

## ABSTRAK

**NUR SOLEHAH.** 200101080336, *Pola Komunikasi Self Efficacy dan Well Being Guru yang Mendampingi Anak Berkebutuhan Khusus (Speech Delay) di PAUD IT Al-Firdaus Banjarmasin.* Dosen Pembimbing Ika Irayana, S.Pd. I, M.Pd. Pada Program Studi Pendidikan Islam Anak Usia Dini, Fakultas Tarbiah Dan Keguruan UIN Antasari Banjarmasin, 2024.

**Kata Kunci :** Pola Komunikasi, *Self Efficacy* dan *Well Being* Anak Berkebutuhan Khusus (*Speech Delay*)

Penelitian ini dilatar belakangi bagaimana cara mengembangkan komunikasi pada anak berkebutuhan khusus (*speech delay*), tantangan atau situasi khusus yang mempengaruhi tingkat keyakinan guru selama bekerja sebagai guru yang mendampingi anak berkebutuhan khusus (*speech delay*) serta menjaga kesejahteraan fisik emosional mental dan sosial sebagai guru yang bekerja mendampingi anak berkebutuhan khusus, hal ini sangat penting terhadap proses belajar mengajar di PAUD. Oleh karena itu tujuan dari penelitian ini untuk mendeskripsikan bagaimana pola komunikasi, *self efficacy* dan *well being* terhadap guru yang mendampingi anak berkebutuhan khusus (*speech delay*).

Jenis Penelitian ini menggunakan pendekatan kualitatif dengan pendekatan naratif. Objek pada penelitian ini adalah pola komunikasi, *self efficacy* dan *well being* antara guru dengan anak berkebutuhan khusus (*speech delay*) pada jenjang kelompok kober dan kelompok B di PAUD IT Al-Firdaus di Kota Banjarmasin. Sedangkan subjek pada penelitian ini adalah 3 orang guru yang mendampingi anak berkebutuhan khusus (*speech delay*). Teknik analisis data dengan reduksi data, penyajian data dan verifikasi data atau penarikan kesimpulan. Keabsahan data dengan Meningkatkan ketekunan atau keajengan pengamatan dan triangulasi.

Hasil penelitian menunjukkan bahwa Pola komunikasi guru dengan anak yang mengalami keterlambatan berbicara adalah pola yang melibatkan kesabaran, empati dan pendekatan yang diferensiasi. *Self Efficacy* (keyakinan diri) Guru yang mendampingi anak berkebutuhan khusus (*speech delay*) dengan ketiga subjek memiliki gambaran *self-efficacy* yang berbeda ketika menghadapi anak berkebutuhan khusus. *Well Being* (kesejahteraan) Guru yang mendampingi anak berkebutuhan khusus (*speech delay*) pada aspek penerimaan diri guru dapat memahami baik kelebihan dalam hal kesabaran dan masih memiliki kekurangan untuk belajar lebih sabar lagi jika anak-anak susah diatur.

## ABSTRACT

**NUR SOLEHAH.** 200101080336, Communication Patterns, Self Efficacy and Well Being of Teachers Accompanying Children with Special Needs (Speech Delay) at PAUD IT Al-Firdaus Banjarmasin. Supervisor Ika Irayana, S.Pd. I, M.Pd. In the Early Childhood Islamic Education Study Program, Faculty of Tarbiah and Teacher Training, UIN Antasari Banjarmasin, 2024

**Kata Kunci :** Communication Patterns, Self Efficacy and Well Being of Teachers Accompanying Children with Special Needs (Speech Delay)

This research is motivated by how to develop communication for children with special needs (speech delay), challenges or special situations that influence the teacher's level of confidence while working as a teacher accompanying children with special needs (speech delay) as well as maintaining physical, emotional, mental and social well-being as a teacher. working to accompany children with special needs, this is very important for the teaching and learning process in PAUD. Therefore, the aim of this research is to describe the communication patterns, self-efficacy and well-being of teachers who accompany children with special needs (speech delay).

This type of research uses a qualitative approach with a narrative approach. The object of this research is the pattern of communication, self-efficacy and well-being between teachers and children with special needs (speech delay) at the Kober group and group B levels at PAUDIT Al-Firdaus in Banjarmasin City. Meanwhile, the subjects in this research were teachers who accompanied children with special needs (speech delay). Data analysis techniques using data reduction, data presentation and drawing conclusions. Data validity by increasing the persistence or constancy of observations and triangulation.

The research results show that the teacher's communication pattern with children who experience speech delays is a pattern that involves patience, empathy and a differentiated approach. Self-Efficacy (self-confidence) Teachers who accompany children with special needs (speech delay) with the three subjects have a different picture of self-efficacy when dealing with children with special needs. Well Being (well-being) Teachers who accompany children with special needs (speech delay) in the aspect of teacher self-acceptance can understand both the advantages in terms of patience and still have disadvantages to learn to be more patient if children are difficult to manage.