The Netra Mandiri Foundation's Interpersonal Communication for Blind Tutors

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Abstrak

Penelitian ini membahas tentang komunikasi interpersonal pada tutor tunanetra di Yayasan Netra Mandiri Palembang. Penelitian ini memiliki tujuan untuk mengetahui Faktor apa saja yang mempengaruhi komunikasi interpersonal, mengetahui bagaimana proses komunikasi interpersonal, dan bagaimana dampak peserta pelatihan setelah mengikuti kelas pelatihan di Yayasan Netra Mandiri Palembang. Penelitian ini menggunakan jenis penelitian kualitatif deskriptif. Metode pengumpulan data menggunakan metode wawancara observasi serta dokumentasi. Berdsarkan hasil penelitian disimpulkan bahwa Faktor yang mempengaruhi komunikasi interpersonal ketiga subjek AG, JK, dan AP itu dapat dilihat pada tema ke dua dan ke lima yaitu tentang sudut pandang subjek terhadap peserta dan hubungan subjek dengan pesert lainnya. Proses komunikasi interpersonal ketiga subjek AG, JK, dan AP bisa dilihat dari tema ke enam dan tujuh tentang cara subjek menyampaikan materi agar mudah di pahami dan materi yang disampaikan subjek di kelas. Dampak dari peserta pelatihan yang mengikuti kelas pelatihan ini bermacam – macam diantaranya dengan pelatihan subjek bisa mengerjakan tugas online yang diberikan di sekolahnya dengan mudah, bisa tampil di cafe untuk menjadi pemain musik dan dibuatkan band serta dibekali untuk membuka jasa pijat di rumah sehingga bisa membantu perekonomian peserta yang mengikuti kelas pelatihan tersebut. Dampak pelatihan berbeda-beda sesuai dengan bakat dari peserta.

Kata Kunci

Komunikasi Interpersonal, Tunanetra, Tutor

Abstract

This study discusses interpersonal communication for blind tutors at the Netra Mandiri Foundation in Palembang. This study aims to find out what factors affect interpersonal communication, find out how the process of interpersonal communication is, and how the impact of participants after attending classes at Yayasan Netra Mandiri Palembang. This research uses descriptive qualitative research. Methods of data collection using the method of observation interviews and documentation. Based on the results of his research that the factors that affect interpersonal communication of the three subjects AG, JK, and AP can be seen in the second and fifth themes, namely about the point of view of the subject and other subjects. The interpersonal communication process of the three subjects AG, JK, and AP can be seen from the sixth and seventh themes on how to convey material so that it is easy to understand and the material presented by the subject in class. The impact of the trainees participating in this training varied, including with subject training they could easily do the online assignments given at their school, could appear in cafes to become musicians and make bands and be equipped to open massage services at home so that they could help. economy of the participants who took the training class. Impacts vary according to the aptitude of the trainees.

Introduction

Life is a social activity in which there is a process of interaction between one individual and another. The interaction is usually in conversation or communication, actions, and others. The interaction humans often do communication, namely the process of delivering and exchanging messages. Communication has been done since humans were born and continue to go along with human life. Humans are social creatures who cannot escape the fabric of social relations, where humans will always make social contact with other people. Most of the time is used to communicate. Therefore, according to Dr. Everett Kleinjan from East-West Center Hawaii, communication is an eternal part of human life, like breathing, so as long as humans want to live, they need to communicate (Cangara, 2014).

Communication itself is a word or term from the English language *"Communication,"* which was developed in the United States for the definition of communication from two angles, namely from the point of view of language (etymology) and the point of view of terms (terminology). According to the language or etymology in the encyclopedia, it is generally defined as communication, while in Latin, it is *Communicare* which means participating or informing. Meanwhile, in the Big Indonesian Dictionary, communication means sending and receiving news between two or more people in the right way to understand what is meant (Ministry of National Education, 2008).

Interpersonal communication is just two or more persons speaking to one another directly or in person. Devito defines interpersonal communication as the exchange of messages with a small group or another individual that has an immediate impact and receives a response.

Meanwhile, Pace (Ngalimun, 2020) suggests interpersonal communication is communication that takes place between two or more people face to face, where the sender and recipient of the message receive and respond directly, while according to Rogers (Ngalimun, 2020) defines interpersonal communication as communication between word of mouth. Occurs in face-to-face interactions between individuals. Interpersonal communication according to the experts above, it can be concluded that interpersonal communication is the process of delivering messages between two or more people, both verbal and non-verbal messages, so that they get direct feedback. In interpersonal communication itself, there are several elements, among others, the source or commonly referred to as the sender of the message, the message is what is communicated by the source to the recipient, and the channel or media is the tool or vehicle used by the source to convey the message to the recipient, the recipient is often also referred to as the target or the purpose of the message, the last is the effect is what happens after the recipient receives the message. For interpersonal communication to run well, several things must be met; among others, according to Devito, interpersonal communication can run effectively if there is a sense of openness, empathy, support, and positivity.

In communication, there are obstacles. These obstacles also do not cause a stop but hold the message flow and cause difficulties for the recipient. According to Shannon and Weaver (Cangara, 2014) communication disorders occur if an intervention interferes with one of the communication elements, so the communication process cannot take place effectively. Meanwhile, communication barriers are intended to be obstacles that prevent the communication process from taking place as expected by the communicator and recipient. Although communication disorders and barriers can be distinguished, communication barriers can also occur due to interference. Communication disorders or barriers can be divided into seven types, namely: technical disorders, semantic disorders, psychological disorders, physical barriers, status barriers, frame of mind barriers, and cultural barriers. Physical or organic barriers are obstacles blind people must face in interpersonal communication. Because basically, physical obstacles are due to organic disturbances, namely the malfunctioning of one of the five senses in the sender and recipient of the message (Cangara, 2014).

People think that the blind are identical to the blind, but that is not the case because the blind can be classified into several categories (Atmaja, 2017). blind people can be grouped into two types. Namely, blindness is a condition where a person cannot see at all and cannot receive light stimuli from outside. The second is low vision, a condition where a person can see, but the range of vision is minimal.

According to Somantri (2012) blindness can be caused by various internal factors (Internal) and external factors (External). Internal factors, namely factors that are closely related to the condition of the baby during the womb. Mother is malnourished, has drug poisoning, and so on. Then the second is external factors, namely factors that occur at or after the baby is born. Examples: an accident, being exposed to syphilis which affects the eyes at birth, the influence of medical aids (pliers) during childbirth so that the nervous system is damaged, lack of nutrition or vitamins, exposure to toxins, trachoma virus, body heat that is too high, and eye inflammation due to disease, bacteria or viruses.

In providing teaching, a good teacher/tutor is needed to convey information related to science. The teacher is the primary medium for the implementation of a good education. The role of the teacher is significant to develop the potential of children so that a generation of intelligent and responsible nations is formed. Teachers are experienced in their profession, and with their knowledge, they can make their students wise (Kompri, 2015).

In making students bright, a teacher must have skills in communication so that the message conveyed can be digested properly so that students are active in the classroom. In line with the research conducted by Sareong & Supartini (2020) on the Relationship between Teacher and Student Interpersonal Communication in Student Learning Activities at Pelita Kasih Christian High School Makassar, the results of his research show that there is a significant influence on student learning activity.

The student learning activity can also affect student learning outcomes in line with research on the relationship between learning activities in schools and mathematics learning outcomes for class VIII students where there is a relationship between learning activities and learning

outcomes, the higher learning activities, the higher student learning outcomes (Fadjrin, 2017). Thus, communication is an important thing a teacher must have to teach.

However, this is in contrast to the one at the Netra Mandiri Palembang Foundation, where the foundation has teachers who are blind and have good interpersonal communication with their students. In contrast, the visually impaired should experience physical barriers according to (Cangara, 2014) namely obstacles in the field of education. Visually, the message received is hampered, but on the other hand, the blind tutor at the foundation has good interpersonal communication despite his shortcomings.

As the results of interviews conducted by researchers on July 5, 2021, on the first subject with the initials "AG" are as follows:
"When in class, the way I communicate with my friends at the foundation is more inviting to them by chatting so that the atmosphere in the class is relaxed and not tense so that learning and the material presented can be digested properly because blind friends are getting serious the more difficult it is to digest the learning. , then when teaching the visually impaired, the effort must be extra patient because the learning for the blind must be repeated, the words must be clear, and must be tried immediately by touching the learning".

Based on the interviews above, it shows that the communication carried out in training and learning at the Netra Mandiri Foundation in Palembang is not like teachers and students but more like fellow friends so that the lessons conveyed are digested well and create emotional closeness and here the tutor has to work extra and be more patient. Because teaching the blind is not like ordinary people in general because blind learning is the words must be clear when teaching and the sentences must be repeated and directed because the blind learning system is a system of learning to touch.

This is reinforced by interviews with blind trainees in the field of massage with the initials ARP where the trainees are as follows:
" My name is ARP; I am a training participant at the Netra Mandiri Foundation in Palembang in massage. Submission of material by the tutor is good; his knowledge is also new. In my opinion, the factor that the material can be conveyed well is because the tutor himself is blind, so he understands the problems faced by the blind and can explain in detail the material presented because of the difference in delivery to ordinary people and blind people whose learning must be touched."

The interview above shows that the trainees can receive the material delivered well; this is one of the factors because of the similarity of the conditions of the participants and the tutor. The trainees are both blind, so the tutor understands the problems faced by the visually impaired when studying in. The blind must be as detailed as possible when studying because the blind have a deficiency in their sense of sight.

From what was conveyed by the second training participant, it was also the same that the communication from the blind tutor at the independent blind foundation was good because the tutor taught in detail. After all, the teaching used a fingering system for the blind; the lessons

were repeated until they could. Based on initial interviews conducted by researchers at the Netra Mandiri Palembang foundation, the researchers found that the tutors at the foundation had good communication even though the tutors at the foundation were blind and had visual impairments. Therefore, the writer is interested in further researching this phenomenon.

Metode

Procedure and Design

This research uses descriptive qualitative research. Researchers in this study tried to see the subjective picture of the psychology under study; the author's consideration for conducting research was to explore values and provide an understanding of the topics raised. David Williams (Moleong., 2015) states that qualitative research is collecting data in a natural setting, using natural methods. Moleong (2015) states that qualitative research aims to understand a phenomenon about what is experienced by research subjects.

The method used in this research is the descriptive method. According to Anggito and Setiawan (2018), in this step, researchers must describe an object, phenomenon, or social setting that will be written in narrative writing, meaning that in writing, the data and facts collected are in the form of words or pictures rather than numbers. Writing a qualitative research report contains excerpts of data (facts) revealed in the field to provide support for what is presented. Meanwhile, according to Whitney (Nazir, 2013) the descriptive method is fact-finding with the proper interpretation.

Participants

Azwar (2016) stated that the data sources in this study were divided into two, namely:

Primary data

Primary data is data obtained directly from research subjects using measurement tools or data collection tools directly on the subject as a source of information sought, while the criteria for the subject in this study are:
1. A tutor at the Netra Mandiri Foundation in Palembang.
2. Man
3. Experiencing blindness
4. One-year working period as a blind tutor
5. Willing to be a Research Subject

Secondary Data

Secondary data is obtained from other parties, not directly obtained by researchers from the research subject. This study obtained data from informants such as friends and the subject's family.

Measuring instrument

The data collection methods used in this qualitative research are as follows:

Interview

According to Moleong (2015) interview is a conversation with a specific purpose. Conversations were carried out by two parties: the interviewer (*interviewer*) who asked the question and the interviewee (*interviewee*) who asked the question.

The interview used in this study is a semi-structured interview, where the researcher needs to listen carefully and record what the informants say. The purpose of this interview is to find problems openly, where the subjects who will be invited to interview are asked for their opinions and ideas.

Observation

The type of observation used in this study is passive participation observation. The observation method used in this study is an *anecdotal record, anecdotal record*, where the researcher observes only carrying a blank paper to record the behavior that appears and can be in the form of behavior that can be seen directly by the eye and can be calculated and measured (Poerwandari., 2013).

Documentation

The documentation used in this study was in the form of interview recordings, photographs when the subject was doing activities, marriage books, and subject identity data.

Data analysis method

In this study, Miles and Huberman's analysis technique (in Herdiansyah, 2014) includes data collection and reduction, display data, and conclusion drawing or verification.
a. Data collection
b. Data Reduction
c. Data Display
d. Conclusion Drawing / Verification

Validity of Research Data

Furthermore, an examination technique is needed to determine the data's validity. In this study, data examination techniques were also used, including:

Triangulation

Triangulation is a technique for checking data validity that takes advantage of something else.

1. Comparing observational data with interview data
2. Comparing what people say in public with what is said in private
3. Compares what people say about the research situation with what they say over time;
4. Comparing a person's situation and perspective with various opinions and views of people such as ordinary people, people with middle or high education, and government people;
5. Comparing the results of interviews with the contents of a related document.

Discussion

The purpose of this study is in this discussion the researcher will discuss the themes that the researchers found in the field, namely as follows: To find out what factors are the Interpersonal Communication of blind tutors at the Netra Mandiri Foundation Palembang. To find out how the process of interpersonal communication among blind tutors at the independent blind foundation Palembang. To find out the impact of training participants after attending the Palembang Netra Mandiri Foundation training. The first theme discusses the subject's background, namely the three subjects with the initials AG, JK, and AP. The three subjects were tutors for training classes at the Netra Mandiri Foundation in Palembang, where they taught different training courses. The subject of AG is a tutor in computer training classes specifically for the blind. The subject's full name is AG. He was born in Palembang on March 15, 1995. Subject status at the Netra Mandiri Foundation in Palembang is a Tutor in the field of computers specifically for the Blind. A subject is an unmarried person. The subject resides in Palembang, the passageway number 2, Suka Jaya sub-district, Sukarame sub-district. While for the subject of JK, he is a tutor in the field of guitar music specifically for the blind. The subject is named JK, the subject lives in Palembang in RT 30, the subject's age is 26 years, and the subject is married. The daily activities of the subjects in the mobile thumb are massaged therapists and also as guitar music tutors for the visually impaired there. The subject has been a tutor at this independent blind foundation for ten months.

As for the last subject, AP, the subject's name is AP; the subject lives in the area of Captain Abdullah's Simpang Bakaran Street Plaju. The subject was born in Palembang. The subject is not married. At the Netra Mandri Foundation Palembang, the subject is a tutor in the field of massage or massage for the blind and likes to help at the foundation when there are activities. The subject works as a massage therapist for daily activities and makes a massage book.

In the second theme, the researcher discusses the subject's point of view toward the participants. On the subject of AG, AG views that the participant's first glance at someone is very influential because it can be a reference to teach the participants seriously or in a relaxed way. Furthermore, subject of JK, according to him, the first impression of someone can affect the subject when giving material in class because, according to the subject, when the trainee is active and likes to ask questions, the subject is easier to convey the material and enthusiasm because the subject becomes more relaxed in explaining.

Then the subject of AP, the first impression of someone is very influential in teaching because when participants are enthusiastic, the subject also teaches more enthusiastically, but on the contrary, when participants show a half-hearted attitude in learning in class, the subject feels sad. This is in line with what was stated by (Rakhmat, 2007) about interpersonal perception. The influence of interpersonal perception on interpersonal communication is apparent that our behavior in interpersonal communication depends on interpersonal perception. For example, if other people tell you that your new lecturer is a fierce person and does not like criticism, then you will be careful in asking questions.

In the third theme, the researcher discusses the subject of self-assessment on the subject of AG assessing himself that according to him, there are still many shortcomings that must be corrected and he must learn more to add insight, and the subject always positions himself as an empty glass when meeting other people because according to the subject, the person may gain knowledge the new one.

Then the subject of JK judged that he did not ask for respect but was respected as a tutor or teacher. The subject feels he still has a lot to learn because there is still a lot to learn. According to the subject, his potential is in the field of music, especially the guitar. The subject also has potential in sports, mainly the blind sport of goalball, and the subject has participated in POPARNAS, which is the same level as PON, but it is precisely for friends with disabilities in 2016 and won a silver medal in Java, representing South Sumatra. Furthermore, the subject of AP assessed himself that AP felt that it was customary to be a blind massage tutor because the subject liked to share with other friends. The subject's potential is public speaking because the subject likes to speak in front of many people, and the subject masters the field of massage. The subject hopes that what the subject has been living with the participants in this massage class can be more advanced and continue to develop; there are more massage generations, and people's views about massage can be better.

This is in line with what was stated by (Rakhmat, 2007) About Self-Concept, Self-concept is the view and feeling of ourselves about ourselves. This perception can be psychological, social, or physical. For example, if a student considers himself diligent, he will attend lectures regularly, take good notes, and study course material seriously to get good academic grades.

In the fourth theme, the researcher discusses the interest in teaching subjects in class. When the subject teaches in the computer-blind training class, the subject feels enthusiastic because the subject can share knowledge, and according to him, the subject can get new insights and knowledge from the trainees through the trainees' questions and make the subject happy. Moreover, from the participants themselves, the subject felt enthusiasm too because many participants came from different places and took this blind computer training class. On the subject of JK, the enthusiasm for teaching in class depends on the participants. When the participants are enthusiastic, the subject will be more enthusiastic even though the subject is in an unhealthy condition, but because the participants are enthusiastic, the subject can return to teaching enthusiasm.

Furthermore, before the class starts, the subject is studying the material that will be delivered in class. Then on the subject of AP, the enthusiasm for teaching in the classroom can be seen in the subject who makes thorough preparations in providing material in the classroom. Moreover, the subject felt that the participants were enthusiastic when in class because participants often asked many questions.

This is in line with what was written by (Rakhmat, 2007) about interpersonal attraction. The more we are attracted to someone, the greater our tendency to communicate with that person. For example, when we love someone, we also tend to positively see everything related to him. On the other hand, if we hate it, we tend to see its characteristics negatively.

In the fifth theme, the researcher discusses the relationship between the subject and the trainees on the subject of AG, the relationship with the trainees. The subject is quite familiar to the trainees because most of the participants were younger siblings when the subject was in school. Moreover, the subject builds a relationship with the tub outside the classroom by inviting them to blend in to be comfortable with the subject.

His relationship with the trainees he taught was also quite close on the subject of JK because, after the training class, the subjects often mingled with the participants when they wanted to go home. The subject considers the trainees' friends when, later on, the subject of AP's relationship with the trainees is quite good. Subjects build relationships with participants outside the classroom in a humorous way and see the character of participants who can be played with and taken seriously.

This is in line with what was stated by (Rakhmat, 2007) regarding interpersonal relationships. Every time we communicate, we are not just conveying the content of the message; we also determine the level of interpersonal relationships, not only *"Content"* but also *"Relationship."* Interpersonal communication patterns have different effects on interpersonal relationships. It is not true that people assume that the more often they do interpersonal communication with others, the better their relationship will be.

In the sixth theme, the researcher discusses how the subject conveys the material so that it is easy to understand. Namely, the three subjects are different, where the subject of AG conveys how to make it easier for participants to understand is to liken it to something that is in everyday life. Furthermore, if the trainee does not understand what the subject is saying, then what the subject does is ask him to repeat the part that is still not understood. Then if he still does not understand, the participant who does not understand must ask his friend who knows to be taught.

Meanwhile, JK's subject for a guitar training class, JK's subject did so by first seeing whether or not the participants could be taught in a profound way or in a relaxed way because the trainees' friends were of various ages. Moreover, when the participants did not understand what the subject conveyed in class, the subject asked them again when outside the class which part they had not understood, and the subject always reminded the participants to repeat the lessons learned at home.

As for the subject of AP, it is the same as the subject of JK, he first asked the participants about the seriousness of attending the class, and there, the subject saw the ability of the participants whether they could be given heavy and light materials whether it would be accepted or not. Moreover, after completion, the subject evaluates it.

In the seventh theme, which is discussing the material presented by the subject to the trainees for each subject, the material presented is different in the classroom because the tutors who are researching are different in the classes they teach. For AG subjects where AG is a blind computer class tutor, the material he conveys is hardware and software for computer introductions at the beginning, then continued with computer CPU material, then the subject teaches computer software and hardware.

For the second subject, namely the subject of JK, where he is a tutor for guitar music classes specifically for the blind, of course, the material presented by JK is about guitar starting from the components, namely headshop, grip, freed to start then the finished scale material goes into chords or There are twelve major and 12 minor guitar chords. After learning the guitar chords, the subject teaches how to move the chords from one chord to another and then learns the strumming or shaking and harmonizes it with the song. Moreover, the next subject is the subject of AP, he is a massage tutor or massage specifically for the blind, and the material he conveys is different from the other two subjects where the material is about the theory of massage, the purpose of massage is various types of massage or massage, there is sports massage, massage segment, then cosmetic massage/massage. Then after that, the subject practiced various kinds of massage. In addition to the above, the subject also conveys ethics in massage and mobility orientation.

In the eighth theme, the researchers discussed the results received by the participants after the training class. After attending training classes on the subject of AG, the impact received is that participants can run online learning that the government is running because the average computer training participant is a student. Moreover, according to AG, after participating in the training for blind computers, it is clear that they can apply computers, and it is possible that blind friend can create their website. Then on the subject of JK, the impact received after attending the training class is the impact received by this guitar training participant. According to the subject is that participants can play guitar instruments that they previously could not become able. After the training class is finished, the participants will be made a band where the contents are participants of music training so that the participants can continue to apply their knowledge.

Then the subject of AP, the impact received after attending the training class is that AP provides participants with the provisions to open their own massage business. Moreover, if the trainees open their own massage business at home, it can improve their economy. Then the view of the blind community is getting better because they have the skills to massage. This is in line with what was stated by (Ngalimun, 2020) about the elements of communication, one of which is the effect, namely what happens to the recipient after he receives the message, for example, the addition of knowledge, beliefs, changes in behavior and some of them.

Conclusion

Based on the research findings and discussion of interpersonal communication among blind tutors at the Netra Mandiri Foundation in Palembang, it is good to find that the factors that influence interpersonal communication among blind tutors, among others, can be seen from the second and fifth themes regarding the subject's point of view towards the participants and the subject's relationship with the participant. According to the three subjects, the first view of others is very influential when teaching in the classroom because, according to them, in the beginning, they can determine how teaching actions must be taken to adjust teaching for class participants to be more comfortable when in class. The relationship between the three subjects and the participants is equally good because, according to them, when the relationship between the tutor and the participants in the class is good, there will be comfort in the class for both the participants and the tutor.

The interpersonal communication process of the three subjects, AG, JK, and AP, can be seen from the sixth and seventh themes on how the subject conveys material so that it is easy to understand and the material the subject conveys in class. In delivering the material to make it easier to understand, the three subjects, AG, JK, and AP repeated the material so that the blind students who were taught could understand what was being conveyed because, unlike ordinary people who are generally blind, they must be more detailed in learning something and for the material. The three subjects presented were different because the three subjects were taught in different fields, the subject of AG was taught in the computer field, the subject of JK was in the field of guitar music, and the subject of AP was in the field of massage or massage.

The impact of the trainees taking part in this training class varies because the training is different, starting from the subject of AG, which teaches computers, the participants who take part in the training class can easily do the online assignments given at their school. The subject of JK, who teaches guitar music, the trainees can perform at the cafe to perform music there, and from the independent Netra foundation, a band was made to hone the knowledge gained so that it would not be lost. For AP subjects who teach massage/massage for the blind, the participants were equipped to open massage services at home to help the economy of the participants who took part in the training class.

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