

ABSTRAK

Strategi komunikasi interpersonal guru memiliki peran penting dalam mendukung pembelajaran peserta didik berkebutuhan khusus, khususnya Difabel Netra. Penelitian ini bertujuan menganalisis strategi komunikasi interpersonal guru melalui perspektif *Communication Accommodation Theory* (CAT), dengan lima kualitas komunikasi interpersonal DeVito sebagai konsep pendukung untuk membaca kualitas hubungan guru dan peserta didik. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus di SLB Negeri Purbalingga. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa konvergensi menjadi bentuk akomodasi yang paling menonjol, ditandai dengan penyesuaian bahasa, tempo dan intonasi, deskripsi verbal terhadap informasi visual, penggunaan media taktil-auditori, pengulangan, contoh konkret, *guided touch*, serta pendampingan individual. Divergensi muncul secara kontekstual ketika guru mempertahankan aturan, struktur, dan tujuan pembelajaran, sedangkan nonakomodasi tidak menjadi pola dominan karena kesulitan pemahaman umumnya diikuti penyesuaian komunikasi kembali. Keterbukaan, empati, sikap mendukung, sikap positif, dan kesetaraan memperkuat kualitas hubungan interpersonal selama proses akomodasi. Penelitian ini menyimpulkan bahwa strategi komunikasi guru pada peserta didik Difabel Netra merupakan proses akomodasi yang adaptif, kontekstual, dan individual berdasarkan karakteristik serta respons peserta didik.

Kata kunci: Komunikasi Interpersonal, *Communication Accommodation Theory*, Guru, Difabel Netra.

ABSTRACT

Teachers' interpersonal communication strategies play an important role in supporting the learning of students with special needs, particularly students with visual impairments. This study analyzes teachers' interpersonal communication strategies through the perspective of Communication Accommodation Theory (CAT), while DeVito's five qualities of interpersonal communication are used as supporting concepts to examine the quality of teacher-student relationships. The study employed a qualitative case study design at SLB Negeri Purbalingga. Data were collected through observation, in-depth interviews, and documentation and analyzed using the Miles and Huberman model of data reduction, data display, and conclusion drawing and verification. The findings show that convergence was the most prominent form of accommodation, reflected in adjustments to language, speaking rate and intonation, verbal descriptions of visual information, tactile-auditory media, repetition, concrete examples, guided touch, and individualized assistance. Divergence appeared contextually when teachers maintained rules, instructional structure, and learning goals, whereas nonaccommodation was not a dominant pattern because communication difficulties were generally followed by renewed adjustment. Openness, empathy, supportiveness, positiveness, and equality strengthened the interpersonal quality of the accommodation process. The study concludes that teachers' communication strategies with students with visual impairments are best understood as adaptive, contextual, and individualized accommodation processes based on students' characteristics and responses.

Keywords: *Interpersonal Communication, Communication Accommodation Theory, Teacher, Visual Impairment.*