

ABSTRAK

Fenomena yang diangkat dalam penelitian ini adalah mengenai komunikasi keluarga dengan anak *Learning Difficulties* dalam meningkatkan perkembangan emosi anak yang semakin banyak ditemui kendala yang terjadi di dalam keluarga dalam memahami anak *Learning Difficulties*. Anak dengan kebutuhan khusus *Learning Difficulties* kebanyakan hiperaktif, sulit berkonsentrasi, sulit memahami lingkungannya, sering juga disebut sebagai anak yang memiliki gaya belajar yang berbeda. Anak *Learning Difficulties* mengalami kesulitan untuk memahami isyarat sosial di lingkungannya. Anak *Learning Difficulties* membutuhkan pendekatan dan penanganan yang berbeda. Keluarga inti kesulitan untuk mencari informasi tentang anak *Learning Difficulties*. Informasi masih terbatas, sedangkan perkembangan anak saat ini sangat pesat. Apabila anak *Learning Difficulties* tidak ditangani dengan baik dan benar, anak dapat mengalami gangguan emosional (psikiatrik). Hal ini dapat memberikan dampak yang buruk bagi tumbuh kembang anak. Komunikasi interpersonal dianggap memiliki kekuatan persuasif yang lebih besar. Pemanfaatan komunikasi interpersonal dalam keluarga memiliki peranan yang sangat besar karena komunikasi interpersonal memiliki sifat yang dinamis, menimbulkan kesan simpatik dan empatik, yang dapat membantu proses perkembangan karakter serta potensi anak *Learning Difficulties*. Komunikasi interpersonal dalam keluarga memiliki peranan dalam mengantisipasi gangguan hyperemosional anak *Learning Difficulties*. Tujuan dari penelitian ini, untuk menjelaskan komunikasi keluarga inti, yaitu ayah, ibu dan saudara dengan anak *Learning Difficulties* dalam meningkatkan perkembangan emosi anak. Teori Manajemen Makna Terkoordinasi atau CMM Theory, Teori Significant Others dari teori Interaksionis Simbolik serta enam tahapan dasar dari Greenspan Theory membantu keluarga dengan anak *Learning Difficulties* dalam meningkatkan perkembangan emosi anak. Metode penelitian yang digunakan adalah metode studi kasus menurut Robert K.Yin dan Creswell. Teknik pengumpulan data dilakukan melalui wawancara mendalam dan observasi. Peneliti melakukan penelitiannya pada dua keluarga di Jabodetabek dan satu keluarga di Bandung. Keluarga inti sangat penting bagi anak *Learning Difficulties* dalam menerima keunikan mereka.

Kata Kunci : Anak *Learning Difficulties*, komunikasi keluarga, komunikasi interpersonal.

ABSTRACT

The phenomenon that is raised in this study is about the communication of families with Learning Difficulties children in enhancing the emotional development of children is increasingly encountered obstacles that occur in the family to understand the child's Learning Difficulties. Children with special needs of Learning Difficulties mostly hyperactivity, difficulty concentrating, difficulty understanding in their environment, often also referred to as children who have different learning styles Learning Difficulties children have difficulty to understanding social cues in their environment. Learning Difficulties children requires a different approach and handling. It is difficult to find information for family about Learning Difficulties.children. Information about Learning Difficulties children is still limited, while the child's development at this time is very rapid. If the child with Learning Difficulties is not treated properly, the child may experience emotional disorders (psychiatric). It can give a negative effect on children's growth. Interpersonal communication is considered to have a greater persuasive power. Utilization of interpersonal communication in the family has a very large role for interpersonal communication have a dynamic nature, give rise to the impression of sympathetic and empathetic, which can assist in the development of the character and potential of Learning Difficulties Children. Interpersonal communication in the family has a role in anticipating disruption children hyperemosional. The purpose of this study, to clarify family communication, between the father, mother and brother sister with Learning Difficulties children in raising a child emotional development of children. Coordinated Management of Meaning theory or CMM Theory, Theory of Significant Others Symbolic interactionist theory as well as the six basic stages of Greenspan Theory helps families with Learning Difficulties in enhancing the emotional development of children. The method used was the case study method, according to Robert K.Yin and Creswell. The data was collected through interviews and observations. Researchers conducted the study on two families in Greater Jakarta and one family in Bandung. The family is very important to the Learning Difficulties children in accepting their uniqueness.

Keywords: Learning Difficulties children, family communication, interpersonal communication.