sebayanya, dia pun sibuk dengan dunianya sendiri. Jojo itu paling kelihatan sekali itu rewelnya minta ampun dan waktu itu kan masih kecil jadi kami kasih terus dia susu susu formula kata dokter kalau dia minum itu mungkin kepalanya sakit jadi dia kayak makin aktif jadi ingin tantrum terus karena masih kecil. jadi dia keluarkan dengan kegelisahan nya dengan nangis serta mengamuk agak lama nanti, perasaan saya enak ini nanti jojo usia-usia 5 tahun baru enak saya rasa. dulu aduh sampai badanku kurus karena jojo tengah malam bangun nangis saya harus gendong sambil bikinkan dia dot susu bayangkan kalau kita gendong gendong anak usia 2 tahunan kan sudah pintar mau berontak-berontak mana tangan mau pegang botol dot satu tangan mau tuang bubuk susu mau bikin nah sementara dia nangis kalau tidak menangis tambah teriak pokoknya rewel sekarang ini enak-enak nih karena dia sudah mungkin karena kan jojo ini rajin juga pergi terapi jadi sudah mulai mulai paham nih dia. Dia juga banyak diajar oleh tempat terapi seperti contohnya kayak toilet training juga itu dia diajar jadi dia pintar buang air kecil ke kamar mandi kecuali BAB nya saja ini saya yang agak susah sampai sekarang masih BAB di celana kalau buang air kecil karena belajar toilet training dari tempat terapi puji Tuhan sudah ada nih berapa tahun saya tidak pernah mengepel kalau dia buang air kecil di lantai dulu-dulu itu buang air kecil sembarang kita jalan terpeleset,sekarang sudah tidak.sekarang, sangat jauh lebih berkembang puji Tuhan sudah banyak kemajuan lumayan lah daripada sebelumnya lumayan bikin stress mamanya. Kalau punya anak begini luar biasa harus panjang sabar punya ekstra kesabaran yang lebih, harus kuat mental mamanya harus sabar kuat fisik.

Alyaah: baik ibu, berarti perkembangan Jojo sudah sangat meningkat daripada sebelum-sebelum nya ya bu. Saya lanjut ke pertanyaan selanjutnya, bagaimana ibu menghadapi emosi ibu jikalau Jojo sudah tantrum dan tidak menemukan ujung dari tantrum Jojo?

Responden: pastinya saya tahan-tahan saja, disabar-sabarkan dan saya berusaha paham keadaan dia dan juga saya banyak mengalah dan juga banyak berdoa. Awal saya mengetahui dia spektrum autis saya merasa sedih sekali dimana dia adalah anak pertama saya, tapi dari itu semua saya menerima dan selalu berdoa atas cobaan yang diberikan dari Tuhan dengan penuh dukungan juga dari keluarga saya serta keluarga bapak Jojo, semua kasih semangat dengan berkata “jojo ini adalah

ladang pahala dan bantu kamu ketika menuju ke surga kelak". Dengan kata-kata tersebut saya menjadi lebih semangat merawat Jojo,karena memang awal nya saya sedih Jojo didiagnosa spektrum autis namun saya percaya setiap cobaan itu tidak cuma dikasih cobaan tapi ada tujuannya. Terkadang malahan yang bikin down itu adalah, ketika Jojo yang tiba-tiba tantrum di tempat keramaian dan dia menjadi pusat perhatian semua orang disitu terkadang saya langsung down melihat anak saya menjadi pusat perhatian di tempat keramaian. Namun, saat ini setelah dia sudah terapi saya sudah membiasakan dia dengan hal-hal yang ramai semacam bawa dia ke acara ulang tahun atau saya bawa dia jalan-jalan kemana saja dan saya mengusahakan dia untuk terbiasa dengan tempat yang ramai supaya dia tidak kaget. Namun, hal yang tidak bisa dihindari itu adalah hal yang dia inginkan tapi tidak dituruti itu bisa menyebabkan dia tantrum dia menunjukkan gestur mau marah kalau Jojo itu biasa nya tepuk-tepuk tangan ciri khas dia itu mungkin termasuk komunikasi dia ya Alyaah, nah setelah itu dia bisa marah.

Alyaah: baik bapak dan ibu, mungkin dari semua jawaban alhamdulillah sudah mencakup dan sudah cukup. terima kasih bapak dan ibu atas waktunya, maaf kalau ada pertanyan yang kurang jelas atau omongan yang kurang mengenakkan hati. Terimakasih banyak.

Responden: sama-sama Alyaah.