

The Influence Of The Use Of Learning Media, Interpersonal Communication, Instructional Communication On The Level Of Emotional Intelligence

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Keywords

Interpersonal communication, instructional communication, autism, learning media, inclusive schools.

ABSTRACT

This research aims to determine the magnitude of the influence of learning media, interpersonal communication, and instructional communication on student absorption levels. This research is quantitative research with data distribution through surveys. People with autism need proper education with appropriate learning methods, therefore inclusive schools are formed which are able to support education for children with special needs. The results of this research are that there is a significant influence between the variables of instructional communication, interpersonal communication, and learning media with emotional intelligence.

INTRODUCTION

The emergence of the *Covid-19 virus* that hit Indonesia has had an impact on the learning process. Schools are emerging that implement online learning, according to Isman (Assidiqi & Sumarni, 2020). Online learning is a teaching and learning process that uses the internet, and provides students with the opportunity to learn at any time and anywhere.

There are several online media applications that can be used for learning activities, namely *Zoom, Google Meet, Cisco Webex, U Meet Me, and Microsoft Team*. According to a survey conducted by the Indonesian Survey Flow (El Fikri, Andika, Febrina, Pramono, & Pane, 2020), *Zoom Cloud Meeting* is most widely used as a *video call medium* in online learning, namely 57.2%, while other online media is below 20%.

Zoom Cloud Meeting is one of the online learning media that can be used as a supporting medium for online learning during the pandemic, so that learning material can be delivered to students well (Kuntarto, Sofwan, & Mulyani, 2021). Using this application can create a learning atmosphere like being in a classroom where teachers and students meet face to face via a laptop or cellphone screen and has a chat feature that makes the process of sending messages between teachers and students easier.

The use of the zoom application is also used by schools with special needs to carry out learning interaction processes between teachers and children with special needs (Nazirun & Sari, 2023). However, based on the explanation from the special assistant teacher (PGK), it is difficult for children with special needs to carry out online learning, which is because children with special needs experience setbacks in their cognitive, social, behavioral and emotional development due to online *learning*. (Hidayat & Nurfarjati, 2021).

When the learning process takes place, educators ask the child's parents to be able to accompany the child so that learning can be carried out effectively, namely by helping positive relationships between teachers, parents and children, as well as asking parents to understand the learning process and objectives (Hidayat & Nurfajarwati, 2021).

The communication aspect is very important in implementing distance learning, so that the implementation of distance (online) learning runs smoothly, good communication is needed between the communicator (message sender) and the communicant (message recipient) (Littlejohn & Foss, 2010). Things that need to be considered in online learning are first, the program design during the distance period must be conveyed to teachers and parents of students so that the program is easy to understand; second, have a sense of caring and empathy with students, teachers and parents; third, regularly communicate about student progress to parents; fourth, monitoring obstacles encountered during the implementation of distance learning and finding solutions to these obstacles (Hidayat & Nurfajarwati, 2021).

Apart from that, there are competencies that must be possessed by supporting teachers, namely pedagogic competence (knowledge that discusses children's education), personality competence, social competence, and professional competence (Nahampun, 2018). As a supporting teacher, you are also required to have elements of love and authority. and responsibility in carrying out their obligations as accompanying teachers.

The types of children with special needs are: autism, *attention deficit hyperactivity disorder* (ADHD), *slow learner*, *Down syndrome*, *cerebral palsy*, *epilepsy*, visual impairment, hearing impairment, mental retardation, physical impairment, and hearing impairment. Autism is a comprehensive developmental disorder that results in obstacles in socialization, communication and behavioral abilities (Rahayu, 2014). In general, autism symptoms ignore sounds, sights or events that involve them, and they avoid or do not respond to social contact.

Disorders experienced by children with autism are disorders in the field of social interaction, disorders in the field of communication (*verbal - non-verbal*), disorders in the field of behavior, disorders in the field of feelings or emotions, and disorders in the field of sensory-perception (Rahayu, 2014).

Based on the book DSM - V (*Diagnostic and Statistical Manual of Mental Disorder*) by (American Psychiatric Association & Association, 2013), it is stated that children who show symptoms contained in DSM - V must immediately undergo *an assessment* to create guidelines for providing therapy services, service models education, and also learning strategies. We know successful individuals who turned out to have autism, namely: Wolfgang Amadeus Mozart, Lewis Carroll, Bill Gates, Albert Einstein, Nikola Tesla. Symptoms of autism will be known when the child reaches the age of 12-24 months and autism cannot be cured.

These conditions require teachers to be sensitive to the conditions of students. Due to ignorance, quite a few teachers punish children for reading, spelling, writing and calculating. Not only teachers, parents and other close people sometimes give the same sentence to children. This condition will certainly disturb the child's psychology. Handling children with autism needs to be supported by good communication. Communication is one of the important points in the process of handling children with autism at school

Interpersonal communication or interpersonal communication between teachers and students with special needs, is generally used by teachers to get closer to students who find it difficult to communicate normally. Therefore, special educational methods are needed to develop students' mental and self-confidence so they can blend in with their environment.

Education is one of the main factors that determines the quality of a nation. According to the regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning students, students with special needs have the right to receive a decent education (Ediyanto, Mulyadi, Supriatna, & Kawai, 2018). Education is a fundamental right for every Indonesian citizen without exception for children with special needs, but in practice to date education for children with special needs is still not evenly distributed.

Inclusive education has been implemented in Indonesia for a long time, inclusion is educating children with special educational needs full time in regular classes Valle & Connor (Gibbs & Miller, 2014). Inclusive schools are places where children with special needs can learn together with other ordinary children and are accompanied by accompanying teachers during teaching and learning activities (Jauhari, 2017).

By attending an inclusive school, children gain the advantage that children with special needs and ordinary children can interact with each other normally in accordance with the demands of daily life in society, and their educational needs can be met according to the potential of each child. In the teaching and learning process teachers can use *operant conditioning treatment* with students. *Operant conditioning* is used to reduce excessive behavior, reduce repetitive behavior and *tantrums* (Nolen-Hoeksema & Girgus, 2014).

In Indonesia there are 2,250 schools for children with special needs at various levels of education (Asrori, Mahardhani, Wahyudi, & Nurhidayah, 2023). There are several inclusion schools in the North Jakarta area, namely the Penjaringan, Pademangan, Tanjung Priok, Koja, and Kelapa Gading areas (Riama, Sari, Rahmayanti, Sulistya, & Nurrahmat, 2021). Teachers (communicators) and students (communicants) both carry out psychological interactions which are expected to have an impact on changes in knowledge, attitudes and skills on the part of the communicants (Risopani & Oktaviani, 2020)

Generally, children with special needs have limitations in communicating and interacting with the social community due to language skills and low intelligence levels. (Khamidovna, 2020). Communication is the main activity in the learning process, one of the communications in the learning process is instructional communication. Instructional communication is a communication activity with a group target that contains teaching about certain knowledge or skills (Risopani & Oktaviani, 2020). The methods commonly used in instructional communication in the teaching and learning process are lecture, discussion and question and answer methods Siregar & Primasari (Usman & Nafliyon, 2021).

In this research, the researcher conducted research in Cempaka Putih because the researcher was interested in conducting this research, and in the Cempaka Putih area, Central Jakarta, there are inclusive schools that provide learning accommodations and modification of learning media to suit the needs of children with special needs (Sucaromana, 2012).

METHODS

The type of data from this research was taken through a quantitative research approach emphasized that the results of his research were presented in the form of descriptions using statistical figures and the quantitative approach focused more on data in the form of numerical numbers which were processed using statistics. So the data or research results are considered to be a representation of the entire population. Researchers use quantitative descriptive using survey methods

The approach that researchers use in this research is a communication approach and a psychological approach to discuss the research object. The communication approach is an approach that assumes a basis in one of the *uses & gratification theories*. This approach is to make it easier for

researchers to see what learning media are used by teachers and autistic children in implementing instructional communication and interpersonal communication. Psychological approach, the psychological approach emphasizes educational problems, especially those that influence the level of emotional intelligence of students with special needs in the world of inclusive education. In this research, researchers use a *positivistic paradigm*, the *positivistic paradigm* defines communication as a cause-and-effect process, which reflects the sender of the message (communicator/ *encoder*) to change the knowledge (attitude/behavior) of the passive recipient of the message (communicant/ *decoder*) (Rahma, 2015).

Positivism is a philosophical school which states that true knowledge only comes from natural science and is not related to metaphysics. Positivistic comes from the word positive, in philosophical language it means an event that actually occurs, and can be experienced as a reality, which means that positivistic is in contrast to something that is only a construction based on the creation of the ability to think from the human mind. This paradigm has an approach that is able to explain social relations with rational thinking, and this paradigm measures objectively through experiments in the form of surveys which are usually carried out with a quantitative approach

Research variables are everything determined by the researcher to be researched or studied in order to obtain information about it. In this research there are two types of variables, namely independent variables and dependent variables. The dependent variable of this research is interpersonal communication, learning media, instructional communication, then the independent variable of this research is the level of emotional intelligence (Brackett & Katulak, 2013). This research uses a Likert scale type measurement scale where respondents choose one answer (strongly agree, agree, disagree, or strongly disagree) that describes themselves in accordance with the statement stated.

The researcher will measure the validity test using *Pearson correlation and measure the reliability test using the Cronbach Alpha* test to test the feasibility of the consistency of all scales used in this research. The researcher will use measurements with the help of the SPSS statistics 22 program, so as to obtain accurate question items or statements and trustworthy. Researchers will use hypothesis testing (t-test), this test is used to test the significance of the influence between variable X1 and variable Y1, the influence between variable X2 and variable Y1, the influence between variable X3 and variable Y1 and the influence between variables X1, and variable Y1. Instrument validity concerns the extent to which a measurement can measure what it wants to measure, and reliability concerns the extent to which a measurement can be trusted (Mohajan, 2017).

There are several data collection techniques, including: first, questionnaire, this method uses a list of statements or questions to be answered by a number of respondents, this method can be done with the researcher present to distribute it or absent and collected at a later date; second, interviews, this method is carried out by asking several questions that have been prepared by the researcher according to the topic to be researched and asking them or exploring them when conducting interviews with sources; third, observation, this method uses the ability to observe sources collected in notes or recording devices Sugiyono (Cindy, Sugiyono, & Usman, 2022)

Primary data is a data source that directly provides data to data collectors. (Cahyadi, 2022) According to Sugiyono, a questionnaire is a data collection technique which is carried out by giving several questions or written statements to respondents to obtain data. The measurement scale used in this research is the *Likert* scale, including: Strongly Agree (SS) given a score of 4, Agree (S) given a score of 3, Disagree (TS) given a score of 2, Strongly Disagree (STS) given a score of 1. Secondary data is documentation data or primary data that has been further processed. (Cahyadi, 2022) In this research,

secondary data was obtained by researchers by studying and reading everything from journals, articles to theses which had keywords that were appropriate to the research topic.

The sampling technique used was *non-probability sampling*, with several considerations regarding the efficiency and ease of researchers in obtaining data. Therefore, researchers will distribute it to inclusive schools located in Cempaka Putih, Central Jakarta because the Cempaka Putih area has inclusive schools that provide learning accommodations and modification of learning media to suit the needs of children with special needs.

Researchers will research at an inclusive school called Saraswati Learning Center (SLC) which is located in Cempaka Putih, Central Jakarta. The SLC inclusive school was founded in July 2016. The SLC school was founded with the motto "when you come to the end of the rope, tie a knot and hang on" which means "when you come to the end of the rope, tie a knot and hang on".

RESULTS

Table 1

Simple Correlation Test

		Instructional Communication	Interpersonal Communication	Instructio nal Media	Emotional Intelligence
Instructional Communication	Pearson Correlation	1	,899 **	,626 **	,598 **
	Sig. (2-tailed)		,000	,000	,000
	N	30	30	30	30
Interpersonal Communication	Pearson Correlation	,899 **	1	,705 **	,686 **
	Sig. (2-tailed)	,000		,000	,000
	N	30	30	30	30
Instructional Media	Pearson Correlation	,626 **	,705 **	1	,534 **
	Sig. (2-tailed)	,000	,000		,002
	N	30	30	30	30
Emotional Intelligence	Pearson Correlation	,598 **	,686 **	,534 **	1
	Sig. (2-tailed)	,000	,000	,002	
	N	30	30	30	30

Table 2
Multiple Correlation Test

Model Summary ^a									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.691 ^a	.477	.417	17.23596	.477	7.912	3	26	.001

a. Predictors: (Constant), Media Pembelajaran, Komunikasi Instruksional, Komunikasi Interpersonal

b. Dependent Variable: Kecerdasan Emosi

Multiple correlation is a statistical method used to evaluate the relationship between more than two variables, and to gain a more comprehensive understanding of variable relationships.

In the context of correlation, correlation values range from -1 to 1:

1. If the correlation value is close to -1, then the relationship between the two variables is very strong and in the opposite direction (negative).
2. If the correlation value is close to 1, then the relationship between the two variables is very strong and in the same direction (positive).
3. If the correlation value is close to 0, then the relationship between the two variables is very low or there is no significant relationship.

Based on the table above, the coefficient (R) value obtained is .691. The correlation coefficient has a positive relationship with the level of relationship which is included in the strong correlation, because it is in the interval 0.60-0.799. It can be concluded that there is a strong positive relationship between instructional communication (X1), interpersonal communication (X2), learning media (X3), and the emotional intelligence (Y) of students who attend inclusive schools will also experience an increase.

Table 3
Multiple Regression Test

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.550	79.238		.449	.657
	Komunikasi Instruksional	-.734	2.632	-.090	-.279	.782
	Komunikasi Interpersonal	1.604	.818	.698	1.962	.061
	Media Pembelajaran	.848	1.722	.099	.492	.627

a. Dependent Variable: Kecerdasan Emosi

Table 4
T test

95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
-127.326	198.426					
-6.144	4.675	.598	-.055	-.040	.193	5.194
-.076	3.285	.686	.359	.278	.159	6.285
-2.692	4.387	.534	.096	.070	.502	1.991

$$\hat{Y} = 35,550 + 0.734 X_1 + 1.604X_2 + 0.848X_3$$

The results of the multiple regression test between the variables instructional communication (X1), interpersonal communication (X2), learning media (X3), and emotional intelligence (Y), can be described as follows:

1. It can be seen that if the emotional intelligence variable is considered constant, then the value of the instructional communication, interpersonal communication, learning media variables is 35,550 units.
2. If the emotional intelligence value ties together the units and the interpersonal communication value will increase by 1.604 units.
3. If the emotional intelligence value ties together the units and the value of instructional communication, interpersonal communication, learning media will increase by 0.848 units.

Table 5
T test

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	35,550	79,238		,449	,657
	Instructional Communication	-.734	2,632	-.090	,279	,782
	Interpersonal Communication	1,604	,818	,698	1,962	,061
	Instructional Media	,848	1,722	,099	,492	,627

a. Dependent Variable: Emotional Intelligence

Based on the results of the data processing above, it can be seen that the significance value of the first variable, namely the instructional communication variable (X1), is 0.782, which means the hypothesis is accepted and there is an influence of instructional communication (X1) on emotional intelligence (Y); The results for the second variable, namely the interpersonal communication variable (X2), is 0.061, which means the hypothesis is accepted and there is an influence of interpersonal communication (X2) on emotional intelligence (Y); the results for the third variable, namely the learning media variable (X3) is 0.627, which means the hypothesis is accepted and there is an influence of learning media (X3) on emotional intelligence (Y),

Table 6

T test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7051.829	3	2350.610	7,912	.001 ^b
	Residual	7724.038	26	297,078		
	Total	14775.867	29			

a. Dependent Variable: Emotional Intelligence

b. Predictors: (Constant), Learning Media, Instructional Communication, Interpersonal Communication

So, the degree of freedom (df) value is 26 in the t test for this regression research. With this df value, researchers can use the t distribution table to determine the critical value required in the t test. This critical value will be used to decide whether the t test results are significant or not based on the previously determined significance level.

Based on the results of the data processing above, it is known that the T value that can be seen in the *unstandardized column*, column B, is -0.734 with a standard error of 2.632. If the two values are divided then $-0.734 : 2.632 = -0.2788$ and the number is close to the calculated T value of - 2,056.

CONCLUSION

Through the comprehensive analysis of the collected questionnaire data, this study has addressed the research inquiries and hypotheses concerning "The Influence of Using Learning Media, Interpersonal Communication, and Instructional Communication on the Level of Student Absorption of Emotional Intelligence." The results reveal several key findings: firstly, there exists a robust positive relationship between interpersonal communication, instructional communication, learning media, and the emotional intelligence of students with special needs, particularly those with autism, enrolled in inclusive schools, as indicated by a strong multiple correlation coefficient (R) of 0.691, falling within the interval of 0.60 – 0.79 (Pearson Correlation). Secondly, instructional communication significantly

impacts students' emotional intelligence with a coefficient of 0.782, confirming its substantial contribution to explaining variations in emotional intelligence. Thirdly, despite a slightly lower coefficient of 0.061, interpersonal communication still wields a significant influence on emotional intelligence, reinforcing its role in this context. Finally, the use of learning media also significantly enhances students' emotional intelligence, as evidenced by a coefficient of 0.627. In summary, this research underscores the significance of instructional communication, interpersonal communication, and learning media in positively shaping the emotional intelligence of students with special needs in inclusive educational settings, offering valuable insights for the advancement of inclusive education and the emotional development of these students.

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First publication right:

Asian Journal of Engineering, Social and Health (AJESH)

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