

ABSTRACT

Anak Berkebutuhan khusus (ABK) is a child who has special characteristics and different with other children. In other words they are not able to show the inability of the mental, emotional and physical, ABK category include: Blind, Deaf, Mentally Retarded, Quadriplegic, Tunalaras, learning difficulties, and difficulty behaving. Barriers to education of children with special needs require a form of educational services in accordance with their ability and potential. The learning process requires special training for teachers who want a career in education for this ABK. The interaction between students and ABK teachers require communication with continuous manner, wherein tucked a process to motivate each other. The method used in this study is a qualitative research method by observing phenomena such as behavior, perception, motives, actions, and other holistic and descriptive. The validity of the data in this study using triangulation techniques or triangulation of data sources. Triangulation source here is not only on one source, but more than one source, through interviews, researchers can obtain information in a clear and structured. Results of research conducted by the authors is the difficulty of interaction between teachers, normal students and the ABK student, because the ABK students are not only communicate verbal way, but also ABK use non-verbal communication. Teachers barriers and support in the interaction with the ABK student, resistance was misunderstanding between ABK students and are making classroom teacher inclusion as educational support for ABK student. Dynamics of personal interaction of teacher and ABK student, the difficulty of lesson delivering, because combined between normal students and ABK students in the regular classroom. ABK student has low ability communicate and causing communication that occurs tends to run in one direction.

Key Words : interaction, teacher, student, and ABK student