

ABSTRAK

Siswa tunarungu sering mengalami hambatan komunikasi dalam proses pembelajaran yang menyebabkan kesulitan dalam memahami materi yang berpotensi menimbulkan stres. Penelitian ini bertujuan untuk menganalisis komunikasi interpersonal antara guru dan siswa tunarungu dalam proses pembelajaran di SLB B Yakut Purwokerto. Analisis penelitian menggunakan teori Resiliensi dari Tamara Afifi, Anne Merrill, dan Sharde Devis. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa hambatan komunikasi dalam proses pembelajaran menjadi sumber stres bagi siswa tunarungu, pada saat mengalami kesulitan dalam memahami materi pembelajaran. Sebagian besar siswa tunarungu melakukan *security-based appraisal* dengan memandang kesulitan sebagai tantangan yang dapat diatasi melalui bertanya kepada guru, berdiskusi. Hasil *Appraisal* lebih banyak mengarah pada terbentuknya resiliensi dibandingkan dengan *Relational load*. Resiliensi diperkuat oleh komunikasi interpersonal yang positif antara guru dan siswa tunarungu melalui dukungan, motivasi, pendampingan, dan suasana belajar yang nyaman. *Outcome* dari proses resiliensi ditunjukkan dengan meningkatnya hubungan interpersonal guru dan siswa tunarungu, kepercayaan diri, motivasi, kenyamanan belajar, dan keberhasilan proses pembelajaran. Hasil penelitian komunikasi interpersonal yang positif berperan penting dalam membentuk resiliensi siswa tunarungu dalam mengatasi hambatan komunikasi dan mendukung proses pembelajaran yang efektif.

Kata kunci: Guru, Komunikasi interpersonal, Proses pembelajaran, Siswa tunarungu, Teori Resiliensi

ABSTRACT

Deaf students often experience communication barriers during the learning process, causing difficulties in understanding learning materials that have the potential to create stress. This study aims to analyse interpersonal communication between teachers and deaf students in the learning process at SLB B Yakut Purwokerto. The research analysis uses the Resilience Theory proposed by Tamara Afifi, Anne Merrill, and Sharde Davis. The method used in this study is qualitative with data collection techniques through observation, interviews, and documentation. The results of the study indicate that communication barriers in the learning process become a source of stress for deaf students when they experience difficulties in understanding learning materials. Most deaf students perform security-based appraisal by perceiving difficulties as challenges that can be overcome by asking teachers questions and engaging in discussions. The appraisal results are more likely to lead to the formation of resilience than relational load. Resilience is strengthened through positive interpersonal communication between teachers and deaf students through support, motivation, guidance, and a comfortable learning environment. The outcomes of the resilience process are indicated by improved interpersonal relationships between teachers and deaf students, self-confidence, motivation, learning comfort, and the success of the learning process. The results of the study show that positive interpersonal communication plays an important role in fostering resilience among deaf students in overcoming communication barriers and supporting an effective learning process.

Keywords: Teachers, Interpersonal Communication, Learning Process, Deaf Students, Resilience Theory.