

Teacher Persuasive Communication in Improving Discipline of Autistic Children at SLBIT Sahabat Al-Qur'an Binjai

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Abstract: This study aims to describe the role of teacher persuasive communication in improving the discipline of autistic children at SLBIT Sahabat Al-Qur'an Binjai. This study uses a qualitative descriptive method, with data collection techniques in the form of observation, interviews, and documentation. This study examines how teachers use persuasive communication with the AIDDA (Attention, Interest, Desire, Decision, Action) approach. The main informants in this study were 2 teachers and 2 autistic children who were the research samples. The results of the study showed that the teacher's approach that was adjusted to the characteristics of each child played an important role in building discipline. Despite facing various challenges, effective and consistent communication succeeded in motivating autistic children to follow the rules and procedures that had been set.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan peran komunikasi persuasif guru dalam meningkatkan kedisiplinan anak autis di SLBIT Sahabat Al-Qur'an Binjai. Penelitian ini menggunakan metode deskriptif kualitatif, dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Penelitian ini meneliti bagaimana guru menggunakan komunikasi persuasif dengan pendekatan AIDDA (Attention, Interest, Desire, Decision, Action). Informan utama dalam penelitian ini adalah 2 orang guru dan 2 anak autis yang menjadi sampel penelitian. Hasil penelitian menunjukkan bahwa pendekatan guru yang disesuaikan dengan karakteristik masing-masing anak berperan penting dalam membangun kedisiplinan. Meskipun menghadapi berbagai tantangan, komunikasi yang efektif dan konsisten berhasil memotivasi anak-anak autis untuk mengikuti aturan dan prosedur yang ditetapkan.

INTRODUCTION

Communication is the process of conveying messages from the sender to the recipient through a medium that produces an impact. In this context, communication is categorized into two forms: verbal and nonverbal communication. (Indasari, 2020). Persuasive communication was chosen as the focus because of its important influence in everyday interactions. The definition of persuasive communication chosen comes from McGuire, who emphasizes that systematic message delivery determines the effectiveness of communication. (Yuliarti et al., 2021). The five components that form the basis for implementing persuasive communication are known as AIDDA: Attention, Interest, Desire, Decision, and Action. (Alkalah, 2020).

Persuasive techniques are considered successful if they can consistently influence the person being spoken to. Persuasive actions include various elements that depend on attitudes,

including beliefs and motivations (Werner, 2005). As a fundamental function in human interaction, communication is very important in the most intimate communities, such as families. (Simon & Alouini, 2004). In this case, persuasive communication is a method designed to influence the attitudes, views, and behavior of individuals through verbal and non-verbal means. The main purpose of persuasive communication is to change attitudes (Maya & Indasari, 2023). This process involves psychological aspects that can influence others to behave voluntarily. (Indasari, 2020). Persuasive communication activities in education focus on the psychological dimensions of students to increase learning motivation and aspirations of the Indonesian people. (Isra et al., 2019). Law Number 20 of 2003 concerning the national education system emphasizes that all citizens have the same right to education, including individuals who have, extraordinary intelligence and talent. (Makie, 2020). They have the right to receive special education to facilitate the development of their potential optimally. In this context, autism is a collection of developmental disorders in children characterized by disorders in social interaction, communication, language, behavior, emotional regulation, sensory perception, and motor skills. Yuwono describes autism as a complex and severe neurobiological developmental disorder, with symptoms appearing before the age of three (Kegiatan et al., 2020).

According to Islamic law, autism treatment is a treatment based on the teachings of the Prophet, which states that the condition can be corrected as long as the treatment is appropriate. Parents are expected to be patient and not feel inferior about their child's problems, because autism is a test given by Allah SWT. (Basirun, 2021).

In addition to treatment, autistic children and their parents are expected to always rely on Allah SWT so that they are always close to Allah. As Allah SWT says: *الَّذِينَ آمَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللَّهِ أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ* Meaning: "(namely) those who believe and their hearts become peaceful by remembering Allah. Remember, only by "Remembering Allah, hearts are at peace" (QS. Al-Ra'd, (13): 28).

Educators at the Integrated Islamic Special School (SLBIT) have an important role in instilling discipline in autistic children. Discipline helps children reduce unwanted behavior and fosters their independence in meeting their own needs. Despite the long duration, educators at SLBIT remain optimistic in overcoming the challenges faced by autistic children. Persuasive communication is a strategy often used by educators to foster discipline in children, because this communication fosters positive relationships and encourages compliance with established rules and procedures. (Yuliarti et al., 2021).

Based on observations that have been made, the teaching and learning process does not always run smoothly. There are several problems that can hinder the achievement of persuasive communication, which can lead to misunderstandings and errors between teachers and students. One of the problems found in the field is the challenge in understanding autistic students regarding their interactions and discipline. Autistic students often have difficulty expressing what they feel and obstacles in communicating, which can trigger misunderstandings in interactions. If this is allowed to continue, it will create obstacles in the learning process and the application of discipline by students. This observation was conducted by researchers on March 22, 2024. Therefore, it is important for teachers to pay attention to the individual needs of students, use appropriate communication approaches, and provide adequate support to ensure effective communication in the learning environment. This is in line with previous studies relevant to this topic. Researchers refer to several previous studies as reference materials and to compare the results, so that the research to be carried out has a clearer direction. Some previous studies include: First, (Isra Yauminnisa, Dr. Alamsyah Taher, 2022) Persuasive Communication Techniques Used by Educators to Build Discipline in Autistic Children at SLB YPAC Banda Aceh. This study shows that children with autism face developmental challenges in speaking, social interaction, behavior, and emotions. Educators view the formation of discipline as important to reduce

unwanted behavior and encourage children's development towards independence in meeting their own needs.

This study aims to examine the use of persuasive communication by educators, specifically examining the tactics used to foster discipline in children with autism spectrum disorders. This study uses a qualitative descriptive methodology. The main difference in this study is its emphasis on specific strategies used in the educational process for autistic children. This study investigates teaching approaches broadly and specifically analyzes their adaptation and application to meet the different needs of autistic children.

Second, (Sunan Kalijaga Yogyakarta & Zarkasih Putro UIN Sunan Kalijaga Yogyakarta, 2023) "Communication Patterns of Teachers with Autistic Children at SLB Fauzan": Autistic children with special needs have difficulty in social interaction and have poor communication skills, often characterized by repetition of the same words. This syndrome persists since birth or childhood, causing children to be unable to build social bonds or speak normally. The methodology used is qualitative descriptive research. The data collection method uses observation of communication patterns between teachers and autistic children, and documents through unstructured in-depth interviews. The difference between previous research and my research lies in the place of research and research subjects.

Third, (Ayu Fillia & Pungki Indarto, 2023) "Teachers' Challenges in Supervising the Education Process of Autistic Children: Case Study of MIM PK Kartasura." In Indonesia, inclusive education was initiated to support the educational needs of children with disabilities; However, special assistant teachers and classroom teachers encounter various obstacles in managing the learning of these children. The challenges faced by special assistant teachers and classroom educators in facilitating the learning of autistic children at Mim PK Kartasura. This study focuses on special assistant teachers who support autistic children and classroom teachers who identify students with autism spectrum disorders. The methodology used is qualitative. Data analysis techniques used include data collection, data reduction, and data presentation models. This study examines the challenges faced by special assistant teachers and classroom teachers in facilitating education for autistic children. Educators face many obstacles in modifying teaching strategies and facilitating effective learning for students with exceptional needs. Fourth, (Achmad & Jeremy, 2019) "Communication Patterns between Educators and Therapists of Autistic Children in Special Education Environments" This study aims to: 1) determine the implementation of interpersonal communication between therapists and teachers with autistic children at the Spectrum Special School; 2) identify the challenges faced by therapists and teachers in managing, guiding, and educating autistic children to foster their independence; 3) investigate the reasons for adjusting therapy to each child's abilities or levels achieved at the Spectrum Special School. This article uses a qualitative descriptive methodology, utilizing interviews for data collection. The difference between previous research and my research is that the previous research focuses on interpersonal communication, while my research prioritizes persuasive communication. Fifth, (Chairunnisyah & Monang, 2023) "Communication Skills of Autistic Children in Social Interaction at SLB Karya Tulus, Medan City" The results of the study showed that only one of the three subjects could be said to be able to interact socially well. KM was able to communicate two-way with the researcher during social interactions, including the ability to read, write, count, and follow orders. However, S and BS have deficiencies in social interaction. They have not shown stability in eye contact and are less cooperative in answering researcher's questions. This study aims to determine the communication skills of autistic children in social interaction at Special School (SLB)-C Karya Tulus Medan City. The method used is a qualitative research method using purposive sampling techniques to select samples according to researchers. This study focuses on the communication of autistic children and their abilities in social interaction, exploring how they develop language skills and understand social cues. This

study offers a new contribution to the understanding of the role of teacher persuasive communication with the AIDDA (Attention, Interest, Desire, Decision, Action) approach in improving the discipline of autistic children at SLBIT Sahabat Al-Qur'an Binjai.

Different from previous studies that focus more on interpersonal communication patterns or challenges in inclusive education, this study specifically emphasizes the persuasive communication strategies applied by teachers in building discipline. This approach has not been widely discussed in previous studies, especially those related to autistic children in religious-based schools. So this study aims to explore how persuasive communication with the AIDDA approach is used by teachers in improving the discipline of autistic children, as well as to explore the extent to which this approach can help in forming more disciplined behavior in children with special needs. The results of this study are expected to provide new insights for educators in overcoming the challenges faced in the learning process of autistic children, especially in a religious-based educational environment.

This study was conducted at SLBIT Sahabat Al-Qur'an Binjai located on Jl. Qualitative research seeks to explain phenomena comprehensively by collecting data that provides insight into the subject matter, prioritizing the depth (quality) of data over volume (quantity). (Kriyantono, 2014). This study presents two teachers and two autistic children as the main informants, who participated in the teaching and learning process with children who exhibit autistic disorders. This study aims to understand the use of persuasive communication approaches carried out by teachers in building discipline in autistic children. Informants were selected using a purposive sampling technique, namely the selection of individuals based on certain criteria determined by the researcher in accordance with the objectives of the study (Kriyantono, 2014). The selection of informants was carried out with certain criteria determined by the researcher. Initially, informants were selected from SLBIT Sahabat Al-Qur'an Binjai educators who were engaged in learning activities for children with autism spectrum disorders. Second, informants were selected based on their expertise and experience in dealing with children diagnosed with autism. Sugiyono categorizes data sources in research into two types, namely primary data sources and secondary data sources. This study uses primary data collected through interviews and direct observation of informants, while secondary data is obtained indirectly through related references related to the research problem. Secondary data in this study mostly consists of a literature review sourced from written materials including theses, online journals, ebooks, and other references. (Suwarsa, 2021).

Table 1. Research Informant Data

No.	Informant Name	Position	Age
1	Annya Tauzahra, S.Psi	Class Teacher	29 Old
2	Dwi Putri Windika, S.Psi	Class Teacher	25 Old
3	Daffa Alkhairi	Grade VII Students	13 Old
4	M.Raffa Gunawan Pelawi	Grade I Students	6 Old

The data collection methods used include semi-structured interviews, observational approaches, and documentation analysis. Semi-structured interviews involve the interviewer using a prepared list of questions but also allow for spontaneous questions related to the research problem, thus facilitating the acquisition of more comprehensive and nuanced information from respondents. (Frey, 2022). Observation is a data collection method that has different characteristics compared to other methods. Observation goes beyond individuals to include other natural entities. (Sugiyono, 2018). Documentation refers to written materials, while the documentation method indicates data collection techniques through recording existing information. Public documents usually include materials that are publicly accessible, including police records, newspaper articles, and television show transcripts. In contrast, private documents have a more personal character, including memoranda, personal correspondence, and telephone

records. This study uses four stages of data analysis: data collection, data reduction, data presentation, and formulation of conclusions from the processed data. (Rosdeanti, 2019)

RESULTS AND DISCUSSION

The results of this study focus on how teacher persuasive communication improves the discipline of autistic children with the aspects of MC guire, AIDDA: Attention, Interest, Desire, Decision, and Action..(Alkalah, 2020)

The informants I took were teachers at SLBIT who teach autistic children, where each child has one teacher assistant. For example, Mrs. Anya is Daffa's assistant teacher and Mrs. Dwi is Raffa's assistant teacher. Each teacher assistant is responsible for supporting and guiding the children according to their respective needs and characteristics.

Based on the results of the interview with Mrs. Anya on the aspect of attention, it states that:

"...Every autistic child has a different way of receiving attention. For Daffa, I give attention by giving him what he likes, such as drawing books and paint. Autistic children tend to imitate, so from the beginning I gave him paint, I also trained him to be disciplined by giving him an example of putting back together the drawing tools after he finished. This habit has now formed.. "

The results of the interview with Mrs. Dwi stated that:

"... My attention to Raffa is similar to Mrs. Annya's method, namely by seeing what he likes first. Raffa will approach and open up if spoken to gently. He listens more and obeys what is taught with gentleness. However, if angry, he will throw things around him and not speak, because autistic children tend to imitate what we say."

From the results above, it can be concluded that the teacher's approach in providing attention to autistic children is very dependent on the characteristics and needs of each child. Teachers must understand the child's interests and tendencies and adjust the most effective way of attention. The right approach helps autistic children feel appreciated and understood, strengthening the relationship between teacher and student. (Yuliarti et al., 2021)

Based on the results of the interview with Mrs. Anya on the Interest aspect, it states that:

"... From the attention I gave, Daffa showed great interest in drawing and coloring. I maintain good communication with Daffa, give him time to draw, and train him to be disciplined so that he doesn't just follow his wishes.." The results of the interview with Mrs. Dwi stated that:

"... Raffa does not yet have a clear interest because he is only 6 years old. He will write or draw if asked, but has not shown a definite interest. Sometimes, he just observes his friends without participating."From the results above, it can be concluded that every autistic child has different interests and it is possible that autistic children have not found an interest that they like.

Based on the results of the interview with Anya's mother on the Desire aspect, it states that: "...At the beginning of entering, Daffa always wanted his wishes to be followed and would rebel if not. I used a reward technique with Lego, which he likes, to teach discipline and following orders. Daffa had to do what was taught first to get the Lego. Through this approach, Daffa began to listen and follow my directions."

The results of the interview with Mrs. Dwi stated that: "... if Raffa's wishes must always be followed otherwise he will rebel because he is still 6 years old and he has just started school so managing discipline with him is still very difficult, there must be more communication with him too."

From the results above, it can be concluded that autistic children tend to have desires that must always be followed and can rebel if not fulfilled. However, with good communication, they can understand and follow directions. Although the challenges in managing discipline are quite large, especially at a young age and in a new environment, effective communication can help them start listening and following directions. (Yuliarti et al., 2021)

Based on the results of the interview with Mrs. Anya on the Decision aspect, it states that:

"... The way autistic children make decisions is influenced by what we give, clear communication, and introduction to new things. We need to teach various activities and give them the opportunity to choose according to their interests. For example, if a child like Daffa is more interested in drawing, we can focus on that activity. Teaching discipline is also important, because as teachers, we play a role in guiding and

supporting them.”

The results of the interview with Mrs. Dwi stated that: “...My answer is almost the same as Mrs. Anya, but every autistic child has a different character. The way I teach Raffa is similar to Mrs. Anya's approach to Daffa. The difference is, Raffa has not decided what he wants to pursue because he still wants to try various activities.”

From the results above, it can be concluded that autistic children often do not show clear decisions, so it is important to give them a variety of choices. This helps them explore their interests and find what they like. Consistent and clear communication from teachers is also important to ensure that children understand their choices and feel supported. This approach helps them feel comfortable in choosing and building self-confidence and independence. (Maya & Indasari, 2023)

Based on the results of an interview with Mrs. Anya on the Action aspect, it states that:

“...With good teaching and communication, Daffa showed a positive response, such as cleaning up his toys. The discipline that was instilled from the start helped Daffa begin to show clear interests and have routine activities that he pursued. This emphasizes the importance of patience and effective communication, which helps autistic children follow directions and carry out activities more easily.”

The results of the interview with Mrs. Dwi stated that: “...Raffa is still curious and tries various things because he doesn't know his interests yet. I focus on him, and although discipline and communication are still developing, Raffa begins to imitate the things I teach, such as putting his bag in the locker correctly. This change, although slow, emphasizes the importance of patience in educating autistic children..”

From the results above, it can be concluded that autistic children will show a response to what is taught, but this process takes time. Gradually, they will follow and apply directions. Every autistic child has a different speed in understanding and carrying out directions, so patience and consistency in teaching are very important to achieve progress. (Rosdeanti, 2019).

Teacher Persuasive Communication in Improving Discipline in Autistic Children

The following is a discussion of AIDDA: Attention, Interest, Desire, Decision, and Action. are five main indicators that can be used to analyze a teacher's persuasive communication.

Attention The initial phase of persuasive communication, especially attention, is very important to foster discipline in autistic children. In this sense, paying attention refers to how educators can capture the child's concentration and emphasize the importance of discipline. This is in line with research conducted by (Isra Yauminnisa, Dr. Alamsyah Taher, 2022) Educators can instill discipline in autistic children through specific strategies that are applied routinely. When these strategies are applied consistently, autistic children are more likely to imitate and practice anticipated behaviors, ultimately facilitating the internalization of discipline. The second step in communicating and educating autistic children is to identify their interests.

After successfully capturing the child's attention, the next step is to ensure the child's genuine interest in the subject matter presented. What is meant by "interested" in this context includes an understanding of the autistic child's preferences and the methods used by teachers to display those interests in an interesting way. If a child likes a particular activity, the instructor can use that activity as a channel to instill the concept of discipline. Practical demonstrations, such as educators modeling the habit of organizing books after use, returning them to their designated locations, or storing bags in lockers, can be very helpful. Autistic children often demonstrate their understanding through actions, such as imitating or following teacher instructions. Through continuous practice, children begin to understand and assimilate the concept of discipline, integrating it into their daily routines. (Isra Yauminnisa, Dr. Alamsyah Taher, 2022) It was found that educators can effectively instill discipline through the methods they implement, allowing autistic children to imitate and apply these methods.

The third step is aspiration. This encouragement or influence arises when the teacher's persuasive communication is effective, thus having a positive impact on autistic children. When educators build successful communication, autistic children begin to carry out the directions given by the teacher. This effect can be enhanced by providing examples that captivate autistic children, as well as giving praise and recognition for their activities. For example, when a child arranges used books according to the teacher's instructions, straightforward praise may provide a sense of satisfaction, thereby increasing the child's motivation to imitate the behavior. As a result, this beneficial influence progressively helps autistic

children internalize the necessary disciplinary behavior.

This is in line with research findings. (Fitriyan, 2023) found that the teacher's position has a significant impact on behavior and behavior of autistic children. Teachers not only function as educators but also as role models for behavior that should be emulated by the younger generation. With the right and consistent methodology, educators can positively influence and guide the behavior of autistic children. This impact can be seen from the way autistic children begin to imitate and carry out the behavior taught by the instructor, including discipline and other activities presented in the educational environment. Indicators of Influence: persuasive communication and the role of teachers appear when autistic children show their tendency to do activities they like while implementing the discipline given by the teacher. This shows that the child not only understands the teacher's directions but also begins to assimilate them into their own routines or pleasures.

The next step in educating autistic children is Decision Making. After the interests of autistic children are nurtured and nurtured, they will begin to determine the activities they like. The choices of autistic children are greatly influenced by their education and their surroundings. Some autistic children have inherent interests from an early age and are instinctively aware of their preferences; therefore, the role of educators is to concentrate on guiding them to foster these interests constructively. In the area of discipline, children's choices are often influenced by the instructor's interesting communication. The majority of autistic children tend to accept and obey teaching if the communication method is successful and suits their needs. However, some autistic children may not obey these instructions or may experience confusion when making decisions regarding their actions. In such circumstances, the role of the teacher becomes increasingly significant. Educators must convey clear, loving, and empathetic communication to ensure that children understand and feel comfortable in making the right decisions. Effective communication allows teachers to help autistic children develop decision-making skills that increase their discipline and interest. This is in line with research findings (Rizky Chairunnisyah, 2023) Effective communication from educators to autistic children will have a positive impact on autistic children's understanding of their needs related to the teaching given by the instructor.

The closing stage is Action (Activity). When autistic children show interest and can make judgments based on the instructions given, this indicates the teacher's effectiveness in the communication process. It is important to note that not all autistic children can make quick and clear decisions about their desires. For children who have difficulty making decisions, this process takes a long time, because each autistic child has different abilities and learning speeds. Once children demonstrate understanding and engagement, it is the teacher's responsibility to ensure the effective implementation of these activities. This includes helping children explore their interests thoroughly while establishing ideals of discipline that are instilled. Thus, the younger generation not only derives pleasure from their activities but also gains the ability to engage in them systematically and in a disciplined manner, by following the directions given by the instructor. This is in line with research. (Fillia*, 2023) This study identified various communication tactics between teachers and children, one of which is providing examples to children to encourage imitation. Action Indicator: Children begin to perform behaviors demonstrated and instructed by the teacher, thereby increasing their discipline.

Barriers to Teacher Persuasive Communication in Improving Discipline in Autistic Children

Variations in children's abilities; each autistic child has different abilities and learning speeds. Certain children may quickly understand and comply with teacher instructions, but other children take longer to make decisions or show interest Challenges in decision making Certain autistic children may have difficulty identifying their wants or needs, resulting in an inability to carry out tasks consistently. material presented by the instructor. (Sunan Kalijaga Yogyakarta & Zarkasih Putro UIN Sunan Kalijaga Yogyakarta, 2023) This requires a more personal and patient approach. Consistency and Patience in Educators: Educators must demonstrate consistency and patience in providing guidance and assistance, especially when students have not shown the expected understanding or behavior modification. (Ayu Fillia & Pungki Indarto, 2023) This procedure may require more time for certain children. Cultivating Engagement and Self-Discipline As the child's interests develop, educators must ensure that the child not only finds enjoyment in the activity but also engages in it in a structured and disciplined manner. This requires continuous supervision and direction.

CONCLUSION

In improving the discipline of autistic children through persuasive communication, the role of teachers is very important, despite facing various challenges. Every autistic child has different abilities, learning speeds, and levels of understanding, which affect how they respond to direction and guidance. Some children may quickly understand and follow instructions, while others take longer to make decisions about the actions they need to take. One of the main challenges is difficulty in decision-making. Some autistic children may feel confused or unsure about what they should do, which hinders the process of learning discipline. In situations like this, patience and an approach tailored to individual needs are essential. Teachers need to adjust their communication techniques so that the message conveyed can be understood well by each child. The success of persuasive communication depends greatly on the consistency and persistence of the teacher. Consistency in providing direction and persistence in supporting children throughout the learning process are the main keys. Teachers need to understand that behavioral changes, especially in terms of discipline, may take longer for some children. Therefore, teachers must continue to provide ongoing support, while adjusting the approach according to the development of each child. In addition, it is important for teachers to not only focus on teaching discipline, but also on developing the interests of autistic children. Teachers need to ensure that children not only enjoy the activities they do, but also do them in a structured and disciplined manner. This requires constant monitoring and consistent guidance, so that children can internalize disciplined behavior and apply it in their daily lives.

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