



NONVERBAL COMMUNICATION BETWEEN TEACHERS AND STUDENTS WITH DISABILITIES IN BUILDING EFFECTIVE COMMUNICATION AT A STATE SPECIAL SCHOOL (SLB)

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Abstract

This study aims to determine the nonverbal communication of teachers and students with disabilities in building effective communication in SLB Negeri. This study uses descriptive qualitative research. Data collection techniques include observation, interviews, and documentation. Informants in this study were two teachers, the main informants, and the principal, the supporting informant. Data analysis techniques include data reduction, data presentation, and conclusion. This research uses a triangulation data validity test. The results of this study indicate that teachers and students with disabilities use nonverbal communication, namely sign language, kinesics, and lip reading. Communication between teachers and students with disabilities in SLB Negeri is very effective because it addresses several important aspects. Teachers build the principle of mutual respect, always provide support and show Empathy, speak in good sentences and not in a hurry, and convey material clearly and accurately to avoid multiple interpretations. In addition, teachers should show a humble attitude by accepting each student's strengths and weaknesses. These aspects make communication between teachers and students with disabilities in SLB Negeri effective and meaningful.

Keywords: Nonverbal Communication, Teacher, Students with Disabilities, Effective Communication

INTRODUCTION

Humans, as social creatures, always communicate with each other either directly or indirectly.¹ Without communication, human interaction will not run smoothly². Communication is the process of delivering messages from communicators to communicators using media that cause effects³. Communication is divided into two based on its form, namely verbal and nonverbal communication.⁴ Verbal communication is communication that uses words, both in oral and written form⁵ According to Onong Uchjana Effendy, non-verbal communication is related to *gestures, attitudes (posture), facial expressions, symbolic clothing, sign language, and other symptoms that do not use spoken or written language.*⁶

Nonverbal communication plays an important role in daily interactions, especially for children with disabilities, who generally face challenges in verbal communication. Cases of children with disabilities are increasing every year; according to statistical data published by the Coordinating Ministry for Human Development and Culture in June 2022, the disability rate for children aged 5-19 years is 3.3%, while

¹Azizah Lestari, 'Peran Komunikasi Nonverbal Guru Dalam Mewujudkan Komunikasi Yang Efektif', 1.1 (2021), 1–23.

²Putri Purnama Sari and Marlina Marlina, 'Bentuk Komunikasi Nonverbal Guru Dalam Proses Belajar Mengajar Bagi Siswa Tunarungu', *Jurnal Pendidikan Khusus*, 17.2 (2021), 62-71.

³Firdaus; Arief Hidayatullah; 1Sita Komariah, 'Komunikasi Nonverbal Guru Terhadap Siswa Anak Berkebutuhan Khusus (ABK) Di Sekolah Luar Biasa Negeri (SLBN) Kelurahan Jatiwangi Kecamatan Asakota Kota Bima', *Range Management and Agroforestry*, 4.1 (2020), 1-15 <<https://doi.org/10.1016/j.fcr.2017.06.020>>.

⁴Nurinayah, 'Strategi Komunikasi Non Verbal Antara Guru Dengan Siswa Tunarungu di SLB Negeri 1 Sumbawa' 1.5 (2023), 433-41.

⁵Muhammad Yani and Ramli Ramli, 'Muhammad Yani and Ramli Ramli, 'Analisis Komunikasi Non-Verbal Pada Siswa SLBN 1 Bima', *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 5.10 (2022), 4475-83 <<https://doi.org/10.54371/jiip.v5i10.1042>>.

⁶m. Darajat, 'komunikasi nonverbal dalam praktik ibadah bagi penyandang tunarungu di unit pelaksana teknis pelayanan dan rehabilitas sosial penyandang disabilitas (uptd prspd) dinas sosial provinsi lampung,' *2003-5 ,2022 ,8.5.2017 ,γ*.

the population at that age (2021) is 66.6 million. Thus, the number of children aged 5-19 years with disabilities is around 2,197,833 people. (Liputan6.com).

Based on Law Number 8 of 2016, Article 1 states that persons with disabilities are Every person who experiences physical, intellectual, mental, or sensory limitations for a long period and who, in interacting with the environment, can experience obstacles and difficulties in participating fully and effectively with other citizens based on equal rights⁷.

Sekolah Luar Biasa (SLB) Negeri is a special school that provides services for children with special needs, namely: hearing impaired, mentally disabled, physically disabled/double, and autistic. Established in 1988, the first name was SDLB Negeri 047703 Perum Korpri, which was later changed to SLB Negeri Berastagi. In 2022, students from SLB Negeri Berastagi showed extraordinary abilities by winning first and third place in the District Level Running Competition for the Tunagrahita category.

In addition, they also won first and second place in the Long Jump at the Regency level for the Deaf category. They also won second and third place in the Bullet Throwing competition at the Regency level for the Deaf and Deaf categories. Another achievement in 2022 was winning third place in Bocce at the Regency level for the Down Syndrome category. In 2019, SLB Negeri Berastagi also showed their excellence at the provincial level by winning second place in the 100-meter Women's Running Competition and third place in the 200-meter Women's Running Competition. These achievements show the dedication and fighting spirit of SLB Negeri students in sports.

⁷Khairun Nisa, Khairun Nisa, *Pola Komunikasi Guru Dengan Siswa Penyandang Disabilitas Dalam Memotivasi Belajar*, 2021.

SLB Negeri's long experience educating students with disabilities demonstrates good teaching practices. Supportive facilities, such as disability-friendly classrooms and teaching aids, create an inclusive learning environment. Qualified teachers use innovative teaching methods and individualized approaches, generating rich and in-depth data. The diversity of student backgrounds allows for exploring various forms of nonverbal communication. School policies that support effective communication add value to this research. With an inclusive and supportive learning environment, SLB Negeri provides ideal and relevant conditions for this research.

This research focuses on students with hearing impairments, better known as the deaf. Deafness can be defined as a child who has problems with the loss or reduction of hearing ability.⁸ Hearing loss is usually caused by congenital factors (genetics and heredity) which have a significant impact on speaking ability⁹. Someone who has a hearing loss is not someone who cannot communicate; they have obstacles in communicating verbally as people usually do in general. Nonverbal communication plays an important role in helping the communication process of deaf children and the people around them to achieve effective communication.¹⁰

Effective communication means that communicators and communicants have the same understanding of a message.¹¹ Effective communication can also be

⁸Muchamad Irvan, 'Urgensi Identifikasi Dan Asesmen Anak Berkebutuhan Khusus Usia Dini', *Jurnal ORTOPEDAGOGIA*, 6.2 (2020), 108 <<https://doi.org/10.17977/um031v6i22020p108-112>>.

⁹Desi Setiawati, 'Komunikasi Non Verbal Guru Agama Islam Pada Siswa Tuli Di Sekolah Luar Biasa Pkk Bandar Lampung,' 4.2 (2022), 125-39.

¹⁰Eci Silpia and Ramadhanita Mustika Sari, 'Implementasi Komunikasi Bahasa Isyarat Anak Tunarungu', *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 6.1 (2023), 529-35 <<https://doi.org/10.54371/JlIP.V6i1.1413>>.

¹¹Rima Ivana dan Dewi Kurniawati, 'Komunikasi Efektif Dengan Pendekatan Psikologi', *Jurnal Ilmiah Wahana Pendidikan*, 9.7 (2023), 351-63.

interpreted as communication activities that can change the attitudes, views, or behavior of communicants according to the communicator's goals.¹² Effective communication is the process of delivering messages clearly and clearly understood by the recipient of the message so that the purpose of communication can be achieved properly. According to Stewart L. Tubbs and Sylvia Moss, there are at least five signs or indications of effective communication: *Respect, Empathy, Audible, Clarity, and Humble*.¹³

In education, effective communication between teachers and deaf students is essential to create a supportive learning environment. Effective communication can make it easier for teachers to understand the needs of each student so that they can provide appropriate and relevant support.

Based on the observations that have been made, the teaching and learning process sometimes runs smoothly. Several problems can hinder the achievement of effective communication. It can lead to misunderstandings and mistakes between teachers and deaf students.¹⁴ . One problem in the field is that deaf students' understanding of communication styles is challenging. Deaf students experience problems recognizing and interpreting nonverbal cues displayed by teachers and unsynchronized use of nonverbal communication at home and school, leading to

¹²Dian Anggraeni Sujati dan Tia Muthiah Umar, 'Efektivitas Komunikasi Nonverbal Bahasa Isyarat Dalam Pemenuhan Kebutuhan Informasi Siswa SLB Cicendo Bandung', *Jurnal Riset Jurnalistik Dan Media Digital*, 1.1 (2021), 58-63 <<https://doi.org/10.29313/jrjmd.v1i1.311>>.

¹³Bagus Julianto dan Tommy Yunara Agnanditiya Carnarez, 'Bagus Julianto and Tommy Yunara Agnanditiya Carnarez, 'Faktor-Faktor Yang Mempengaruhi Organisasi Professional: Kepemimpinan, Komunikasi Efektif, Kinerja, Dan Efektivitas Organisasi (Suatu Kajian Studi Literature Review Ilmu Manajemen Terapan)', *Jurnal Ilmu Manajemen Terapan*, 2.5 (2021), 676-91 <<https://doi.org/10.31933/jimt.v2i5.592>>.

¹⁴Qoni'ah Nur Wijayanti Farid Afandi, 'Peran Komunikasi Efektif Bagi Mahasiswa Dalam Membangun Hubungan Yang Baik dan Berkelanjutan,' 2.1 (2024), 228-41.

misunderstandings in interactions. If this continues, it will lead to difficulties in understanding the subject matter students, decreased self-confidence and motivation to learn, and decreased academic achievement. Therefore, teachers must pay attention to students' needs, use appropriate communication, and provide adequate support to ensure effective communication in the learning environment.

This is based on the research below; researchers refer to several previous studies relevant to the study topic. This step aims to obtain reference material and compare results so that the research will have a clearer direction. Previous research includes:

First, Desi Setiawati's research in 2022 *Non-Verbal Communication of Islamic Religion Teachers to Deaf Students at PKK Special School Bandar Lampung* "the results of this study are in teaching and learning activities (KBM), there are three nonverbal communication of teachers with deaf students, namely: gestures or kinesics, reading speech and finger spelling. The difference in research is in the focus of research, whereas previous research focuses more on nonverbal communication between Islamic religion teachers and deaf students. This shows that the research specifically considers interactions between the two groups in the context of Islamic religion. My research focuses on nonverbal communication between teachers and students with disabilities without certain religious specifications. The second difference is in the research location."¹⁵ .

¹⁵ Desi Setiawati. 'Komunikasi Non Verbal Guru Agama Islam Pada Siswa Tuli Di Sekolah Luar Biasa Pkk Bandar Lampung,' 4.2 (2022), 125–39.

Second, research by Eci Silpia and Ramadhanita Mustika Sari¹⁶ "Implementation of Sign Language Communication for Deaf Children". The results of this study indicate that the process of implementing sign language communication carried out by teachers to deaf children must be done in stages, such as the psychological stage, the basic stage, the technical stage, and the evaluation stage. The difference in research lies in the communication method; previous research used sign language of deaf children, while my research is not limited to one particular communication method (such as sign language).

Third, the research of Mia Kasmila and Sholihul Abidin¹⁷ "Nonverbal Communication in Building Effective Communication (Case Study on Frontliner Bank Central Asia Batam)" The results of this study are that Frontliner Bank Central Asia Batam tends to use various forms of nonverbal communication, such as eye contact to show attention, smiles to create a positive atmosphere, open body language to create an inviting environment, and polite hand gestures to reinforce verbal messages. The difference between previous research and my research is in the location and object of research.

Fourth, Lis Istiqomah's research¹⁸ "Effective Communication Patterns of Teachers with Santri Guardians at Pesantren Tahfizh Daarul Qur'an I'daad Sd Shigor Putri Tangerang" the results showed that the communication pattern applied between

¹⁶ Eci Silpia dan Ramadhanita Mustika Sari, 'Implementasi Komunikasi Bahasa Isyarat Anak Tunarungu', *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 6.1 (2023), 529-35 <<https://doi.org/10.54371/jiip.v6i1.1413>>.

¹⁷Mia Kasmila¹ dan Sholihul Abidin², 'Komunikasi Nonverbal Dalam Membangun Komunikasi Efektif (Studi Kasus Pada Frontliner Bank Central Asia Batam)', 2020.

¹⁸Lis Istiqomah, 'Pola Komunikasi Efektif Guru Dengan Wali Santri Di Pesantren Tahfizh Daarul Qur'an I'Daad Sd Shigor Putri Tangerang', *Pola Komunikasi Efektif Guru Dengan Wali Santri Di Pesantren Tahfizh Daarul Qur'an I'Daad Sd Shigor Putri Tangerang*, 7.1 (2024), 40.

teachers and santri guardians at Pesantren Tahfizh Daarul Qur'an I'daad SD Shigor Putri Tangerang is a communication pattern that has been running effectively. It can be seen from the existence of communication that pays attention to important aspects that must exist in an effective communication pattern, namely (1) *respect*, (2) *empathy*, (3) *audible*, (4) *clarity*, and (5) *humility*. The difference between previous and my research is in the research location and object.

Fifth, Farid Afandi's research¹⁹ "The Role of Effective Communication for Students in Building Good and Sustainable Relationships" The results of this study show that good communication allows students to strengthen social relationships, increase collaboration, solve problems, develop Empathy, communicate information clearly, and develop leadership skills. The difference between previous and my research is in the research location and object.

Based on the description above, the researcher is interested in researching this study, which aims to find out and analyze the Nonverbal Communication of Teachers and Students with Disabilities in Building Effective Communication in SLB Negeri Berastagi.

METHODS

This research uses a qualitative approach to describe the problems and focus of research and uses the type of *field research*, namely research that is directly carried out in the field or on informants. Researchers use this method because it is very suitable and effective in explaining and describing the problems to be solved, so it provides an

¹⁹ Farid Afandi. Peran komunikasi efektif bagi mahasiswa dalam membangun hubungan yang baik dan berkelanjutan. *jurnal komunikasi* 6.1 (2024), 45.

overview, describes, and interprets the existing circumstances related to the teacher's nonverbal communication with children with disabilities. According to Sugiono, descriptive qualitative methods are designed to explain, analyze, and describe things related to phenomena that occur, so the main key to this method is the intelligence and understanding of a researcher as a key informant. Place and Time of Research at Berastagi State Special School (SLB) Perum Korpri, Gurusinga, Kec.Berastagi, Kab. Karo Prov. North Sumatra, dated April 04, 2024, to April 19, 2024.

Research Informants The informants in this study were two teachers who taught deaf students as the main informants and the principal as a supporting informant. Researchers chose informants based on their suitability with the research objectives, allowing them to choose informants with the most potential to provide valuable insights into the phenomenon under study.

Table 1. Data of Research Informants

No.	Informant Name	Position	Age
1	Umar Sinaga, M.Pd	Principal	54
2	Ingenta, S.Pd	Class Teacher	54
3	Rusliana, S.Pd	Class Teacher	58

Data collection techniques are: (1) observation, the researcher conducts *participant observation* where the researcher takes part in the subject's activities (2) interviews, which are conducted in a semi-structured manner to collect in-depth and detailed data about the views, experiences, and understanding of informants on certain research topics (3) documentation. The data analysis technique has three steps: 1) data reduction, 2) data presentation (*Data display*), and 3) *Conclusionconclusion*

drawing. Data Validity Techniques In this study, data validity test triangulation techniques (collected through interviews, observations, and document analysis) and source triangulation (testing data credibility is done by checking the data obtained from various data sources such as interview results).

RESULT AND DISCUSSION

Nonverbal Communication between Teachers and Students with Disabilities in Building Effective Communication

The results of this study focus on how nonverbal communication between teachers and students with disabilities can build effective communication with REACH aspects: *Respect, Empathy, Audible, Clarity, and Humble*. As the results of the interview with Mrs. Inganta on the *Clarity* aspect stated that:

"Teachers communicate clearly with students. Usually, teachers will communicate by using sign language or gestures along with *lip reading*; teachers also use props as learning media so that students are younger in recognizing and interpreting nonverbal cues displayed by the teacher."

This is in line with what Mr. Umar Sinaga and Mrs. Rusliana conveyed. So, from the two statements above, it can be concluded that teachers communicate with sign language or body language along with lip movements and videos and props as learning media to clarify the messages conveyed by the teacher.

Based on the above expression in the context of Special Schools (SLB), nonverbal communication plays a very important role in facilitating effective interaction between teachers and students with disabilities. The forms of communication used by teachers and students with disabilities, especially in the deaf class at SLB Negeri Berastagi, are sign language, *lip reading*, and body language (*kinesics*). Onong

uchjana effendi states that communication involving *gestures, posture, facial expressions, symbolic clothing, sign language, and other similar symptoms, which do not use spoken or written language, is called nonverbal communication. So, researchers can conclude that sign language, lip reading, and body language (kinesics) used by teachers and students are nonverbal communication.*

What was conveyed by Stewart L. Tubbs and Sylvia Moss in Julianto and Agnanditiya Carnarez 2021, suggests that there are five laws governing effective communication, which are summarized in one word, namely "REACH" (*Respect, Empathy, Audible, Clarity, Humble*). When viewed from the research results are as follows:

Respect is the first law when we communicate with others. Mutual respect is the principle built by teachers at SLB Negeri Berastagi. They believe that humans want to be valued and considered important. As the expression of the results of an interview with the principal of SLB Negeri Berastagi, namely Mr. Umar Sinagapada, *respect* aspect states that:

"...Teachers respect students by identifying or grouping students based on their disabilities so that teachers can adjust communication with individuals. The nonverbal communication used is sign communication, *kinesics, and lip reading.*"

This is in line with the results of interviews with other informants, namely Mrs. Inganta and Mrs. Rusliana. From the results above, it can be concluded that the method of teachers appreciating students by grouping based on disability, in this case, makes it easier for teachers to adjust communication with each student.

The above expression is in line with the research conducted by Lis Istiqomah, which found that respect and mutual respect are two of the principles built by teachers

and student guardians. This aims to make communication run harmoniously and get *feedback from both parties*. Implementing communication in SLB Negeri Berastagi, when looking at the element of *respect*, is effective.²⁰ . Teachers respect students by identifying or grouping them based on their disabilities. Identifying students so that teachers understand students and adjust communication to individuals. The research findings of the non-verbal communication forms of *respect* are as follows: 1) *Eye contact*, where the teacher looks at the students when communicating; 2) *facial expressions*, such as smiling, to show interest in the topic being discussed. 3) *hand gestures*, such as clapping or giving thumbs up, to show appreciation to students.

The second law when we communicate with others is *Empathy*, which is our ability to listen and understand first before being listened to or understood by others. Based on the results of the interview with Mrs. Ingantapada, the *empathy* aspect states that:

".... Teachers try to explore or understand the feelings and conditions of students and establish good communication with students. The teacher's nonverbal communication in showing *Empathy* is through sympathetic smiles, eye contact, head rubs, etc."

From the above results, it can be concluded that teachers show *Empathy* by understanding the feelings and conditions of students so that they can build effective communication.

Based on the above expression it aligns with research conducted by Almarldiyatul Wardatun Nisa and friends.²¹ Who found that *Empathy* shown by parents

²⁰ Istiqomah, 'Pola Komunikasi Efektif Guru Dengan Wali Santri Di Pesantren Tahfizh Daarul Qur'an I'Daad Sd Shigor Putri Tangerang', *Pola Komunikasi Efektif Guru Dengan Wali Santri Di Pesantren Tahfizh Daarul Qur'an I'Daad Sd Shigor Putri Tangerang*, 7.1 (2024), 40.

²¹ Almarldiyatul Wardatun Nisa Almunawaroh, M. Nurul Yamin, and Muhammad Samsudin, 'Komunikasi Efektif Antara Orangtua Dengan Anak Berkebutuhan Khusus Tunagrahita Dalam

to their children is a form of support that is always poured out, especially to children with special needs. Implementing communication in SLB Negeri Berastagi is effective when looking at the element of *Empathy*. This can be seen from the teacher's efforts to dive or understand the feelings and conditions of students so that teacher and student communication goes well. Teachers establish communication with students as if they were their children and vice versa. Students consider themselves teachers and their second parents, as evidenced by students' openness to tell their hearts to the teacher. The research findings of the nonverbal communication forms of Berastagi State SLB teachers in showing *Empathy* are 1) *facial expression*, in the form of a warm smile. 2) *Eye Contact*: Make eye contact with a warm and caring expression. 3) *touch*: Use gentle gestures, such as a light pat on the back to show support and a stroke on the head as a form of affection for students.

The third law is *Audible*, which can be heard or understood properly. The *audible* attitude shown by teachers at SLB Negeri Berastagid, in this case, is speaking with good or unhurried sentences and using body gestures that are by the topic of conversation. Based on the results of interviews with Mr. Umar Sinaga on the *Audible* aspect, he stated that:

"...The teacher ensures that the message conveyed is heard or understood by the students by confirming back to the students. The teacher can ask what you said. Write it down. At this time, students will respond using sign language or gestures; if they have difficulty, they will answer the teacher's question by writing in the book."

The results of the interview with Mrs. Rusliana stated that:

Membiasakan Beribadah Di Slb Negeri Brebes', *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5.6 (2021), 1732 <<https://doi.org/10.33578/pjr.v5i6.8493>>.

"...The teacher ensures that the student's message is heard or understood by conducting evaluations, either in the form of homework or exams, so that the teacher can determine the extent of the student's understanding."

This is in line with what Mrs. Inganta said. So from the above results, it can be concluded that to find out that the message conveyed by the teacher is heard and understood by students, the teacher can ask directly during the communication process and evaluate with homework or exams.

This is in line with research conducted by Ujang Mahadi²² This explains that teachers who have an audible attitude are teachers who can convey information well. Teachers at SLB Negeri Berastagi ensure that the messages conveyed are heard or understood clearly by students by confirming back to students. The teacher can ask, "What did you say? Try to write it down" by using lips or sign language. Apart from that, teachers also evaluate students with homework and exams. This is so that the teacher knows the extent of the student's understanding of the message. So that communication and the teaching and learning process will run effectively. The research findings of nonverbal communication forms of audible attitudes are *lip reading*, body language, and sign language.

The next law when we communicate with others is *Clarity*, meaning the Clarity of the message itself so that it does not cause multiple interpretations or interpretations. Based on the results of the interview with Mrs. Inganta on the *Clarity* aspect, she stated that:

"... The teacher communicates clearly with students. Usually, the teacher will communicate by using sign language or gestures along with *lip reading*; the teacher

²²Ujang Mahadi, 'Komunikasi Pendidikan (Urgensi Komunikasi Efektif Dalam Proses Pembelajaran)', *JOPPAS: Journal of Public Policy and Administration Silampari*, 2.2 (2021), 80-90 <<https://doi.org/10.31539/joppa.v2i2.2385>>.

also uses props as learning media so that students are younger in recognizing and interpreting nonverbal cues displayed by the teacher."

This is in line with what Mr. Umar Sinaga and Mrs. Rusliana conveyed. So, from the two statements above, it can be concluded that teachers communicate with sign language or body language along with lip movements and videos and props as learning media to clarify the messages conveyed by the teacher.

This is in line with research conducted by Eva Mustikasari²³ Explaining that in the learning process, the teacher must convey material clearly and accurately so students can easily understand it. Apart from that, the law of *Clarity* addressed by the teacher in this case is to be able to speak or communicate with sentences that are precise, straightforward, fluent, and clear in meaning. The principles of Islamic communication in Al-Qur'an letter an-nisa' verse 63 are as follows:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا ٦

Translation: "Those are the ones of whom Allah knows what is in their hearts; therefore, turn away from them, admonish them, and speak to them words that will make an impression on their souls."

Implementing communication in SLB Negeri Berastagi, when looking at the element of *Clarity*, is effective. This can be seen from the teacher communicating using language on the level of understanding of individual students. Usually, the teacher will communicate using sign language or body language along with *lip reading* so that students are younger in recognizing and interpreting nonverbal cues displayed by the teacher. In addition to using body gestures on the topic of discussion, teachers also

²³Eva Mustikasari and others, 'Membangun Komunikasi Efektif Guru Dan Peserta Didik Dalam Proses Belajar Mengajar Di Smk Samudera Buana Langkaplancar', *Jurnal Literasi Unggulan Ilmiah*, 1.1 (2023), 24-31.

use props as learning media. The research findings of nonverbal communication forms of *Clarity* are sign language, body language, and lip movements.²⁴ .

The last law when we communicate with others is *Humble*. A humble attitude is related to the first law, which states that building respect for others is usually based on a humble attitude. Based on the results of interviews with Mrs. Rusliana on the *Humble* aspect, she stated that:

"...Teachers show a humble attitude by accepting each student's strengths and weaknesses. They appreciate the uniqueness and potential of each student without differentiating. Teachers' nonverbal communication forms in showing a humble attitude include eye contact, warm facial expressions, gentle hand gestures when shaking hands, and others."

This is in line with what Mr. Umar Sinaga and Mrs. Inganta conveyed. So, from the above results, it can be concluded that teachers show a humble attitude by accepting every student's strengths and weaknesses and supporting students' potential or talents.

Based on the researcher's analysis, teachers in SLB Negeri Berastagi have a very good, humble attitude. This can be seen in how teachers accept every student with strengths and weaknesses. They appreciate the uniqueness and potential of each student without differentiating. The research findings of nonverbal communication forms of a humble attitude are 1) Eye contact, where the teacher looks at the students when communicating. 2) Warm facial expressions, such as a friendly smile. 3) Gentle

²⁴Nisa Almunawaroh, Yamin, dan Samsudin.

hand gestures, such as teachers giving their hands gently when shaking hands with students.

Using nonverbal communication that shows *Respect, Empathy, Audible Clarity*, and *humility* can help build a positive and deep relationship between teachers and students and create a more pleasant environment. In this condition, students will feel comfortable and happy with the teacher, and their enthusiasm for learning will increase, thus creating effective communication between teachers and students.

Barriers and Solutions to Teacher-Student Communication

Barriers

The barriers of nonverbal communication between teachers and students with disabilities in SLB Negeri Berastagi can be categorized as internal and external barriers. Internal barriers include the limitations of hearing and speaking of students, as well as the lack of understanding or training of students in using nonverbal communication, which makes it difficult for students to receive and express messages.

Based on the results of an interview with Mrs. Rusliana regarding communication barriers between teachers and students, she stated that:

"...The barriers are the student's hearing and communication, as well as the deaf student's lack of vocabulary, which makes it difficult to recognize and interpret nonverbal cues displayed by the teacher. In addition, parents' lack of understanding of nonverbal communication when interacting with their children results in a lack of synchronization between the use of nonverbal communication at home and school. Students can experience confusion and difficulty transferring communication skills learned at school to the home environment or vice versa."

This is in line with what Mrs. Inganta and Mr. Umar Sinaga said: Students have obstacles in interpreting nonverbal cues displayed by teachers due to students' lack of skills in nonverbal communication.

In addition to internal and external barriers, including parents' lack of understanding in nonverbal communication when interacting with their children. This results in a lack of synchronization between nonverbal communication at home and school. When parents are inconsistent or do not know effective nonverbal communication techniques, students can experience confusion and difficulty transferring communication skills learned at school to the home environment or vice versa. This causes ineffectiveness in establishing consistent and supportive communication between the two main environments.

Based on the results of the interview with Mrs. Inganta, the solution to the communication barriers between teachers and students is:

"...Teachers teach students with patience and adjust to the student's abilities. In addition, teachers also use props and videos as learning media; the most important thing is that deaf students can read, have confidence, and can place themselves in both the school and community environment."

This is in line with what was conveyed by Mrs. Inganta and Mr. Umar Sinaga that full patience is needed when teaching students, and teachers must adjust to students' abilities, using nonverbal communication and props and videos as learning media.

Solution

The solution to this obstacle is for the teacher to teach the students with patience and adjust to the student's abilities. The teacher will repeat the material if, after evaluation, it is still not understood. After students understand the material presented, they will move on to the next material. In addition, teachers also use props and videos as learning media.

CONCLUSION

Based on the analysis the researchers have done above, it can be concluded that teachers and students with disabilities use three forms of nonverbal communication. Second *lip reading*, students with hearing impairments have difficulty interpreting sounds through the ears, so students can use their sense of sight to detect sounds through lip reading. Third, sign language. Communication between teachers and students with disabilities has been effective; it can be seen from communication that pays attention to important aspects that must exist in effective communication.

First, the teacher always builds communication based on mutual respect, thus creating an environment of respect between teachers and students. Second, the support and Empathy always poured out by the teacher shows sincere concern for the needs and feelings of students. Third, the teacher speaks using good sentences and is not rushed, ensuring students can hear and understand every message clearly. Fourth, the teacher's ability to convey material clearly and accurately avoids multiple interpretations so that students can understand the lesson well. Fifth, the humble attitude shown by the teacher, by accepting each student with all their strengths and weaknesses, adds closeness and trust in communication.

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