

ABSTRACT

Learning activities for autistic children at Pelita Hafizh Special School for Autism in Bandung sometimes involve parents, but most parents play a role outside the academic field. Parents mostly play a role in interpersonal communication patterns with children with autism. Through their role in communication, the learning process of children with autism can be well influenced and become more effective. This study aims to determine the pattern of interpersonal communication between parents and children with autism during the pandemic at Pelita Hafidzh Special School with Autism, Bandung City. The research method used is a qualitative approach research using data collection techniques through interviews, observation, and documentation. The results of the research, from the 5 parents studied there were clear differences in applying communication patterns to their children. Starting from the attitude of acceptance from parents, they will accept that having children with autism affects what patterns they use. However, the communication patterns applied by the informants to their children take place democratically, where they create communication patterns that make children with autism feel comfortable so that the emergence of a sense of trust and openness that encourages children with autism to be able to communicate with parents. Although interpersonal communication that occurs between informants and children with autism is different from interpersonal communication in general, the application of good and correct communication patterns opens up the ease of communication between the two so that they can understand each other's messages. A good and applied communication pattern can create a sense of empathy for the informant, making the informant better able to adjust how to communicate appropriately with children with autism.

Keywords: Autism child, parents, communication pattern, interpersonal communication, otoriter, permissive, demokrations