DEVELOPING SELF-CONFIDENCE FOR STUDENTS WITH SPECIAL NEEDS BY IMPLEMENTING INTERPERSONAL COMMUNICATION
(Case Study in SMPN 29 Surabaya Inclusive School)

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Abstract. Students with special needs have the right to pursue an education as equal as the other regular students so they are able to develop their self potentials and socialize with common societies. Therefore, there are 25 inclusive schools (Non-SLB) spread around Surabaya since 2009, helping to break the education gaps for these students. Students with special needs are classified into those who are deaf or mentally disabled, have learning difficulties, slow learners, and down-syndromes. Students with above average IQ are put into considerations and becoming the main reason to be in acceptance of students with special needs in order to receive the equal education with the regular students. At SMP 29 Surabaya, there are currently 52 students with special needs studying in the 7th, 8th, and 9th grades in the hope of getting the equal subject materials with the ones that regular students have. In this case being the subject’s teacher, teachers are required to have certain pedagogical competency. Implementing pedagogical communication requires certain mastery of psychological and interpersonal communication for the students. Irwin Altman and Damas Taylor proposed a social penetration theory that is related to interpersonal relations and internal cognitive developments. The methodology of this study was conducted with descriptive-qualitative through in-depth interviews, both for regular teachers and competent teachers suited with classification of students with special needs. The results of the study found that there is a need for supervision by teachers who have certain competency of pedagogical communication of students with special needs, especially with the aim to help developing students' confidence and discover their potential, both through primary and secondary communication.

Keywords: developing self-confidence, interpersonal communication, students with special needs.

INTRODUCTION

Indonesia with the fourth largest population in the world, has quite a number of children with special needs, or a term commonly known in Indonesia as Anak Berkebutuhan Khusus (ABK). Based on data received (BPS, 2017), there are 1.6 million children categorized as ABK. In order to provide education for ABK who do not attend special school commonly known in Indonesia as Sekolah Luar Biasa
(SLB), Ministry of Education and Culture (shortened as KEMENDIKBUD) has initiated an Inclusive School program. Inclusive Schools are regular (non-SLB) schools which also provide education for ABK. SMP Negeri 29 Surabaya is the first school in the world to accommodate students with special needs and received a title from the United Nations Institute (UN) UNESCO and UNICEF (https://id.wikipedia.org/wiki/SMP_Negeri_29_Surabaya). Inclusive education is an open education, where an ABK who wishes to study may join. In the practice of inclusive education, all students receive an equal treatment in the learning process in the classroom. It's just that an ABK student will be offered assistance from Assisting Special Teachers or Guru Pendamping Khusus (GPK).

In regular schools, an ABK studies with other regular children, with the assistance of special teachers during teaching and learning activities. They also receive special facilities if they are not able to follow the material given to regular students. This is a challenge for the teachers who are in charge of ABK students. Because subject materials provided can never be comparable to regular students due to gaps in both IQ, emotional and physical limitations. These are known obstacles in taking care of ABK students, because they tend to be shy, insecure, afraid, so an ABK student needs to be taken care of individually.

The handling of students with special needs in inclusive education settings in Indonesia certainly requires a special strategy. Inclusive education itself has various definitions. Stainback (1990) suggests that inclusive schools are schools that hold all students in the same class. The importance of communication between the teacher and the student largely determines student’s success both academically and psychologically. Confidence in students with special needs is somewhat vulnerable and sensitive, because they have to get along with regular students and teachers who are less able to welcome them with their conditions so there are obstacles to get through. This particular condition requires certain abilities from all education members of the school, both for regular teachers and for students with special needs.

Communication in teaching and learning process is very important and requires its own art, because it involves teacher's skill in interpersonal communication with students using both verbal communication and non-verbal communication. Students who have below average intelligence experience learning difficulties. Teacher as an educator has such a great influence to help building the confidence of students with special needs. Students with special needs often have psychological vulnerabilities due to their approach to interact and socialize with people around them. The fundamental difference between normal students and students with special needs is the management of emotions. Though emotional intelligence is built when a child is born, a decent emotional management is still needed (Pratiwi & Murtiningsih, 2016: 16). To get through it all, confidence should be built beforehand in every student who is different from each other. It is the process of developing self-confidence that requires individual expertise from the teacher with their interpersonal communication approach in school. For this reason, all teachers involved should have competence and have passed certain assessments that are relevant to the needs of their students. Lack of knowledge and
understanding from educators in treating ABK students would potentially damage the relationship between the two and result in a lack of trust in those concerned including students, teachers and parents.

Along with biological and psychological development, generally ABK students and middle school students are in search of self-identity to grow mature and become an independent individuals. As stated by Muray in Nurlis (2008: 23), this is where conflicts often occur between interpersonal relationships that harm several parties. While the educational process must run still in accordance with the existing curriculum. The equal treatment that students with special needs get by living side by side with regular students is needed so that in the future they can live independently and socialize better in common society.

LITERATURE REVIEW

1. Developing Confidence
   Confidence is an important and most needed aspect of a person. Confidence is a self-concept grows in a person. Person who is confident is aware and confident with their abilities. Moreover, self-confidence is also a determinant of one's success. Surya (2009) states that confidence is an essential part of the development of one's personality, as a determinant or 'driving force' of how a person. According to WHO (2003) self-confidence is a behavior that makes individuals have a positive and realistic view of themselves and their surroundings. According to Erikson (1963) in Nurlis (2008: 49) the psychosocial development of adolescents at the age of 12-18 years is at the stage of identity versus role confusion, and they are focused on the development of self-identity to create long-term goals and in the form of increasing self-esteem. If there is a failure in this phase, there will be a chaos of self-identity that is characterized by lack of self-confidence. There are several stages in the process of developing themselves according to WHO (2003), they are as follows: interacting with others, recognizing themselves, finding self-identity, changing feelings of failure, increasing self-confidence, and strengthening self-image.

2. Social Penetration Theory
   Irwin Alltman and Dalmas A. Taylor as the discoverers of this theory stated that Social Penetration Theory is a part of Relationship Development Theory. This theory stresses the importance of communication in developing and maintaining interpersonal relationships (Budyatna, 2015: 225). Richard West (2013) in Ambar (2017) states that there are 4 main assumptions in the theory of social penetration, namely:
   a. Relationship Development, from the superficial layer to the closer layer.
   b. Interpersonal relationships are built in a systematic and predictable environment.
   c. Relation development is able to run in reverse, which will result in de-penetration and dissolution.
3. Self-Disclosure
In interpersonal relationships, open communication between participants is required, thus came one of the basic concepts within the Social penetration Theory, that is the occurrence of self-disclosure or self-expression in the form of ideas, feelings, positive and negative responses to something that can produce self-concept so that when delivered, will produce a harmonious relationship among individuals. Self-disclosure according to Devito (1997) in Riadi (2019), there are aspects of self-disclosure include:
   a. Amount, frequency and duration of self-disclosure to others,
   b. Valence, positive and negative self-disclosure, vilifies others and values.
   c. Accuracy/Honesty, accuracy and honesty of individuals in expressing themselves.
   d. Intention, the extent to which individuals express what is expressed, existing awareness by each individual to control the information that will be disclosed to others, also about things that are lies.
According to Daya Kisni and Hudainah (2006), self-disclosure consists of several levels, namely: pleasantries, discussing others, expressing ideas and opinions, feelings, peak relationships.

4. Interpersonal Communication and Planning Model KAP
According to Devito (2011) there are several factors that influence interpersonal communication, including:
   a. Physical conditions, which include biological conditions of each individual in the form of the five senses and the physical environment,
   b. Psychological conditions which include self-confidence, perception, language style (verbal and non verbal), experience, etc.
   c. Influence groups are divided into 3, namely: idea development groups, personal development groups, and education or learning groups. Meanwhile according to Rachmat (2005) the factors that influence interpersonal communication are self-concepts which consist of: self-confidence, perception, interpersonal relationships and interpersonal attraction.

In the learning process for children with special needs, special strategies are needed to make it easier for them to understand and remember various things taught. So to teach these communication skills according to Gagne and Berliner in Haes (2019: 177), it is suggested to give more attention and motivation to students in order to improve learning creativity, which involve students directly by repetitions, challenges, feedbacks and reinforcements as well as paying attention to differences among students individually. For this reason, in order to provide an overview in improving the interpersonal communication abilities of children with special needs, Cangara (2017) was implemented in an interpersonal-based communication.
planning model (knowledge, attitude and practice). This model takes the factors that can influence audience in receiving information into account, and these factors can occur outside of education, or within education itself. Both of these factors affect the audience/target level of information acceptance and absorption, also affect the process of delivering messages, including language and the media channels used.

5. Students with Special Needs and Inclusive Schools

Students with special needs are children with significant abnormalities (physical, mental-intellectual, social and emotional) in the process of growth compared to children of their age. Children in their age should know better about themselves and be able to compare themselves with others. Children with special needs is entitled to receive education in accordance with applicable laws, one of which is through inclusive education. According to Stainback (1990), inclusive schools are schools that accommodate all students to be in the same class and inclusive schools are where every member is accepted as part of the class, where teachers, peers and society must help hand-in-hand so that their individual needs can be met. Through inclusive education, children with disabilities are educated along with other children (normal) to optimize their potential (Freiberg, 1995).

METHODOLOGY

This study uses qualitative methods with depth interviews. In order to obtain as much data as possible, data collection techniques including interview, observation and documentation are done so data collected can explain the phenomenon that occurs. The location of the study was conducted in Surabaya. Interviews were conducted in SMPN 29 Surabaya by direct observation with interviewees. Interviews were conducted both directly at school and indirectly by telephone and chat. Interviewees were chosen by key informants, so the number of interviewees in this study is expected to be represented by several parties. The number of interviewees in this study were 12 people, as follows:

Table 1. List of Interviewees (SMPN 29 Surabaya)

<table>
<thead>
<tr>
<th>NO.</th>
<th>INITIALS</th>
<th>SEX</th>
<th>OCCUPATION</th>
<th>AGE/CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DF</td>
<td>L</td>
<td>Student</td>
<td>9th Grade / 16 year-old</td>
</tr>
<tr>
<td>2.</td>
<td>AN</td>
<td>P</td>
<td>Student</td>
<td>8th Grade / 13 year-old</td>
</tr>
<tr>
<td>3.</td>
<td>YN</td>
<td>P</td>
<td>Student</td>
<td>8th Grade / 15 year-old</td>
</tr>
<tr>
<td>4.</td>
<td>IDS</td>
<td>P</td>
<td>Student</td>
<td>8th Grade / 14 year-old</td>
</tr>
<tr>
<td>5.</td>
<td>ODF</td>
<td>P</td>
<td>Student’s Parent</td>
<td>39 year-old</td>
</tr>
<tr>
<td>6.</td>
<td>OAN</td>
<td>P</td>
<td>Student’s Parent</td>
<td>58 year-old</td>
</tr>
<tr>
<td>7.</td>
<td>OYN</td>
<td>P</td>
<td>Student’s Parent</td>
<td>42 year-old</td>
</tr>
<tr>
<td>8.</td>
<td>OIDS</td>
<td>P</td>
<td>Student’s Parent</td>
<td>44 year-old</td>
</tr>
<tr>
<td>9.</td>
<td>GTR</td>
<td>L</td>
<td>Counseling Teacher</td>
<td>55 year-old</td>
</tr>
<tr>
<td>10.</td>
<td>GMD</td>
<td>L</td>
<td>Counseling Teacher</td>
<td>38 year-old</td>
</tr>
<tr>
<td>11.</td>
<td>GOH</td>
<td>L</td>
<td>Teacher by Outsourcing</td>
<td>27 year-old</td>
</tr>
<tr>
<td>12.</td>
<td>GTP</td>
<td>P</td>
<td>Permanent Teacher</td>
<td>51 year-old</td>
</tr>
</tbody>
</table>
Choosing of interviewees was based on the class representation, sex, and activeness in school. While parents of the students were chosen by researchers from the students' mothers, because the ones who were waiting for the students at school were their mothers and few selected teachers which are Counseling Teachers of ABK students, Coordinating Teacher of ABK students, and ABK teachers differentiated by each teacher’s sex and occupation. Regular teachers are also differentiated, namely permanent teachers and teachers by outsourcing.

RESULTS AND DISCUSSIONS

Developing one's self-confidence, internal and external factors are needed. Internal factors start from within the individual itself or through self-disclosure and family, while external factors come from the school or one's living environment. In the case of students with special needs at SMPN 29 Surabaya, it starts with self-disclosure to parents and the school, in this case, special inclusive teachers. The role of the teacher and the school is very meaningful to make students able to practice their confidence and independence each of the students. So to be able to achieve a relationship, it is suggested that a way of communicating with students should be built right from the beginning so that students can communicate and convey their intentions, along with developed curriculum and teaching techniques by the school that are relevant to the conditions of students with special needs.

It takes special skills from teachers in an inclusive school, because the students concerned are different from each other ranging from IQ, personality, and specificities such as mentally disabled (mental retention), deaf (hearing loss), and other physical disabilities. Inclusive teachers in this school have exceptional educational backgrounds, while regular teachers have only an academic education background. There are 57 inclusive students with various mental and physical conditions in the school. Here are some of the factors involved in developing confidence in inclusive students:

a. Learning Methods for Inclusive Classes

Learning methods in inclusive classes are pull-out, where all students learn in the same class for both on regular and students with special needs, and follow the set curriculum. Entrance hours are the same as those of regular teachers. Each class is attended by two students with special needs, but if there are certain obstacles experienced, the student concerned will either communicate to the teacher responsible or be guided by the class leader to a special inclusive class (Resource Room) coordinated by the inclusive teacher. In the classroom, students with special needs will be guided and encouraged to communicate their complaints and desires. This is due to students getting bored or their physical condition. This condition occurs because of the effect of their IQ, the drugs they are taking, or the mood of the student, such as the following interviewee’s explanation:
"For methods, it is most appropriate (that student concerned) to be invited to communicate privately, ma’am, since every inclusive student in each class is different. Some are easy to understand, some are not, thus adjusting to each student is important. Student in the mood will follow the class to the end. But if their mood isn't good enough, (they will be) guided to the resource room quickly.”

The resource room in question is a room provided by the school as the second classroom for the students with special needs. This special room consists of 3 large rooms: study room, skills room and counseling guidance room. The resource room also provides computers, tables, chairs, dance equipment, cooking equipment, etc. The special class has 3 special assistant teachers, namely they are 2 teachers from psychology and a teacher from Special Education. Regular teachers will receive certain directions only when treating students special needs, but it is often found that they don’t have any concerns and even discriminate by making fun or issuing statements that can cause "demotivation" for students with special needs, even according to parents, most/almost all regular teachers do not welcome ABK students and stigmatize students as follows:

“Wow, this student is noisy and causes chaos, this student is not smart, better just take them out.”

Parents expect a good environment and a place to socialize for their children. Realizing that their children are different from other normal children, they don’t respect the behavior shown by permanent teachers, as opposed to teachers by outsourcing and special assistant teachers who they have more confidence in. In this case the school also felt such lack of empathy from some permanent teachers regarding the existing students with special needs, thus called 8 teachers by outsourcing with educational background in Cultural Arts, Javanese, PJOik, PAI, BK, 2 GPK teachers, and a PLB teacher. By the help from these eight teachers, the needs of inclusive students are met and problems occur during tutoring or engaging in activities such as entrepreneurship, dancing and other physical activities are reduced.

Grading system for student report cards provided by the school looks exactly the same as there is no distinction from regular students, only on the back there is written narration. Of course not all can be generalized into one, such as the academic potential of regular students and students with special needs, but it does not decrease the possibility of participating in subjects included in national exam or known as Ujian Nasional (UNAS). For those with special needs, the exam questions are suited to their ability and provided by the school participating. Kustawan (2012: 1) states that inclusive education is one of efforts that done to provide an equal opportunity in education for the
students with special needs, while addressing the gaps that exist in the society regarding the fulfillment of the rights of all citizens in the field of education.

There are 5 methods used in learning inclusive classes: Regular Classes (Full Inclusion), Regular Classes with Clusters, Regular Classes with Pull-outs, Regular Classes with Clusters and Pull-outs, Special Classes with Various Integrations, and Full Special Classes.

b. Communication of Teachers and Inclusive Students

Pedagogical communication patterns that exist in interacting with inclusive students offer feedbacks in which feedbacks are sometimes given and some are not, and sometimes the students answer the questions that are not in accordance with what is asked. These feedbacks given can be verbal and/or non-verbal. It takes perseverance and patience in the process of communication so that they can provide feedback. A teacher is also expected to offer decent education services that must refer to the established methodology and curriculum. Because self-esteem in ABK is influenced by trust with the teacher (internalization of trust) towards negative stigma (discrimination and rejection). As stated by Link, et al (1997) that the effect of negative stigma on self-esteem is determined by the level of trust in discrimination and the negative judgement, therefore low self-esteem is the result from believing and internalizing the negative stigma from others (Wibowo and Nurlaila 2016: 4).

The process of assessing the condition of students with special needs only by regular teachers is not easy, it is due to the lack of access to knowledge, understanding, and skills that are not provided in the field of science. In addition, teachers compare them with regular students and impose their students' abilities in accordance to the school demands. Teachers should have a self-acceptance management. As an educator, a teacher is expected to understand the differences of each of their students according to their respective characteristics. According to Brandens (1998) self-acceptance is a certain realism or respect for reality of the self-state, and this area is divided into three areas namely social, physical and mental (Wandberg, 2001 in Widyastuti and Barida 2017).

Results of observations in the classroom, one of the interviewees with initials DF could only attend a class for only up to 2 hours of subjects, then he went to the resource room. In the room, he studied with an Assisting Special Teacher (GPK), what he learned was writing and counting to grade 3 elementary school children. As the statement follows:

1st Interviewee
"Yes, I'm happy. I play with my friends so I don’t get tired of studying, and Mrs. Dwi is there and I enjoy (her companion)."
In terms of communicating and delivering messages with teachers, it appears that students with special needs prefer co-teachers, because they don’t feel any pressure with the way of learning provided material, the students, along with their behavior, enjoy resting in resource room. GPK helps providing students’s needs such as providing a place for the students to rest, though if students look active they will be given a subject materials suited to their abilities. Messages sent are usually conveyed by persuasion, using media such as pictures, calculators and such to aid the students.

As stated in the social penetration theory that the process of knowing each other through the development of relationships is essential for developing and maintaining interpersonal relationships.

c. Development of Confidence

Teachers and schools that accept students with special needs strive for better understanding about the nature of all students, by their changes, attitudes and responsibilities so the students can also have impact for the better with strong independence so that they are able to contribute to the common society. While they are at it, GPK teachers dive early in an inclusive school by maintaining a close relationship with the students, and make students with special needs feel at home. It starts by small greetings, repetitively calling them by their names, and doing simple activities as such by using both verbal and non-verbal to familiarize touches, eye contacts, smiles, etc. Pattern of relationships like such will eventually lead to self-disclosure and further communication processes (Budyatna, 2015: 229). As conducted by 9th Interviewee who is an Inclusive Teacher.

9th Interviewee

"There is one student, who would only go to school if I’m around, and if I have to conduct some official work outside (the school), they will go home (don’t attend a class). And there are also those who only want to eat when I am in front of them, and back home they wouldn’t want to eat, after visiting their house to see their behavior, it turns out that they are left with maids by their parents for work."

10th Interviewee

"Amount of studying time for students here are all the same, inclusive (students) will join the regular class in the first, though only after 5 minutes in class, they want to be guided to the resource room by the class leader, they said they only want to study with me."

A strategy is needed to educate students with special needs through lots of love and attention, building their trust so they are able to move forward independently, strengthening appreciation in every process they’re through,
and communicating to show our efforts to understand and experience their uniqueness (Crain, 2007: 480). After the trust is obtained, GPK’s further task is to deliver students to be independent, especially for their own needs.

Through self-disclosure, self-confidence will be easier to achieve. But because of child's character is formed and influenced by internal and external factors, another challenge is given for an educator. Educators often feel frustrated with what they have worked on, student self-management becomes messy once they arrive at the house of rules, because sometimes a student’s family condition does not support such rules and the effect is often dominant for the student. In this case, despair is often felt by assisting special teachers.

In developing students' confidence, the students are the main focus in education. Self-confidence is the extent to which individuals have confidence in their assessment of their abilities and the extent to which individuals feel worthy of their success. According to WHO (2003) self-confidence is defined as behavior that makes individuals to have a positive view of themselves and the environment around them (Bandura 1977 in Hurlock EB, 1999). Confidence is influenced at each stage of psychological development and at usually at the school age there is an increase in interacting and achieving.

Developing self-confidence students with special needs in SMPN 29 Surabaya as a trait or personality and not as a genetic trait is influenced by several things:

1. Influence of Parents and Peers

   Education given by parents is meaningful for the growth of a child. Children with special needs perceive day-to-day behaviors of their parents and perceive them. Along with their mental and/or physical limitations, influenced by age and sex, a process of imitation and transfer of life values to a child with special needs occurs. As is the case with an interviewee whose student is a chess athlete.

   6th Interviewee

   "In the beginning, the child’s father and I insisted (the child) to take dance classes, but the child refused and asked themselves, ma'am. (The child) started by seeing a chess game in a kiosk when (the child) was (only) a kindergarten student, and also the child’s father often played chess."

   2nd Interviewee

   "When I was little, I saw people playing chess. (It was) fun."

   ABK, in learning process, has their own characteristics that they are familiar and remember various things they see (visual learner or visual thinking) also understand various things they touch (hands-on learner). With that in mind, the use of tools that have visual cues can be used in teaching communication skills, that is to interact.
2. Interpersonal Communication

Interpersonal communication helps an ABK to think positively, when they are encouraged to communicate in a persuasive manner without being pressured, they develop a sense of comfort with GPK, with addition that they are always involved in regular class activities. Self-acceptance from regular teachers is also important to prevent students from ‘down-grading’ from positive to thinking negative. There is a strategy to build relationships between students with special needs with their regular classmates, through group works they are asked to willingly accept their classmates with special needs and they shall be given extra points by the teacher. Points increase if their group encouraged an ABK student to deliver the results of their group work. In addition, class leader is responsible for ABK student's condition and it is their job to guide the student to resource room if obstacles occur. This is how interpersonal relationships are built well, students with special needs will feel truly accepted among their peers.

3. Self-Disclosure

Self disclosure encourages emotional closeness and trust in communicating participants including teachers, regular students and students with special needs, also students’ parents. It takes honesty in interpersonal relationships and a good listening skills of each other’s complaints that occur. As mentioned before, parents have more faith in GPK and teachers by outsourcing than permanent teachers. It was found that discrimination and ‘message noise’ caused by permanent teachers made GPK to be the choice of source information for students’ parents, though junior-high inclusive students’ abilities to express opinions, ideas, and complaints still depend on their parents.

4. Use of Media Gadgets

Generally teenagers enter a phase of self-actualization. In this matter, the female preceeds it more than the male. Female students with special needs experience physical development, such as applying makeups, choosing clothes to wear, and immitating that of popular culture they learn but not from being with their friends or environment. They learn such by consuming media from their gadgets. These gadgets are helpful for them to learn how to behave and find entertainment and solve learning materials they get from school. Rejections from the people around them are not really what they care about, since internet and social media gets them what they need, especially in meeting physical needs. As stated as follows:
6th Interviewee
“Hanging out is quite rare, Ma’am. They would prefer playing TikTok everyday.”

8th Interviewee
“(They are) interested in Korean artists on YouTube, if they get bothered, they will get angry.”

5th Interviewee
“(They) play games everyday, ma’am. Angry Birds and such.”

7th Interviewee
“When (they) do (their) math homework, they know how to use a calculator with their cellphone.”

5. Self-Confession
Students with special needs have the ability to recognize themselves and the ability to be a top student even though they appear embarrassed and scared at first, with enough support from their school, they’ll be brave and be able to take challenges such as taekwondo, baseball, poetry, chess, and many other competitive sports organized by their school and even outside of their school. Teachers by outsourcing will involve students and support them in championships they participate in. Students who don’t excel at school usually start adapting to their surroundings, such as students who have proven themselves to be chess athletes, have won PORMASKOT and received many trophies. It's just that the students are only facilitated independently by their parents while the school facilitates the granting of permits for activities outside. Even in taekwondo, there are ABK students who are athletes, have participated in championships abroad. Achievements for their success were given in the form of charters and announced in ceremonial events with regular students. It is this form of recognition of their achievements that makes students with special needs feel most welcomed and encouraged to attend school.

CONCLUSIONS

In order to develop self-confidence among students with special needs, building interpersonal relationships with the students is essential, then self-disclosure will occur. For this reason, there is an importance for commitment between parents, students, regular peers and teachers (regular and inclusive), along with the concerns of developing confidence in students with special needs and let their independence grows from there. Developing self-confidence is influenced by the relationship of parents and peers, interpersonal communication based on positive thoughts, the use of media (which hasn’t been figured by the schools), and self-recognition of student’s achievement. For the study of interpersonal
communication, social penetration theory is still relevant to mental development and relationships by individual.

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AUTHOR BIOGRAPHIES


REFERENCES


