

## INTERPERSONAL COMMUNICATION OF CAREGIVERS IN SHAPING THE ATTITUDE OF INDEPENDENCE OF CHILDREN WITH SPECIAL NEEDS IN THE SOCIAL INSTITUTION FOR THE BLIND AMAL MULIA CITY OF BENGKULU

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### ABSTRACT

*This research aims to find out and understand the interpersonal communication of caregivers in forming an attitude of independence for ABK at the Bina Netra Amal Mulia Social Home in Bengkulu City, as well as to determine the motives and goals of caregivers in working. This research looks at how independence is really needed in ABK so that they are able to play a role and socialize with society without depending on their parents or family. In this case, caregivers play a very important role for ABK in the orphanage. Children who live in social institutions really need a substitute role for their parents. As time goes by, the child's communication context will be determined by the caregiver. This research is qualitative research with a phenomenological approach. The data in the research were collected using interview, observation and documentation techniques. The theory used is interpersonal communication theory with a humanistic approach from Joseph A. DeVito, and social phenomenology theory from Alfred Schutz to see motives, causes and goals. The findings in this research show that interpersonal communication between caregivers in forming an attitude of independence with ABK, the aspect of openness plays a big role in interpersonal communication between caregivers and ABK in this social institution, this aspect of openness can be the first step in interpersonal communication that can run smoothly in the future. There are obstacles when caregivers carry out interpersonal communication with ABK, these obstacles are in the form of semantic barriers, physical barriers and psychological barriers. The motives for working for caregivers in social institutions have different backgrounds. Even though they have different work backgrounds, the motives for working as caregivers have the same goal, namely, apart from earning money for family needs, caregivers also aim to worship, do charity and be useful. for children in social institutions.*

### KEYWORDS

*Interpersonal Communication, Caregivers, Children with Special Needs, Forming an Attitude of Independence*

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## INTRODUCTION

Panti Sosial Bina Nerta Amal Mulia Bengkulu City is a foundation engaged in the social and humanitarian fields. This Social Institution is a place of service or rehabilitation for people with social welfare problems such as children with special needs so that they can be cared for and fostered, so that they are able to play a role and socialize with the community. Children with special needs or commonly abbreviated as ABK are entrusted by their parents to be cared for and educated at the social institution. Parents leave their children due to several considerations such as economic limitations, no time to care for children with special needs because parents work, and parents do not have the ability to guide children with special needs, based on this being the basis for parents of children with special needs to leave their children in social institutions. In addition to this, another reason for parents to leave their children in social institutions is so that children with special needs can continue their education and get treatment that is in accordance with their limitations. Apart from being treated and fostered, children with special needs are sent to school by the social institution. The source of funds obtained to send these children to school comes from donors or people who provide assistance to these social institutions, the money given by the donor is used to finance the education of children in social institutions.

The results of initial observations conducted by researchers at the Amal Mulia Bina Netra Social Home in Bengkulu City showed that there are 37 children with special needs at the social home. There are several groups of children with special needs at the social institution, including the visually impaired, the deaf, the mentally disabled and the physically disabled. Panti Sosial Bina Netra Amal Mulia Kota Bengkulu has 3 (three) caregivers, the three caregivers are active in caring for and educating children with disabilities at the institution. The three caregivers are Ibu Wirda, Ibu Jamilah and Ibu Dianwati. The three caregivers at the social institution have different work experience at Bina Netra Amal Mulia Social Institution, where Mrs. Wirda has worked for 35 years, Mrs. Jamilah has worked for 8 years, and Mrs. Dianwati has worked for 6 years.

The children with disabilities at the center do not look like people with disabilities or special needs. Researchers saw directly when making initial observations in the field, children with special needs at the social institution showed that they could socialize with their friends who also lived together in the social institution and caregivers at the social institution. Children with special needs at the orphanage also have the initiative or have their own awareness to help lift items, such as basic necessities brought by people to give alms or share with the social institution. Not only that, researchers saw that some children could take care of themselves, such as using *makeup* on their faces. They also pray in congregation, such as praying the dzuhur and asr prayers. The caregivers did not see any difficulty

in telling or ordering the children to take ablution water and pray, because they already did it themselves without being told.

Mrs. Jamilah, 57, as a caregiver at the social institution, said that at the beginning of entering the social institution, the children did not grow according to their age or delayed growth and development, including the attitude of independence in these children. So that at this time the children with disabilities come to the social institution to be fostered by caregivers in the social institution, after they are fostered by caregivers, there is a lot of significant progress from these children with disabilities, including the attitude of children's independence while in the institution. As stated by Mrs. Jamilah, at the beginning of children with disabilities being admitted to social institutions they had problems such as depending on parents and family, their brain development or learning was very late from their proper age, and in their social environment the children with disabilities were very restrictive or could not socialize with the community properly. However, after being fostered by caregivers at the social institution, this slowly resolved, as described above in the results of initial observations, that the children with disabilities showed better development than before they entered the social institution. Seeing the development of these children with disabilities while being cared for or fostered, the researcher is interested in conducting research on the interpersonal communication of caregivers towards children with disabilities at the Amal Mulia Bina Netra Social Home, Bengkulu City.

Before entering the orphanage, the children are taken to the Mental Hospital or (RSJ) to see the *Intelligence Quotient (IQ)* value they have. This is done in order to find out the potential size of the intelligence of children with special needs, and to be able to understand how good the intellectual abilities of children with special needs are. For several months the caregiver sees how the child who is entrusted to the social institution develops. If there is no significant development in learning or independence in the child with special needs, the social institution will send the child home to his parents, because the Social Institution for Bina Netra Amal Mulia Bengkulu City does not want to take risks, it can have a negative impact on the growth and development of other children. Other children with special needs can imitate the attitude that exists in the new child, for example, it can affect the independence of other children with special needs who have been fostered to become independent individuals.

Basically, every child born into this world has the right to receive attention by their biological parents on the growth and development of the child. During the growth and development of children is very dependent on the attention of their parents, therefore the needs of children must be met both physical and spiritual needs. The quality of children's growth and development will be different if the background and differences in parenting, such as in children who grow up in social institutions, but this does not prevent the growth and development of children from being abnormal. Children with growth and development accompanied directly by biological parents, will make it easier to have a communication relationship, this is because there has been an inner bond between parents and children starting when the child is still in the mother's womb. (Rajabany, 2015).

Children with disabilities are children who need special handling because there are abnormalities in the growth of these children, children with disabilities have obstacles in learning and development so that children with disabilities need a special service, especially in aspects of life, such as in the aspect of independence in children with disabilities. (Pitaloka, 2022). Children who live in social institutions really need a substitute role for their parents, with the passage of time in the context of communication, the child's growth and development will be determined by the caregiver. Parenting can provide a positive assessment accompanied by community acceptance of the child's existence, this is able to foster a positive sense of the child to be able to judge himself. (Hayati, 2020). Indirectly, this parenting pattern will have an impact on the child, as long as communication is established between the caregiver and the foster child they can apply what the caregiver has taught the child and can easily imitate what has been exemplified, the child's personality will be formed depending on the parenting given by the caregiver including the attitude of independence in the child will be formed. (Luthfiana, 2019). However, for children with disabilities they have various kinds of problems, with this, it requires handling with parenting from parents or caregivers as a substitute for parents, parenting here has a huge impact on children with disabilities in mastering the needs and abilities of children, so that they are able to develop more optimally, so that they are able to achieve success such as from personal, social, and learning activities. (Thaibah, 2020).

The communication relationship cannot be separated between caregivers and foster children, which is the main problem, namely regarding the relationship between caregivers and their foster children in order to form an attitude of independence in the foster children. The attitude of independence is an attitude that is obtained through the process that individuals go through in their development, in the individual's process towards an attitude of independence, individuals learn to resolve various situations in their social environment so that individuals are able to think and can make the right decisions when resolving each situation. Activities carried out together can help children to recognize how to think and behave in society and shape them into themselves. Adults should be able to facilitate children so that children can develop and understand a teaching that has been given independently. (Sari, 2019).

Independence can be taught and trained in children at the earliest possible age, at their growth children will interact with people around them, not only with parents but children will interact with people they just met, at that time parents can teach children to be able to socialize and teach children to be independent. (Sa'diyah, 2017). The lack of independence experienced by children can have an impact on children which results in children not being diligent, having problems in learning, lack of interest in school, and having behavioral problems. In people who have special needs, an attitude that is not independent will lead to dependence on their environment such as parents or relatives, so that it can have an impact on social relationships that will be limited, do not have a sense of empowerment, are very vulnerable to physical abuse or sexual abuse, can experience problems such as stress or depression and a sense of unhappiness. With this, it is important for parents and caregivers to be able to develop an attitude of independence in children as early

as possible, not only for children with special needs but also for normal children. (Sa'diyah, 2017). There are many benefits of independence including fostering a sense of sensitivity, a sense of caring, a sense of calmness, being confident, obedient, being able to get along, being organized, forming brain development in people with special needs and normal ones. (Wulansari, 2018).

Interpersonal communication is communication that can be done between two people or even more than two people, by being face to face with each other, the person who sends the message usually conveys the message directly and the person who receives the message can directly respond and receive the message. (DeVito, 2016). Interpersonal communication theory basically focuses on observing the form and nature of *relationships*, mutual influence, communicator characteristics and conversations (*discourse*). (Huda, 2022). It can be said that interpersonal communication is going well if the communication can directly know the response or *feedback* spoken by the communicant, so as to reduce the occurrence of differences in views, where the message given is able to be understood by others properly and get a response as expected. (Puspita, 2022). Interpersonal communication can be said to be a communication process that is able to shape a person's attitude, behavior and opinion, this happens because it is in the form of a conversation. (Indriati, 2017). When done face-to-face directly and to get optimal results it can be done seriously and done continuously. The relationship that exists between the child and his caregiver can determine the communication that takes place properly, so that the growth and development of a child is determined by someone who cares for him. (Indriati, 2017).

The theory used in this study is the theory of interpersonal communication with a humanistic approach from Joseph A. DeVito, this theory suggests five aspects of interpersonal communication, namely, *openness (openness)*, empathy (*Empathy*), *supportiveness (supportiveness)*, positive feelings (*positiveness*), and *equality (equality)*. Based on these five aspects, researchers can find out how an attitude of independence in children, especially those with special needs, can be applied through the communication carried out by caregivers towards children with special needs. The process of interaction between caregivers and foster children in social institutions, by applying aspects of the humanistic approach can make communication go well, and caregivers can influence the formation of the attitude of independence of their foster children in these social institutions. Because in a communication that goes well, it will create a comfortable and familiar atmosphere between the caregiver and his foster child, so that it can make it easier for the caregiver to provide direction, advice and motivation for his foster child so that an attitude of independence can be formed in the child. In addition to using this theory, this study also uses Alfred Schutz's Social Phenomenology theory (Andriani, 2019). (Andriani, 2019)By using this theory, researchers can see a cause *motive* or *because motive* and a goal motive or *in order to motive*, so that this theory can explain how the cause and purpose motives of caregivers in devoting themselves to social institutions to spend time, energy, and thoughts in order to care for children with disabilities in these social institutions.

The research location is used to collect data from the results of interviews, observations and documentation, while the location in this study is at the Bina Netra

Amal Mulia social home Bengkulu City which is located on Jl. Letkol Santoso No.57, Pasar Melintang, Bengkulu City. The reason for choosing this location is because this location is considered quite representative of what the researchers observed. In the sense that in this case, the reason for choosing the Bina Netra Amal Mulia Social Home, Bengkulu City, is because this social home has differences with other social homes, this is found in conditions for foster children who have special needs such as blindness, deafness, disability, and disability. This provides its own challenges in interpersonal communication between caregivers and these children with special needs. Panti Sosial Bina Netra Amal Mulia Kota Bengkulu is not only a rehabilitation foundation, but this social institution also has a special school called SLB Amal Mulia, where this school is intended for children with special needs who live in social institutions, as well as being opened to the public such as children with disabilities who do not live in social institutions, this provides its own attraction among the institutions in Bengkulu City for this research.

Based on the background of the problems previously described, this research is proposed as a basis for exploring how interpersonal communication carried out by caregivers at the Amal Mulia Bina Netra Social Home, Bengkulu City can form an attitude of independence in children with special needs at the social home. In addition, this research also aims to understand the motives and goals of caregivers in working at the social institution. Qualitative research methods were used in collecting and analyzing data from the field, with the hope of making a significant contribution to the development of interpersonal communication theory and providing practical guidance for caregivers and related parties in supporting the formation of independence for children with special needs. Thus, this research encourages the development of further studies focusing on "Interpersonal Communication of Caregivers in Shaping the Attitude of Independence of Children with Special Needs at Bina Netra Amal Mulia Social Home, Bengkulu City."

## **RESEARCH METHOD**

The approach used in this research is phenomenology, specifically genetic phenomenology, to explore the experiences of individuals, including caregivers and children with special needs at Panti Sosial Bina Netra Amal Mulia Kota Bengkulu in shaping attitudes of independence. This approach is useful in identifying the origins of the meaning of their experiences (Werdiningsih, 2022)(Mu'ammar, 2017). In addition, the constructivism paradigm is used to understand how caregivers construct their knowledge of interpersonal communication and cause-purpose motives in their work. (Suzana, 2021). The qualitative research method was chosen because it can provide an in-depth description of interpersonal communication between caregivers and children with special needs and caregivers' work motives (Sugiyono, 2021). (Sugiyono, 2022). Through triangulation techniques in primary data collection such as interviews, observations, and documentation, as well as using secondary data from literature studies, this research aims to provide a comprehensive and in-depth analysis of the topic. (Sugiyono, 2022).

## **RESULT AND DISCUSSION**

### Key Research Informants

There are 3 main informants in this research. The informants in this study were obtained based on the criteria described in chapter 3 by the researcher, using *purposive sampling* technique. The three main informants have met the criteria set by the researcher. The role of this main informant is needed in research in order to obtain data and also as a source of information about the research being studied, to obtain the information needed in this study, researchers used semi-structured interview techniques. Interviews are conducted randomly according to the readiness of the informant to be interviewed so that the information obtained can be more in-depth and detailed to be able to fulfill the accuracy of the data. The following is a table listing the main informants, and a brief profile of the main informants:

**Table 5.1 List of Key Informants**

| No. | Name     | Age | As        | Description   |
|-----|----------|-----|-----------|---------------|
| 1.  | Wirda    | 58  | Caregiver | Key Informant |
| 2.  | Jamilah  | 57  | Caregiver | Key Informant |
| 3.  | Dinawati | 38  | Caregiver | Key Informant |

*Source: Researcher, 2024*

Based on the data above, the following is a brief description of the main informants as follows:

#### 1. Mrs. Wirda

Mrs. Wirda is a native of Bengkulu who is 58 years old, female and Muslim. Mrs. Wirda has worked at the orphanage since 1989. In 2023, Ibu Wirda was still the head of the orphanage and taught at SLB Amal Mulia, but in 2023 Ibu Wirda was transferred to SLB 5 Bengkulu City. Although Mrs. Wirda no longer teaches at SLB Amal Mulia, Mrs. Wirda still devotes herself as an administrator and caregiver at Amal Mulia Bina Netra Social Home, Bengkulu City.



**Figure 5.1 Photo of Informant Mrs. Wirda**

*Source: Researcher, 2024*

#### 2. Mrs. Jamilah

Mrs. Jamilah is 57 years old, female and Muslim. Mrs. Jamilah has worked at the orphanage since 2016. Mrs. Jamilah has long been a caregiver and supervisor at the Amal Mulia Bina Netra Social Home Bengkulu City as well as Mrs. Jamilah stays at the home to cook and supervise the children at the home.



**Figure 5.2 Photo of Informant Mrs. Jamilah**

*Source: Researcher, 2024*

### **3. Ms. Dianawati**

Ms. Dianawati is a native of Bengkulu who is 38 years old, female and Muslim. Ms. Dianawati has worked at the orphanage since 2018. Currently, Ms. Dianawati replaces Ms. Wirda as the head of the orphanage, as well as being a caregiver at Amal Mulia Bina Netra Social Home Bengkulu City, Ms. Dianawati is also a teacher at Amal Mulia Special School.



**Figure 5.3 Photo of Informant Mrs. Dianawati**

*Source: Researcher, 2024*

## **Interpersonal communication between caregivers and children with disabilities**

Interpersonal communication is an interaction that uses verbal and non-verbal cues that occurs between two or even more people, who are interdependent. Caregivers in the orphanage play a role in looking after, teaching, educating to direct and foster children with disabilities, especially in the formation of an attitude of independence in themselves. To foster an independent attitude in children with disabilities, a caregiver must have special abilities that can be adjusted to the special needs of the foster children in the social institution. Caregivers are also expected to be able to provide examples of an attitude of independence to children with disabilities, this is because caregivers are considered as people who can be trusted to provide children with examples, so that the process of interpersonal communication between caregivers and children with disabilities can influence the attitude of independence in these children.



To be able to find out what kind of Interpersonal Communication of Caregivers at Amal Mulia Bina Netra Social Home Bengkulu City in shaping the attitude of independence of children with disabilities, the researchers conducted interviews and observations conducted directly at the research site. There are several informants who researchers interviewed or who became sources in this study, namely the caregivers of social institutions named, Mrs. Wirda, Mrs. Dianawati, and Mrs. Jamilah, as well as parents of children with disabilities who are entrusted at social institutions including, Mrs. Dahlia, Mrs. Ismi, and Mr. Anto. To find out the interpersonal communication carried out by caregivers to form an independent attitude towards children with disabilities in social institutions, researchers use Devito's theory of interpersonal communication with a Humanistic Approach, so researchers will describe in detail about interpersonal communication as follows:

### **1. *Openness***

Interpersonal communication begins when children with disabilities come to Amal Mulia Bina Netra Social Home Bengkulu City. Caregivers welcome them with patience and warmth, inviting them to interact slowly. Upon first arrival, many children feel awkward and afraid, but with a gentle and consistent approach from caregivers, they begin to feel safe and comfortable. Caregivers actively establish face-to-face relationships, inviting children to get acquainted with their friends and the environment around the orphanage. This allowed the children to slowly open up, share their passions, and begin to trust the caregivers as trustworthy figures. Despite initial challenges such as anxiety and dependence on parents, the adaptation process does not take long. With a continuous and patient approach, the children soon adjust and begin to build a good relationship with the caregivers at the center.

### **2. *Empathy***

The humanistic approach at Panti Sosial Bina Netra Amal Mulia Bengkulu City emphasizes empathy in interpersonal communication between caregivers and children with special needs. Caregivers consistently ensure that each child feels cared for and listened to, often inviting them to talk face-to-face in a space provided to maintain privacy. In these interactions, caregivers act as patient and understanding listeners, helping the children to feel safe in expressing their feelings, including when talking about personal problems or feelings. Parents also recognized the importance of the caregiver's role as a trusted and supportive companion for their children's development at the orphanage, while researcher observations showed that this approach created an environment where the children felt comfortable building close relationships with the caregivers.

### **3. *Supportiveness***

The humanistic approach applied at Panti Sosial Bina Netra Amal Mulia Bengkulu City strongly emphasizes empathy in interpersonal communication between caregivers and children with special needs. Caregivers consistently pay attention and listen carefully to each child with special needs, often through intimate face-to-face meetings to maintain privacy. They act as patient and understanding listeners, creating an environment where children with special needs feel safe to talk about their personal problems and feelings. In addition,

caregivers show direct examples of supporting the children's independence, such as teaching them how to do daily tasks like laundry, cleaning their rooms and personal hygiene, and providing moral support and encouragement so that the children are consistent in practicing the independence they have learned. Through this approach, children with disabilities not only learn to be physically independent, but also develop independence in social and spiritual aspects, such as routine congregational prayers and participation in other arts and skills activities at the center.

#### **4. Positive Attitude (*Positivness*)**

Caregivers at the social welfare institution for visually impaired children demonstrate a commendable positive attitude and empathy towards their charges, despite facing challenges in communication with deaf and mute (*tuna rungu and wicara*) or intellectually disabled (*tuna grahita*) children. They handle these difficulties with patience, employing gentle reminders and guidance instead of harsh discipline, which helps maintain a nurturing environment. Parents express trust in the caregivers' professionalism, ensuring their children receive appropriate care and support tailored to their special needs. Observations highlighted the caregivers' efforts in fostering independence among the children, evident in their improved ability to perform daily tasks and engage in social activities independently. Overall, the caregivers' supportive approach and dedication contributed significantly to the children's development and well-being at the institution.

#### **5. Equality**

At *Panti Sosial Bina Netra Amal Mulia Bengkulu City*, interpersonal communication between caregivers and children with special needs is based on the very important principle of equality. Caregivers do not discriminate or create an atmosphere that makes children feel afraid or inferior. They invite children to play, listen to their complaints, and share life experiences, thus creating a bond like their own family. Parents felt that the relationship was very good, as the caregivers were patient and impartial, so the children felt safe and valued at the center. Observations also showed that caregivers not only taught, but also played and joked with the children, creating a warm and supportive environment. This equality not only improves communication, but also helps children feel comfortable and confident in interacting with their caregivers.

### **Communication barriers between caregivers and children with disabilities during interpersonal communication**

In *Bina Netra Amal Mulia social home in Bengkulu City*, interpersonal communication between caregivers and children with special needs often faces obstacles. These barriers can come from the noisy surrounding environment due to vehicle traffic in front of the social home, as well as from the caregivers' own emotional conditions which are sometimes affected by various life problems. Nonetheless, caregivers strive to overcome these barriers by inviting children to communicate in a quieter room or controlling their emotions so as not to unduly influence interactions with children. This strategy is done so that the messages

conveyed can still be well received by children, even though the situation around them may not always be supportive.

### **Motive Cause and Purpose of Caregiver Work**

In this study, motive is the key that describes the reason why informants choose to work as caregivers at Amal Mulia Bina Netra Social Home, Bengkulu City. Motives are divided into two, namely cause motives and goal motives. The cause motive shows that each caregiver has a different background that encourages them to choose this profession. For example, a caregiver like Wirda was inspired by meeting a blind child who memorized the Quran, while Dianawati was motivated by her family background who was involved in SLB Amal Mulia, and Jamilah because of the economic needs for her children's school fees. On the other hand, the purpose motive describes the direction and intentions that the caregivers want in their work, such as doing charity, devoting themselves, and providing benefits for the children of the orphanage. Their drives and motivations vary, from a calling of the heart, affection for the children, to support from family and the orphanage administrators. Thus, caregivers are not only working to achieve personal goals, but also to have a positive impact on the children they care for in these social institutions.

### **Discussion**

#### ***Supporting Informants***

There are 3 supporting informants in this research. The informants in this study were obtained based on the criteria described in chapter 3 by the researcher, using *purposive sampling* technique. The three supporting informants have met the criteria set by the researcher. The role of supporting informants in this study was determined based on the consideration of frequent contact and knowledge both formally and informally with the main informants. So that the information obtained by researchers from supporting informants can be used as material for source triangulation. Triangulation of sources obtained in this study came from various informants who participated in this study. The data that has been obtained by researchers from each informant can be compared and analyzed by researchers to see how it compares to the responses of the main informants. To obtain the information needed in this study, researchers used semi-structured interview techniques. The interviews were conducted randomly according to the readiness of the informants to be interviewed so that the information obtained could be more in-depth and detailed to meet the accuracy of the data. The following is a table listing companion informants, and a brief profile of the companion informants:

**Table 5.2 List of accompanying informants**

| <b>No.</b> | <b>Name</b> | <b>Age</b> | <b>As</b>                             | <b>Description</b>    |
|------------|-------------|------------|---------------------------------------|-----------------------|
| 1.         | Dahlia      | 42         | Parents of children with disabilities | Supporting Informants |
| 2.         | Ismi        | 36         | Parents of children with disabilities | Supporting Informants |
| 3.         | Anto        | 39         | Parents of children with disabilities | Supporting Informants |

*Source: Researcher, 2024*

Based on the data above, the following is a brief description of the supporting informants as follows:

**Supporting Informants:**

**1. Mrs. Dahlia**

Mrs. Dahlia is 42 years old, a housewife, who lives in South Bengkulu. She is the parent of ASS, a 22-year-old child with *Down syndrome*, who is currently in Grade 2 at Amal Mulia Junior High School. Sari has been entrusted by her parents to Panti Sosial Bina Netra Amal Mulia Bengkulu City for a long time to be cared for and fostered at this social institution and to be sent to school.

**2. Mrs. Ismi**

Mrs. Ismi is 36 years old, a housewife, who lives in Talang Giring. She is the parent of KMK, a 12-year-old hearing and speech impaired child, Keysia is currently in grade 6 of SDLB Amal Mulia, Keysia has long been entrusted by her parents at the Amal Mulia Bina Netra Social Institution in Bengkulu City to be cared for and fostered at this social institution and to be sent to school.

**3. Mr. Anto**

Mr. Anto is 39 years old, works as a shopkeeper, who lives in Bengkulu. He is the parent of SJP, a 14-year-old child with intellectual disability, currently in grade 6 of SDLB Amal Mulia, Putri has been entrusted by her parents to Panti Sosial Bina Netra Amal Mulia Kota Bengkulu for quite a long time to be cared for and fostered in this social institution and to be sent to school.

***Caregivers' Interpersonal Communication in Shaping Children's Attitudes of Independence***

Interpersonal communication is an interaction using verbal and non-verbal cues between two or more people, interdependent (DeVito, 2016). In the context of social institutions, caregivers have a crucial role for children with special needs to foster, provide input and motivate them to achieve independence. Caregivers' interpersonal communication is important in shaping children's independence with a humanistic approach that includes openness, empathy, support, positive feelings and equality. Caregivers' openness allows for an in-depth approach and builds trust with the children, while empathy helps caregivers understand and pay attention to the children's problems. Caregiver support in the form of direct guidance and examples encourages children to develop independent habits, while positive feelings from caregivers create a safe environment and unconditional support. Equality in communication ensures that children with disabilities feel valued and encouraged to actively participate in the learning process. Overall, this humanistic approach was successful in establishing effective interpersonal communication and facilitating the development of children with disabilities in social care.

***Communication barriers between caregivers and children with disabilities during interpersonal communication***

In conducting interpersonal communication, not everything goes smoothly because there are various barriers that can interfere. Several inhibiting factors such as physical, physiological, psychological and semantic barriers can affect the smoothness of communication. For example, in the context of caregiving in social institutions to shape the independence of children with special needs, caregivers experience semantic, physical and psychological barriers. Semantic barriers occur when caregivers communicate with children with intellectual disabilities who have difficulty in understanding or responding to messages due to their limited IQ. In addition, caregivers also face semantic barriers with deaf and speech impaired children who use sign language such as SIBI or BISINDO, which is different from the caregiver's sign language. Physical barriers arise from noise around the social center that interferes with communication, but caregivers can overcome this by taking the children to a closed room. Meanwhile, caregivers' psychological barriers, such as unstable emotions, can affect interactions with children with disabilities, but caregivers try to calm themselves and avoid interactions when emotions are out of control. These efforts are important to keep interpersonal communication effective and support the development of the children's independent attitudes in daily life.

***Phenomenological analysis based on caregivers' interpersonal communication with children with disabilities***

This research reveals how caregivers at Bina Nerta Amal Mulia Social Home in Bengkulu City use phenomenological methods to explore the formation of independent attitudes of children with special needs. From interviews with 3 caregivers, 5 key aspects were found to be important in this process. Openness in interaction and communication, empathy in understanding the feelings of children with disabilities, direct and moral support, a positive attitude and patience in facing difficulties, and equal treatment and respect for the rights of children with disabilities are all interrelated and supportive. Good implementation of these aspects is expected to increase the independence of children with disabilities in their daily lives.

***Motive Cause and Purpose of Caregiver Work***

This research uses Alfred Schutz's social phenomenology theory to understand the cause and purpose motives of caregivers at Amal Mulia Bina Netra Social Home Bengkulu City. Alfred Schutz divides social action motives into two: cause motives, which refer to a person's background and past experiences, and goal motives, which concern hopes, beliefs and intentions for the future.

In the context of caregivers in social centers, their motives vary. Some caregivers are motivated by personal experiences, such as family experiences or the urge to help blind children who can memorize the Quran. These cause motives influence them to choose a job as a caregiver in social care. Meanwhile, their goal motives cover various aspects. Many caregivers have the goal of charity and worship, seeing their work as an opportunity to do social good and enhance

spirituality. They also hope to provide meaningful life experiences for the children in the centers, as well as create positive changes in the children's lives.

This analysis shows that caregivers in social care homes do not only work out of economic necessity or vocation, but also out of moral compulsion and the hope to have a positive impact on the children in their care. As such, they combine their cause and purpose motives in their daily actions, reflecting the complexity and depth of their social motivation.

### **Mapping Chart of Research Results and Discussion**

This chart shows the results of the analysis of interpersonal communication between caregivers and Children with Special Needs (ABK) at Amal Mulia Bina Netra Social Home, Bengkulu City. The discussion focuses on human aspects such as openness, empathy, support, positive feelings, and equality. For example, in the aspect of openness, caregivers approach the children by interacting with them first, while in the aspect of empathy, they listen and give advice. The research findings also revealed the caregivers' purpose and cause motives for working. Purpose motives include charity, worship and educating children with disabilities, while cause motives include motivation from experiences of meeting blind children who memorize the Quran or economic need. Although the cause motives differ, the caregivers' goal motives remain consistent to provide the best for the children, despite facing barriers in interpersonal communication. Salary is not the main priority for the caregivers, but their emotional bond and dedication to the children with disabilities encourages them to continue to dedicate themselves to the social center.

## **CONCLUSION**

From the results of research on the interpersonal communication of caregivers in shaping the attitude of independence of children with special needs at the Amal Mulia Bina Netra Social Home, Bengkulu City, it was found that the Humanistic approach applied by caregivers is very supportive in the process of forming the attitude of independence of children with special needs. Aspects such as openness, empathy, support, positive attitude and equality play an important role in strengthening the relationship between caregivers and children with special needs and in encouraging the development of their independence. Despite some barriers to interpersonal communication such as semantic, physical and psychological barriers, caregivers showed perseverance and commitment in facing these challenges to ensure quality services for the children. Suggestions from this study include the need for further development in terms of communication training, greater integration with parents of children with disabilities, and strengthening programs that support the independence of children in the orphanage, all with the aim of improving the quality of care at Panti Sosial Bina Netra Amal Mulia Bengkulu City.

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