The Communication Patterns of Teachers in Inclusion School Based Theory of Dialetics Relaksional

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Abstract

From the research, most teachers have difficulty teaching in the classroom process of inclusion. Difficulty they experience different from one school to another school. The average initial difficulties they are experiencing is to initiate contact, communicate and build relationships with students with special needs. Researchers also tried to draft a communication model as an alternative solution to these difficulties.The theory used is the relational dialectic. This research was conducted using qualitative primary data collection is by interview on teachers in SD Anak Saleh Malang. The results showed that teachers can use relational dialectics to build relationships with students through openness and protection. While one other aspect that is new and it predicted more on the intensity of the communication so that teachers are able to know new things and was able to predict things that will happen next.

Keywords: communicate, relational dialectics

1. Introduction

Class inclusion emerges as a critique on the education for the existence of special classes for students with special needs. It has been delivered through an article about a study written by Lloyd Dunn in 1968 cited by Jenkinson in his book entitles Mainstream or Special, the labeling of children with special needs to be placed in special classes create a stigma that is very destructive to thire the self-concept. Dunn also confirms that the removal of children from regular classes to special classes may have a significant influence on feelings of inferiority and self-acceptance problems (Jenkinson, 1997). At the beginning of its existence, inclusion classes have a very diverse understanding. The latest term used to describe the unification of children with disabilities (with barriers or disabilities) into the school programs is the inclusion (from the English word: inclusion). Of course, the inclusions can (and have) different meanings for each person. Some people translate it as a new way to talk about the mainstreaming of unification for the sake of equality (Fuchs & Fuchs, 1994 in Smith, 2012: 45).

As in line with inclusion education which is increasingly growing, it begins to appear some problems in the development of inclusion education. The question arises such as Is inclusion education effective? Does inclusion class provide an academic development and social skill for children with special needs? How is the way to develop inclusion education effectively? The questions begin to be answered by the researches which are being developed as an evaluation on the application of inclusion education. It is indicated by among other things through a study conducted by Lindsay (2007) which stated that an evaluation conducted on an inclusion classroom showed a positive impact on children with special needs. In line with research conducted by Rea and his colleagues, it was found that students with learning difficulties who were incorporated into inclusion classroom obtained higher grades in math, language, art, science, and social subjects other than students with learning difficulties who are not in class inclusion (Baker et al., 1995; Walther-Thomas & McLaughlin, 2002).

Positive aspect which is also found on the inclusion of learning in the classroom is also described by Helmstetter and colleagues, in which the inclusion class provides an increase in academic and social skill for students with special needs who study alongside regular students. (Helmstetter et al., 1998). Besides, other advantages are that students with special needs can get more opportunities for social interaction and communication skills training to improve social competence and also reduce loneliness and fear of rejection. (Kennedy & Itkonen, 1994). Besides, the inclusion class also brings a positive side for regular students who are learning alongside students with special needs. They learn about how to be tolerant because of individual differences. (Pavri & Moda-Amaya, 2000).

However, there are also studies that state the weaknesses of implementation of inclusion education which has been already running. Related to learning which should be applied, the teachers ability, the formed environment, sometimes have less positive impact. In the study conducted by Michailakis and Reich on an inclusion class in Sweden, it was found the tension in the interaction between teachers and students that occured during the learning process (Michailakis et al., 2009). This tension occured in the process of delivering a message from the teacher to the students, in which the teachers were required for being accustomed to delivering message which can be accepted by both regular students and students with special needs who are in one classroom. This tension was greater than when the teachers interact with students with special needs only (Michailakis et al., 2009).

From pre-study conducted in an inclusion school in Malang, East Java, Indonesia, it was found that most teachers have difficulty in teaching process in the inclusion classroom. The difficulty they experienced were different from one school to the other schools. The average initial difficulties they experienced were to initiate contact, communicate and build relationship with students with special needs. Beside language barriers, children with special needs tend to have high sensitivity, which often raises concerns for teachers to begin communicating with them.

This may allow no formation of a harmonious relationship between teachers and students with special needs. Of the few, it will produce tension which gives not good results, such as the breakdown of student motivation and the teachers' guilt. From these preliminary findings the researchers believe that there must be an alternative concept for the process of communication between teachers and students in the inclusion classroom could be better. One of them is by using the concept of relational dialectics in the communication process. Relational dialectics portrays a life of relationship as progress and constant movement. In the previous research, relational dialectics-based researches have been done several times, especially in the aspect of interpersonal communication as conducted by Angela Hoppe Nagao and Stella Ting Toomey (2002). They examined the use of relational dialectics in the marriage relationship. There were two things namely aspects of the autonomy-engagement and openness-closure. As a result, the level of the dialectic between couples could show mutual perception between husband and wife, for example, as in some cases both husband and wife would feel comfortable with the level of openness in their relationship. Second, there was the finding showed between autonomy-engagement and openness-closure. And the third results, the formation of strategy of interaction used by married couples to regulate their relations with the aim of satisfying relationship.

The use of relational dialectics theory is also applied to health communication. This is done by Rebecca Amati and Annegret F Hannawa (2014). This study tried to determine how the physician communication on patient whose age prediction will end. The study with semi- structured interviews produced replica and the expansion of the original theory of contradiction, also convinced that relational dialectic theory can be applied to a conversation "end of life". This study also contributes to additional explanation on aspects of the contradictions in relational dialectic theory, one of the forms is the interaction of "end of life" that is adapted to the context of health. Even, this study also mentioned that the use of this theory could become a practical tool for the future development of research and bookmark of communication.

How is about the aspect of education? The use of the Relational Dialectics theory has also been touched on education. This is evident in the research conducted by Jake Simmons, Russell Lowery Hart, Shawn Wahl and Chad McBride (2013), which examined the interaction of African-American students in high school based on a relational dialectic perspective. The research conducted using qualitative methods resulted an insight about the context of intercultural conducted in high school in America and suggested some strategies to maintain the relationship between African-American students and institutions that they were occupying. Some researches which have been described previously, the studies using relational dialectics have not been utilized for the implementation of the interaction process between the teacher and the students with special needs in inclusion schools.

Based on the previous interviews and researches especially for the use of relational dialectics, the researchers think to need to follow up with more specific research on the problems faced by the teachers in inclusion school. This study aims to provide an alternative solution to the problems faced by the teachers in inclusion school through

communication studies. One of them is relational dialectics-based, there is no standard model in the process of interaction between teachers and students of inclusion class will be tried to answer in this study.

2. Type of the Research

This research used a qualitative method. Qualitative research is research that aims to explain the phenomenon through data collection as deed as possible (Kriyantono, 2007: 58).

Qualitative research is a process of research and understanding based on a methodology which investigates a social phenomenon and human problems. In this approach, the researcher will create a complex picture, research words, a detailed report of the respondents' views and conduct a study on the natural situation. (Creswell, 1998: 15). Bogdan and Taylor (in Moleong, 2007: 3) argue that qualitative methodology is a research procedure that produces descriptive data in the form of words either written or spoken of the people and observed behavior.

2.1 Location of the Research

The research was conducted on one of schools in Malang which provides reguler class but having inclusion class without separating between disabled students and reguler students in the teaching learning process namely *SD Anak Saleh.*

2.2 Informants of the Research

Due to this type of research is qualitative, the researcher set out some criteria for selecting informants as follows:

1. Informants were the teachers who served in inclusion classes comprise students with special needs SD Anak Saleh Malang.

2. Informants were the teachers who actively interacted with students with special needs in SD Anak Saleh Malang.

2.3 Focus of the Research

The focus of research is used to limit the research study in order that the object studied is not wide and too broad. The focus of qualitative research study to be examined contained a description of the dimensions which become the center of attention, and be discussed in depth and complete (Aziz in Bungin, 2003: 41).

This rresearch focuses on :

1. The process of building a relationship occured between teachers and students with special need in inclusion school.

2. The communication strategy which was undertaken in the process of establishing a relationship between teachers and students with special need in inclusion school.

2.3 Technique of Data Collection

The data collection technique is the ways that can be used by the researcher to collect data, which refer to an abstract that can not be realized in the visible objects, but the users can be shown (Arikunto, 1990: 134). Researchers used data collection techniques as follows:

1. In-depth interviews
   Interview is a conversation between researcher-someone who hopes to get infornasi and informant someone who is assumed to have important information about an object (Berger in Kriyantono, 2005: 96). Digging up the facts in the field will be done with unstructured interviews or in-depth interviews (in-depth interview), because in this research informant is a person chosen by specific criteria. Use of in-depth interviews according Kriyantono (2007: 98) is as follows:
   In-depth interview enables researcher to obtain information directly from the source in order to obtain complete and depth data. Through in-depth interviews, the researcher will know the things that are deeper about the participants in interpreting situations and phenomena occur, which this can not be found through observation.

In-depth interview is used to dig up as much information from the informant so it is not restrictive to informant in providing information. Furthermore, unstructured interview will also be applied. The reason is because with this method the interview will be more fluently flowing. So it might support in obtaining in-depth information.

2. Literature Studies

The researcher also used the literature studies technique in this research. Literature studies are complementary to the use of interview in qualitative research method (Sugiyono, 2012: 82). Literature study is reviewing the literature to research topics such as reading, summarizing, making a critical note, linking the result of a study with the result of other studies (Pawito, 2008: 116). The researcher used several previous studies concerning to students with special need, articles, news and reference books to support the data in the research. This was done by the researcher to get an input and support the research.

2.4 Validity of Data

In qualitative research, data validity assessment process occured when the researcher took to the field to collect data and interpreted the data. Test of data validity was done using Triangulation analysis, that was analyzing the subject's answer by examining the truth to the empirical data (other data sources) were available and were crossed check with existing documents. The analysis of the validity of the data used in this research by using time triangulation (process and human behavior can be changed any time so that observation can not be only once).

2.4.1 Data Analysis Technique

In accordance with the type of this research, the researcher used an interactive model of Miles and Huberman to analyze the research data. Activity in qualitative data analysis is done interactively and takes place continuously until complete, so the data is already saturated.

The components of an interactive model of data analysis are described as follows:

1. Data Reduction

The data obtained by the researcher in the field through interview, observation and documentation were reduced by summarizing, selecting and focusing data on the matters which were relevant to the objectives of the study. At this stage, the researcher conducted a data reduction by sorting, categorizing and making abstraction of field notes, interview and documentation.

2. Data Presentation (Data Display)

Data presentation was done after the data were reduced or summarized. The data obtained from the result of observation, interview and documentation are analyed, then presented in the form of Interview Note, Field Note and Documentation Note. The data have been presented in the form of interview note, field note and documentation note were coded to organize the data, so that the researcher could analyze quickly and easily. The researcher made the preliminary list of codes that correspond to interview, observation and documentation. Each of the data coded was analyzed in the form of reflection and presented in the form of text.

3. Conclusion Drawing / Verification

The final step in the analysis of qualitative data in interactive model is the conclusion of the verification. Based on the reduced and presented data, the researcher made a conclusion which was supported by strong evidence at the stage of data collection. The conclusion was the answer to the problem formulation and questions that have been revealed by the researcher since the beginning.

3. An Overview of Research Object

SD Anak Saleh presented as one of the primary schools to develop inclusion learning in Malang. The school used the concept of a full day school and long life education in daily learning. This method allows the students to learn anytime and anywhere. In the daily learning implementation, students did not always learn in the classroom, but they could also do activities outside the classroom.

More flexible learning activitiy becames one of convenience which then supports this primary school to develop an inclusion class. This primary school is located in the city of Malang, which is precisely located on Jl. Arumba. A three-storey building stands in an area which is far from edge of the roadway makes this school is still close to the rice fields and vacant land. The area is not noisy and relative quiet. This school can also be an alternative natural

school in Malang. The curriculum of SD Anak Saleh is developed with result-oriented and the expected impact can appear on the students through a series of meaningful learning experiences.

SD Anak Saleh has been accepting inclusion students since 2006. Up to now SD Anak Saleh has successfully passed inclusion students to continue to further education. Up to now there are seventeen inclusion students who are still studying in SD Anak Saleh Malang. The seventeen inclusion students have a variety of different special needs. There are students with special needs either mentally or physically. The process of entering this school, the inclusion students pass through the assessment process to know the needs of the students. Assessment is carried out by medical personnel who work with the school, the result of this process is then used as a guide to establish guidelines for teaching such students. When a student with special need is accepted, the school also needs to have a specific intervention on the student's parents about the educational background, the students' health, as well as on providing an understanding of the process and the results of early learning that will be done.

3.1 Profile of Informant

1.   Mr Davies Yudisno

The first informant was Davies Yudianto. The one who was born in Sampang, January 1, 1981, started to become an escort teacher for inclusion classroom in 2012. The experience of teaching has been long enough. He graduated from English literature Department of State University of Malang. Before becoming a teacher in SD Anak Saleh, he was a central therapist for children with special need in TK A Plus from 2004 to 2011.

2.   MS. Noor Jeehan

The second informant was Noor Jehan who was still relatively new to teach in SD Anak Saleh but she has been trusted to be one of escort teachers. She was born in Tuban, May 17, 1978. Noor Jehan served in SD Anak Saleh since 2015, she graduated from the graduate program of IAIN Sunan Ampel Surabaya had worked in gender studies center of UIN Malang.

3.   MS Elvera Rosana Ekowati S.Pd.I (Madiun, January 12, 1990)

The third informant was Elvera Rosana Ekowati or familiarly called Vera. Although she was only 25 years old, but Vera was trusted to be one classroom teacher in SD Anak Saleh namely taught in grade 5 Mataram.

3.2 Research Findings on SD Anak Saleh Malang

Through data collection techniques of interview, observation and documentation, the researcher could conduct research on relational dialectics study in building relationship between teachers and students with special need in SD Anak Saleh Malang. The researcher obtained the data and information from the teachers of SD Anak Saleh and Students with special needs during the learning process in SD Anak Saleh.

Based on the result of deep interview, observation and documentation the researcher focused on several problems in the research, so the data presentation was in accordance with the problems of the research.

1. Building Relationship between Teachers and Students with Special Needs in the Inclusion School. Initial step in building a relationship between teachers and students with special needs, started from the teachers' initiatives to open a conversation with the student, it should be done in the beginning of the learning process. In opening the class the teacher would begin with light greeting to the entire class. For classes with students with special needs, the teachers allocated special time to greet students with special needs. This could be done by coming the students with special needs to make direct contact. Physically by positioning the body closed to the students with special needs, as MS. Jehan did in inclusion classes with the student with special needs named Dani. From the early entrance Dani had been busy with the equipment he was carrying and less attention to the teacher in front of class. The next stage in building relationships through intensive direct interaction. The better closeedness made it was expected to create more qualified relationship as well. In the application, this was shown by MS. Jehan's effort in building the closeness to Dani, by increasing the frequency of interaction on student with special needs.

2. The Teacher Communication Strategy in building Relationship with Students with Special Need Communicating with children with special needs have a different level compared to communicate with normal children. It was recognized by the teachers of SD Anak Saleh in which they had to be smart to choose a strategy to communicate well with students with special needs. Noor Jehan, a teacher of an inclusion student explained that the concept of 'trial and error' and 'like and dislike' here used to know how to communicate well with them. Like and dislike here was intended to understand what they like and dislike.

4. Building Relationships of Teacher- Inclusion Student Based Theory of Relational Dialectics

4.1 Autonomy and Entanglement

The dialectic of autonomy and attachment refer to our desires that always appear to be independent on people who are important to us, and also find intimacy with them. In the process of building relationships between teachers and students in inclusion school SD Anak Saleh then both teachers and students performed behaviors that reveal mutually liberating (autonomy), although sometimes it also implemented an attachment.

In the event of teacher-inclusion student interaction, the teachers would be actively involved in establishing the communication process. Not only communicate, but it also must be able to understand what inclusion students wanted. This understanding process which later made the teacher able to implement autonomy and attachment to inclusion student. In terms of autonomy, the teacher would usually try to let the inclusion students play with his favorite hobby. Noor Jehan did this by allowing the inclusion students to play computer because it was their hobby.

4.2 Disclosure and Protection

Dialectics of openness and protection focus firstly on our needs to open up and be vulnerable, open all personal information to our spouse or partner, and secondly to act strategically to protect ourselves in our communication. The position of the dialectic has good properties / or associated with openness and closure.

The process of openness and protection established by the teacher must be preceded by a process of "trial and error". This was what Noor Jehan did on inclusion students in SD Anak Saleh. The concept of trial and error was done by understanding the minutiae of inclusion student namely what they liked and what they disliked. In the aspect of openess the thing which should do was that the teacher interaction with an inclusion student was done without emotional aspects and moe able to "touch" the heart of students. This was what Vera did, the teacher of SD Anak Saleh, because she thought that the inclusion students also had differences in interaction, some were done verbally or speaking, but some preferred non-verbal behavior.

5.3 New things and Predictable things

The dialectic between the new things and the predictable things refer to conflicts between comfort stability and preoccupation change. In the process of communication developed by teachers and students in SD Anak Saleh, the emergence of new things and predictable things may occur at any time. Comfort stability built by inclusion students with one of the teachers made them develop with their own ability. This is justified by Noor Jehan in the development of some inclusion students who spontaneously showed something new which had not previously been talked.

5.4 Application of Relational Dialectics assumption on the Inclusion School

From three approaches of relational dialectics theory which have been previously described there are also the basic assumptions underlying this theory which can be used to see how the process of building a relationship or communication in school inclusion. Based on the data obtained in SD Aaak Saleh which is one of the executors of inclusion school in Malang, the assumption of relational dialectics occured in the teaching learning process.

The main assumption of relational dialectics includes:

1. The relationship was not linear

   In the application in SD Anak Saleh, the relationship built by the teacher to inclusion student was not linear, there were some things that made it volatile, especially when communicating about the rules at school. The different ability of the inclusion students also created a level of fluctuative between teachers and students was also different. But in this assumption it was not mentioned whether in the process in a relationship that is not linear or volatile there were the parties dominated during intercourse.

2. The contradiction was the fundamental fact of life related

   In this assumption, the contradictions occured were often caused by the inclusion students, especially when it associated with school rules. There were tensions between the two sides. This happened continuously until the inclusion students could adapt to the environment in which they were. But if in the assumption of relational dialectic was just mentioned that there was a tension management, while conditions in the field showed that the

tension management was dominated by the teachers, where they tried to give traction and encouragement to the inclusion students in order to minimize tensions.

3. Communication is very important in managing and negotiating the contradictions in the relationship
As the writer explained in the first assumption that the first act of very dominant communication from the teacher to the inclusion students could be useful in the process of negotiating or managing the contradictions in the relationship. This dominance was needed because the contradictions were often raised by the inclusion students themselves or the environment where they were. The communication process performed by the teacher would become the key of how to manage the contradictions that exist.

5. Conclusion

After going through various stages up to the final stage of data analysis, the researcher was able to draw some conclusions based on formulation of research problems, as follows:

In the process of building a teacher-inclusion student relationship based relational dialectics, there were three things that must be considered, namely:

a. Autonomy and attachment

Through this assumption it was found that, in building relationships with students with special needs, teachers should be more able to position themselves as friends for students with special needs in order that the communication could accommodate the students wish or interest. Teachers should also be more able to position themselves as teachers who apply the rules of reward and punishment. This was done to "force" the students to follow the lesson.

b. Openness and protection

In the dialectic of openness and protection, the teacher should try to understand what the students need, know the personal information of the students, including the diction and speech style used. In addition, the teacher can give a "threat" to students if they did not obey the rules, intended to provide security to the students themselves. Teachers should also be able to anticipate when the relationship had been closer, the response of the inclusion students might be different from other students in general. This needed to be anticipated in order not to cause estrangement.

c. New things and predictable things

In building relationships between teachers and students with special needs, the emergence of new things might happen any time. Stable comfort intensively built by the inclusion students with one of the teachers enabled students to develop their individual abilities.

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