

ABSTRACT

Independence is one of the important aspects of life that will not appear suddenly, but needs to be trained from an early age and requires a long process. Every child certainly needs to be trained to have independence in himself. The children with autism are no exception. In order to develop children's independence, it can not only be done at home, but also at school. To achieve these goals, it takes the role of interpersonal communication between teachers and students with autism. This study aims to determine the role of interpersonal communication between teachers and students with autism in developing the independence of daily activities in students with autism. This study uses a qualitative method with a case study approach. Data were collected using in-depth interviews and observation methods, with a total of four informants. The results of this study indicate that the aspect of the effectiveness of interpersonal communication applied by the teacher is able to make the teacher and students understand each other the meaning of the messages given to each other. This means that students are able to understand the meaning of the message conveyed by the teacher, on the other hand the teacher is also able to understand the reciprocal message conveyed by the students. So that the teacher's goal to develop independence in the daily activities of autistic students is seen to be progressing.

Keywords: Interpersonal Communication, Teachers, Autistic Students