

Teacher and Student Communication in Inclusion Class in the Method Online Learning in Pandemi Time (Case Study of SMA Negeri 33 Jakarta Academic Year 2021/2022)

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Abstract

This research focuses on teacher and student communication in inclusive classes with distance learning due to the impact of the covid 19 outbreak. Inclusion classes are regular classes in which there are students with special needs including the mentally impaired, deaf, and autistic. The learning process that occurs in the inclusive class is carried out synchronously in the virtual class using the google meet or zoom application and indirect (asynchronous) learning through Google Classroom. The role of the teacher in giving more attention to students with special needs is very important to motivate them so that they can take part in learning together with other students. Barriers to facilities and infrastructure occurred during the PJJ process, including students/teachers not having quotas, unstable networks, and supporting facilities for students with special needs. This study used a qualitative approach with a case study type of research conducted at SMA Negeri 33 in West Jakarta. Data collection was carried out by observations, interviews, and documentation during the learning process. Analysis of research data was carried out by observing using data triangulation. The results of the study found that the communication that occurred during the PJJ that took place in the virtual class for ABK students was not optimal because there was no special accompanying teacher. Analysis of research data was carried out by observing using data triangulation. The results of the study found that the communication that occurred during the PJJ that took place in the virtual class for ABK students was not optimal because there was no special accompanying teacher. Analysis of research data was carried out by observing using data triangulation. The results of the study found that the communication that occurred during the PJJ that took place in the virtual class for ABK students was not optimal because there was no special accompanying teacher.

Keywords: Distance Learning, Children with Special Needs, Communication, Inclusion Class

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1. Introduction

The 2021/2022 school year is a year when the government is still adapting to the dynamics of the spread of the Covid-19 case. Since the Covid-19 pandemic was detected in Indonesia in March 2020, the government issued a policy through the Ministry of Education and Culture (Kemendikbud) to carry out learning from home or learning from home. This policy is explained in the Circular of the Minister of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease (COVID-19). This educational policy initiated a drastic and comprehensive change which resulted in the need to adjust the style of communication carried out by teachers and students. Originally communication in teaching and learning activities was held face to face in the classroom, now switching to virtual space / virtual space. This is done to prevent the spread of the covid 19 virus, students must maintain their health so they can study well as expressed by Mansur, S., Saragih, N., & Aliagan, IZ (2021) that during the Covid-19 pandemic, teenagers must maintain health and cleanliness while doing activities at home. Therefore, to prevent transmission of the corona virus, they must live clean and healthy

The pandemic period forced all learning activities to be diverted to learning from home which was carried out using the Distance Learning (PJJ) system. According to Law no. 20 of 2003 concerning the National Education System in article 1 paragraph 15, explains that distance education is education in which students from education and learning use various learning resources through communication, information technology, and other media. The application of distance learning that has been implemented by educational units during this pandemic is using online learning. Online learning is an interaction carried out by teachers and students online and does not carry out face-to-face learning as usual (Rahayu & Haq, 2021). In online learning, students and teachers communicate using electronic media with the support of the internet network.

One of the schools that implemented online learning during the pandemic was SMA Negeri 33 Jakarta. This school is an inclusive school in which there are 6 students with special needs with details of 3 students in class X

and 3 students in class XI, from these details 5 people are mentally retarded and 1 person is deaf, where while studying they join friends who other. This phenomenon makes school members, especially teachers must have good communication competence, so that students with special needs get appropriate education.

At this school online learning is carried out using several digital platforms or applications using the internet network, such as whatsapp, telegram, zoom meeting, google meet, google classroom, quiet school, teacher room and other applications. This was disclosed by Fransisca, M., & Briandana, R. (2022) educators use various platforms for online learning, namely platforms for learning management systems (LMS) using Canvas, Moodle, and Google Classroom. Learning in this school is going quite well even though there are some obstacles that occur. Some of the obstacles that occur in online learning at SMAN 33 Jakarta are that not all students have gadgets, unstable internet network constraints, students cannot open cameras, and students cannot ask questions orally so that it is difficult to accept learning. These constraints disrupt communication between teachers and students during learning, especially communication with students with special needs so that the material delivered by the teacher cannot be conveyed properly.

Communication is the main thing in learning because with good communication between teachers and students, learning objectives will be easily understood by students. However, with the existing constraints, communication between teachers and students during learning becomes hampered, especially communication between teachers and students with special needs. Communication between teachers and students with special needs is a particular challenge in online learning because students with special needs or students with special needs need special assistance when learning at school or at home. Because there is no direct assistance from the teacher during online learning, it makes it difficult for ABK students to understand the material. This has an impact on the stigma of some parents of students who think that the competence of teachers in providing teaching while using online methods. Teachers are not careful and do not provide optimal teaching because they do not interact directly with students. There are also parents who feel that their child's abilities are decreasing because they cannot socialize with their friends and are often not in the mood when studying. Apart from the themes that have been presented, there are a few parents who feel that online learning is not given to children with special needs because they have difficulty using media during online learning. Teachers are not careful and do not provide optimal teaching because they do not interact directly with students. There are also parents who feel that their child's abilities are decreasing because they cannot socialize with their friends and are often not in the mood when studying. Apart from the themes that have been presented, there are a few parents who feel that online learning is not given to children with special needs because they have difficulty using media during online learning.

Teachers are not careful and do not provide optimal teaching because they do not interact directly with students. There are also parents who feel that their child's abilities are decreasing because they cannot socialize with their friends and are often not in the mood when studying. Apart from the themes that have been presented, there are a few parents who feel that online learning is not given to children with special needs because they have difficulty using media during online learning.

The absence of teacher assistance to ABK students during online learning makes ABK students at SMAN 33 Jakarta unable to receive learning properly, so students need assistance from parents at home. But in reality, parents at home cannot accompany students to study because parents are busy taking care of the house and parents lack technology. Obstacle factors that occur during PJJ by Children with Special Needs, such as the research entitled "Problematics of Online Learning for Children with Special Needs in Elementary Schools During the Covid-19 Pandemic" was initiated by Minsih et al. (2021), they formulate at least three factors that are a problem for children with special needs in carrying out online/online learning. First, the school factor, the unpreparedness of the school, especially class teachers and special companion teachers as mentors for children in carrying out online learning. Second, parental factors, there are still parents who are less knowledgeable about technology and busy people in their responsibilities taking care of the house, taking care of other children, to the problem of working parents.

Third, environmental factors, online learning is considered monotonous so students feel bored, due to the lack of real interaction between students and colleagues (Minsih et al., 2021). Citing the results of research by Narullyta Puspita Dewi and Nurul Fadilah, Solehawati Rahma, it shows that learning during the Covid-19 pandemic resulted in problems as well as challenges for teachers, students with special needs and parents in inclusive schools, namely; 1) teachers and parents are unprepared for distance learning, 2) lack of parental skills in accessing the internet, 3) the feeling of boredom that appears in children makes children lazy to do this distance learning (Dewi, 2020).

From this explanation it can be seen that Communication has an urgency that cannot be underestimated in daily activities. Communication is comprehensive covering all the needs of each individual or group to interact in meeting their needs, including the need for education. The role of communication in education occupies a very strategic and influential role in the scope of education. Through good communication skills a teacher can achieve effective and efficient learning objectives. Teacher and student communication includes how a teacher conducts

a conversation conveying a message, an idea to students so that the student is willing to accept, understand, understand, agree and want to follow up on the message, so in short we can see a change in insight, From this explanation it can be seen that communication in teaching is the main thing for realizing learning objectives, especially in online learning. In face-to-face learning teachers and students can still communicate well because they can meet face to face and communicate directly without any other media while in online learning teachers and students need media to communicate in learning. When the media has problems, the communication between teachers and students is hampered, especially for students with special needs who need special treatment during learning.

2. Theoretical Framework

2.1 Communication.

Communication is the basis of human relations. Communication is the sender and recipient of news or messages between two or more people (Lubis, 2019). This communication is carried out with the aim that the intended message can be conveyed by the sender to the recipient. In the world of education, communication is carried out by students and teachers with the aim of understanding a material delivered by the teacher. Communication carried out in face-to-face learning is carried out directly face to face. This makes learning smooth because when there is an understanding that is not understood, the teacher can immediately explain it. However, during this pandemic, learning is carried out online, namely learning that is carried out with the help of media and Internet Network. With online learning, teachers must have several methods to provide online learning so that communication with students remains smooth. Several methods that teachers can use in communicating during online learning are as follows: (1) synchronous communication is communication that occurs in real time at that moment (Jalal et al., 2022). This form of communication facilitates teachers to interact directly with students mediated by the internet simultaneously. Communication in this lesson, generally the teacher communicates directly with students by using streaming video and voice at the same time. In addition, the teacher also provides learning materials using digital media such as power point slides so that students can listen to what is communicated. To strengthen student understanding, teachers can communicate more intensively with students by asking to answer questions from the questions asked (Sudarsana, 2020); (2) asynchronous communication is communication that does not occur at the same time between the communicator and the communicant. In the learning process, teachers and students do not meet each other online and simultaneously (Yasiro et al., 2021). That is, teachers and students can interact with each other when giving communication messages in the form of questions related to learning material and then students respond in the form of assignment results. This is in line with the concept of online learning in asynchronous communication, which encourages students to study independently with very flexible time. (Wahyuningsih & Sungkono, 2017). The media used can be in the form of online forums which can provide space for interaction between teachers and students. Both of these methods can be used by teachers so that online learning can run well so that learning objectives can be achieved.

2.2 The child with special needed.

Children with Special Needs (ABK) are children who in education require specific services, different from children in general because they experience obstacles in learning and development. Children with special needs as referred to, are explained in the national education system (Sisdiknas), that children with special needs are students who have a level of difficulty in participating in the learning process due to physical, emotional, mental, social abnormalities, and/or have potential intelligence and special talents (law number 20 of 2003).

ABK or also known as Special Children (ALB) are children who are significantly different in several important dimensions of their human function. Those who are physically, psychologically, cognitively, or socially hampered in achieving their goals/ needs and their potential to the fullest, including those who cannot hear, cannot see, have speech disorders, physical disabilities, mental retardation, emotional disturbances. Also children who are gifted with high intelligence, can be categorized as special/extraordinary children, because they require trained treatment from professionals (Suran & Rizzo, 1979).

Mangunsong (2009) in the book "Psychology and Education of Children with Special Needs", gives the view that Children with Special Needs or Children with Special Disabilities are children who deviate from the average normal child in terms of; mental characteristics, sensory, physical and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of two or more of the above; insofar as he requires modification of school assignments, learning methods or other related services, which are aimed at developing his potential or capacity to the fullest. (Rani et al., 2018) explains that, "Extraordinary children are defined as children who are different from

ordinary children in terms of mental characteristics, sensory abilities, communication skills, social behavior, or other characteristics. physique". Meanwhile (Wardani, 2009) defines that "Extraordinary children are children who have something extraordinary that significantly distinguishes them from children of the same age in general." From this definition, children with special needs really need the closest person who can accompany the

child in online learning.

A. Mentally disabled.

Tuna Grahita is a term for children who actually experience obstacles and retardation in below average mental-intellectual development, so that they experience difficulties in completing their tasks. Mental retardation or mental retardation is a condition where the development of intelligence experiences obstacles so that it does not reach the optimal development stage (Awalia, 2016). Therefore Tuna Grahita requires special education services.

B. Deaf.

The definition of deaf when viewed literally comes from two words, namely tuna which means less and deaf which means hear. The term deaf refers to the notion of not being able to hear information from sound. In general, Indonesian people refer to deaf people as deaf, mute, dumb, and deaf. Today's society further refines the term above to become deaf. So the definition of Deaf is someone who experiences a deficiency or loss of hearing ability either partially or completely as a result of the failure of some or all of the hearing aids, so that he cannot use his hearing aids in everyday life.

C. Autism.

Autism Syndrome is a disorder caused by a language barrier which is caused by damage to the brain. Autistic children experience abnormalities in speech, besides experiencing disturbances in intellectual abilities and nerve function. This can be seen by the odd behavior and the inability to interact with the surrounding community (Delphie, 2006).

D. Inclusion Class.

Inclusive education is education that provides opportunities for all students to learn together with other students in regular education units using a curriculum that is tailored to the abilities and special needs of students. Staub and Peck (in Effendi, 2006) argue that inclusive education is the full placement of children with mild, moderate and severe disabilities in regular classes. Staub and Peck's view explains that the regular class is a place of learning that is relevant and open to children with disabilities, regardless of their disabilities.

Mujito et al. (2012) in <http://publikasi.data.kemdikbud.go.id/> classifies inclusion classes in the learning process as follows: (1) Full regular class Students with special needs learn together with regular (normal) students; and (2) Special classes in regular schools Special classes are one of the services in inclusive schools, by separating students with special needs in separate classes from regular students.

2.3 Online Learning.

Online learning is learning that utilizes internet access. According to Astini (2020), online learning is a learning system through internet media or computer network media that can be accessed anytime and anywhere to deliver teaching materials to students. So that online learning is more flexible and is expected to develop students' potential.

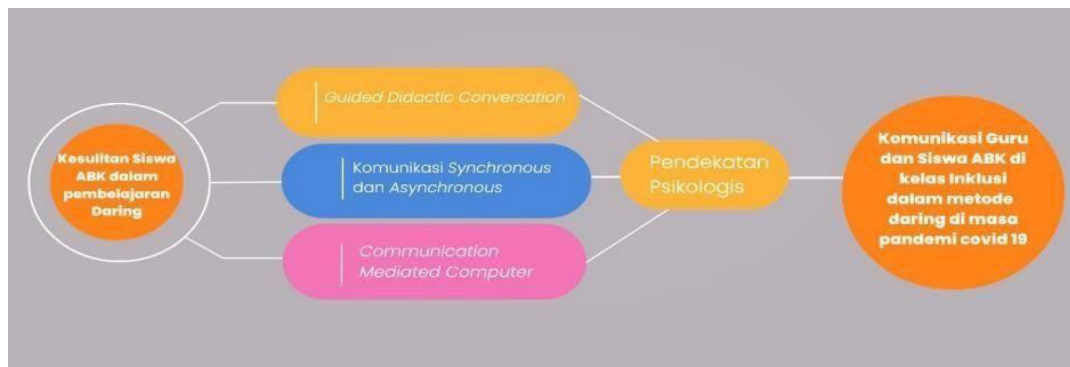
Online learning can be done in various media. According to Abidah et al. (2020) that the media that can be used are Smart Classes, Quipper, Google Indonesia, Sekolahmu, Zenius, and Microsoft which are easily accessible and free for students and teachers. In addition, online learning can also be done with multiple accesses such as WhatsApp groups, classrooms, zoom, and also social media such as Facebook, Twitter, YouTube, and Instagram. This learning innovation is very beneficial for the development of student potential. Online learning is designed by providing assignments prepared through online resources with directed scenarios on the exploration of 19 students' creativity and innovation (Nabela & Effendi, 2020). This shows how important learning is to be able to develop student creativity.

According to Nada et al. (2018) with creative students, students have many ways of solving problems with different perceptions and concepts. The concept of online learning is to use distance learning procedures that are mediated by the internet network, so the online learning process must run according to what is stipulated in the Minister of Education and Culture Regulation No. 109 of 2013 (Ministry of Education and Culture, 2013), namely; (1) Online learning is a teaching and learning process that is carried out remotely through the use of various communication technology media, (2) The learning process is carried out electronically where utilize Information and communication technology-based information packages for learning can be accessed by students anytime and anywhere, (3) Learning resources are teaching materials and various information developed and packaged in a form based on information and communication technology and used in the learning process, (4) Online learning has the characteristics of being open, learning, independent, thorough learning, using information and communication technology, using other educational technologies.

2.4 Framework of thinking.

This research study was reviewed in the form of a framework / theoretical rationale and concepts in the research

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Pandemic".

3. Methodology

This study uses a case study research method. Case study research is a process of collecting data and information to understand effectively how people, events, natural settings (social settings) operate or function according to the context (Yusuf, 2017). This case study research was used to dig up in-depth information and find out facts about the communication of teachers and students with special needs in inclusive classes during the implementation of online learning during the

Covid-19 pandemic. Researchers use a single case study that is constructive to explore and build communication made by teachers and students in the inclusion class during online learning during the co-19 pandemic.

3.1 Object of research.

The object of this study is communication carried out by teachers and children with special needs, namely the mentally impaired and the deaf in carrying out online learning to represent the communication between teachers and students in inclusive classes in online learning methods during the Covid-19 pandemic at SMAN 33 Jakarta, which is addressed at Jl. Kamal Raya No. 54 Cengkareng, West Jakarta.

3.2 Informant.

There were three informants in this study, namely: (1) ABK students as key informants who had comprehensive information about the issues raised as topics by researchers; (2) The teacher is the main informant where this informant knows technically and in detail about the research problem to be studied; and (3) Parents as supporting informants provide additional information as a complement to the analysis and discussion in this study.

3.3 Data collection technique.

This data collection technique is a technique used to collect data about the communication process carried out by teachers and students in inclusion classes in online methods during a pandemic. There are three techniques used in this study, namely (1) observation which will provide a detailed description of the communication process in teaching through online processes using communication media and interactive learning media for teachers and students at SMA Negeri 33 Jakarta; (2) In-depth interviews that will provide a detailed description of the communication carried out by students and teachers when teaching and learning online in classes where there are students with special needs. In this study, the informants in the in-depth interviews were 6 teachers who taught in the inclusion class, and 6 students with special needs in the inclusive class; and (3) Documents that will provide knowledge about previous research journals and documents related to teachers such as teacher biographies with a long history of teaching experience, age, and an overview of student achievement results.

3.4 Data analysis technique.

To analyze the research data, the researcher uses the Analysis Interactive model from Miles & Huberman (1994) which divides the analysis into four parts, namely: (1) Data collection in the form of words and actions, the rest is additional data such as documents or written data sources, photos, and statistics; (2) Data reduction is a selection process, focusing attention on simplifying, abstracting and transforming raw data that emerges from written records in the field; (3) Presentation of data is an activity when a set of information is compiled, so as to provide the possibility of drawing conclusions and taking action; and (4) Drawing conclusions, namely efforts to draw conclusions continuously while in the field.

3.5 Data validation technique.

The data validation technique used in this study is to extend the observation period, continuous observation and data triangulation.

4. Results And Discussion

4.1 Research result

Based on the findings, the researcher will describe the data and research results regarding the communication of teachers and students in inclusion classes in online learning methods during the Covid 19 pandemic, especially at SMA Negeri 33 Jakarta. Data collection techniques carried out by researchers virtually using applications google meets, activities to be carried out in the inclusion class namely, 1) Observation activities in several classes such as class X MIPA 1, X IPS 2, XI IPS 2, and XI IPS 1, 2) in-depth interview activities with eight key informants and two supporting informants, 3) document study.

With these three data collection techniques, researchers will focus on analyzing two-way communication, namely the teacher and students in the inclusion class both synchronously and asynchronously when learning using online methods. All stages of data collection were carried out by the researchers themselves for one month. In the SMA Negeri 33 Jakarta curriculum, there are 15 subjects that must be taught by students. Of the 15 subjects that were willing to be studied, only 4 teachers/ 4 subjects were: Japanese Language and Literature, Physical Education, Counseling and Dance.

4.1.1 School Profile

SMA Negeri 33 Jakarta was originally a filial school of SMA Negeri 27 Jakarta. Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 023 /M/1978 dated 13 September 1978, starting from 1 April 1978 it became SMA Negeri 33 Jakarta on Main Street Raya Cengkareng, West Jakarta. Since then, April 1, 1978 has been used as the School's Birthday. Based on the Decree of the Head of the DKI Jakarta Province Dikmenti Service Number 206a/2004 dated 11 November 2004, SMA Negeri 33 Jakarta was declared a Plus High School at the West Jakarta Municipal Level. In 2004 SMA Negeri 33 changed its address to Jalan Kamal Raya No. 54 Cengkareng, West Jakarta. The journey of SMA Negeri 33 Jakarta for 35 years has made academic and non-academic achievements and is able to compete, compete with other schools at the local and regional level. The last predicate as a Provincial Standard Plus school is based on the Decree of the Head of the DKI Jakarta Province Dikmenti Service number 460/2006. <https://id.wikipedia.org/>

4.1.2 Research Subject Profiles

SMA Negeri 33 Jakarta has 6 students with special needs with the condition of 4 students with mental retardation, 1 student with hearing impairment and 1 student with autism. At the time of Admission of New Students (PPDB) students with special needs used the affirmation pathway for persons with disabilities, SMA Negeri 33 in 2020 accepted 2 students with special needs, in 2021 accepted 1 student with special needs who were deaf. For the other 3 students use the Zoning and age paths. Tomi, Yosef and Ica are students with special needs who were discovered during distance learning. Students with special needs at SMA Negeri 33 Jakarta are placed in different classes. The results of the psychological tests of each student with special needs in this school are:

A. Psychological Results of Tia XI IPS 2 with Mentally Impaired

The psychological test results stated that he had the basic potential for intellectual ability to be at the level of mentally defective (IQ=32). Tia is included in the category of children with special needs with learning difficulties, in simple level mathematical reasoning abilities, she tends not to be said to be good enough. His understanding of the concept of simple and multilevel geometric shapes is rather lacking, he is still wrong in understanding some of the shapes. Tia tends to be hesitant in social interactions but is quite capable of speaking.

B. Uti XI IPS 2 Test Results with Mentally Impaired

The results of the Uti test show that he has the basic potential for intellectual ability to be at the level of mentally defective (IQ=52). Uti is included in the category of children with special needs with learning difficulties, especially in mathematical reasoning abilities, memory and abstract reasoning abilities which are still lacking. Based on the results of the qualitative analysis, it shows that Uti tends to be quite cooperative, can recognize simple colors and understand the concept of graded colors, she is also able to read fluently, however, when presented with assignments using dictation techniques, she still tends to have a little difficulty and make mistakes. The understanding of simple and multilevel mathematical reasoning tends to still experience difficulties and almost all of them experience failure. In long-term and short-term assistive memory or memory tends to be lacking so that this becomes the basis for Uti's slowness in capturing direct instructions. If without examples of concrete things and only rely on something that is auditive and abstract.

C. Ica's psychological test results

The results of Ica's psychological tests with mental retardation show that her comprehension of subjects is low,

she has a level of intelligence far below normal and experiences delays in all respects when compared to normal children of the same age both in terms of psychological, social and physical abilities.

D. Dama's psychological test results

The results of Dama's psychological test explained that he has hearing loss. Partly, he uses hearing aids. He has a below normal level of intelligence but can still follow lessons. Dama still has residual hearing so he can still communicate verbally but slowly and with facial direction.

E. Yosef's psychological test results with mentally impaired

The results of the psychological examination test showed that Yosef had an intelligence level that was classified as inadequate (IQ=70, Wechsler scale). With this condition it is slow and difficult to grasp and understand the instructions or problems given. Yosef needed time and repeated explanations to be able to finish it. Yosef found it most difficult to learn mathematics or calculations and English.

Concentration in learning is limited but can be directed and listens quietly. In communicating tend to be slow and less spontaneous in expressing opinions or desires.

F. Tomi's psychological test of ABK student with Autism

The results of the examination showed that Tom had problems in the aspect of social interaction. He shows no interest in a relationship. He prefers to play alone, such as playing games on the computer or reading comics. In terms of communication both with family and social friends with other people on test results, he is able to understand instructions or what other people are saying. This is called receptive language ability. He has difficulty expressing ideas in words. Intelligence shows that Tomi's level of intelligence is quite far below the intelligence of children his age (IQ 56 on the SB L-M scale). With a mental age equivalent to a child aged 9 years 2 months. Tomi has strengths in the aspects of memory, visual-motor, and number reasoning.

4.1.3 The Communication Process for Inclusive Class Teachers and Students in the Online Method

During the Covid 19 era, distance or online learning became a new challenge for all educational staff and teaching staff at SMA Negeri 33 Jakarta. One of the processes of teaching and learning activities takes place using Zoom meet and Google Meet for learning synchronous and Google Classroom app, Quipper and WhatsApp used during learning asynchronous. Teaching and learning activities have 45 minutes per subject, but when Distance Learning or PJJ learning is only 30 minutes per subject, this is done to keep students in good health and not bored while doing PJJ. PJJ activities start at 06:30 until 12:00.

In online learning, teachers and students must have devices and internet quota to support PJJ learning. For teachers, all of them have devices. Meanwhile, students who do not have equipment must report to the homeroom teacher for data collection and loans during the PJJ through the deputy head of the school for facilities and infrastructure. For internet quota, teachers and students who have been recorded at Dapodik get study quotas from the Ministry so that teachers and students can study effectively during a pandemic. For teachers and students who do not get internet quota because they are not recorded at Dapodik, schools provide free starter packs along with internet quota contents through school collaboration with providers.

Students with special needs during online learning receive the same treatment, but continue to assist their parents during PJJ activities. During the Covid 19 pandemic, the communication of teachers and inclusive students online experienced many technical obstacles, including an unstable internet network, making teachers and students unable to open cameras, leave mute, when speaking at the Senate – hiccup sometimes even out of meet. Inadequate facilities and infrastructure such as: students only have one device for 3 students at home, so they study in turns, inadequate internet quota so that they find it difficult to receive lessons. This situation forces teachers and students to find the best solution for learning activities teaching continues even with the current conditions and situation where face-to-face meetings are not possible, following are Japanese teacher's expressions in distance learning in inclusive classes.

"Online learning in inclusive classes is certainly different from normal classes. I make approaches to students with special needs so they can feel happy and excited about learning Japanese. Such as sentences of encouragement and expressions that make them feel accepted and feel truly accepted in the learning they are participating in. Japanese subject is easy learning if the teacher is able to make students feel comfortable and happy. (results of interviews with Japanese subject teachers, virtual online learning with Gmeet, 10:00-11:00 Wednesday, October 2021)."

With these approaches between teachers and students in the inclusive class can communicate well. The method used when online is the online learning method asynchronous and online learning method synchronous.

A. The teacher's communication process in the inclusion class in Japanese subjects

During Japanese language learning conducted by Sensei Siti Fatchia Roesida, the researcher observed PJJ activities in inclusive 11 social studies class 2. Some of the preparations made by the teacher before learning were:

"Some of the preparations that I have made to carry out online learning are: (1) Preparing Gmeet links for online student meetings and ensuring that all students have gadgets/mobile phones/laptops to support learning;

*(2) Choose learning methods that suit the needs of students so that learning will be more effective;
(3) Setting student learning time so that learning time is efficient because ABK students do not need long time during learning because students will get bored quickly; and (4) Conditioning students to remain in a positive environment so that students are comfortable learning. (Results of interviews with teachers who teach inclusive students)."*

At the PJJ meeting, the teacher enters the virtual class through the whatsapp group application to say hello, then provides a learning meeting link using Google meet and the material that will be taught today is sent via the whatsapp group with the Power Point application. In the google meet class, the teacher greets students in virtual class, greets and invites students to learn. Then the teacher asked the class leader to prepare the class and lead the prayer before the PJJ activities started. Then the teacher starts checking the presence of students one by one, the teacher checks the students' condition by communicating and greeting all students and asking students' readiness to learn Japanese and all students enthusiastically answer "ready Sensei".

Furthermore, the teacher provides learning using power point. When the first slide is shown the teacher gives questions about the writing on the first slide. What the Japanese teacher displays is Hiragana writing. The teacher gives 2 different displays of photos and shows the differences between 2 countries namely, Japan and Indonesia. By displaying 2 different photos, each student has a different perception of the photo using Indonesian. On the third slide the teacher begins to provide learning material about hobbies. The teacher displays pictures of verbs related to the hobbies of millennial students, which aims to make it easy for students to understand and memorize verbs in Japanese.

At the end of the material, the teacher informs students about the plans for an assessment at the next meeting about hobbies. At the end of the Japanese language learning activity the teacher asks the students to pray which is led by the students alternately using Japanese.

"Tia is a student with special needs students with mental retardation class XI IPS 2. While attending Japanese lessons, she always reminds me as her sensei to attend virtual class immediately by phone and private chat on WhatsApp. In attendance at the virtual class the student was the first to attend and the fastest to fill out the attendance list on the WhatsApp group class. At the beginning of the lesson, even though it had not started yet, this student was most enthusiastic about greeting his sensei with the sentence "ohayou gozaimasu sensei". In unison, friends and sensei Ida who heard it immediately spontaneously answered "ohayou gozaimasu Tia". (Japanese teacher interview results).

Based on the results of the interviews, Tia is an active and enthusiastic student with special needs in learning Japanese. Before starting the lesson, the teacher waits for the students who are present for 5 minutes. While waiting for the students to attend the virtual class, the teacher asks about last week's material. less precise. And her friend gave good support while saying "good Tia", then Tia responded with a chuckle". At the start of the material, Tia paid attention and listened to the lesson quite well (seriously). When asked about her understanding of the material, Tia only answered by nodding her head. When asked by sensei, he always answered because his friends who did know the student's condition told him through the chat on gmeet, and the teacher allowed her friends to help because Tia's condition was not able to absorb the lessons properly. But he dared to try even though it wasn't quite right, and sensei slowly taught him how to read properly.

When other students were looking for answers to questions posed by sensei in hobby lessons, that's when Tia asked how to express her hobbies in Japanese correctly. When she was asked to form a group of friends, she immediately invited Tia to be part of their group. When taking the practice value of speaking conversation in Japanese, he is able to work together with his friends even with his limitations without feeling embarrassed.

In practice writing Japanese, Tia is lacking. She tends to follow her friends' results directly and writes neatly, but when she writes herself, her writings cannot be understood either in hiragana or romaji (alphabet). Uti, a student with special needs class XI IPS 2 with mental retardation. At the beginning of learning Japanese, she was present but had to be called first by the class leader, but she usually chatted to sensei Ida to ask "Have you started or not sensei?", even though she asked at the time learning is already running, sometimes also Utichatsensei not to attend the gmeet because he doesn't have a quota or his cell phone is broken.

During the lesson, Uti was less enthusiastic and a little shy and often cried, because she often felt offended by the behavior of her friends who were thought to often talk about her, even though her friends had never done that. His friends felt that Uti took too long to answer when sensei asked, so the other students felt annoyed, even though sensei Ida tried to provide equal opportunities for all students. And at that time Uti also cried because she felt unable to follow the lesson. Sensei Ida kept trying to raise the spirit of the ABK student named Uti, with a choked voice because he was crying he kept on answering while being helped by Sensei slowly up to five repetitions. but more likely to remain silent until the lesson ends.

Sensei tries to raise his spirits by being talked to and taught slowly like Tia, but for Uti the results were very much different. He tried but found it difficult to speak properly. During group learning Uti tends to be alone and quiet so that when in groups no one joins Uti's group, finally Sensei Ida decides for Uti to join a group with less members.

For assignments in the Google classroom, he couldn't do them, he even tended not to do them, but Sensei asked other students to help Uti, when they were finished, he collected them via chat on Whatsapp. because I don't understand how to enter the assignment into Google Classroom. For other subjects that he was unable to do, he was very open with sensei Ida and even often confided in other subjects, in terms of subject matter that he could not do alone and sensei Ida provided solutions in a slow way so that Uti was able to do the assignments given by the teacher Other Subjects well. For the Japanese language assessment, there are 3 assessments, namely: the value of knowledge, skills and attitudes. In the assessment given the same as normal students but these students can answer according to their abilities, for Tia they are only able to practice speaking, for writing Tia is only able to imitate her friend's work, she is not able to write by dictating. While Uti is slightly more capable in writing with dictation. But for practice it is not possible, because these students tend to be silent. Attitude scores are carried out during learning activities in class, students are active in asking questions, answering and being able to follow the lesson well and being able to interact with their friends in the inclusive class. because these students tend to be silent. Attitude scores are carried out during learning activities in class, students are active in asking questions, answering and being able to follow the lesson well and being able to interact with their friends in the inclusive class. because these students tend to be silent. Attitude scores are carried out during learning activities in class, students are active in asking questions, answering and being able to follow the lesson well and being able to interact with their friends in the inclusive class.

Class X IPS 2 Japanese Language Learning with a total of 39 normal students and 1 student with special needs (Deaf). At the beginning of learning, sensei always provides gmeet links and material on the Whatsapp group. When sensei started learning activities, at the same time Adam gave encouragement in the Whatsapp group to his friends so they would immediately enter the gmeet class. The teacher gave Adam the opportunity to prepare the class, before the lesson started, sensei asked Adam to lead the prayer, "ready sensei" with a little stammer, but with an extraordinary expression of enthusiasm and a faint smile. He also thanked Sensei for giving him the opportunity to lead the prayer.

"Adam is a student with special needs who are deaf, but with my learning Japanese, he is very enthusiastic because I always try to approach them with my heart and love. Japanese subjects will be easy to learn if the students are comfortable with the teacher and I demand students with special needs. Especially with Adam always speaking slowly because he saw my lips move."(results of interviews with Japanese teachers). Learning Japanese is a difficult lesson for Adam, a class X IPS 1 student with a deaf condition. Dama's parents always accompany him during the learning process. In Japanese learning students have 3 assessments namely: knowledge, skills and attitudes. One of the Skill values is speaking, this is something that is difficult for Adam with his deaf condition,

During learning Dama can catch the teacher's conversation through lip movements and body movements by pointing his finger at Dama while slowly saying Adam's name so that the student understands that he is the one pointed out by the teacher, in readiness to answer questions from the teacher, Dama is always enthusiastic and open the microphone. Even with a very stuttering voice he can mention the hobbies he has. At that time his friends also gave encouragement by opening their microphones while shouting, "Great Dama" with an expression of clapping together. Dama's expression, seeing his friends providing support, answered by raising both palms facing each other, while saying thank you. if something is not understood then Dama shows his expression by shaking his head many times. And Sensei called out to Adam with a slightly slow lip movement. To repeat it slowly so that Dama is able to understand the material even though his understanding is not the same as normal students, at least he is able to say hello in Japanese. The other students listened when Dama was given the opportunity to speak.

In the Japanese writing assessment, it is difficult for children with special needs to get appropriate writing due to limitations in online learning. It was difficult for the teacher to check directly, when collecting assignments through Google Classroom Dama never collected his assignments, this student was collecting assignments using chat media on WhatsApp Japri, he immediately asked the teacher to carry out a direct assessment by talking via WhatsApp (sound recording). . In carrying out the assignments given by sensei through google classroom, he was assisted by his mother who always accompanied him during the PJJ.

B. The teacher's communication process in the inclusive class on the Guidance and Counseling subject.

In Counseling Guidance learning, PJJ activities are carried out in 2 classes, namely the classical class and the individual class. Individual Learning Program (PPI) is a teaching program in which students learn according to their own abilities, ways and speeds so that they are able to master the subject matter with attention, assistance and certain actions. PPI requires cooperation: 1) Students, 2) Parents, 3) BK teachers, class teachers and GPK, 4) Other professionals. For class X IPS 2 learning where there are 36 students in this class, consisting of 35 normal students and 1 Deaf ABK. Learning in the counseling class is carried out on basic service components in the field of social services with the theme of fostering friendship. Learning is carried out with the aim that students can understand about friendship and can understand how to foster friendship so that it remains good and more useful. The picture shows that Guidance and Counseling (BK) learning is carried out in the first hour and only

lasts 30 minutes. Learning begins with greetings and invites students to pray.

Through the whatsapp group the teacher provides a gmeet link for Counseling Guidance learning activities. When entering the virtual class, the teacher waits for students to enter with their admittance, then the class leader prepares the class and leads the prayer before learning begins. Then the teacher calls the names of the students one by one as an initial presence to open the lesson, then the teacher instructs the students to open the camera and speak when their names are called to find out better that the student is really present and wearing a complete uniform. When Dama's name was called, his mother, who was always loyal to accompany him, opened his microphone and spoke "Adam comes, Mother." The camera screen turned on, and Adam's face was smiling with his beloved mother.

The students' cameras are all active, the teacher starts checking the tidiness of the students, if it is found that there are students not in uniform the teacher gives the opportunity to wear the uniform in accordance with the provisions. Students who have long hair (boys), the teacher gives a warning to get a haircut immediately. Learning begins with a brief introduction about the purpose of Guidance and Counseling services. In the main activity, the teacher displays power point slide media related to service material about friendship. Students pay attention to the explanation of the material provided by the Counseling Guidance teacher inviting students to have an interactive dialogue about examples of its application. For students with special needs (deaf) interactive dialogue using chat via gmeet and also through private channels (japri) on the WhatsApp application.

For communication between teachers and students during PJJ they still relied on Google Meet where deaf students with special needs could read the teacher's lip movements. When explaining material, lip movements can be a tool or means of communication. For these students using hearing aids, but still the results are not optimal, therefore the parents of these ABK students always accompany them during the PJJ activity. For class XI IPS 2 learning with 2 students with ABK Tuna Grahitita. The students are named Tia and Uti. At the beginning of the lesson, Tia always comes early, while Uti is present when the lesson is halfway done. This makes Uti feel alone in this class, because Uti feels that her friends will stay away from her, because her friends prefer Tia, because Tia is very open. with other students. Meanwhile, Uti tends to be silent. For Uti, who is always silent, Ms. Vika continues to approach by calling her name and asking "why is Uti just coming to the virtual class?". Uti was just silent and he answered via chat on Vika's personal WhatsApp, but this time he didn't have a quota and had a problem with his cellphone,

For assignments about ideals, he was able to tell through the writing he made, Uti wanted to become a kindergarten teacher, entrepreneur, and work in an office. For now, he is helping his aunt in the laundry business, so he has aspirations to become an entrepreneur. In helping his aunt, Uti is only able to do simple calculations, while in complex calculations Uti is difficult to understand. Individual learning is carried out via video call or chat on Whatsapp and students can do it after the PJJ ends. The teacher provides opportunities for students with special needs or normal students to ask questions and tell stories about themselves. Students can tell about anything, even subjects they cannot master, they express and find solutions so they can understand by studying the character of the teacher who teaches. This activity starts from 13:00 – 15:00.

For students who do have problems and need someone to tell stories, the Counseling Guidance teacher is ready to serve them. This is very effective to better understand them one by one, from problems with friends to family. Students can express their problems freely in individual classes. In this class, students with mental retardation for a student named Tia don't talk too much, she tends to be quiet. On the contrary, with Uti, in this class Uti was very enthusiastic during individual classes when she told stories about her life. How he has friends outside of school where he lives. In writing on Uti's WhatsApp chat, it's normal, like a normal child. She is very communicative, but when she talks directly in online classes via Google Meet, Uti tends to be quiet. For students with special needs class XIPS 1 with mental retardation, Uci is what she greets in class, her character during PJJ tends to be quiet, Uci pays close attention and is orderly when learning in virtual class. After learning during PJJ in 4 meetings, the counseling teacher held a test to find out the absorption of the material that had been taught to students with special needs. There are 3 aspects of the assessment, including self-development, sports and the arts.

"When studying Guidance and Counseling the assessment that I use is an attitude assessment. There are 3 aspects of the assessment that I did on Counseling Guidance: 1) Self-development, in this attitude ABK students with mental retardation are able to perform skills such as cooking, washing, tying shoelaces or actions carried out in the household, 2) Sports, for sports activities almost all types of sports can take part, both the mentally impaired and the deaf, for the mentally impaired the game uses a bocce ball (bowling for students with special needs), this bocce is a special game for students with special needs, 3) Art, for dance, almost all mentally and deaf students are able to do dance activities, because they see directly through the video display. (results of interview with Counseling Guidance teacher, October 14, 2021).

In an interview with the counseling teacher, it was explained that for the growth and development of students with special needs, facilities and infrastructure are needed so that they focus on receiving learning. Attitude assessment for ABK students is different from normal students, assessment the attitude given is only 3

aspects, and the assessment is motor/skill. In the inclusive program assessment program, Counseling Guidance conducts 4 assessments including, 1) Folding buttoned clothes, 2) Putting on shoelaces, 3) Putting on shoes and 4) City tour to the city museum.

C. The teacher's communication process in the inclusion class in the subject of Dance

In learning the art of dance, PJJ activities are carried out in class X MIPA 1 with a total of 36 students, of which 34 normal students and 2 ABK students with details of 1 mentally disabled student and 1 autistic student. Preliminary activities are the initial stages carried out by the teacher in the implementation of learning to start the learning process using the Whatsapp group application, (1) The teacher opens with greetings to start learning through the Whatsapp group, (2) The teacher checks the presence of students. In practice, the teacher provides a list of attendance lists via the Whatsapp group which will then be forwarded by the students to list their respective names, this is a sign of attendance in Dance Arts class hours. (3) The teacher relates the material/theme/learning activities to the Variety of Traditional Dance Movements with students' dancing experiences through the Whatsapp group by utilizing the Whatsapp video call feature (7 students and the teacher) make video calls alternately and in groups (4) The teacher asks several questions to students via Whatsapp regarding the material Basic Knowledge of Dance that has been studied previously. This is done with the aim of recalling and connecting it with the material that will be taught that day via a Whatsapp video call, (5) The teacher gives an overview of the material for the Variety of Traditional Dance Movements in the daily life of the arts community.

Communication of virtual meetings conducted between the teacher and students in the learning process such as Whatsapp video calls is carried out by the system, namely: (1) The teacher divides the number of students studying online into several groups based on the number of absences, provided that each group contains 4 students. (2) The teacher calls his students to join the video call group according to the group that has been determined by the teacher. The core activity stage is the implementation stage of learning carried out by the Dance Teacher at SMA Negeri 33 Jakarta to convey learning material on the basic theory of traditional dance movements. Dance is a human activity that is expressed through planned, structured and clearly patterned movements and expressions. Dance movements are formed from the unity of energy, space, and time.

The practical activities in the dance learning process use the Whatsapp application, namely; (1) The teacher provides motivation or stimulation to students to focus on the topic of various dance movements material through material in the form of videos sent via the Whatsapp group, (2) What the teacher does when he wants to provide learning material for Dance Arts using the Whatsapp application is to click option (+) at the bottom left of the Whatsapp group chat and choose the features needed according to the media material to be conveyed, (3) The video sent by the teacher via the Whatsapp group is a video of various examples of various dance movements in the archipelago, (4) After sending videos on the theme of Variety of Traditional Dance Movements via the Whatsapp group, the teacher gives students the opportunity to understand the material given and invites students to make a summary of the video material for the Variety of Traditional Dance Movements that students have watched which will later be used as a group discussion via the Whatsapp Group, (5) By making a summary students can express their opinions about various kinds of traditional dance movements. The teacher also invites students to collect information from various sources such as printed books and the internet. This is done so that students can later exchange information with each other. This activity aims to broaden students' knowledge of the material being studied, (6) The teacher and students make conclusions about the things that have been learned, (7) Students are then given the opportunity by the teacher to ask questions again about things that have not been understood through the Whatsapp group .whatsapp group chats.

In its implementation the Dance Teacher at SMA Negeri 33 Jakarta uses three types of assignments which include; (1) Assigning students to make a concept map in accordance with the material being studied, namely material for the Variety of Traditional Dance Movements. source of training, this aims to make students more mastery of the material that has been studied by completing questions given by the teacher through google classroom, the reason for the Dance Teacher at SMA Negeri 33 Jakarta uses google classroom as a media assignment because in google classroom the teacher can upload learning videos that can help students to learn Dance Arts materials, (3) practical assignments, namely to fulfill KD 4.1 by demonstrating dance moves based on concepts, techniques, and procedures according to counts or beats. The following is the result of the dance teacher's interview "Dance learning in this class has 2 students with special needs, in terms of dance practice, their movements are not perfect because they don't match the beat, they move according to the movements that I imitate but they tend to be shy, maybe because they are their gender men added with their limitations who are less able to understand, but they can follow according to the abilities they have. (Interview with Ms. Syska, teacher of Dance Subject) There are 2 students with special needs who take part in Dance lessons, namely Yosef (Tuna Grahita) and Tomi (Autism). and procedures according to counts or beats. The following is the result of the dance teacher's interview "Dance learning in this class has 2 students with special needs, in terms of dance practice, their movements are not perfect because they don't match the beat, they move according to the movements that I imitate but they tend to be shy, maybe because they are their gender men added with their

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D. The teacher's communication process in the inclusive class in the PENJASORKES subject.

Online learning for the PENJASORKES Subject Class XI IPS 2 consists of 40 students with 38 normal students and 2 mentally retarded students with Mrs. Sri. In this lesson, the teacher starts learning starting from the whatsapp group, greets all students with greetings and makes a list of PJJ attendance lists with emoji names, emotional signs sent by students are a form of students' condition when studying Physical Education. ABK students with autistic conditions can fill in a smile sign in Physical Education learning. After the list is fully filled by all students, the teacher instructs students to make groups of 7 people each in order according to the smallest alphabet. to the biggest, if there are students who cannot be video called by the class leader then the next sequence will replace the student.

Yosef, a student with special needs, took part in this lesson quite well, for athletic material (walking, running, throwing, jumping) and slowly the teacher also instructed students to wear sports uniforms when learning activities began. The teacher started to enter the video call room through a call from the group leader. Learning begins with praying led by one of the group members and preparing their friends as a form they are ready to receive lessons. The teacher asked the students what they were going to study today, the students answered "athletic madam sri", as soon as the students called the name of the teacher they liked very much, he started calling them one by one and asking about the condition/fitness of all students who were in the video call group. Students answered in unison, "healthy mother", in this group there was one student who was not present due to quota and signal constraints, to complete the quota on the Whatsapp vical, the group leader invited 1 student to replace the student who was unable to attend. At the turn of the alphabetical order, the last 7 students are Yosef. And one of the students who did not have a quota was Yosef, his friends tried to invite Yosef to attend the video call, but he was not picked up and the Physical Education teacher tried WhatsApp chat, the result was one tick, meaning WhatsApp was not active, with this condition Yosef was finally abandoned because friends and teachers have tried to contact, but there was no response. Finally the teacher continued learning with the condition that one student with special needs was not present. then the group leader invites 1 student to replace the student who cannot attend. At the turn of the alphabetical order, the last 7 students are Yosef. And one of the students who did not have a quota was Yosef, his friends tried to invite Yosef to attend the video call, but he was not picked up and the Physical Education teacher tried WhatsApp chat, the result was one tick, meaning WhatsApp was not active, with this condition Yosef was finally abandoned because friends and teachers have tried to contact, but there was no response. Finally the teacher continued learning with the condition that one student with special needs was not present. then the group leader invites 1 student to replace the student who cannot attend. At the turn of the alphabetical order, the last 7 students are Yosef. And one of the students who did not have a quota was Yosef, his friends tried to invite Yosef to attend the video call, but he was not picked up and the Physical Education teacher tried WhatsApp chat, the result was one tick, meaning WhatsApp was not active, with this condition Yosef was finally abandoned because friends and teachers have tried to contact, but there was no response. Finally the teacher continued learning with the condition that one student with special needs was not present. but it was not appointed and the Penjasorkes teaching teacher tried WhatsApp chat, the

result was one tick, meaning WhatsApp was not active, with this condition Yosef was finally abandoned because his friends and teachers had tried to contact him, but there was no response. Finally the teacher continued learning with the condition that one student with special needs was not present. but it was not appointed and the Penjasorkes teaching teacher tried WhatsApp chat, the result was one tick, meaning WhatsApp was not active, with this condition Yosef was finally.

In the learning group using video calls there are students with special needs with autism, Tomi can be included in this group, but the teacher must often remind the camera to turn on, the problem with Tomi in Physical Education learning, he always turns off the camera, the teacher must always remind the student to always activating the camera so that learning can run well, the teacher begins to instruct students to follow the directions given by the teacher. The material given about Athletics is Walking, Running, Throwing and jumping. "Come on.. great kids, follow the movement, Mrs. Sri, to walk, you just need to walk 5 steps forward, now run while raising your feet a bit high and forward... one, two, three, four, five. Reverse direction and jump only once. Now find a place where the ball can bounce, the ball is free, The teacher instructs athletic material step by step using techniques due to limited space for practice. In the first stage, students begin to move their feet in oneline (approximately 5 steps straight forward back and forth to walk, for students to run, it is enough to jog one line (5 steps). Jump 1 time, throw using a ball thrown at the wall. Each students practice according to Mrs. Voit's directions. As explained below: In Physical Education learning activities with practice, students with special needs can understand well because the teacher directly practices and students follow according to the directions and movements that the teacher makes, students can easily walk, run, throw and jump well.

At the next meeting the teacher always uses a video call and before starting the teacher greets students via Whatsapp in the class group, begins greeting students with greetings, reminds them of 5M and motivates students to be enthusiastic about carrying out teaching and learning activities online. In subsequent learning meetings, Physical Education teachers often use video call applications to make it easier to check and make it easier to monitor learning, each group has 10 minutes of study time for learning as well as practical assessment. Students who are waiting for their turn get the task of reading material and watching learning videos that have been given by the teacher through the WhatsApp group and through Google Classroom.

For students with special needs, they follow the instructions given by the teacher quite well, but the problem is that they do not understand the material provided through Google Classroom, they are only waiting for a call to study via video call, the mentally disabled like Tia are only able to carry out direct instructions and see the instructions slowly. , such as practice via video calls can be done by Tia even though it is not suitable but there are still some of the right moves. The assignment Tia did was her friend's work or her parents' work that she got through chat on whatsapp. Tia was unable to think seriously. She couldn't do writing with dictation, so the teacher invited her friends to give their work to Tia. The Penjasorkes teacher must use a clear and firm voice and slowly during practice, so that ABK students are able to understand every instruction given by the teacher. Simple commands for students with special needs can be done well. However, with the conditions of the Pandemic and requiring all students to study at home, it is difficult for teachers to communicate with ABK students.

4.1.4 Inhibiting and supporting factors for teacher and student communication in inclusion classes during online learning

SMA Negeri 33 which has 6 students with special needs with conditions of 4 mentally disabled, 1 deaf and 1 autistic and uses different classes, of course there are many inhibiting factors during distance learning, the inhibiting factors in general are: 1) It is difficult to communicate because of the internet network, devices take turns with younger siblings, 3) Don't have a device.

"I got information from several homeroom teachers about the problems that occurred during Distance Learning. I, as Sarana's representative, will look for a solution in dealing with this, because after all students are still learning even in difficult conditions." (Results of interviews with Public Relations and facilities). Representative.

For special inhibiting factors for students with special needs, when the teacher explains this student unable to understand quickly, especially for Deaf ABK students who have to slowly and repeatedly deliver the material while the learning time is only 30 minutes, so the teacher must have a strategy in dealing with ABK students. As expressed by the Japanese teacher.

"Japanese language lessons are 3x30 minutes long. I try my best to be able to touch ABK students in Japanese language learning. I invite other students to be able to study together with ABK students and I give them my time outside of study hours so that ABK students can follow my learning accordingly. with their abilities, at least they have tried to speak a little Japanese". (Results of interviews with Japanese teachers).

In addition to the inhibiting factors, the supporting factors in learning with ABK students are the role of special supervising teachers, in this case SMA Negeri 33 is supported by Counseling Guidance teachers, where they have an Individual Learning Program (PPI), this program is in the Counseling Guidance Teacher program

but the implementation has not been maximized due to limited facilities and infrastructure and the absence of optimal training as a whole for students with special needs. The role of parents in distance learning is very helpful, because parents who always accompany ABK students also become teachers in their homes because they will re-explain the material explained by the teacher.

4.2 Discussion of Research Results

From the results of Japanese language learning research, the use of presentation applications or learning videos via WhatsApp groups or Google classrooms during online learning is very helpful for students with special needs in understanding every material taught.

In learning Japanese, sensei provides pictures and learning videos to make it easier for students to understand written Japanese through video and audio. This is in line with Yao & Ling (2020) explaining that CMC is communication carried out with computer media or can be said to be digitally mediated or digitally mediated. In using CMC, the teacher uses internet networked communication to be utilized in learning, namely: 1. Asynchronous Communication or Asynchronous Communication Mediated Computer (ACMC), namely online communication carried out by teachers and students in a delayed and asynchronous manner using a computer. In ACMC learning, the teacher usually sends power points, videos or material that students can read and see at any time and anywhere via the WhatsApp group. The use of ACMC communication is used so that students can play videos or read learning material provided by the teacher repeatedly so that it is easier for students to understand the material provided by the teacher with no time and place restrictions and this really helps ABK students in learning. Usually students with ABK and non-ABK when online using ACMC communicate with teachers using chat WhatsApp groups if there is material that is not understood, for ABK students the communication uses private chat. ACMC communication for students with special needs requires parental assistance to re-explain the instructions in the assignments given by the teacher. However, the drawback of using this communication in online learning is that sometimes students are not disciplined in learning because students feel that there is no teacher supervising students in learning so that parents must also take part in communicating with teachers about student learning while at home so that students remain disciplined in learning by ACMC. 2. Synchronous Communication or Computer Mediated Synchronous Communication (SCMC), namely communication carried out directly (online) at the same time or directly using a computer,

The use of SCMC can make it easier for teachers to communicate directly with students so that teachers can control student learning and know student learning progress directly. However, the obstacle in using SCMC is that the internet network is unstable, which sometimes hampers communication between students and teachers and can even lead to misunderstandings in interpreting the explanations given by teachers and students. but with this SCMC students can be more disciplined when studying because students can be monitored directly by the teacher during learning. When implementing this online learning, there are several things that must be done by the teacher so that learning can run well including online learning using the SCMC or ACMC method, the teacher must speak with a clear accent and tone so that students can understand the essence of the message conveyed by the teacher. The teacher must also always be kind and positive under any circumstances so that communication in learning will take place in a conducive manner. With the use of CMC and SCMC students with special needs with mental retardation, hearing impairment and autism are greatly assisted in learning and this method is very effective for all subjects assisted by a psychological teacher approach.

The guidance and counseling learning process carried out at SMAN 33 Jakarta is carried out repeatedly for students with special needs, such as repeating slowly 3-4 times and reinforcing through practical activities is needed, so that students are assisted in the process of remembering learning material. The teacher uses demonstration or demonstration techniques and visual cues as much as possible. In presenting the material, it is presented simply to make it easier for students with special needs to remember the material delivered by the teacher. Simple instructions make it easier for ABK students to understand and follow these instructions. Whereas for virtual face-to-face learning the teacher uses Google Meet media which runs synchronously, so that students can meet directly with their teacher virtually. In the SCMC method, students can ask questions and exchange ideas with each other regarding the material presented directly, the teacher can greet ABK students in the inclusive class and see their faces and conditions during PJJ. Even though the communication between the teacher and students was not maximized when the PJJ took place, but teachers can have direct dialogue through the Google Meet application, at least they can find out their conditions and facial expressions.

In learning through video shows, students with special needs and other students pay close attention. In this virtual class there are many things that have been done by the teacher, not all students with special needs are able to remember, for mentally retarded students who have an IQ below 50 it is very difficult to understand the visual instructions given by the teacher, with patience and slow communication and it takes time to convey the material to ABK students. Autistic students really need parental assistance, sometimes they are less focused because sometimes they are engrossed in games on the mobile phones of autistic students. This autistic student must often communicate to increase his social action. Delivering material through learning videos full of interesting

pictures can help deaf students with special needs who cannot hear fully. From learning through SCMC delivered by the teacher, the role of parents is very helpful in the distance learning process. Moreover, the teaching and learning activity schedule during the pandemic was only 30 minutes for one hour of learning. Counseling guidance teachers in learning use the ACMC method. In this lesson the teacher gives assignments through Google Classroom.

In this application the teacher provides professional videos as examples and illustrations for students, so they can watch videos repeatedly. Then students can write down the goals they want to achieve on a piece of paper and the results of their writing can be photographed or scanned. Then the results of the photos are sent via a link on Google Classroom. This is where learning with parents occurs because the teacher only provides learning indirectly through the Google Classroom application for delivering material and assignments. If you have questions, students use the WhatsApp group. Parents as supporting facilitators in learning. With conditions at home that are busy with homework, parents work online, and parents don't understand when collecting assignments.

Finally, ABK students communicate through their parents to ask about the method of collecting assignments that they understand, namely via WhatsApp. Sometimes some of the tasks that have been submitted are not all collected on time. PJJ conditions are very tiring for teachers, parents and students because they have to complete their assignments outside of study hours. This is in line with the definition and function of the Communication Mediated Computer (CMC) concept.

According to Thurlow (2004) which is divided into two categories of internet networked communications namely ACMC (Asynchronous Communication Mediated Computer) and SCMC (Synchronous Communication Mediated Computer). Teachers and students can communicate directly with virtual classes using SCMC.

Based on the guided didactic conversation theory, it is a theory pioneered by (Holmberg, 1995). According to Holmberg in the book *Theory and Practice of Distance Education* (1995: 47 - 50). According to the researchers, students with special needs who experience difficulties with abstract concept instructions, students will be more effective in learning with a see, feel, touch and do approach. With the help of AVA learning, students can overcome the limitations experienced during online learning. Whereas for teachers in teaching ABK students must have skills in determining appropriate methods and approaches according to the material to be taught. With the right method of teaching ABK students, the cognitive, psychomotor and attitude development of ABK students will look significant, although not the same as normal students. Emphasis on the results of the assessment of students with special needs will be more inclined to the assessment of skills and attitudes. In online learning the teacher must use clear accents and gestures so as to reduce misunderstandings in conveying information.

With the Guided Addidactic Conversation theory it greatly influences the character of students during distance learning, especially it is very helpful for ABK students who have limitations in learning both in terms of limitations in learning difficulties, hearing loss and lack of social activity. The role of teachers and parents is a means of support that is able to motivate them with emotional approaches. The involvement of emotional relationships and feelings experienced by each individual student during individual classes also contributes to creating a fun teaching and learning atmosphere in inclusive classes.

This is in line with Prasetyo & Supena (2021) that in learning for Students with Special Needs during the Covid-19 pandemic, it shows that GDPK learning during the Covid-19 pandemic is as follows; (1) GPK have prepared learning tools, especially individual learning programs, (2) offline learning in classrooms and center rooms focuses on developing PDBK life skills, (3) learning content is the same as before the pandemic, (4) online learning is carried out through the zoom application and WhatsApp, and (5) the process of assessing learning outcomes using forms and google worksheets related to PDBK learning activities. The learning challenges of the During Covid-19 pandemic faced by GPK GPK's efforts in facing the challenges of online learning during the Covid-19 pandemic. At SMA Negeri 33 Jakarta there is no Individual Learning Program for Special Assistance Teachers, so the Individual Learning Program is carried out by Counseling teachers using inclusive classrooms. The program includes: 1) Folding buttoned clothes, 2) Putting on shoelaces, 3) Putting on shoes, 4) City tour to the old city museum.

Learning the Art of Dance students are more emphasized on practical learning. For students with special needs with mental retardation and autism, teachers must take approaches that are able to foster enthusiasm for learning and can concentrate on the material provided by the teacher. Learning dance with practice, of course, requires the teacher to instruct and practice directly via video calls on whatsapp and the teacher uses body gestures step by step with speech and doing head, hand and body movements so that students with special needs can follow the dance teacher according to the movements that are exemplified .

At the time of assignment the teacher provides dance videos to make it easier for students to exemplify dance movements properly. In learning the art of dance by using body gestures during learning to make it easier for ABK students, this is in accordance with (Elvierayani & Susanti, 2018). In this study it was found that with the help of gestures made by the teacher it could influence the process of (1) conveying the teacher's

mathematical knowledge to students with special needs and also (2) increasing the enthusiasm of students with special needs in the learning process. The art of dance in each lesson is more inclined to do practicals than theory, like Dama who has a hearing impairment, when watching videos that are shared on the WhatsApp group or on Google Classroom continuously, gradually he will be able to follow them. Likewise what happens to students with special needs for mental retardation who have limitations in thinking and are slow in following lessons, they will be able to even though the curve of their hands is not perfect. Tomi who has social limitations and avoids communication, with the body gestures exemplified by the dance teacher made Tomi finally able to, and it took quite a long time.

SMAN 33 Jakarta through PENJASORKES Subjects. Learning using video calls with ABK students, with video calls the teacher can interact and communicate slowly so that it is easy to receive good learning, this is done to make it easier for ABK students to practice PENJASORKES. For students with special needs with mental retardation consisting of 4 students, they really need a teacher who is able to understand their character and understand what they need. The research results from walking, running, throwing and jumping material for practice all students with special needs for mental retardation, deaf and autistic can practice it well, although the teacher has to speak slowly and gradually and give direct examples of movements that are in accordance with the teaching material. The teacher also practices how to walk, run, throw and jump. But for written assignments students with Tuina Grahita are unable to work individually, they need parents or friends who care about their deficiencies. By giving answers to students with special needs for mental retardation or the teacher giving questions that are very easy or questions that are in accordance with the abilities of these students. For the same problem, students with special needs were only able to follow the example given by their friends.

Dama students with hearing impairments can carry out the Penjasorkes material activities well, through the teacher's lip movements, for this reason the teacher speaks slowly and looks into Dama's eyes, so that he is able to read the lip movements and understand what the teacher is ordering. By means of an approach through interpersonal communication carried out by the teacher in providing learning to ABK students, helping ABK students feel comfortable and able to follow every material that is carried out even though the results are not as expected. This is in accordance with Ike Junita Triwardhani, Wulan Tri Gartanti (2014) showing that teachers and helpers develop many communication methods that are suitable for the conditions of ABK so that they feel happy and interested in taking lessons.

Based on Alasim (2018), difficulty in spoken language for deaf students is the biggest obstacle that limits the participation and interaction of these students. In the opinion of researchers, oral communication is followed by lip movements and body gestures slowly so that Deaf students can easily understand the instructions given by the teacher. Researchers found the same case at SMAN 33 Jakarta, for smooth communication with ABK students using synchronous and asynchronous methods.

Meetings in virtual classes really help ABK students in online learning and for assignments using asynchronous methods with WhatsApp groups or direct chat with subject teachers. In the virtual class with gmeet, with the help of videos in the virtual class it has a very positive impact on the acceptance of learning material.

Students with special needs are given special time during learning to express their opinions. According to Schwab et al. (2019) Case study in class VII, the ability to hear for deaf students greatly influences the ability of the social environment and the way students interact with fellow students with special needs, normal friends and teachers. ABK students will feel comfortable in their environment. This case study also occurred in class X and XI SMAN 33 Jakarta. During the Mid Semester Assessment (PTS) students with special needs are gathered in one virtual room to facilitate supervision and handling if there are problems with devices or applications used during PTS. At SMAN 33 in the PTS implementation using the Google form application which is entered on the school website.

For ABK students need special handling to convey the use of the application. To make it easier for students with special needs in the application, the supervising teacher must be able and patient and have high concern for the development of students with special needs. The supervising teacher must also be able to explain in giving clear instructions in the use of the Google form application. If students with special needs have difficulty reading questions, the supervisor is obliged to read simpler questions. The supervisor's success in giving the right instructions really helps ABK students in working on PTS. When a problem occurs fellow students with special needs can help each other. By being gathered in one gmeet room (grades X and XI) these students feel comfortable and confident because they are in the same community.

In Distance Learning the role of parents is needed in the learning process. The concerns and responsibilities of parents towards students with special needs in accompanying their children include: being translators, where every conversation made by the teacher will be re-expressed by parents to students, especially students with special needs who are deaf, in every lesson their faces will face to the side, because the deaf student's mother gives a re-explanation to her child. Meanwhile for students with mental retardation, the communication that occurs between parents and students with special needs when accompanying students with special needs is that parents help their children to complete assignments given by the teacher in the Google classroom. ABK students

with Autism in distance learning are sometimes more focused on cell phones, parents should be reminded when learning takes place on Google meet or when changing class schedules, because these students are very focused on the cellphone used to play games, watch movies or read illustrated stories. This is in accordance with Ainnayyah et al. (2019) children with special needs are able to communicate well even though they are a little slow in capturing the message being conveyed. Children with special needs can interact socially with their environment but cannot be separated from distractions that are not focused. (2019) children with special needs are able to communicate well even though they are a little slow in capturing the message being conveyed. Children with special needs can interact socially with their environment but cannot be separated from distractions that are not focused. (2019) children with special needs are able to communicate well even though they are a little slow in capturing the message being conveyed. Children with special needs can interact socially with their environment but cannot be separated from distractions that are not focused.

Inhibiting and supporting factors for teacher and student communication in inclusive classes during online learning When implementing inclusive classroom learning, there are several obstacles that interfere with the smooth running of learning. Several factors impede the continuity of learning, namely (1) the diversity of students in each individual with different absorption abilities; (2) Lack of learning facilities and infrastructure to support ABK learning; and (3) there are students who have not been able to communicate well such as deaf students who have different intelligence conditions. According to Aman (2016) in Palu, history learning in the inclusive class was developed using methods appropriate to the abilities of students with special needs, but the results were not optimal. According to researchers, the events in Palu have similarities at SMAN 33 Jakarta. In this case the teacher is less able to develop the talents and interests of ABK students. Just as Tia in class XI IPS 2 is diligent in participating in fencing practice even though she has not won yet, then Uti in class XI IPS 2 is very active in the youth environment of the mosque. She is able to teach kindergarten students to learn the Koran and tell stories about the history of the Prophet. And for Tomi, class X MIPA 1 with autism, it turns out that he has quite good English skills. It is proven that when communicating in English, the student understands better than using Indonesian.

Despite the difficulty in communicating because of his autism, in daily practice at home he can do everything through a structured lifestyle by his parents, Tomi has the task of cooking rice, In addition to the inhibiting factors in inclusive class online learning, there are also supporting factors that can support the success of inclusive class online learning. These factors are: (1) The role of the inclusive class coordinator in managing the learning activities of students with special needs; (2) The role of the special supervising teacher in guiding ABK students (Counseling Guidance Teacher), but in practice it is not optimal; and (3) the role of students' parents in collaborating with the school is very helpful, but not all parents of ABK students care about the development of ABK students while at SMAN 33 Jakarta.

5. Closing

5.1 Conclusion

Based on the results of research on Teacher and Student Communication in Inclusion Classes in Online Methods during the Covid 19 Pandemic Period with a case study at SMAN 33 Jakarta, from this study researchers can draw conclusions, namely: the teaching and learning process through virtual classes for students with special needs must use Audio Visual to making it easier for students to receive material, supported by the Google meet application, whatsapp and WhatsApp private chat really helps ABK students in the learning process at SMAN 33 Jakarta. The special approaches taken by the teacher during the online learning process really help ABK students in motivating their learning, support from classmates during PJJ takes place, making ABK students feel included in a virtual class. Teachers who have a high sense of empathy for ABK students, make them enthusiastic in learning. The learning process in the virtual class will be very helpful if there is good cooperation between teachers, students with special needs and parents' assistance during the PJJ. Communication that occurs during PJJ takes place in virtual classes for ABK students is not optimal, for ABK students with mental retardation they do not understand the material delivered by the teacher so that parents become translators, so that ABK students understand the material being taught. Communication with ABK students with autism is quite capable of understanding but requires parental supervision in focusing on autistic students during PJJ. Whereas for students with special needs who are deaf, the teacher only relies on lip language and communication via chat because teachers at SMAN 33 do not have sign language skills. With the limited communication that is owned by the teacher, the teacher's ability to develop the talents of students with special needs is still not optimal, so that the talents of students with special needs are less developed. For communication between teachers and students in the inclusion class there are two directions, through a psychological approach it is slowly able to make students with special needs understand the learning material and be able to practice the material according to the abilities of students with special needs. Then inadequate facilities for students with special needs affect cognitive, psychomotor and attitude development during online learning.

5.2 Suggestion

Based on the results of the research and the conclusions put forward, the researchers provide suggestions that can be useful regarding Inclusive Class Teacher and Student Communication with the online method Teachers must have sign languageskills in learning deaf students and for teachers can take part in special training for ABK students carried out by the government or private institutions so that it is easy to do learning with ABK students. In supporting learning, facilities and infrastructure must be complete in order to support the successful development of students with special needs, both cognitive, psychomotor and attitude. Another supporting tool is a special accompanying teacher for students with special needs. From the research results It is hoped that the next researcher can examine students with special needs about how the learningoutcomes of students with special needs are learning online through the phenomenological method.

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