

PRINCIPLES OF USING LANGUAGE AS AN INTERACTIVE COMMUNICATION TOOL AND BUILDING GOOD RELATIONSHIPS

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Abstract

Communication plays an important role in inclusive education, where the use of polite, inclusive, and clear language helps build strong relationships between teachers, students, parents, and support staff. This research aims to analyze the principles of language use as an interactive communication tool and to build good relationships in the context of inclusive education. The problem formulation includes the principles of language use, the role of linguistic politeness, the ethics of interactive communication, and the importance of effective communication in creating an inclusive learning environment. By applying the principles of interactive communication, inclusive education can become more inclusive, equitable, and supportive of each student's development. The conclusion of this research indicates that interactive communication is the key to success in inclusive education, creating a friendly, supportive, and motivating learning environment for all students. Recommendations include the need to continuously apply the principles of interactive communication, raise awareness of the importance of linguistic politeness, and strengthen the relationships between all elements involved in the inclusive education process.

Keywords: *Interactive communication, inclusive education, language politeness, inclusive language, effective communication*

INTRODUCTION

Communication is the process of exchanging information, ideas and meanings that form the basis of building relationships between people. In the context of education, communication plays an important role in creating a conducive and effective learning environment. Moreover, in inclusive education, communication becomes a crucial aspect that demands a special approach to support all students, including those with special needs.

This study aims to analyze the principles of using language as an interactive communication tool and building good relationships in the context of inclusive education.

The problem formulations contained in this research include: What are the principles of using language as an interactive communication tool in the context of inclusive education?, What is the role of language politeness in building strong social relationships in inclusive education?, What are the ethics that need to be considered in interactive communication in an inclusive education environment?, Why is effective communication so important in creating a supportive inclusive learning environment?

Effective communication in inclusive education involves sending messages that are clear, correctly understood and generate the expected response. This is in line with Burhanuddin's (2014) opinion that effective communication occurs when the receiver of the message captures the same meaning as intended by the sender of the message. In the learning process, quality relationships and communication between educators and learners, as well as between learners, are key to success.

Communication in inclusive education has several important aspects, namely two-way communication, inclusive language, adjusting to needs, building strong relationships, and nonverbal language. Two-way communication allows each party to feel comfortable sharing information, ideas and concerns. Inclusive language avoids discriminatory or demeaning language, and uses language that values each student's differences and abilities. Adjustments to needs involve the use of sign language, pictures, assistive technology, or other alternative communication methods. Building strong relationships between teachers, students and parents through open and honest communication helps build trust and understanding. Nonverbal language such as body language, facial expressions and tone of voice can provide powerful messages, so it is important to use positive and supportive nonverbal language.

Communication functions in education, such as creating a supportive learning environment, building strong relationships between teachers and students, and transmitting cultural values, are key in an inclusive approach. According to Chotimah (in Mansyur, 2021), educational communication has social, expressive, ritual and instrumental functions. The social function helps students develop themselves and achieve happiness. The expressive function helps students express emotions and reveal problems. The ritual function transmits cultural and religious values. The instrumental function provides information, motivates, and changes students' attitudes and mindsets.

By ensuring two-way, inclusive and supportive communication, the learning environment can be a welcoming and productive place for all students, including those with special needs. Effective communication is key to the success of inclusive education, creating a safe, comfortable and supportive learning environment for all students to thrive and reach their potential.

METHODS

This research method uses a literature review. Literature review is a process of collecting scientific data and information from various sources such as books, journals, essays, articles, dissertations, theses, handouts, laboratory manuals, and other scientific works. Pohan (2007:42) explains that the purpose of the literature review is to collect scientific data and information, both in the form of theories, methods, or approaches that have been developed and documented in various forms such as books, diaries, manuscripts, notes, historical records, documents, and others. Sugiyono (2017: 291) adds that literature review is an important step after researchers determine the research topic. The next step is to look for references related to the theory and research conducted. In language research, literature review helps explain the function of language as a communication tool, how language is used in daily communication, and why humans communicate. The research results in this article use quantitative research results that contain data from research results.

RESULTS AND DISCUSSION

A. Interactive Communication in Inclusive Education

1. Definition of Interactive Communication

Communication, derived from the word “communis” which means “the same”, indicates a shared understanding of something. A conversation is considered communicative when both the communicator and the communicant understand the language and the meaning of the message conveyed. Harold D. Lasswell defines communication as a process that involves “who says what, in which channel to whom with what effect or result?” (Karyaningsih, 2018).

Communication is a process that involves people, symbols, tools, and abstractions. It is an interaction between two parties: the speaker and the listener. Both are not isolated individuals, but humans with psychosocial backgrounds and intentions.

Interactive communication is a dynamic, two-way form of communication, where both parties are actively involved in the exchange of information and responses. The direction of communication flows from the speaker to the listener, and the response or feedback from the listener constitutes a distinct act of communication. The alternation of roles between speaker and listener occurs constantly, making communication a continuous series of activities.

Interactive in KBBI refers to a reciprocal relationship. Marsudi (2018) states that interactive communication is communication that occurs between two humans who at one time have a dual role, namely being a communicator and at the same time can exchange roles as a communicant.

Interactive communication in inclusive education is key to creating a welcoming and supportive learning environment for all students. In this context, interactive communication involves a dynamic, two-way exchange of information, ideas and meanings in which all parties, including teachers, students, parents and support staff, have the opportunity to actively participate. This helps to create a friendly and supportive learning environment, where all students feel valued and listened to. By applying interactive communication principles such as mutual listening, inclusive language, and customization to individual needs, teachers can build strong relationships with students and understand their needs better.

Interactive communication has two-way characteristics, in accordance with the concept of interactivity dimensions by McMillan and Downes, which dominantly explains that interactive communication will always run in two directions. Interactive communication is a dynamic two-way conversation, where each party actively participates in the exchange of ideas and information. It is not simply a one-way message delivery, but rather an ongoing, mutually influencing process, where each message shapes the next interaction. Purpose, meaning, and understanding are formed through the use of symbols and the responses given by each party. Interactive communication enables the exchange of thoughts and feelings, making it an effective tool for building relationships, solving problems and enhancing creativity.

2. Principles of Interactive Communication in Inclusive Education

Communication principles are guidelines or ground rules that serve as a foundation for building effective and meaningful communication. They help us understand how messages are delivered, received and interpreted, and how to build healthy and productive relationships through communication. According to Panuju (2018, p. 1), communication principles can serve as a tool to reveal the hidden truth behind the apparent reality.

Communication is the process of delivering messages by one person to another to inform, change attitudes, opinions or behavior, either orally (directly) or indirectly (through the media) (Artika, 2017). Chen and Wu (Hidayat and Ginting, 2018) say that media not only shapes our culture, but it is our culture. In other words, new media plays an important role in people's lives and individuals need to equip themselves with new media literacy.

Interactive communication is a type of communication that involves two-way interaction between the communicator and the receiver of the message. In interactive communication, both parties are active in the communication process, giving and receiving messages, and providing feedback. This is different from one-way communication, where messages only flow from communicator to receiver without any response or interaction.

The principles of interactive communication are guidelines that govern how communication occurs effectively and meaningfully in an environment that involves two-way interaction. These principles emphasize the importance of mutual listening, message clarity, empathy, and feedback in building memorable and sustainable communication. In interactive communication, the parties involved are not only the recipients of the message, but also the givers of the message and the shapers of shared meaning. These principles are essential in creating effective inclusive education where all students feel valued and supported.

Key principles in interactive communication in inclusive education include:

1. **Mutual Listening:** Teachers should provide opportunities for all students to share ideas and opinions, including students with special needs. Teachers should listen with empathy and understand each student's perspective. Example: In class discussions, teachers can use a “snowball” strategy where each student writes down their ideas on a piece of paper, then shares in small groups before sharing with the whole class. This gives all students the opportunity to participate, including students who may not feel comfortable speaking directly in front of the class.
2. **Clarity of Message:** Teachers should use language that is easily understood by all students, including students with disabilities. They should also ensure that the message is appropriate for the students' level of understanding. Example: When explaining subject matter, teachers can use simple language and avoid jargon or technical terms that are difficult to understand. They can also use visualizations, demonstrations or other learning aids to clarify the message.
3. **Empathy:** Teachers should show empathy towards students with special needs by understanding their difficulties and adjusting learning methods accordingly. Example: Teachers can give extra time for students with learning disabilities to complete assignments, or provide learning aids that suit their needs. Teachers can also provide emotional support and help students overcome the challenges they face.
4. **Feedback:** Teachers should provide feedback to students on an individualized basis, tailored to their needs. Positive and constructive feedback can boost students' learning motivation. Example: Teachers can provide written feedback to students with learning disabilities, or use body language and facial expressions to show support and appreciation to students who may have difficulty communicating verbally.

The principles of interactive communication have several principles that can be used. These principles in interactive communication can help ensure that messages are delivered clearly, are well received, and encourage positive interaction. Some of the principles of interactive communication are:

1. Media Convergence

The principles of interactive communication have several principles that can be used. These principles in interactive communication can help ensure that messages are delivered clearly, are well received, and encourage positive interaction. Some of the principles of interactive communication are:

2. New Media

New media allows for two-way interaction and active user participation, which are the hallmarks of interactive communication. (pakarkomunikasi.com)

3. Interactivity

Interactive communication emphasizes a two-way exchange of information, where the receiver of the message can also provide feedback and actively participate in the conversation.

4. Participation

Users have an active role in generating and disseminating content, as well as interacting with others in online communication.

5. Speed and Access

Technology enables communication that is fast and accessible, allowing for real-time interactions and quick responses.

Interactive communication is a form of communication that involves two-way interaction between the communicator and the message receiver, where both parties are active in the communication process, giving and receiving messages, and providing feedback. The principles of interactive communication emphasize the importance of mutual listening, message clarity, empathy, and feedback in building effective and meaningful communication.

B. Building Strong Social Relationships with Language Politeness in Inclusive Education

The relationship between language and communication is very close, as shown by the definition of language according to linguistic formulation and communication review, which describes language as a communication tool or medium used by humans to communicate. Conversely, communication requires a medium, namely language. Language is a message that is usually communicated through

expression in various specific activities, according to Noermanzah (2017: 2). Language is very important in various daily human activities; there is no action that does not use language. Language produces socially accepted meanings and values.

Communication does not only occur through verbal language; some experts argue that communication definitely occurs when a number of people gather in a place. Besides body language, facial expressions, and non-linguistic sounds, these are other ways we communicate. Communication is the transfer of meaning through sounds, signs, body language, and symbols. Therefore, language is a change in communication that consists of a specialized symbol system that is conveyed by a group of people in the form of ideas and information.(Fridani, L. 2014)

1. The Importance of Language Politeness

From children to parents, both among government officials and ordinary people, politeness in language has always been a concern for Indonesian society. Therefore, politeness is one of the important elements in communication. The level of politeness of a word depends on the level of politeness of the society that uses the language. According to Bakery, Fathurohman, Fuad, Hassan, and Hamid (2013), speech in Indonesian is generally considered polite if the speaker uses polite words, does not contain mockery or direct commands, and respects others.

Two main theories about classical politeness theory are the politeness theory by P. Brown and S.C. Levinson (1987) and the politeness theory by G. Leech (1993). G. Leech's politeness theory is considered to have a social perspective, thus it is often referenced by Eastern researchers who view polite behavior more as a demand of social norms.

Lakoff laid the foundation of politeness theory in his writing titled "The Logic of Politeness; or Minding your P's and Q's." This theory then became the foundation for many studies on linguistic politeness conducted in various fields and disciplines. This study was conducted to enhance the understanding of issues related to speaking politeness. Because politeness is the foundation of linguistic research, which has many definitions and interpretations. On the contrary, politeness aims to build a harmonious relationship between the speaker and the partner. (Kuntarto, 2016).

Basically, politeness in spoken language is influenced by the correct intonation, strong and soft voice, use of tone, and word choice used in sentences. This is in line with what Hamidah said, who added, "The determining factors of politeness are everything that can influence the use of language to be polite or impolite. The determining factors of politeness in spoken verbal language include aspects of intonation (the loudness or softness of intonation when someone speaks), aspects of tone of voice (related to the speaker's emotional state; formal tone, joking tone, mocking tone, sarcastic tone, and so on), choice of words, and other factors." Mislikhah states that politeness is a standard of

behavior established and agreed upon by a particular society. Therefore, politeness simultaneously becomes a requirement for social behavior. As a result, this politeness is known as "etiquette." (Mislikhah, 2014).

Politeness can be viewed from various perspectives in everyday social life. First, politeness can be described as an attitude that embodies the principles of courtesy or etiquette in daily life. When someone is called polite, it reflects the values of courtesy or etiquette that prevail in the society where they live. When someone is considered good by society, they are judged, either spontaneously or conventionally, which takes longer to do.

Secondly, politeness is highly contextual. This means that it applies in certain societies, places, or situations but may not apply in other societies, places, or situations. Politeness has many meanings and interpretations. Some people might use harsh words and loud voices when meeting close friends; however, this is impolite when directed towards someone newly acquainted.

Third, politeness is always bipolar and reflects the dynamics and complexities of social behavior. It can be influenced by various factors, including social context and interpersonal relationships; politeness always has two poles, such as the relationship between parent and child, host and guest, man and woman, and student and teacher.

Fourth, politeness is reflected in the way of dressing (fashion), the way of acting (behavior), and the way of speaking. (berbahasa). Two things to consider when talking about dressing etiquette are dressing. First, dress politely in public places. Second, dress neatly and appropriately for the situation, for example, wear formal attire for formal events and casual attire for more relaxed situations. A person's behavior and attitude in social interactions are called acting. Politeness in action means respecting others through behaviors such as giving up a seat for the elderly, helping those in need, or being patient and listening to what others have to say. Speaking is the way we interact with others. The use of polite language, the use of appropriate words, and the appropriate tone of voice are all parts of speaking courteously. For example, use friendly words.

Politeness in language is not just a matter of grammar rules or speaking etiquette, but it is the key to building effective inclusive education. Politeness in language helps create a friendly, supportive learning environment that encourages all students to reach their potential, regardless of their background, abilities, or special needs. Politeness in language plays an important role in building effective and meaningful inclusive education. The use of polite, respectful, and easily understandable language creates an environment where all students feel valued and accepted, regardless of their differences. Polite language encourages active participation in learning, as students feel safe and comfortable sharing their ideas. Additionally, language tailored to the needs and abilities of each student, including those with special needs, enhances the clarity and understanding of the subject

matter. Politeness in language also facilitates open and honest communication between teachers, students, and parents, building strong relationships and trust that are crucial for the success of inclusive education. By communicating politely and respectfully, all parties can work together effectively to support the development of each student.

As an example of linguistic politeness in inclusive education A teacher teaches mathematics in a class with children of various abilities. There is one child who has difficulty understanding numbers and symbols because he has trouble learning to read. The kind-hearted teacher is aware of this. He does not use difficult words, but provides easy-to-understand examples from everyday life. He also uses pictures and illustrations to explain his lessons. With a kind and friendly way of speaking, the teacher made the struggling student feel comfortable asking questions and participating in learning. He also praised the child's efforts, making the child feel more confident and enthusiastic about learning. This teacher shows that with a friendly and inclusive teaching approach, all children can learn comfortably and happily.

2. Ethics in interactive communication

In today's digital age, interactive communication has become an important part of our daily lives. Thanks to communication platforms such as social media, instant messaging apps (e.g. WhatsApp) and discussion forums, we can interact directly and quickly. Communication ethics, which are moral principles that govern our behavior in interacting with others, have become very important in this context. Ethics govern how we convey messages and how we treat others in the communication process. In other words, communication ethics are the principles that govern human interaction relationships. (Putri, Vanya karunia mulia, 2021).

Ethics in interactive communication are essential to ensure that communication takes place well and with mutual respect. But with this convenience comes a great responsibility, which is to adhere to the principles of ethical principles in communication. ethics in interactive communication focuses not only on how we convey messages but also how to treat others in the process. The principles of ethics in interactive communication are:

1. Honesty and Transparency

Honesty and transparency are the main foundations of interactive communication, both in communication between individuals and in public services. Both play an important role in building healthy and productive relationships between all parties involved. Honesty in communication builds trust. When individuals or organizations communicate honestly,

they demonstrate integrity and commitment to ethical values. This is essential in building effective and mutually beneficial cooperation.

2. Respecting Privacy

Respecting privacy is an important aspect of interactive communication, a basic principle in interacting with others. Every action we take has consequences, both for ourselves and for others. Therefore, it is important to take responsibility for every action we take. When one respects the privacy of others, they not only maintain a good relationship, but also create a safe and comfortable environment to communicate.

3. Use of Polite Language

Language politeness is closely related to the use of good Indonesian to communicate (Asdar et al., 2019). Language politeness is an effort made by speakers to keep speech partners and interlocutors feeling respected, comfortable, and prevent misunderstandings (Kusumaswari, 2018; Markhamah & Sabardila, 2013; Ubaidullah & Darmanto, 2021). Using polite language and avoiding harsh words is an important part of communication ethics. It shows our respect for others and helps create a positive atmosphere in interactions. Polite language is the use of words and expressions that are polite, respectful, and mindful of grammatical norms and communication ethics. It involves using words that are not demeaning, rude or offensive, and paying attention to tone of voice and facial expressions to remain polite. Language courtesy is the attitude or behavior of using language with politeness, respect, and wisdom. It involves using words that are polite, non-abusive, and non-offensive, and adhering to the rules of grammar and communication etiquette.

4. Empathy and Understanding

Empathetic communication builds interactions that foster mutual understanding. When someone communicates with empathy, they not only listen to the words spoken but also pay attention to the emotions and context behind them. This helps build trust and creates a safe environment for sharing thoughts and feelings.

5. Responsibility in Communication

In communication, honesty and accuracy in conveying information is essential. Each individual must ensure that the information they provide is correct and not misleading. Spreading misinformation can cause confusion and harm to others.

This section discusses the close relationship between language and communication, emphasizing the importance of politeness and ethics in interactive communication, especially in the digital era. Language is the primary tool in communication, allowing humans to exchange meanings

and information with each other. Politeness in language, which includes principles such as wisdom, generosity, and humility, aims to maintain harmonious relationships and respect conversational partners. In the digital era, communication ethics are becoming increasingly important, with principles such as honesty, transparency, respecting privacy, using polite language, empathy, and responsibility. This section also highlights the importance of understanding language, politeness, and ethics in building effective and meaningful communication, both in verbal and interactive communication.

3. Principle of Language Politeness (Leech)

Language politeness is a rule in conversation that regulates speakers and listeners to pay attention to politeness in language use. Sulistyono (2013: 27) states that politeness or courtesy is the treatment of a clear concept related to polite social behavior found in a culture or society. The principle of politeness according to Leech (1983) (in Sulistyono, 2013: 27-29) helps create a friendly, supportive, and respectful learning environment that honors differences. Leech identifies six principles of linguistic politeness, namely:

1. Maxim of tact,

Wisdom (tact maxim) Avoid using harsh or offensive language, especially towards those with special needs. In the context of inclusive education, this maxim encourages teachers to be wise in communicating with students, especially those with special needs.

Example of teacher-student interaction:

Teacher: "I know you are learning in a different way, Anisa. It's okay, we can find another way to help you understand this material."

Student: "Thank you, Ma'am. I'm having a bit of trouble keeping up with the lesson."

Teacher: "It's okay, we can try using visual media or more concrete examples." You can ask anytime if there's something you don't understand."

2. The maxim of generosity,

Generosity emphasizes the importance of providing something beneficial to others, both materially and non-materially. In the context of inclusive education, this maxim encourages teachers to be generous in providing assistance, support, and opportunities to all students, especially those with special needs. Example of teacher-student interaction:

Teacher: "I know you are having difficulty with this assignment, Bagas. Don't worry, I will help you." We can work on it together."

Student: "Thank you, ma'am. I am having a lot of trouble understanding this material."

Teacher: "No problem, we can try another way to explain it." You can ask anytime if there's something you don't understand.

3. Maxim of acceptance or praise or commendation (approbation maxim),

Giving praise and recognition for students' efforts and achievements, including special needs students. Example of teacher-student interaction:

Teacher: "Anggi, you always try to help your friends in need." Your caring attitude and willingness to share are very inspiring.

Student: "Thank you, Ma'am. I'm happy to be able to help my friends."

4. The modesty maxim,

Demonstrating humility and respect for all students, regardless of differences. Example of teacher-student interaction:

Teacher: "Andi, you are very creative in making presentations." I am very impressed with your ideas.

Student: "Thank you, Ma'am. I'm happy to share ideas with my friends."

Teacher: "I also learn a lot from you." "You all have extraordinary potential."

5. Maxim of agreement,

Finding common ground and avoiding conflict with students, especially in sensitive situations.

Example of teacher-student interaction:

Teacher: "Today we will learn about fractions. Has anyone learned about fractions before?"

Student A: "I learned about fractions in the previous class."

Student B: "I have never learned about fractions before."

Teacher: "Alright, for Student A, maybe you can help your friends who have never learned about fractions." We can learn together.

6. Maxim of sympathy (sympathy maxim).

Showing empathy and understanding towards students' feelings, especially those who are struggling. example of a student with dyslexia having difficulty reading. The teacher can show sympathy by understanding that reading can be a big challenge for this student. The teacher could say, "I know reading can be difficult, but you have worked hard and I am proud of you."

C. The Importance of Effective Communication in Inclusive Education

Communication is the process of exchanging information, ideas, and meanings between two or more individuals. This process involves delivering a message from a sender to a receiver through

a particular channel. In communication, there are important elements, namely sender, receiver, message, channel, and feedback. An effective communication process occurs when the message is delivered clearly, understood correctly, and produces the expected response.

Sharing information, ideas and meanings between two or more people is a process called communication. This process involves sending information from one party to another through a particular medium. Effective communication occurs when information is conveyed clearly, understood correctly, and produces the expected response.

Effective communication is communication that successfully changes the attitude of the recipient of the message, which is visible in their interaction. The goal is to facilitate the understanding of the message between the giver and receiver, by using clear and complete language, and maintaining a balance in delivery and feedback. In addition, effective communication also involves the use of appropriate nonverbal language (Suprpto, 2017).

Effective communication occurs when the recipient of the message captures the same meaning as intended by the sender of the message (Burhanuddin, 2014). That is, the message sent by the communicator is well received by the communicant, without any misunderstanding. This also applies in the learning process, where quality relationships and communication between educators and learners, as well as between learners, are the keys to success (Burhanuddin, 2014). Effective communication in learning is characterized by a two-way flow of information between educators and learners, where both parties respond to information according to their expectations (Majid, 2013).

Communication and education are processes that are constantly evolving and not static. The development of information technology, as described in Surani's (2019) research, has encouraged the emergence of new learning media that facilitate access to information and improve learning performance.

Chotimah (in Mansyur, 2021) describes the functions of educational communication as follows:

1. **Social Function:** Communication in education acts as a tool to build personality, help students develop themselves, and achieve happiness. Communication is also important to build positive interactions between teachers and students, both individually and in groups, because schools are connected social environments. Teachers should understand and manage the social diversity of students and build effective communication by considering their social backgrounds.

2. **Expressive Function:** Teachers as communicators should have the ability to manage students' feelings and emotions, both individually and in groups. They should be able to guide students to express emotions, express problems, and develop empathy.
3. **Ritual Function:** Educational communication plays a role in transmitting cultural and religious values prevailing in society. This function is important to provide support and reinforcement to students in facing crucial moments, especially when they are under stress.
4. **Instrumental Function:** This function relates to the function of communication in general, which is to provide information, motivate, and change students' attitudes and mindsets. Instrumental communication contains elements of persuasion and educational value that are important for student development.

Communication in inclusive education is a crucial aspect that demands a specialized approach to create a supportive learning environment for all students, including those with special needs. The aim is to ensure that every student feels valued, accepted and has the opportunity to develop. There are several important aspects of communication in inclusive education: (YayasanBangunKerdasanBangsa.com)

1. **Two-Way Communication**

Communication must flow smoothly between teachers, students, parents, and support staff. Each party should feel comfortable sharing information, ideas, and concerns. Inclusive education involves a collaborative approach among educators, students, and families to ensure that all students receive the support they need to succeed in school.

2. **Inclusive Language**

When communicating, avoid using discriminatory or derogatory language. It is advisable to use inclusive and positive language that respects the differences and abilities of each student. In this inclusive education, all individuals are given the opportunity to receive quality education regardless of their differences.

3. **Adjustment to Needs**

At this stage, the teacher's attitude is prioritized because the teacher must be able to adjust their communication style to the needs of each student. This may involve the use of sign language, pictures, assistive technology, or other alternative communication methods. The use of special aids is necessary to facilitate inclusive learning for students.

4. **Building Strong Relationships**

The relationship between teachers, students, and parents is very important in inclusive education. Open and honest communication helps build trust and mutual understanding.

5. Nonverbal Language

Body language, facial expressions, and tone of voice can convey strong messages. It is important to use positive and supportive nonverbal language.

Effective communication is the key to the success of inclusive education. By promoting two-way communication, using inclusive language, adjusting communication styles, and building strong relationships, we can create a friendly and supportive learning environment for all students.

Communication is an important process in education, especially in the context of inclusivity. In interactive communication, there is an exchange of information, ideas, and meanings between the individuals involved, enabling effective and inclusive learning. Effective communication in inclusive education involves delivering clear messages, being correctly understood, and generating the expected responses. The function of communication in education, such as creating a supportive learning environment, building strong relationships between teachers and students, and transmitting cultural values, is key in an inclusive approach. By ensuring two-way, inclusive, and supportive communication, the learning environment can become a friendly and productive place for all students, including those with special needs.

CONCLUSION AND RECOMMENDATION

Communication plays a vital role in creating an inclusive and supportive learning environment for all students. The use of polite, inclusive, and clear language is the key to building strong relationships between teachers, students, parents, and support staff. The principles of interactive communication, such as active listening, message clarity, empathy, and feedback, form the foundation for creating effective and meaningful inclusive education. By prioritizing language politeness, communication ethics, and effective communication, inclusive education can become more inclusive, equitable, and empowering for all individuals involved in the educational process.

In the context of inclusive education, it is important to understand that interactive communication is not just an exchange of information, but also a bridge to building positive relationships between teachers, students, and parents. The application of interactive communication principles, such as the use of inclusive language, adjustments to individual needs, and the acceptance of feedback, is key to creating a friendly and supportive learning environment for all students. By understanding and applying effective communication principles, inclusive education can become more effective and provide equal opportunities for all students to develop optimally.

Ultimately, interactive communication in inclusive education is not just about the exchange of information, but also about building empathetic, inclusive, and mutually supportive relationships among all involved elements. By upholding the values of linguistic politeness, communication ethics, and effective communication approaches, the learning environment can become a pleasant, safe, and motivating place for all students. Thus, interactive communication becomes a strong foundation in creating effective inclusive education and providing opportunities for every individual to grow and develop optimally.

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