Analysis of Social Interaction of Inclusion Students at SMP Muhammadiyah

Nufitriani Kartika Dewi [1], Syifa Fauziyah[2]

[12]Universitas Abdi Waluyo, Indonesia
e-mail: 2407052003@webmail.uad.ac.id

ABSTRACT. This study discusses the importance of social interaction in the context of inclusive education, especially for students with special needs at SMP Muhammadiyah 9 Yogyakarta. Social interaction not only plays a role in academic development, but also in the formation of students' character and social abilities. This study uses a descriptive qualitative approach with literature study techniques, observations, interviews, and documentation to examine the role of teachers and factors that affect the social interaction of inclusion students. The results of the study show that teachers have a central role in accompanying and facilitating students with special needs through adaptive learning strategies. In addition, support from peers and the school's social environment also contribute to the success of students' social interactions. Although there are still obstacles in the implementation of inclusive education, collaboration between teachers, students, and the school environment is considered to be able to create a learning environment that supports the optimal development of inclusive students.

Keywords: social interaction, student inclusion, role of teachers

INTRODUCTION

In essence, humans are social creatures because they cannot live independently and always need the help of others. In addition, humans have an impulse to know, develop, and advance, one of which is through interaction. In daily life, social interaction with others is inevitable, because it is through that interaction that humans can understand the surrounding environment, and even recognize themselves. Instinctively, humans are always involved in the process of interaction (Wayan Widiana et al., 2019). According to Walgito 2003, quoted in (Fatnar et al., 2014), Social interaction is a relationship between one individual and another, where each can influence each other, so that a reciprocal relationship is created between the two. Social interaction is characterized by relationships that affect each other. In the process, one party will try to conform to the other, which shows that he or she is receiving influence from the other party (Christyastari & Rusmawan, 2023).

Social interaction not only plays an important role in the achievement of academic achievement, but also contributes greatly to individual self-development and well-being (Budianto,. 2023). The influence that arises in social interaction does not just stop, but continues as long as the social relationship is still ongoing. Every individual cannot be separated from social interaction because there is a need to influence each other. Of course, the expected influence is a positive influence that brings a good impact. Therefore, through social interaction, humans can experience changes for the better (Christyastari & Rusmawan, 2023). According to Hallahan and Kauffman in (Travelancya Dp & Pd, n.d.), children with special needs who were previously known as individuals who were classified as extraordinary children, they need special education and services to help develop their human potential to the maximum (Amka,. 2025). Deaf children are one of the categories of children with special needs. Deafness is a condition in which a

person loses the ability to hear, so that he is unable to respond to stimuli, especially those related to the sense of hearing.

(Nanang et al., 2020) explained that social interaction has several goals, including: 1) Shaping children's character to be independent and able to respect others from an early age; 2) Accustoming children to interact socially in accordance with the values and norms that apply in society; 3) Preventing the emergence of children's behavior that deviates from the norm; and 4) Helping children in managing their emotions when facing various life activities. By getting students used to understanding the norms of interaction, this will have a positive impact on their future development. This understanding is also an important basis for students to face the wider environment and prepare themselves to play an active role in community life.

The phenomenon that occurs in the school environment of Muhammadiyah 9 Junior High School Yogyakarta is often encountered by students with mild disabilities. Examples include children who have learning difficulties, have slow learning abilities or mild disabilities, limited vision, and behavioral and emotional disorders. They actually need educational services that suit their individual needs, but unfortunately they are not available in schools. Therefore, inclusive education is expected to be a solution because it is considered to be able to provide wider opportunities for children with disabilities. However, in practice, this system has not been implemented optimally. Some of the obstacles that hinder include the limited number of schools that provide inclusive education, the lack of competent educators, the existence of discriminatory attitudes and treatment, and the rejection of some students' parents.

METHOD

This study applies a qualitative descriptive approach with the aim of providing a detailed and in-depth picture. The technique used is literature study, where data is collected through recording, literature review, and reading various references (Azwar,. 2022). The sources analyzed include books, scientific journals, and other scientific works such as theses and journal articles (Benius et al., n.d.). This approach is often used because it can make it easier to identify problems and to find theoretical bases that are relevant to the research topic. Data were obtained from a variety of references that were in accordance with the focus of the study.
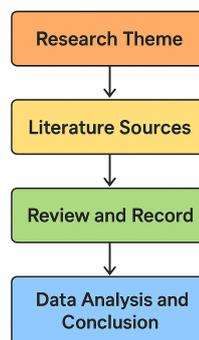

Figure 1. Research mechanism

The data collection stage is carried out through observation, interviews, documentation and literature studies with the following steps. First, the researcher searches for literature sources related to the research theme. Second, read and understand the content of the references to obtain relevant information. Third, record important points from the results of the literature

review, by listing the sources in full. This approach is considered more efficient because it can simplify the source verification process (Adlini, 2022). Once all the information is collected, the data is analyzed and then concluded.

The qualitative descriptive approach used in this study emphasizes the process of understanding phenomena through a deep and contextual interpretation of data obtained from various literature sources. This method is not aimed at testing hypotheses, but rather at exploring concepts and meanings that emerge naturally from the data. The researcher acts as the main instrument in identifying, classifying, and interpreting findings to obtain a comprehensive picture of the topic studied. This process allows the researcher to synthesize information from multiple references, connect theories with empirical facts, and develop a coherent narrative that explains the relationship between concepts in the research.

RESULT AND DISCUSSION
Result

The Role of Teachers in Social Student Interaction Introlusion Students

According to Soerjono quoted by Baharuddin, social interaction is a form of relationship that takes place between individuals and other individuals, between individuals and groups, or between one group and another. These interactions involve at least two people in direct contact, although they can also occur in more complex clusters. Contact and communication are the basic elements that underlie the occurrence of social interaction. In the world of education, teachers have an important role as planners, implementers, assessors, and supervisors (Agustin,. 2022) . Therefore, one of the main responsibilities of a teacher is to accompany and guide students in the learning process (Dewi et al., n.d. 2024). Children with special needs are children who have obstacles or disorders in physical, mental, emotional, social aspects, or have extraordinary intelligence and talent, so they need educational services that are in accordance with their needs and basic rights (Permendiknas No. 70 of 2009). In addition to obtaining academic learning, children with special needs also need to learn to socialize, both with fellow children with special needs and with other individuals in the surrounding environment.
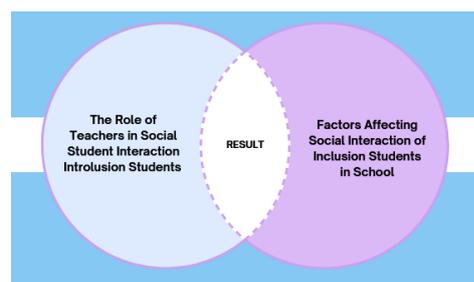

Figure 2. Research Results

The limitations of children with special n eeds often make them reluctant to socialize in the classroom, especially when they see friends who have much higher academic ability. Therefore, the presence of accompanying teachers is very crucial in providing encouragement and helping these children overcome the various problems they face (Amalia., 2021).The above statement is in line with the results of the author's interview with Mrs. Andi Nila Kusuma as one of the teachers at SMP Muhammadiyah 9 Yogyakarta who said that:"*Yes, here we as teachers are very attentive to students with special needs, such as there is a student in grade 8 who has a slow way of thinking, so the*

treatment we provide is to provide learning materials privately, but we still include these students in school activities and in the classroom so that they can still socialize with other friends".

The author concludes that the role of teachers at SMP Muhammadiyh 9 Yogyakarta plays a very active role in guiding children with special needs in socializing and in the learning process where with these strategies students will develop every day.

Factors Affecting Social Interaction of Inclusion Students in School

Social interaction in the school environment is not limited to learning activities in the classroom, but also includes various activities outside the classroom that help form social relationships between teachers and students. Success in building an environment that supports positive social interaction between teachers and students can contribute significantly to the achievement of overall educational goals (Moh Fahri et al., 2019). School is one of the environments that plays a very important role in shaping the character of students. Most of their time is spent at school learning and interacting (Artha et al., 2020).If the interaction that is established takes place positively, it will have a good impact on the development of students in the future. Social interactions don't appear suddenly or for no reason. There are various factors that can affect the formation of social interactions, both in positive and negative forms. Social interaction occurs when two or more people influence each other through communication or certain actions. The process of interaction is highly dependent on the factors that trigger it. Some of the factors that affect the social interaction of inclusion students at SMP Muhammadiyah 9 Yogyakarta include:

First, the role of teachers and inclusive learning strategies. Interaction between teachers and students always occurs in every learning process, both in regular students and students with special needs in the inclusive school environment. As social beings, students need communication and social relationships with others (Daturrohmah et al., n.d. 2020). The statement is also in line with the results of observations made by the author at SMP Muhammadiyah 9 Yogyakarta where teachers at the school always understand students with special needs. Second, peer attitudes and support. Peers also play a role in supporting inclusive education, including by encouraging acceptance of diversity, strengthening communication, and improving the social skills and self-adjustment skills of deaf students. Support provided by friends has been shown to be a stronger predictor of students' social adjustment than support from family (Mulyo Handayani et al., n.d. 2014). Therefore, it can be concluded that social support from peers has an influence on students' self-adjustment skills. Third, the school's social environment. In the school environment, social relationships can be formed through interaction between teachers, students, education staff, and guardians. These interactions can take place both inside and outside the classroom (Gabriela et al., n.d. 2024). Outside of the classroom, examples of social interaction include when children play with their friends on the swing, communicate with parents, or when eating together. Meanwhile, social interaction in the classroom occurs through the teaching and learning process, where teachers deliver material and students listen and ask questions. This activity is a form of social interaction that takes place in the classroom. In addition, through the results of observations carried out by the author at SMP Muhammamdiyah 9 Yogyakarta, the school also facilitated two teachers in each subject in order to facilitate student inclusion during the learning process.

Discussion

The findings of this study emphasize the crucial role of teachers in fostering social interaction among inclusion students, particularly those with special needs, within the educational environment. Based on Soerjono's concept of social interaction, as quoted by Baharuddin, interaction involves the dynamic relationship between individuals and groups that depends on

communication and contact. In the context of inclusive education, these interactions become more complex, as they must accommodate students with varying abilities, learning speeds, and social capacities. Teachers thus hold a vital role as facilitators and mediators, ensuring that students with special needs are not isolated but are instead actively involved in the classroom and school community. The role of teachers extends beyond delivering academic content; they serve as social guides, emotional supporters, and bridges connecting students with special needs to their peers. This aligns with the results of interviews at SMP Muhammadiyah 9 Yogyakarta, where teachers consciously implement individualized strategies such as private teaching sessions combined with group participation to strengthen both learning outcomes and social engagement among inclusion students.Furthermore, the teacher's ability to create an inclusive and empathetic classroom atmosphere directly influences the quality of social interaction. Teachers at SMP Muhammadiyah 9 Yogyakarta demonstrate adaptive pedagogy that respects individual differences while promoting social integration. This approach reflects the principles outlined in *Permendiknas No. 70 of 2009*, which mandates that children with special needs must receive equal educational services tailored to their conditions. The findings indicate that inclusion teachers are not only responsible for academic instruction but also for cultivating a sense of belonging and confidence in students with special needs. The teacher's empathy, patience, and consistency in involving these students in group activities help reduce feelings of inferiority and social withdrawal. By doing so, teachers act as agents of social inclusion who strengthen the interpersonal bonds between students of differing abilities.

Another significant aspect revealed in this study is the interplay of several factors that affect the social interaction of inclusion students namely, teacher roles, peer attitudes, and the school's social environment. The role of teachers is central because they design and implement inclusive learning strategies that encourage collaboration and communication. Observations show that teachers at SMP Muhammadiyah 9 Yogyakarta make deliberate efforts to understand the unique characteristics of each inclusion student and adjust teaching materials accordingly. This sensitivity enables students to feel accepted and valued, which fosters openness in social relationships. Meanwhile, the attitude and support of peers serve as equally critical elements in shaping positive interactions. Peers who show acceptance and empathy can significantly boost the confidence and social adjustment of students with special needs. Conversely, a lack of peer support can reinforce feelings of isolation. As suggested by Mulyo Handayani et al. (2014), peer support often has a stronger effect on social adaptation than even family support, highlighting the importance of cultivating a classroom culture that values diversity and mutual respect.The school's broader social environment also plays a pivotal role in sustaining inclusive interaction. Schools that intentionally create structures supporting inclusivity such as assigning two teachers per subject or promoting collaborative learning activities provide a social ecosystem where all students can thrive. The case of SMP Muhammadiyah 9 Yogyakarta illustrates how institutional support, in combination with teacher initiative, creates an inclusive culture that extends beyond the classroom. Social interactions occur not only during formal learning but also through informal activities such as play, group discussions, and communal meals, all of which serve as opportunities for students with special needs to develop social confidence and communication skills. This environment demonstrates that inclusive education is most effective when the entire school community, including teachers, peers, and administrators, actively participates in building a socially supportive atmosphere.

In conclusion, the discussion highlights that the role of teachers in facilitating social interaction among inclusion students goes far beyond instructional duties it encompasses emotional, social, and moral dimensions. Teachers act as catalysts for inclusion, shaping environments where all students, regardless of ability, feel respected and empowered to participate. Positive peer relationships and supportive school environments further enhance this process, illustrating that successful inclusion requires a collective commitment to empathy,

collaboration, and equality. The case of SMP Muhammadiyah 9 Yogyakarta provides a model of how inclusive education can be effectively realized through cooperative efforts, adaptive teaching strategies, and consistent reinforcement of social values that promote acceptance and unity among students.

CONCLUSION

Social interaction is a basic human need that plays an important role in personal, academic, and social development, including for children with special needs. In the context of inclusive education in SMP Muhammadiyah 9 Yogyakarta, social interaction is a key element that must be built and facilitated properly to support the success of inclusive students.Teachers have a strategic role in creating an inclusive learning environment, by providing guidance, special attention, and learning strategies that suit the needs of each student. Support from peers and the school's social environment are also important factors that affect the success of social interaction of inclusion students. Although there are still challenges in the implementation of inclusive education, collaborative efforts between teachers, students, and the school environment can encourage the creation of positive interactions and have an impact on student growth and development holistically.

BIBLIOGRAPHY

Adlini, M. N. (2022). Metode Penelitian Kualitatif Studi Pustaka. *Edumaspul*, *6*(1).

Agustin, I. (2022). Analisis Interaksi Sosial Siswa Tuna Rungu Di Sekolah Dasar Penyelenggara Pendidikan Inklusi. EduStream: Jurnal Pendidikan Dasar, 4(1), 29–38. https://doi.org/10.26740/eds.v4n1.p29-38

Amka, H. (2025). Pendidikan Inklusif (Dari Teori Ke Aksi).

Azwar, S. (2022). Metode Penelitian Psikologi (2nd ed). Pustaka Belajar.

Budianto, A. A. (2023). Pentingnya Pendidikan Inklusif: Menciptakan Lingkungan Belajar yang Ramah Bagi Semua Siswa. Indo-MathEdu Intellectuals Journal, 1. https://doi.org/10.54373/imeij.v4i3.522

Daturrohmah, I., Bahri, S., & Fajriani. (2020). Penerimaan sosial warga sekolah terhadap siswa berkebutuhan khusus pada SMPN Inklusi di Banda Aceh. Jurnal Ilmiah Mahasiswa Bimbingan Dan Konseling, 5(2), 7–2.

Dewi, V. P., Mintarti, & Kurniawan, A. (2024). Pola Interaksi Antara Anak Berkebutuhan Khusus (Abk) Dengan Non Abk Di Lingkungan Sekolah (Studi Di Sdn 1 Tanjung, Purwokerto Selatan). Qalam : Jurnal Ilmu Kependidikan, 13(1), 1–13. https://doi.org/10.33506/jq.v13i1.3416

Ariany Hasan Muryantinah Mulyo Handayani, S., Ed, Mp., Ariany Hasan Departemen Psikologi Pendidikan dan Perkembangan Fakultas Psikologi Universitas Airlangga, S., & Dharmawangsa Selatan Dalam Surabaya, J. (n.d.). *Hubungan antara Dukungan Sosial Teman Sebaya dengan Penyesuaian Diri Siswa Tunarungu di Sekolah Inklusi.*

Benius, P., Kisno Hadi, M., Radarmas, Ms., Tresia Kristiana, M., Evy Novitasari Ibie, Ms., Rukiah, M., & Dra Samsiah Nelly, D. (n.d.). *Panduan Penulisan Skripsi.*

Christyastari, W., & Rusmawan. (2023). Interaksi Sosial Siswa Autis Di Sekolah Inklusi. *Jurnal Pendidikan Inklusi Citra Bakti*, *1*(2), 127–138. https://doi.org/10.38048/jpicb.v1i2.2406

Fatnar, V. N., Fakultas, A., Universitas, P., & Dahlan, A. (2014). Kemampuan Interaksi Sosial Antara Remaja Yang Tinggal Di Pondok Pesantren Dengan Yang Tinggal Bersama Keluarga. In *Jurnal Fakultas Psikologi* (Vol. 2, Issue 2).

Moh Fahri, L., Hery Qusyairi, L. A., & Palapa Nusantara Lombok NTB, S. (2019). Interaksi Sosial Dalam Proses Pembelajaran. *PALAPA: Jurnal Studi Keislaman Dan Ilmu Pendidikan*, *7*(1). http://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/1390

Nanang, M., Susilo, I. B., & Asih, G. Y. (2020). Strategi Teknik "Bite & Step" untuk Meningkatkan Keterampilan Sosial Anak Berkebutuhan Khusus di Sekolah. *Dinamika Sosial Budaya*, *22*(1), 73–79. http://journals.usm.ac.id/index.php/jdsb73

Profesional Jurnal Ekonomi, S., dan Teknologi, B., Anjelika Br Sebayang, G., Jusnita Br Ginting, S., & Tua Simamora, M. (n.d.). *Gambaran Interaksi Sosial Tunarungu Di Sekolah Inklusif Rumah Ceria Medan.*

Travelancya Dp, T., & Pd, M. (n.d.). *Analisis Interaksi Sosial Siswa Tuna Rungu Di Sekolah 'Aisyiyah Bustanul Athfal* (Issue 2).

Wayan Widiana, I., Gede Nurjaya, I., Kadek Ratih Vidiawati, N., & Studi Pendidikan Guru Sekolah Dasar, P. (2019). Analisis Interaksi Sosial Siswa Kolok (Tunarungu) Di Sekolah Inklusif. *Journal for Lesson and Learning Studies*, *2*(3).

X-xx, H., Alviyan, A., Januar Mahardhani, A., Sinta Utami, P., & Studi Pendidikan Pancasila dan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan, P. (n.d.). *"Civic-Culture: Jurnal Ilmu Pendidikan PKn dan Sosial Budaya" Peran Kelompok Teman Sebaya Dalam Upaya Pembentukan Moral Siswa Di Kabupaten Ponorogo.*