



EXPERIENCE OF TEACHER COMMUNICATION IN TEACHING CHILDREN WITH DOWN SINDROM (Phenomenological Study on Down Syndrome Children in SLB YPPLB Padang)

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Abstract. Teachers are a central figure in the world of education especially when there is a developing teaching interaction process and are the most responsible for developing learners' potential. A teacher's role in the learning process is crucial to the shaping of a child's character. Teachers directly play a role in influencing what they learn, how they receive learning, and what they look like in interacting in their social lives. The problem in this research is how the teacher's communication experience in teaching a child down syndrome in the SLB YPPLB Padang. The research method used is qualitative research. The paradigm used in this study is a constructive paradigm with the phenomenon approaching Edmund husserl. Research shows that the process of communication built into teacher and child down syndrome is pure interpersonal communication. Communication is done in person so that teachers and down syndrome can detect immediate reactions and can provide immediate feedback. The communication process consists of the seven stages, that is; The rendering stage, the encoding stage, the delivery stage, the travel stage, the reception stage, the reverse encoding stage, and the interpretive stage. Then, success in communication came to include five things: Information transparency, empathy, a supportive attitude, a positive attitude, and space. There is a breakdown in communication, that is; Misunderstandings, language differences, and special needs. Nonverbal communication in the study contained attributes, tone of speech, touch, sitting position, and the use of time. The transcendental meaning of the teacher's experience is that of embracing and feeling fulfillment.

Keywords: communication experience, teachers, down syndrome, interpersonal communication

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INTRODUCTION

Communication is a basic human activity, by communicating humans can relate to each other. In everyday life we will never be separated from communication, communication is very important in human life because humans are social creatures who cannot live alone but depend on each other. Communication is also very important from the world of education in terms of the process, in the education process involving teachers as communicators and students as communicants. Children with special characteristics are different from other children in general without always showing mental, emotional, or physical disabilities (Wiyani, 2014: 17). In addition, those who are physically, psychologically, cognitively, or socially also have obstacles in achieving their goals or needs and potential to the fullest. Based on this, it is important to have communication both verbal, non-verbal, and a combination of both communications that can make the speaker and the interlocutor have a close relationship. As for verbal communication that can be used to convey messages, namely direct, indirect, literal, and non-literal strategies. The communication can be chosen according to the purpose of the communication. In addition, in conveying messages or subjects, non-verbal forms of communication can also be used which aim to strengthen the intent and meaning of the verbal speech conveyed (Wulandari et al, 2015: 407).

This interpersonal or interpersonal communication relationship, each of each individual tries to understand how other individuals act. One example is communication carried out in the world of education, namely teacher communication in teaching children with Down syndrome. Based on the observations of researchers that in teaching children with Down syndrome, interpersonal communication between teachers and children with Down syndrome is less harmonious so that it affects the success of teachers in educating. This shows the importance of the teacher's communication experience in teaching children with Down syndrome in providing quality education for children with Down syndrome in SLB Padang City is very necessary. In this study, researchers are interested in examining the teacher's communication experience in teaching Down Syndrome children who are included in the tunagrahita group. Down syndrome is a disorder that causes sufferers to have a low level of intelligence, and typical physical abnormalities. Some sufferers can experience mild disorders, but others can experience severe disorders that cause heart disease (Namira et al., 2012). Down syndrome children are very different from other children with special needs because, Down syndrome children are children who experience mental and physical retardation when the baby is still in the womb.

They experience slow problems in all aspects of development, namely, slow walking, fine motor development and language or speech (Potads. 2019) Patients with Down Syndrome have spontaneous attitudes or behaviors, friendly attitudes, cheerful, careful patience and tolerance. But sometimes they will show mischievous behavior with high curiosity. The main characteristics of Down Syndrome children are difficulties in communicating and interacting with others. Teachers play a major role in the communication process that takes place in the classroom, effective communication can provide maximum results. Teaching experience is certainly an important factor that determines the quality of a teacher's professionalism. A teacher who has a lot and extensive experience is expected to be able to overcome problems that arise in lessons inside and outside the classroom. The communication experience of teachers and children with Down Syndrome is very important in the classroom learning process. As it is known that one of the objectives of interpersonal communication is the attitude and behavior of children with Down syndrome. Good interpersonal communication skills are needed in the teaching and learning process.

In achieving these goals, there are many obstacles because the ability to communicate is one of the most important growth and development for children, besides that children with Down Syndrome will have physical and mental retardation. In general, the development and growth of Down syndrome children is relatively slow, such as growth in weight and height, as well as mental retardation which causes delays in the development of cognitive, motor, and psychomotor aspects.

The researcher chose Down syndrome students because of the interest in how teachers at this special school communicate with Down syndrome students to make them excel and develop themselves. Students with Down syndrome symptoms have their own difficulties in the process of conveying and receiving messages. This can be seen when they are interacting with teachers, friends, and their parents. This obstacle is something that must be faced by every teacher who is tasked with being a teacher and educator for them. The task can be done well, namely using the teacher's scientific knowledge about children with special needs and their knowledge of the character of each child. This became a researcher interested in examining the Teacher's communication experience in teaching children with Down Syndrome in SLB YPPLB Padang. Therefore, this research is entitled "Communication Experience of Teachers in Teaching Children with Down Syndrome (Phenomenological Study of Down Syndrome Children in SLB YPPLB Padang)".

review of previous literature

Teacher Communication Experience With Student Deaf Using Sibi and Bisindo in Slb Negeri 2 Pematang (Ana Himatul Aryani., 2019). In this study, there are similarities about the object of research, namely Down Syndrome children, while the difference is that this study uses Constructive Perception Theory and Social Cognitive Theory. The findings show that the communication process and the process of delivering learning materials to deaf children that exist between teachers and students are more effective and easy to understand by using BISINDO and the learning methods used in learning are using visual media such as pictures, movies, videos and others. Communication Experience of Mother with Down Syndrome Child Achieving During the Covid-19 Pandemic (Shofura Nur Adilah, et al., 2022). In this study, there are similarities about the object of research, namely Down Syndrome children, while the difference is that this study uses Mead's symbolic interaction theory to discuss how mothers' conscious experiences with their Down syndrome children during the pandemic, as well as the mothers' communication experiences which include aspects of communication itself, namely processes, symbols, meanings produced, and actions.

The results show that: 1) The meaning of children with Down syndrome for mothers is formed from the experience of mothers who have children with Down syndrome, namely as a spiritual journey experience, a source of learning, and as a life perfecter, 2) There are various efforts of mothers with children with Down syndrome to manage activities and activities during Covid-19, including managing children's school activities, managing children's activities & activities, and managing children's behavior, independence, & responsibilities while at home.

Parents' Experiences In Caring For Down Syndrome Children: Literature Review (Rizkah Khodijah, 2022)

In this study, there are similarities about the type of research, namely qualitative, while the difference is that this study analyzes using Systematic Literature Review (SRL) The results showed that the communication experience of parents with Down syndrome children who excel can be described by quality interactions and children's activities or activities. Parents who have a good level of knowledge about toilet training can implement toilet training according to the child's ability and readiness.

Parents' Experience of Toilet Training in Down Syndrome Children at Slb Negeri Pringsewu Lampung in 2019 (Novikha Nur Khumala Dewi, et al., 2019)

In this study, there are similarities regarding the object under study, namely Down Syndrome children, while the difference is the provision of Toilet Training. The study shows the results that the implementation of toilet training by parents in children with Down syndrome uses oral techniques and modeling techniques. A consistent attitude in teaching toilet training and democratic parenting also plays a role in the success of toilet training for children with Down syndrome.

Father's Experience in Caring for the Blind: Interpretative Phenomenological Analysis (Anisa Febriyani, 2022).

In this study, there are similarities in communication experiences and differences in the subjects and objects studied, namely fathers and blind people and Interpretative Phenomenological Analysis (IPA) data analysis techniques. Shows that family support is a father's reinforcement in accepting the child's

blindness. Father's involvement in parenting can also be seen from the way father teaches children discipline and independence as well as support for the development of children's talents. Previous research is taken into consideration in a study. Previous research can be used as a comparison and as a new innovation from the research to be carried out so that the research to be carried out can be useful. As for previous research that is used as a reference and comparison. The reason the researcher raises this issue is because there has been no research with the same title so it is hoped that this research can produce something useful for the relevant agencies. To see the relevance and differences of previous research with this research, as well as to see its novelty. Problem formulation is an important component to determine the direction of research. Based on the background of the problem above, the focus of this research is: How is the teacher's communication experience in teaching down syndrome children in SLB YPPLB Padang?

1. RESEARCH METHOD

Metode yang digunakan dalam pemecahan permasalahan termasuk metode analisis. Metode-metode yang digunakan dalam penyelesaian penelitian dituliskan di bagian ini.

2. RESULT

Communication experiences can occur because of communication activities. Communication is the central center for the establishment of relationships between individuals in order to maintain survival. Communication experience is cumulative and influenced by the past.

Communication experience of teachers in teaching down syndrome children in SLB YPPLB Padang is a research that has been studied by researchers. Researchers observed and conducted in-depth interviews with teachers to provide their experiences in carrying out their duties. The experience of teacher communication in teaching down syndrome children in SLB YPPLB Padang in this study is the use of interpersonal communication carried out by SLB YPPLB Padang teachers. With the interpersonal communication implemented, it will affect how the evaluation of teaching and care provided by teachers at SLB YPPLB Padang. The following is the teacher's communication experience in teaching down syndrome children at SLB YPPLB Padang.

Embracing Attitude

Researchers understand the communication experience experienced by teachers on ADS in SLB YPPLB Padang, namely interpersonal communication with the teacher's embracing attitude towards ADS in communication. The process of teaching and learning ADS is different from the learning process of normal children. It takes patience in educating and caring for children with special needs in this case ADS. Likewise, in communicating, the teacher's attitude and actions are the main keys to the success of the teacher's communication with ADS. Messages conveyed in interpersonal communication are not only words or verbal messages, but also nonverbal messages:

"Communication as usual. But it leads by looking at the face, like there are gestures and simple sentences. we meet the child we try to enter as if we are parents we embrace the child. We try to get the child to sit next to us. We let the children complain. We provide a comfortable situation for the child. So after the child feels open and comfortable. They will tell us what they do, what they want. There we have to take an approach too. Sincerely accept the child's situation, so that the child does not feel limited and instead they feel recognized in the environment."

Openness

Researchers saw the communication process carried out with an attitude of openness. The attitude of openness is that ADS can receive input from the teacher and is pleased with important information to others. In this study, when the teacher was about to start the lesson material, the teacher asked to listen

first instead of writing, the teacher hoped that the child would understand and focus more on listening. ADS responded by nodding his head that he understood what the teacher meant. This shows an attitude of openness. Apart from that, knowing ADS's background, and introducing themselves is an openness that includes providing important information to others. In order to create a comfortable and not awkward atmosphere between the teacher and ADS to be open to each other.

The communication process between teachers and ADS occurs when communication interactions take place where teachers convey messages to ADS. The first stage that teachers do before starting an interview with ADS is to find out how ADS's background, how his family is, how ADS processes with his limitations.

"So once we have a notification from the person concerned, namely the foster parent, to conduct research or supervision of ADS. We must know ADS's previous background. Both through parents and the school." (Interview MH, April, 2023)

Supportive Attitude

In the implementation of communication, teachers have tried the best way to communicate with ADS. In effective communication, a supportive attitude is one of the factors for successful communication. In this study, the supportive attitude of a teacher in educating and caring for ADS is that when the teacher gives instructions for learning ADS responds ready to follow the lessons that the teacher will give. This shows that there is a supportive attitude, meaning that each communicating party has a commitment to support the implementation of open interaction.

Despite the attitude of openness, there are weaknesses in interpersonal communication activities that make communication ineffective and hinder teachers in communicating with ADS. The first is that there is no response back from ADS. This is often experienced by teachers when dealing with ADS. The absence of ADS's response back is difficult to be expressed by ADS.

"For example, at first we were introduced. The child was ignorant even though we said we invited him to talk, but there was no response. Maybe because ADS is still indecisive and not comfortable with us when we communicate. From his attitude, it is already evident. From the way he sits, which is sometimes too relaxed even though he is in front of us. Oh it means that it is difficult, it means that dealing with children with special needs is also possible. Even though they show it with sign language" (Interview EY, April 2023).

Empathic Attitude

The results showed the success of teacher communication with ADS, namely showing empathy. Success in communication between the teacher and ADS is the key to a teacher as a communicator. Information that is usually given by teachers to ADS is information related to their duties as students. Providing this information is the success of communication that is built so that there is no misunderstanding of the meaning by ADS to the teacher. The point of successful communication, also regarding the communication built by the teacher, of course, these tricks presented in the field vary. The point is how ADS interacts with the teacher's care activities. Empathy efforts made by the teacher to succeed in communicating with ADS. It was as if the teacher felt what ADS was feeling, so that ADS felt comfortable in communicating what they felt to the teacher freely. The teacher shows empathy to ADS by inviting ADS to tell about his hobbies or fun and the activities they do.

"Yes, definitely. Talking about hobbies for example or talking about their fun or talking about their friends who are close to the child, which is normative, actually to understand the child. Empathize with them. That's right." (Interview EN, April 2023)

Concepts arising from Teachers' Communication Experience in Teaching Down Syndrome Children in SLB YPPLB Padang

Communication in organizations is integral in achieving organizational goals. Effective communication is important for all organizations. Therefore, organizational leaders and communicators in organizations need to understand and perfect their communication skills. Communication in an organization is the most important element, because communication is a social

interaction characterized by an exchange of meaning to unite the behavior or actions of each individual. In communicating there is a flow of information that needs to be considered, what concepts need to be considered so that the flow of communication can run well.

Audience satisfaction can be caused by the trust of the audience thanks to good communication. Trust arises because of a sense of trust in other parties who do have qualities that can bind themselves, such as consistent, competent, honest, fair, responsible, helpful and humble actions. While the dimensions of trust in evaluating public trust in the company are 5, namely integrity, competence, consistency, loyalty and openness.

The teacher's communication experience in ADS at SLB YPPLB Padang found in the research is an evaluation of the services provided based on the communication carried out by the teacher. With the interpersonal communication carried out, it will affect how the evaluation of the services provided by the teacher in providing quality care and education. The following are concepts arising from the experience of teacher communication in ADS in SLB YPPLB Padang.

Integrity in Actual Situations

Integrity is a form of honesty that must be implemented in daily actions. Integrity in communication tools includes direct communication about behavior. Communication is a repenting part in dealing with a situation. EY as an informant conveyed openly and clearly regarding ADS. The teacher conducts an assessment first, so that he knows the ADS environment, ADS background to get to know ADS so that he can adjust to his responsibilities maximally. The following is informant EY's statement that:

"We assess first, from there we know their environment, parents and data on the child. We get to know this child first, even though we already know they have special limitations. So once we start we have to introduce ourselves first. Our identity, our identity as teachers and caregivers of ADS. Next, we create a comfortable atmosphere, can be free with ADS. Facilities that allow ADS not to be tense or feel restless in the surrounding environment." (Interview EY, April 2023)

Integrity includes honesty and truthfulness. Integrity in trust is critical. Without a basic moral perception and honesty in communication, the other dimensions are meaningless.

Competence in Providing Understanding

Openness is an important part for teachers. Again, this has a lot to do with the actions and attitudes of ADS that are out of our control with the limitations of children. If ADS can communicate well, ADS will feel close and accepted where they are. Informant MH also said that the intonation of the words, although somewhat firm, was softened. Firm intonation, seduction so that ADS has no fear of the teacher. Maximum care by teachers to ADS in nurturing and educating requires the ability to place themselves with the partner with whom they will communicate. We must be able to provide a good solution to what is a complaint from them.

Based on the experience of Informant EN, stating that the success of communication occurs at the right time with ADS, the teacher's care and assistance to ADS for a long time will give the teacher success with ADS. Like a private room where only the teacher and ADS are present, with the hope that ADS feels comfortable conveying messages. The success of communication is also determined by the place factor, where ADS feels safe, comfortable and not afraid to convey messages.

"It takes a long time for the ADS to bond with us. It took us 3 to 4 months to get along with them. Because their new nature is ignorant, they like to run around. The changes they experience they know with what we give them through they like and are close to us" (Interview EN, April 2023).

Competence is the technique and ability to interact to build trust.

For example, how to listen to someone, how to speak and say something in order to build trust.

trust process occurs. Competence is very important for teachers to have when educating and caring for ADS.

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Lolayality in Providing Understanding

A teacher, when carrying out the obligations as an educator, must have the ability to protect and

save students from failure. As expressed by SD, namely:

"There must be. They change according to the existing environmental conditions and the way we respond. By providing understanding. They must be persuaded. Their language depends on the language at home. We generally teach using Indonesian." (SD Interview, April 2023)

Consistency in Carrying Out Obligations

Teachers in carrying out their obligations as educators have a consistent attitude in carrying out their duties. This is in accordance with the statement of informant SD, namely:

"Communication as usual. But it leads by looking at the face, like there are gestures and simple sentences. we meet the child we try to enter as if we are parents we embrace the child. We try to get the child to sit next to us. We let the children complain. We provide a comfortable situation for the child. So after the child feels open and comfortable. They will tell us what they do, what they want. There we have to take an approach too. Sincerely accept the child's situation, so that the child does not feel that they have limitations and instead they feel recognized in the environment."

Human Resources (HR) when performing duties as a teacher in a Special School is a very decisive component, because when performing obligations, a division of tasks will be carried out for each teacher.

Essential-Transcendent Meaning of Teachers' Communication Experience in Teaching Down Syndrome Children in SLB YPPLB Padang

Meaning of Empathy

The experience gained by teachers when communicating with ADS, including communication experience in every parenting activity, will become a knowledge that produces awareness and meaning of something. This meaning is the basis that moves the teacher to take an action, for example embracing ADS so that he is not confident in facing life with his limitations. The meaning of embracing for the teacher is the meaning of the teacher's concern for ADS.

"My communication and socialization with DS children is very close. This is shown by when I just came, the children also came to embrace me and ran to call me happily. Because these DS children in unclear communication he calls him with "wiwi..wiwi..wiwi". so they look happy, because of the closeness with the children. In between we also often joke. So that they are even more happy. The closeness is because there is our contact, accept their situation as it is then they will be close to us. Strong inner contact makes them know if we accept them. With my strategy." (Interview MH, April 2023)

The teacher's pure experience in finding the meaning of embracing ADS occurs out of concern for the child. This is intended so that ADS is not stressed by the situation. Because if ADS is stressed, this will have an impact on the child's mental disorders until adulthood. Such concerns, which make the teacher present embrace by providing motivation to ADS. For Husserl, finding the essence of consciousness called intentionality in trancedental reduction does not lie in the issue of placing the appearance of phenomena in brackets, but in how the subject gives interpretation to the next object as the meaning found from the teacher's experience.

Inner Satisfaction

One part of communication that needs to be considered is meaning, the result of meaning by the teacher in communicating with ADS. The effect is also on the inner satisfaction experienced by the teacher in educating and nurturing ADS. Moreover, teachers have a strategic position in communication. Therefore, teachers are required to know data, facts and information about ADS. The feeling of satisfaction after taking care of ADS in their limitations is a feeling felt by the teacher. Teachers feel satisfied if they can educate and care for those with special needs. Furthermore, when ADSs feel that they are equal to normal children, they feel accepted in the social environment, teachers will feel satisfaction from the efforts that have been given. So indirectly in addition to carrying out their duties in accordance with their duties and functions, teachers will feel satisfied if they can help ADS avoid mental trauma. This inner satisfaction, if explored more deeply, is an awareness of a teacher who is oriented towards the best interests of ADS.

"There must be. They change according to the existing environmental conditions and the way we respond. By providing understanding. They must be persuaded. There must be. They change according to the existing environmental conditions and how we respond. By giving understanding. They must be persuaded." (SD interview, April 2023)

3. DISCUSSION

Communication experiences can occur because of communication activities. Communication is the central center for the establishment of relationships between individuals in order to maintain survival. Communication experience is cumulative and influenced by the past. Experience in the present will inadvertently affect a person's future, so communication can be considered a process that changes over time and changes between people who interact. Research on the teacher's communication experience in teaching down syndrome children in SLB YPPLB Padang, researchers present through several important points in the subtheme.

In connection with the results of the research that the researcher has conveyed in the sub-results that the dynamics that occur in the teacher's communication experience are interpersonal communication. There are failures of teachers in building communication with ADS or communicants, there are also those who successfully convey information. This depends on the personality and communication process built at the beginning when opening communication with each other.

Teacher's communication experience in teaching Down Syndrome Children in SLB YPPLB Padang Mulyana (2008: 33) says that communication has a function as an instrument. Instrumental communication has several general objectives: inform (to inform), teach (to educate), encourage, change attitudes and beliefs, and change behavior (to persuade), and also entertain (to entertain). Taken together, all of these purposes are to persuade (persuasive). Communication functions to inform (to inform) content that contains persuasive content in the sense that the communicator wants the communicant to believe that the information conveyed.

Research on this teacher communication experience, researchers present through several important points in the subtheme. First, the form of teacher experience in Down Syndrome Children (ADS). The following is the teacher's communication experience in teaching children with Down syndrome at SLB YPPLB Padang:

Embracing Attitude

The experience gained by the teacher when communicating with ADS, including communication experience in every parenting activity, this meaning is the basis that moves the teacher to take an action, for example embracing ADS so that he is not confident in facing life with his limitations. The meaning of embracing for the teacher is the meaning of the teacher's concern for ADS.

Teachers really understand ADS's feelings, making themselves as if they are in the situation that ADS feels. The teacher's meaning is also done with persuasive communication, as an action to bring ADS more directed with advice from the teacher. For children with special needs, with unstable thinking, acting at will, therefore it needs special care, embracing, affection, as part of the strategy so that ADS is always comfortable with the teacher. Making ADS feel comfortable is the communication pattern discussed from the beginning. Making ABH not be afraid, let alone consider the teacher as a stranger. The teacher's pure experience in finding the meaning of embracing ADS occurred out of concern for the child. This is intended so that ADS is not stressed by the situation. Because if ADS is stressed, this will have an impact on the child's mental disorders until adulthood. Such concerns, which make the teacher present embrace by providing motivation to ADS. For Husserl, finding the essence of consciousness called intentionality in tracedental reduction does not lie in the issue of placing the appearance of phenomena in brackets, but in how the subject gives interpretation to the next object as the meaning found from the teacher's experience.

Attitude of Openness

Openness is an attitude that can receive input from others, and is willing to convey important information to others. This does not mean that people must immediately open up all their life history,

but are willing to open up when others want information they know. The attitude of openness is characterized by honesty in responding to all communication stimuli. Not telling lies and not hiding the actual information. In the process of interpersonal communication, openness is one of the positive attitudes. This is because, with openness, interpersonal communication will be fair, transparent, two-way and acceptable to all parties who communicate (Suranto, 2011).

The willingness to respond happily to information received in dealing with interpersonal relationships. The quality of openness refers to three aspects of interpersonal communication. First, effective interpersonal communicators must be open to their communicators. This does not mean that people should immediately disclose their entire life history. While this may be interesting, it usually does not help communication. Instead, there should be a willingness to openly disclose information that would normally be hidden, provided that this self-disclosure is appropriate and reasonable. The second aspect refers to the communicator's willingness to react honestly to incoming stimuli. People who are silent, uncritical, and unresponsive are generally dull communicators. If you want the communicator to react to what the communicator says, the communicator can show openness by reacting spontaneously to others. The third aspect concerns the ownership of feelings and thoughts where the communicator recognizes that the feelings and thoughts expressed belong to him and he is responsible for them (Noviant et al., 2017).

DeVito (2009) says openness will be effective if there is a desire to open up to the interlocutor so that there is a desire to react honestly to the message conveyed by the interlocutor, a desire to appreciate that the feelings and thoughts conveyed during the communication process are our own.

The results showed that one of the dimensions of interpersonal communication is openness. The openness found in this study is to convey the entire truth of the information found during the SAR operation service. The dimension of openness is one of the important aspects when the Jambi Basarnas team communicates when conducting SAR operations. Because when the SAR operation service is carried out, many obstacles and obstacles will be found. With a supportive attitude between fellow SAR team members and between the community and SAR team members who communicate and coordinate openly, these obstacles can be overcome properly.

The research results obtained are in line with research conducted by Kristiyaningsih et al (2017), where the results of the study were obtained within the scope of the Ministry of Agriculture that the functional group of expert librarians already had a sense of openness to interlocutors during the communication process. Openness is shown by the librarian by opening up to the interlocutor, the librarian wishes to interact with the interlocutor and in the communication process the librarian appreciates the thoughts conveyed by the interlocutor. Research according to Santoso and Stevani (2014) Communication skills and adaptability have a positive and significant effect on employee performance both partially and simultaneously.

Supportive Attitudes

Effective interpersonal relationships are relationships with a supportive attitude. This means that each communicating party has a commitment to support the implementation of open interaction. Therefore, the relevant response is a response that is spontaneous and straightforward, not a defensive or evasive response. Effective interpersonal descriptive narrative is a relationship where there is a supportive attitude. This means that each communicating party has a commitment to support the implementation of open interaction. Therefore, the relevant response is a spontaneous and straightforward response, not a defensive or evasive response. Effective interpersonal descriptive narrative is a relationship in which there is a supportive attitude. This means that each communicating party has a commitment to support the implementation of open interaction. Relevant responses are spontaneous and straightforward responses, not defensive or evasive responses. The presentation of ideas is descriptive narrative not evaluative. Meanwhile, the pattern of decision making is accommodative rather than intervention caused by excessive self-confidence (Suranto, 2011).

Interpersonal communication is needed to provide an attitude of support from the communicator so that communicants want to participate in communication. This is in line with the opinion of Sugiyo

(2005) that in interpersonal communication there needs to be a supportive or motivating atmosphere from the communicator. Interpersonal communication will be effective if a supportive atmosphere is created. The nuances of support will be created if the communication process is descriptive and not evaluative, and is more flexible and not rigid according to Devito (2009).

The results showed that one of the dimensions of interpersonal communication is a supportive attitude. The supportive attitude found in this study is the supportive attitude of each party in communication. The supportive attitude here is active communication carried out both between fellow SAR team members and between the SAR team and the community. The supportive attitude dimension is one of the important aspects when the Jambi Basarnas team communicates when conducting SAR operations. Because when SAR operation services are carried out, there will be many obstacles and obstacles encountered. With a supportive attitude between fellow SAR team members and between the community and SAR team members who communicate and coordinate openly, these obstacles can be overcome properly.

The research results obtained are in line with research conducted by Kusuma & Rejeki (2021) where the results show that one of the aspects of interpersonal communication that correlates with service quality is a supportive attitude. The dimensions of the supportive attitude carried out are shown by active communication carried out by employees by taking the initiative to come to customers and help answer the needs or desires of customers.

Empathic Attitude

Empathy is the ability of a person to feel if he were someone else, to be able to understand something that is being experienced by others, to be able to understand something that is being experienced by others, to feel what others feel, to understand a problem from another person's point of view, through someone else's eyes. An empathetic person is able to understand other people's motivations and experiences, their feelings and attitudes, as well as their hopes and desires.

Empathy found in this study is The results of this study are the form of teacher empathy for children with down syndrome obtained in line with research conducted by Tekol & Massie (2015) on analyzing the quality of service of the Manado class A SAR office on Public Satisfaction.

Concepts arising from teachers' communication experience

Audience satisfaction can be caused by the trust of the audience thanks to good communication. Trust arises because of a sense of trust in other parties who do have qualities that can bind themselves, such as consistent, competent, honest, fair, responsible, helpful and humble actions. While the dimensions of trust in evaluating public trust in the company are 5, namely integrity, competence, consistency, loyalty and openness.

The teacher's communication experience in ADS at SLB YPPLB Padang found in the research is an evaluation of the services provided based on the communication carried out by the teacher. With the interpersonal communication carried out, it will affect how the evaluation of the services provided by the teacher in providing quality care and education. The following are concepts arising from the experience of teacher communication in ADS in SLB YPPLB Padang

4. CONCLUSION

Based on the results of the research that has been discussed using the phenomenological research method used in this study, it can be concluded that:

1. Communication experience found in the research is the use of interpersonal communication implemented by teachers in SLB YPPLB Padang. With the existence of interpersonal communication which includes Embracing Attitude, Openness Attitude, Supportive Attitude and Empathy attitude.
2. The concepts that arise about teacher communication in teaching down syndrome children in SLB YPPLB Padang found in the research are integrity to the actual situation, competence in providing understanding, loyalty to provide understanding, and consistency in carrying out obligations.
3. The Essential Meaning of teacher communication in teaching down syndrome children in SLB YPPLB Padang found in the researcher is covering the meaning of integrity to the actual situation,

competence in providing understanding, loyalty to provide understanding, and consistency in carrying out obligations.

Suggestions

Academic Suggestion

Future researchers are advised to further develop research related to teachers in SLB YPPLB Padang on Down Syndrome Children (ADS) in SLB YPPLB Padang. This research can also be developed by focusing on the experience of Down Syndrome Children (ADS) when given assistance and care by teachers at SLB YPPLB Padang.

Practical Suggestions

1. Teachers have a big role for the assistance and education of Down Syndrome Children (ADS). Improving the quality of teachers in communication is certainly needed in order to carry out their duties and functions properly.

2. Through the thesis Teacher experience in Down Syndrome Children (ADS) in SLB YPPLB Padang, it should be able to make a useful contribution to increase knowledge in recognizing the duties and functions of Teachers in SLB YPPLB Padang.

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