

## **ABSTRAK**

Penelitian ini di fokuskan pada komunikasi guru dan siswa di kelas inklusi dengan Pembelajaran Jarak Jauh karena dampak wabah covid 19. Kelas Inklusi adalah kelas reguler yang di dalamnya terdapat siswa berkebutuhan khusus diantaranya Tuna grahita, Tunarungu dan Autis. Proses pembelajaran yang terjadi di kelas inklusi dilakukan secara sinkron di kelas virtual dengan menggunakan aplikasi gmeet atau zoom meet dan pembelajaran tidak langsung (asingkron) melalui google classroom.. Peran guru untuk memberikan perhatian lebih kepada siswa ABK merupakan hal yang sangat penting untuk memotivasi agar mereka dapat mengikuti pembelajaran bersama dengan siswa lain. Hambatan sarana dan prasarana terjadi pada saat proses PJJ berlangsung diantaranya, siswa/guru tidak memiliki kuota, jaringan yang tidak stabil dan sarana pendukung untuk siswa ABK. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus yang di lakukan di SMA Negeri 33 di Jakarta Barat. Pengumpulan data penelitian dilakukan dengan pengamatan, wawancara dan dokumentasi saat proses belajar mengajar. Analisis data penelitian dilakukan dengan menggunakan triangulasi data. Hasil penelitian di temukan bahwa komunikasi yang terjadi selama PJJ berlangsung di kelas virtual untuk siswa ABK kurang maksimal karena tidak ada guru pendamping khusus.

Kata kunci: Pembelajaran Jarak jauh (PJJ), Anak Berkebutuhan Khusus (ABK), komunikasi, kelas inklusi

## **ABSTRACT**

*This research focuses on teacher and student communication in inclusive classes with Distance Learning due to the impact of the covid 19 outbreak. Inclusion Classes are regular classes in which there are students with special needs including mentally retarded, deaf and autistic. The learning process that occurs in the inclusive class is carried out synchronously in virtual class using the gmeet or zoom meet application and indirect (asynchronous) learning through google classroom. The role of the teacher in giving more attention to students with special needs is very important to motivate them can participate in learning together with other students. Barriers to facilities and infrastructure occurred during the PJJ process, including students/teachers not having quotas, unstable networks and supporting facilities for students with special needs. This study used a qualitative approach with a case study type of research conducted at SMA Negeri 33 in West Jakarta. Research data collection was carried out by observation, interviews and documentation during the teaching and learning process. Research data analysis was carried out using data triangulation. The results of the study found that the communication that occurred during PJJ took place in virtual classes for ABK students was not optimal because there was no special accompanying teacher.*

*Keywords: Distance Learning, Children with Special Needs, communication, inclusive class*