



## *Parent And Child With Autism Interpersonal Communication In Distance Learning*

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### A B S T R A K

Anak autisme memiliki cara yang unik dalam bersosialisasi dengan orang lain, karena umumnya mereka lebih fokus dengan dirinya sendiri. Anak autisme di sebut memiliki keunikan tersendiri dalam berkomunikasi dan juga berinteraksi. Dengan keunikan yang dimilikinya, maka diperlukan proses komunikasi yang sesuai antara orang tua kepada anak autisme, khususnya dalam pembelajaran jarak jauh (PJJ) seperti yang dilakukan melalui aplikasi *instant messenger whatsapp*. PJJ terjadi dikarenakan adanya pandemi COVID-19. Penelitian ini menggunakan konsep lima efektifitas komunikasi antarpersona, pembelajaran jarak jauh, orang tua, dan anak autisme. Metodologi yang digunakan metode kualitatif dan deskriptif. Data yang didapat menggunakan wawancara. Wawancara dilakukan dengan sepasang orang tua dari anak autisme kategori sedang. Hasil dari temuan menjelaskan bahwa penyampaian materi PJJ, dapat dimengerti, karena telah menerapkan lima efektifitas komunikasi antarpersona Devito: keterbukaan, mendukung, empati, positif, dan kesetaraan. Hal ini dikarenakan kesesuaian saluran komunikasi yang disampaikan oleh orang tua kepada anak autisme kategori sedang ketika sedang berkomunikasi. Penelitian ini juga menemukan hambatan ketika proses komunikasi sedang berlangsung. Namun orang tua dapat mengatasinya dengan menerapkan lima efektifitas komunikasi antarpersona. Selain itu anak autisme kategori sedang juga dapat menunjukkan interaksi komunikasi kepada orang tuanya, dengan menatap mata langsung/fokus kepada orangtuanya.

### INTRODUCTION

The application of the distance learning method (PJJ) follows the policy given by the Minister of Education and Culture through Circular Letter Number 4 of 2020, related to policies regarding learning during the COVID-19 emergency period. Provided that learning and teaching activities from home use PJJ. Learning at home can be focused on how to adapt to the COVID-19 pandemic situation. Both activities and tasks given by the school can

be done at home according to the conditions and abilities of each student.

However, on the other hand, the process of growth and development in each child is different, and the problems faced cannot be equated between one child and another. As in children with autism who have their own uniqueness. Children with autism are unique when compared to ordinary children. In addition, children with autism are also unique in the development of brain function. These

differences include ways of expressing feelings, social interactions, and imagination (Mulyati, 2010).

Autism is a developmental difference that occurs in the field of social interaction, both through language, behavior and emotions, and motor development. Usually, the diagnosis of autism will be seen in children aged 3 years (Yuwono, 2012). Autism is unique in the development of brain function that affects behavior and other functions in various developments when compared to people who are not diagnosed with autism.

Autism is not a mental disorder (Peeters, 2012). Autism is a developmental difference that includes communication activities, social interactions, and imagination. Children with autism are a condition where children experience limitations in communication activities, social interactions, play patterns, and attitudes/behaviors (Hadis, 2006).

In a study conducted by Oktaviani (2021) which describes the evaluation of online learning (PJJ), for children with special needs. This article explains that the direct application of PJJ to children with autism does not run smoothly. This is because there is no interest arising from children with autism while doing learning activities carried out using supporting applications.

The learning materials provided adjust the cognition of children with autism to be accepted by them. PJJ In Network (Online) is not understood if it is applied to children with autism, considering that children with autism have their own uniqueness to understand what is being conveyed.

The role of communication between teachers and parents here is very important, so that children with autism still get their rights as students to receive learning during the Covid-19 pandemic. Parents take the role of being educators/teachers to explain learning materials to children with autism given by the teacher. The role of information and communication technology (ICT) here is very important. Communicating using ICT to build communication between teachers and families during the Covid-19 pandemic.

Communicating directly can occur with the help of computer devices and internet

connectivity without having to be in the same location.

This is done using the Google Classroom app, Google Meet, ZOOM, and other apps. By using applications along with online learning packages, it will provide convenience and comfort for users in communicating using the available features, especially in the field of information and communication technology in online learning activities (Astini, 2021).

Communication between parents to their children is a very important component in a family. Through communication, parents can control the development of a child in terms of personality/self-concept, the child will have an impact on the communication that parents make to him. Communication of life in the family between parents to their children is very important in providing a picture of life, when at home or at school with friends. Parents should be able to be a comfortable place for their children (Suryosubroto, 2004).

In the family, parents have a very big impact in teaching and learning activities for children. Parents who do not care about the interests and needs of children in learning, cannot share their child's learning time, lack of attention to supervision of children, whether he can capture learning or not, what obstacles are experienced by children in learning, will cause failure in learning. Daryanto, 2013).

William FA. Glueck in Widjaja (2000) argues that interpersonal communication is considered successful in shaping or changing a person's attitude, opinion, or behavior, because it is dialogical. Interpersonal communication is a communication process that takes place between people face to face, which makes each participant get a reaction from other participants directly, both verbally and non-verbally.

(Mulyana, 2000) also argues that interpersonal communication can occur in relationships such as husband and wife, parents and children, children and teachers, and so on. According to Listani (2016) interpersonal communication has the aim of forming a common perception between individuals and individuals, as well as individuals and groups. Interpersonal communication is the main need for every individual.

Based on the results of searches conducted regarding interpersonal communication between parents and children with autism, according to Haryati and Fadhil (2019), interpersonal communication is communication that is carried out directly face to face between two or more people. Interpersonal communication is a very important need for humans as social beings. Thus, communication between parents and children with autism is very important in their daily lives.

By communicating, a person can establish relationships with other people both outside/within the family environment. Especially in the family relationship of children with autism. The quality of interpersonal communication can help form a good parenting pattern for children with autism, considering that children with autism require very unique treatment, including treatment when communicating with them.

According to Aulia and Santosa (2021), the form of communication in interacting that is formed between parents and children with autism is seen to be more dominant by parents who are the messengers communicator).

Children with autism are more likely to be recipients of messages (communicants) conveyed by their parents. Parents who are teachers at home and as facilitators of children with autism to provide learning assistance at home to their children, by explaining learning materials using an easy way, so that children with autism can understand and understand what is conveyed by him.

However, one of the informants who is the mother of a child with autism looks less communicative to her child when explaining the subject matter. In addition, the discovery of barriers that come from the emotions of children with autism are unique when compared to children who are not diagnosed with autism. So that it makes it difficult for autistic children to concentrate and understand what their parents say to them when they provide learning assistance at home.

According to Aditya Tulus Parasian and Maulana Rezi Ramadhan (2021) in their research, interpersonal communication between parents and children with autism will run smoothly if parents can show an attitude of openness through the intensity of regular

communication with their children, in addition to the availability of parents to provide honest reaction to the response given through the child's feelings and thoughts. Communication can also run well, if there is a high sense of empathy for their children, this is needed so that parents have more feelings in guiding their children.

Then there is a supportive attitude given by parents to their children through forms of communication that provide support, thus making children motivated. Another thing that can form effective interpersonal communication can be shown by the positive attitude that arises when conversations between parents and children with autism, as well as equality seen from invitations to socialize, and provide the same treatment and interaction as other children their age.

According to Jayanti (2018), parents always try to be able to communicate harmoniously with children with autism, besides Ma'rifah et al. (2018) stated that parents or families should improve the quality of time more, and the quality of good communication to be understood by children with autism, considering that they have a unique way of communicating, besides that children with autism are unique in controlling emotions, receiving messages delivered.

By improving the quality of time with children with autism, parents can form effective and efficient interpersonal communication with children with autism, especially in terms of education related to learning at school, considering that during the COVID-19 pandemic the teaching and learning process was carried out using the PJJ method, and in everyday life, when communicating with children with autism.

PJJ for children including children with autism cannot be separated from the efforts and support provided by the teachers and parents to overcome the problems that occur. During the COVID-19 pandemic, teachers will build communication using the WhatsApp application to parents, because if the PJJ process is applied directly to children with autism, of course it will not be smooth considering that children with autism are unique in forming their understanding, so they require a unique method,

and cannot applied in the distance learning model.

In the PJJ method applied by parents, it has a very important role for the application of PJJ to children with autism. To build this important role, appropriate interpersonal communication quality is needed for children with autism, so the formulation of the problem that will be discussed in this study is: "How is the interpersonal communication pattern between parents and children with autism in the medium category in delivering learning materials during distance learning?"

## LITERATURE & RESEARCH METHOD

Interpersonal communication will be harmonious, if the communicator can show an open, trusting, and supportive attitude which will lead to an attitude of mutual understanding and respect, so as to create a common perception between the communicator and the communicant to the message conveyed.

Effective interpersonal communication will be created if the message sent by the communicator can be accepted and understood by the communicant who is the recipient of the message (Wisnuwardhani, Fatmawati, 2012).

According to Devito (2011) interpersonal communication that is carried out will be effective if it goes through several aspects that must be considered by the perpetrators of the interpersonal communication.

Openness in interpersonal communication refers to three aspects: interpersonal communication will be effective if the communicator is open to the communicant, the availability of the communicator in responding honestly when receiving a stimulus that occurs, and acknowledging the feelings and thoughts that occur.

Empathy is an attitude that shows that the individual feels the things that are felt by other individuals/interlocutors, by feeling and listening wholeheartedly and giving the right response. Empathy is also seen when we show it non-verbally (eye contact, facial expressions, touch).

Supportive attitudes can be seen from three attitudes that can be shown: creating an atmosphere so that the individual/interlocutor feels free to describe his feelings, does not show

a cornering attitude, so that the interlocutor does not feel ashamed when expressing what he feels. This will make him comfortable and will not feel that he is being criticized.

A positive attitude is an individual's ability to view himself positively and also to respect other individuals/interlocutors. A positive attitude is also related to respecting the interests and existence of others.

In interpersonal communication, relating to communication with someone/several people, each individual has a different understanding. This can lead to inequality. Like one individual is smarter and richer than another individual, because it will not be the same, both physical and level of understanding. Interpersonal communication practices will be more harmonious if equal, one individual with another individual in communication.

According to Munir (2012) expressed the opinion that distance learning is a process of learning and teaching activities carried out without direct involvement in face-to-face interactions between students and educators. Interaction in two-way communication is formed using the help of media such as computers, television, radio, internet, videos, photos, and so on.

Through a letter issued by the government through the Ministry of Education and Culture (KEMENDIKBUD) number 4 of 2020, March 24, 2020, ordering all educational institutions to carry out learning and teaching activities remotely to tackle the spread of the COVID-19 virus. In its implementation, PJJ must provide meaningful learning experiences to students, without making students feel burdened to complete the materials and assignments given, as a determinant for grade promotion ([www.smpn4kra.sch.id](http://www.smpn4kra.sch.id)).

According to Pratama and Mulyati (2020) Distance Learning (PJJ) has two methods in its application, the first method is the application of PJJ in a network (online) that utilizes information and communication technology (ICT). Online learning is a form of learning system which in its implementation uses the internet network to communicate subject matter to students widely (Bilfaqih, 2015).

There are several applications that support users in carrying out the teaching and learning

process, including Whatsapp Group (WAG), Google Classroom, Zoom, Edmodo, Facebook, Google Meet and other short message applications (Kumar and Nanda, 2020).

According to Hutami and Nugraheni (2020), the Whatsapp application has many functions, including being able to make calls, video calls, send messages, group chats, share photos, videos and documents. In the Covid-19 pandemic situation made teaching and learning methods are carried out online (online) through the Whatsapp application, a teacher is expected to be able to share learning topics through the application.

According to Rosmaniar (2021) the application of the PJJ method offline can be through television shows, radio broadcasts, worksheets, using objects in the surrounding environment (props), and printed guides related to self-study to students and schoolgirls.

Based on the explanations given by several experts above, PJJ is a learning method that is applied separately between educators (teachers) and students (students). The implementation of the PJJ method in Indonesia was triggered by the COVID-19 pandemic, which spreads the virus so quickly. This makes all institutions and educational institutions have to carry out learning and teaching activities from home through online and offline methods to their students.

According to Budyatna and Ganiem (2011) the family is a group of people who have close relationships, household relations, and group identity and are strongly bound by loyalty, emotionality, and looking to the future.

Meanwhile, according to Setiono (2011) family is a group of people who are related by blood or in marital bonds. According to Wibowo (2012) parents play an important role in providing education to shape children's character. Parents have a very important role in the development of their children.

Communication life in the family between parents and their children plays an important role in providing an overview of real life, related to living at home or at school with friends, parents must be able to become a comfortable place for their children (Suryosubroto, 2004).

To form effective communication with children in a family, parents are required to

understand and accept the condition of their children so that the communication formed by parents in the family can help for optimal child development (Boham, 2013).

Leo Kanner (1943) Johns Hopkins University psychologist was the first to express an opinion about autism. Autism is a uniqueness that makes him or her have a unique distinct ability to show socialization with others and be more engrossed in himself. Children with autism have differences in language which can be seen from the unique mastery of language. (Widihastuti, 2007).

Meanwhile, according to Danuatmaja (2003) autism is defined as a syndrome that occurs due to the uniqueness of neurodevelopment. Meanwhile, according to Yuwono (2009) autism is a uniqueness in the development of nerve and brain function that makes him unique. The uniqueness is in the form of uniqueness in aspects of social interaction, communication, behavior and emotions and perceptions.

According to Vania Giesdayanti (2021) children with autism can be categorized based on the cases seen. The Childhood Autism Rating Scale (CARS) categorizes several categories of children with autism based on the communication interactions displayed by children with autism disorders are as follow: (1) Children with autism who are categorized as mild will be seen from the interaction through eye contact even though the intensity of the time does not last long; (2) Children with moderate autism category will be seen from the lack of eye contact interaction, there is no response when there is a stimulus that calls their name. In addition, there are several aggressive/hyperactive actions, such as tantrum behavior (screaming, crying loudly, and hurting yourself) when the child feels that his wishes/willingness are not being fulfilled. Another thing that can be seen from the moderate category of autistic children is that there is a motor function disorder in the child's body that is experienced by him. (3) The actions taken by children with severe autism are usually by hurting themselves by repeatedly hitting the head on their own. The child will stop when he feels tired and immediately rest by falling asleep.

However, a journal review conducted by Rozenkrantz et al. (2021), who conducted a

review of scientific journals related to autism spectrum disorder (ASD), this review stated that there is empirical evidence that shows children with autism also have the ability to think and act rationally.

Post positivism paradigm is a side that has a goal to explain a phenomenon. Researchers collect information through certain instruments that will be studied in more depth using interview techniques, and documentation. In other words, the study of data interpretation, including drawing conclusions in this paradigm, is idiographic in nature, its application is special and local, resulting from actual and authentic information. (Denzyme and Lincoln, 2009).

The author in this article uses the postpositivism paradigm. The author tries to find out the actual reality related to how interpersonal communication patterns between parents and children with autism are categorized as being in the delivery of PJJ material.

A qualitative approach is an attempt in research to interpret a phenomenon using the meanings given by an object of research to the researcher (Creswell, 2014). According to Neuman (2013), qualitative research can change the focus in research which allows leaving research questions in the middle of the research.

In this article, the author uses a qualitative approach, because the researcher wants to get more accurate and precise results by interviewing the informants directly so that it is easier for researchers to get specific information from the interviewees.

According to Neuman (2007) the type of this research is descriptive research. Descriptive research focuses on how things happen and who is concerned with what is happening. The purpose of descriptive research is to obtain more in-depth and accurate data results, find new data that contradicts the old data documenting the process, and explain from the background/context of a problem.

In this article, the author uses a qualitative descriptive type of research, this is because this type of research is considered in accordance with the research discussion to describe a phenomenon that occurs in the field.

The unit of analysis is useful so that researchers focus in a study on the components or subjects being studied. The unit of analysis is

a case unit of a social situation that is being researched and studied, and the unit of analysis is the next method used for the development of the concept structure using data analysis (Neuman, 2016). According to Arikunto (2010) the unit of analysis is a component or research resource that will be investigated by researchers.

Winardi in Rahman (2013) states that the unit of analysis is individual characteristics in the form of social and family background, experience, age, citizenship, gender, and others that describe demographic attitudes and psychological characteristics that are in accordance with what is being researched. perception, attitude, personality, learning, and motivation.

In this article, the author chooses one pair of parents/one family, consisting of fathers and mothers who have children with autism both in the moderate category as resource persons.

Bungin (2008) explains that interviewing is an activity to obtain data by involving sources and interviewers in a face-to-face manner. According to Creswell (2017) interviews were conducted with interviewers who communicated with resource persons in order to obtain the necessary data.

In this research, the author conducts interviews with a pair of parents consisting of father and mother of children with autism (PT), related to the process of interpersonal communication between parents and children with autism in delivering PJJ material.

Name : SK (First Informant), Age : 42 years old, Occupation: Entrepreneur, Role: Mother of PT.

Name : DA (Second Informant), Age : 44 Years, Occupation: Entrepreneur, Role: Father of PT.

According to Arikunti (2010, p. 149) in a data collection process, several research instruments are needed to find research results that are quite accurate. The research instrument is also a tool to make it easier for researchers to collect related data more systematically, completely, and carefully.

In this article, the research instrument used is the researcher himself. The researcher is the most important instrument in a study, because the researcher will analyze the data

obtained from the interviews conducted to see the behavior of the research subject.

According to Milles and Huberman (2007) the analysis of a data in qualitative research is done by grouping the data, describing it into units, synthesizing, compiling in the form of a pattern, determining what will be studied and what is important starting before conducting the interview, continued when the researcher conducted interviews with the informants until they were complete so that they were complete, marked by no new information or data.

The process of qualitative data analysis according to Miles and Huberman is divided into three stages: 1. Data Reduction: Data reduction is a process of focusing on simplification, and changes in raw data that are identified and recorded in the field, 2. Presentation of Data (Data Display): Presentation of data is the arrangement of data in such a way as to enable conclusions and research actions to be taken, 3. Withdrawal of Conclusions (Verification): The conclusions obtained can be in the form of a meaning that appears in the data that is tested for truth.

In this study, researchers used three stages in data analysis techniques based on Miles and Huberman: data reduction, data presentation, and withdrawal conclusion, this is done so that researchers obtain validity in a data collection.

According to Moleong (2018) to test the validity of the data that has been obtained so that it is in accordance with the research objectives, the researcher uses the triangulation technique. Triangulation technique is a technique utilizing sources, methods, and theories.

The author uses triangulation of data sources in checking the validity of the data obtained, by collecting data from several sources. The data obtained from the results of interviews with the two informants who are a pair of parents consisting of father and mother. The data will be compared with data obtained from documentation in the form of photos and videos, as well as literature and previous studies obtained by the author.

## RESULTS AND DISCUSSION

Based on the information obtained from SK and DA who are the parents of PT children

with autism. PT was diagnosed with autism when he was 3 years old, PT was diagnosed with Autistic Disorder. This makes PT have a unique perspective and express emotions to others. Currently PT is 20 years old. The age when PT entered elementary school was 12 years old. However, from the age of 5 to 10 years SK and DA always provide medical therapy programs to help the development of PT. The types of medical therapy programs include physical, sensory, developmental, and behavioral therapy.

However, along with the development of PT's age, SK and DA consulted a doctor who handled the growth and development of PT. SK and DA consulted on how to develop more capabilities within PT. The doctor suggested giving special education to the Special School (SLB) to develop PT's ability to socialize with other people. PT showed progress when he was in school, there was still tantrum behavior. According to SK and DA, this behavior will not be shown by PT if DA and SK can adjust in regulating their emotions.

Based on the findings that have been obtained by the authors at the time of data collection in the form of interviews and observation with the two informants who are married couples who are parents of children with moderate autism category, the authors found the findings which can be described in the table below:

**Table 1. Interpersonal Communication Patterns of Parents to Autism Children in Medium Category**

Concept	Dimension	Communication Pattern
Interpersonal Communication	Openness	Be open to children with autism by communicating orally and in writing, both when explaining during the pandemic the child must study at home. Openly invite their children to learn and when explaining the subject matter.
		Respond honestly to stimuli in the form of questions or statements given by children with autism.
	Empathy	Inviting one day before to study, this is because the child does not want to be invited to learn suddenly.
		Feeling by seeing and

	listening to what autistic children are asking through writing, because the child has a unique ability to communicate.
	Give words/verbally to the child to rest first, accompanied by giving a touch in the form of a stroke on the shoulder, if the child has shown boredom through tantrum behavior.
Supportive-ness	Using aids (cotton buds or matches) to assist in explaining the material and assignments.
	Give time to the child to describe the answer to the task, without any cornering/equal attitude.
	Be spontaneous with words of support when the child gives the right answer in carrying out his duties.
	Thinking openly by looking at the results of the answers to the work done and returning to provide understanding if the answers are not quite right.
Positive-ness	Give verbal encouragement to their children so that they are enthusiastic when learning.
	Give encouragement in the form of promises and those promises will be fulfilled. The promise is to invite the child to do what he likes.
Equality	Do not dominate the conversation and give time for the child to communicate.
	Do not use a high tone when communicating with his child, because it will make PT behave in a tantrum by hitting the table where PT is studying.

Source: Research result, 2021

Based on the table above, the authors found that interpersonal communication carried out by parents to children with autism in delivering learning materials during the PJJ period, has implemented five components of interpersonal communication according to Joseph A Devito which consist of openness,

empathy, supportiveness, positiveness, and equality.

In the previous research studies above, it can be seen that the attitude of openness, empathy, support, positive, and equality is only from parents who do it. But the results of this study, finding the side of the child is also visible:

**Table 2. Interpersonal Communication Patterns Of Autism Children in Medium Category**

Concept	Dimension	Communication Pattern
Interpersonal Communication	Empathy	Shows a calm expression when studying, which can be seen from his focused eyes.
	Supportiveness	Follow directions given by parents when being given verbal understanding and use tools related to materials and tasks that must be done equally.
	Positiveness	There was no rejection from a child with moderate autism category, when he had been invited to study the day before.

Source: Research result, 2021

Based on the table above, the authors found that there is a communication interaction provided by children with autism when communicating with their parents. Empathy is also shown by children with autism disorders to parents through focused eyes when parents provide subject matter and tasks that must be completed.

In addition, the supportive attitude that occurs is seen when parents describe the material or assignments given using assistive devices so that the child can understand what is being conveyed, the child will follow and not issue a cornering/equal attitude. Meanwhile, children with moderate autism category can also be positive towards their parents by not refusing when invited to study which is in accordance with the schedule made by the parents, this indirectly encourages parents to communicate in inviting themselves to study.



Based on the results of the study, it is known that this article is in line with the results of a journal review conducted by Rozenkrantz et al. (2021) who found a review that there is empirical evidence showing children with autism also have the ability to think and act rationally. In this article, children with moderate autism category are unique in communication interactions. This does not mean that children with autism do not have the ability to respond/interact when communicating. It's just that the form of response and communication interaction given by him is a little unique and adapts to what he understands.

The author also found that communicating with children with moderate autism category, parents use oral and written communication as a channel in explaining learning material to their children. In addition, parents also use assistive devices as a channel that is used to help explain learning materials and assignments to their children, which are given by the teacher.

In addition, barriers in communication between parents and children with autism occur because of the lack of understanding of children with autism regarding what is conveyed both orally and in writing, as well as using assistive devices by parents to them. To overcome this, parents are required to re-explain slowly to their children through oral and written communication channels or using assistive devices.

Another obstacle that occurs when communication activities explain the material and lesson assignments to their children is the aggressive behavior of the autistic child/tantrum (hitting and pushing the table) which occurs when the autistic child feels bored while studying. In overcoming this, parents react to overcome the tantrum behavior of children with autism, by communicating slowly to their children, by giving them rest, if they feel bored. In addition, parents also provide a touch by stroking the shoulders of autistic children, so that they can calm down.

## SUMMARY

This article describes how the interpersonal communication patterns of parents to children with autism are in the medium category in delivering learning materials during the distance learning period (PJJ). The author

tries to find out the actual reality related to how interpersonal communication patterns between parents and children with autism are categorized as being in the delivery of PJJ material.

Parents openly explain slowly to their children. Starting from informing about the learning situation that PJJ must do together with parents at home, by inviting the child to study, from working on the materials and assignments given by the teacher. Parents also respond when their children have questions, both verbally and in writing.

Parents also empathize with trying to listen and feel what the autistic child is trying to convey, given the uniqueness of the autistic child when communicating which in this study is a moderate category of autistic child, so that it can provide the right stimulus to their child. Parents also give encouragement when their children feel bored while studying, by giving a touch to children with autism.

Parents also try to support their children when communicating, by giving time to describe the answers to the material/tasks given by the teacher, by giving awards when the child answers in doing their assignments. The attitude of support is also reflected through the efforts of parents to train their children's independence, without giving objections but listening, seeing and feeling what is communicated by their children, and returning to provide understanding.

The positive attitude shown by parents by encouraging their children when studying. The attitude of putting yourself on a par with their children is seen when parents do not dominate the conversation and give their children time to convey something. Parents also use soft and slow tones to suit their child's abilities.

Empathy is also shown by children with autism to their parents through focused eyes when parents provide subject matter and assignments. In this article is the communication of parents to children with moderate autism category. Parents use oral and written communication in explaining learning materials to their children.

Barriers to parental communication with autistic children occur due to misunderstanding of autistic children regarding what is communicated to them, aggressive behavior of autistic children, tantrum behavior (hitting the

table, pushing the table) which occurs when autistic children feel bored while studying. However, all the obstacles that occur can be overcome by the parents with the application of the five effectiveness of interpersonal communication.

Academic suggestions that the author can give for further research, conduct an analysis of interpersonal communication in analyzing the effectiveness of interpersonal communication persona of other categories of autism children (the category of children with mild autism, and categories of children with severe autism). This will be a very interesting study, considering that children with autism are unique in understanding what is received/delivered, so it is necessary to manage appropriate interpersonal communication from parents to children with autism, so that the information received is in accordance with what is being responded to.

The practical advice is that parents are expected to continue to maintain and improve the quality of interpersonal communication in an open, empathetic, supportive, positive, and equal way when communicating with children with autism. Communication to children with autism is not only in PJJ, but also in the child's life. Given that children with autism are unique in understanding what other people say to them, children with autism need more love and attention from their parents.

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