SOCIAL INTERACTIONS STUDENTS DISABLED BODY IN LEARNING PROCESS

(Social Interactions study Between Disabilities and Teachers at SMK Bhakti Luhur Malang City in Class)

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Abstract

Based on the facts about the importance of community and society to human life, on the one hand has the right to be assisted by society, but on the one hand it has the right to give its support to society. The research problem formulated as : (1) What factors are behind the social interaction of disabled students with teachers in the learning process at Bhakti Luhur School Malang City? (2) How does a disabled student develop social interaction with the teacher in learning process at Bhakti Luhur School Malang City? There are also objectives are (1) Analyzing the factors behind the social interaction of disabled students with teachers in the learning process at Bhakti Luhur School Malang City; (2) Analyzing social interaction developed by disabled students with teachers in learning process at Bhakti Luhur school Malang city. The method used is qualitative research method. Based on the results of research and discussion, this research can be concluded that there are (1) Factors that Dissolve Social Interaction of Student Disabilities in Learning; and (2) Development of Social Interaction on Students with Disabilities in Learning. The results of this study reinforce the theory of social interaction David A. Karp dan William C. Yoels

Keywords: *Social Interaction, Body Defect, Learning*

A. INTRODUCTION
Background

Man is essentially a social being. This is the undoubted truth of a man whose heart is open to reality. In order to be able to be and develop itself, people in many ways need help and support from the community. In particular, the individual's spiritual development is almost entirely dependent on education, teaching and the help of others, where education is mainly organized by family, tribe, country, school and Church. This fact has been firmly confirmed by the science of ethnology and cultural anthropology today, which shows "how profoundly and profoundly the formation of the human spiritual is determined by social tradition, the world of inherited experience and knowledge, the way of thinking and imagination, with values and rights, customs and behavior. "Based on the facts about the importance of community and society to human life, on the one hand has the right to be assisted by society, but on the one hand it has the right to give its support to society.

Formulation of the problem
Based on the above mentioned background, then it can be formulated a
problems as follows:

1. What factors are behind the social interaction between students with disabilities and teachers in the learning process at SMK Bhakti Luhur Malang City?
2. How do disabled students develop social interaction with friends and teachers in the learning process at SMK Bhakti Luhur Malang?

Research purposes

In accordance with the above problems, this study aims to:

1. Analyzing the factors behind the social interaction of disabled students with teachers in the learning process at SMK Bhakti Luhur Malang.
2. Analyzing social interaction developed by disabled students and teachers in the learning process at SMK Bhakti Luhur Malang.

Benefits of research

This research is expected to be useful both theoretically and practically.

1. Provide academic contribution to social studies, especially social inerakasi which involves communication, and cooperation.
2. Finding backgrounds that influence even determine the development of perceptions of social interaction.
3. Contribute to parents, schools, institutions to pay attention to disabled students.
4. Being a study material for coaches and institutions to organize coaching for students with disabilities.
5. Being a learning material for agencies that manage coaching and mentoring disabled teenagers.

B. LITERATURE STUDY

Social interaction

1. Understanding Social Interaction

Social interaction can be defined as dynamic social relationships. Social relations in question can be a relationship between individuals with one another, between groups with one another, or between groups and individuals. In the interaction there is also a symbol, in which the symbol is defined as something whose value or meaning is given to it by those who use it

The process of social interaction according to Herbert Blumer is when people act on something based on the meaning that something has for man. Then the meaning of something that comes from the interaction between a person with each other. Last is non-fixed but can be changed, changes to meaning can occur through the process of interpretation that people do when they encounter something. The process is also called the interpretative process.

Social interaction can occur when between two individuals or groups there is social contact and communication. Social contact is the first stage of the occurrence of social relations Communication is the delivery of information and the provision of interpretations and reactions to information submitted. Karp and Yoels point out some things that can be a source of information for the start of communication or social interaction. Sources of information can be divided into two, namely physical characteristics and appearance.

2. Terms of Social Interaction

A social interaction would not be possible if it does not meet two conditions:

1). Social Contacts

Social contact can take place in three forms (Soekanto, 1993: 59) as follows:

    a. Between individuals.
    b. Between individuals with a human group or vice versa
    c. Between a group of people with other human groups
2). Communication
    Communication is that someone who gives interpretation to others (in the form of speech, bodily movements or attitudes).

3. Forms of Social Interaction

As expressed by Karp and Yoels (1979) that social interaction has some form that can be expressed by society. There is also a process that is:

1). Associative Process (Processes of Association); Associative processes are divided into three forms:
    a. Cooperation
    b. Accommodation (Accomodation)
    c. Assimilation
2). Dissociative Process Dissociative processes are divided into three forms:
    a. Competition (competition)
    b. Contravention
    c. Disagreement or conflict

4. Types of Social Interaction

1). Interactions between Individuals and Individuals.
    By the time two individuals meet, social interaction begins to happen. Although both individuals are not engaged in any activities, actual social interaction has occurred when each party is aware of the other side causing changes in each.
2). Interaction between Groups and Groups.
    This type of interaction occurs in groups as a whole not as individuals of the group members concerned.
3). Interaction between Individuals and Groups.
    The form of interaction here varies according to circumstances. The interaction is more striking when there is a clash between individual interests and group interests.

5. Characteristics of Social Interaction

Social interaction has the following characteristics:

1) There are players with more than one number
2) There is interpersonal communication using symbols
3) There is a time dimension (past, present, and future) that determine the nature of the action in progress.
4). There are certain objectives, regardless of whether or not the objective is to be expected by the observer.

6. Social Interaction Factors

The continuity of social interaction, albeit in its simplest form, turns out to be a complex process, but in it we can differentiate some of the underlying factors, either singly or in combination:

1). Imitation Factor
2). Factor Sugesti

3). Identification Factor

4). Sympathy Factor.

7. Students are Teens in School

Students are people who participate in the learning process. According to Nasution, learning is an activity of collecting and adding a number of knowledge and knowledge, while the student is the culprit. While Sudjana proposes a clearer understanding of learning, ie every effort is deliberately created to occur an educational activity between learners (learners) and educators (teachers). The learner is essentially a consumer of the services provided by the teacher.

Students are an important asset for a country. Because the generation of learners is the seeds that must be developed to become a generation that can advance religion, nusa and nation. Not only that, with the students social interaction is also getting better. A good student should be able to put themselves well in the community. Because as a learner, indirect knowledge and skills are also better than others. This requires that learners behave politely to be imitated by other societies who are uneducated or poorly educated.

8. Stage of Youth Development

The stage of adolescent development begins from the preteen phase to the final adolescent phase based on Sullivan's opinion (1892-1949). In these phases there are various characteristics in each phase.

1). The Preteens phase

The transition period between childhood and adolescence is often cyclical as a preteen by professionals in behavioral sciences (Potter & Perry, 2005). According to the Hall of a United States psychology scholar, youth or preadolescence is a period of human development that occurs at the age of 8-12 years.

2). Early adolescence phase

The early teen phase is an advanced phase of preteens. in this phase interest in the opposite sex begins to appear. Thus, adolescents seek a pattern of satisfying their genital drive. According to Steinberg (in Santrock, 2002: 42) suggests that early adolescence is a period when conflicts with parents increase beyond the level of childhood.

3). The Final Teen Phase

The final teen phase is a phase with characteristic of sexual activity that has been rejected. This is achieved through education until a truly mature pattern of interpersonal relationships is established. This phase is an initiation toward rights, obligations, satisfaction, responsibility of life as a society and citizens. Sunaryo (2004: 57) says that the task of the development of the final teen phase is economically, intelectually, and emotionally self sufficient.

9. Characteristics of Growth and Development of Youth

1). Biological Development

Physical changes that occur in adolescents seen at the time of puberty ie increased height and weight and social maturity (Sarwono, 2006:52).

2). Cognitive Development

According to Piaget (in Santrock, 2002: 15) formal operational thinking takes place between the ages of 11 and 15. Formal operational thinking is more abstract, idealistic, and logical than concrete operational thinking.

3). Social Development

Potter & Perry (2005: 535) says that emotional changes during puberty and adolescence are as dramatic as physical changes. This period is a period marked by the onset of responsibility and assimilation of public awards.

10. Typical Characteristics of Youth

1). Relationship with Peers

According to Santrock (2003: 219) peers are children or adolescents with the same age or maturity level. Jean Piaget and Harry Stack Sullivan (in Santrock, 2003: 220) suggest that children and adolescents begin to learn about patterns of mutual and equal relationships through interaction with peers.

2). Relationship to Conflicting Parents

Relationships with parents are full of conflicts when they enter early adolescence. This increase can be attributed to several factors: the biological changes of puberty, cognitive changes that include improvements in idealism and logical reasoning, social changes that focus on independence and identity, change of wisdom

3). Curiosity about high sex

Sexuality changes as individuals grow and thrive (Potter & Perry, 2010: 30). Each stage of development provides a change in sexual function and role in the relationship. Adolescence is a time when individuals explore their primary sexual orientation more than any other human developmental period.

4). Easy to stress

According to Potter & Perry (2005: 476), Selye (1976) argues that stress is any situation where non-specific demands require an individual to respond or take action.

11. Limitation and Understanding of Youth

From a psychological psychological point of view the definition and limitations of adolescents are more centered on the age range. In a societal social view more on social status, this status leads to the answer to the question where is the place of adolescence in society. The status is mentioned, among other things, within the limits and notions formulated by KWI with unmarried terms. This view corrects and clarifies the biologically oriented psychological outlook of the age range. This social-oriented social view presupposes certain psychological maturity. This status is in line with the independence of livelihood and family status (Widayaka 1995: 94).

From the description above it seems difficult to give limits and understanding as general guidance and sometimes blurred (Philip Tangdilintin 1984: 6) But we can formulate that adolescents as individuals who are at a certain level in the development of a human life with certain qualities and characteristics with rights and roles and certain obligations, have certain potential and needs as well. With this formula we understand adolescents of age, social status, biological and psychological developments as well as capabilities and potentials that can be developed.

12.   Characteristics and Nature of Youth

1). Potency

Potentials are characteristic of teenagers. This characteristic and potentiality shows that teenagers still have hope to develop into actus (actualization). It is this fact that underlies the phrases "young people are the hope of the Church", "young people are the future of the world". This feature exists only in adolescents that color the dynamics

of adolescent life. This dynamic greatly helps the Church in the face of rapid world changes. In this changing situation, adolescents have an open attitude toward renewal and development. It is this attitude that accelerates the process of realization (actualization) of the self towards the desired future.

2). Looking for Identity

The second characteristic of teenagers is seeking identity (Allport 1961: 114). Teenagers are in search of identity, find their true identity. In this quest they try to shape his personality, search for his identity, find his true identity. This search and formation is colored by rejection of others who actually mold them. On the other hand they desperately need guidance and understanding coaches. They expect parents and counselors to be equal friends and ideas and ideas. They want to be valued as individuals who are looking for and forming their identity.

3). Current Components

The characteristics of contemporary components are characterized by demanding the trust and opportunity to contribute to the present in society and the Church. This means that adolescents arrive at the awareness of themselves as a component of the present. These demands and awareness are contrary to the general view of adolescents who are future generations and have no place or role at the moment. This view is the reason for not giving a role, teenagers can not yet anything, they are not ready and inexperienced.

4). Transition

The uniqueness and character of teenagers should not be forgotten is the transition, they are in transition, change, transition, progression. In the characteristics of potential and component of the present it is revealed that teenagers have a special value and ability to view issues from various aspects complete with various possibilities. It does not mean that they already have a clear and complete view. Not infrequently teenagers are still very unstable, even become confused face the turmoil of growth in him.

Theories of Youth Development in Learning Processes

1. Psychoanalytic Theory

Psychoanalysis is a theory based on analyzing one's psychology. Psychoanalytic theorists assert that early experience with parents will greatly shape the development of a person, especially adolescents.

2). Psychosocial Theory

Erikson developed the psychosocial theory as the development of Freud's psychoanalytic theory. Erik Erikson said that the stage of individual development during his life is influenced by social interactions that make individuals mature physically and psychologically.

3). Cognitive Theory

If the psychoanalytic theory emphasizes the importance of unconscious adolescent minds, then cognitive theories are concerned with their conscious minds. Two important cognitive theories are theories of cognitive development and Piaget and information processing theories.

4). The Theory of Behavior and Social Learning

This theorist will also argue that the reasons for teenage interest in each other are not realized, adolescents are unaware of how their biological heritage and life experiences in childhood have played a role in influencing their personality in adolescence.

Understanding Disability, Disability or Difabel?

Difabel often also called disabiality. Disability is a term that encompasses disruption, limitation of activity, and restriction of participation. Disorders are a problem with the functioning of the body or its structure; a limitation of activity is the difficulty faced by the individual in carrying out the task or action, while the restriction of participation is a problem experienced by the individual in the involvement in life situations. So disability is a complex phenomenon, reflecting the interaction between the characteristics of a person's body and the characteristics of the society in which he lives.

1. Disability Classification (WHO Version: 2007)

Table .1. Classification of Disability Types

Type	Name	Disability type	Understanding
A	**blind**	physical disability	can not see; blind
B	**deaf**	physical disability	can not hear; deaf
C	**Speech impaired**	physical disability	can not speak; mute
D	**aqueduct**	physical disability	disability
E1	**tunalaras**	physical disability	sound and tone defects
E2	**tunalaras**	mental disability	difficult to control emotions and social.
F	**mentally disabled**	mental disability	mind defects; weak capture; idiot
G	**tunaganda**	dual disability	people with disabilities more than one disability (ie physical and mental disability)

2. Physical and Mental Defects

From Kalifikasi above we can find that the disabled or disability or disability there are physical defects and mental disabilities. Those who are disabled are commonly called Children with Special Needs and schools in Special schools (SLB). In understanding the extraordinary child or the psychology of this extraordinary child, it is necessary to understand the disability and consequences of the disability occurring in the child or the sufferer.

1). Defects and Consequences

Understanding defects is a "disorder". These abnormalities include the physical, mental, emotional and social fields. So as to cause obstacles attitude behavior in adjusting to the environment. These types of defects include:

a. Body defects: ie on the limbs, hands, feet, senses and veins nerves from birth.

b. Mental abnormalities: ie abnormalities in the psychic aspect, such as intelligence below or above normal. Sperior genius, difficulty reading and so forth.

2). Cognitive Conditions and Disabled Adolescent Motor

Individual life can not be separated from the environment is also diisy child dies. Therefore the relationship of stimulus and individual responses of children in contrast

with the environment in everyday life is determined by cognitive and motor conditions in relation to learning, understanding and memory problems.Some Factors Affecting Cognitive Disorders:

a. It deals with the disorder itself.

b. Lack of experience due to the background of children with disabilities.

3. Terms Difabel

There is a more decent and humane appellation for people who have physical imperfection, that is, difables. Actually the word Difabel is pengindonesiaan of a sentence abbreviation in English "Different Abilities People" is a person with different abilities because of the physical limitations they have.

In the scope of the family or neighborhood in which we live, sometimes the Difabel is always underestimated, they are considered a burden to those who have physical perfection. People with disabilities are always regarded as a group of people who can not afford to be independent, have great dependence on others and have unclear futures. Though God always gives the best, with all the shortcomings that God gives, is actually stored excess or enormous potential, which when used is able to sustain or use the back of life.

4. Body Defect, Tuna Daksa

The notion of a tunadaksa is a state that is disturbed or damaged as a result of disruption of shape or resistance to muscles, joints and bones in its normal function. This annoyance condition can be caused by accident, disease or can also be caused by innate nature. (Sutjihati Somantri, Child Psychology Extraordinary: 2006).

Supported Social Theory

1. Symbolic Interaction Theory

In symbolic interactionism, individuals in society are not only surrounded by potential objects that influence it, but they are the actors who pay attention to different objects, design them, judge them, give them meaning and decide to act on them (Blumer, 1969). This symbolic interaction occurs in the social context in which members of society try to anticipate the actions of others to each other, and they adjust their actions according to their interpretation of the actions of others.

2. Theory of Action and Theory of Talcott Parsons System

The Action Theory, ie the individual performs an action based on experience, perception, understanding and interpretation of a stimulus object or a particular situation. Individual action is a rational social action, namely to achieve goals on the target with the most appropriate means. Max Weber's theory was developed by Talcott Parsons which states that the action is not behavior. Action is a mechanical action against a stimulus whereas behavior is an active and creative mental process. Talcott Parsons assume that the main thing is not individual action but the norms and social values that demand and regulate that behavior. The objective conditions united with the collective commitment to a value will develop a certain form of social action. Talcott Parsons also assumes that the actions of individuals and groups are influenced by the social system, cultural system and personality system of each individual.

3. Social Behavior Theory

This theory was instituted by Skinner to develop social fact theory and social definitions, because according to Skinner the idea is traditional. Social behavior theory opposes the idea of voluntarism from the Parson which, according to it, implies the idea of unrestrained human freedom. The paradigm of social behavior focuses on the relationship between individuals and their environment, both social and non-social environments.

4. Conflict / conflict theory.

The theory of disagreement is strongly influenced by dialectical thinking according to George Hegel. The dialectic includes three stages: (1) the thesis / initial stage, (2) antithetic / opponent stages and (3) the stages of sistesis or resolution through a union of the two opposing ideas. Another figure as a dialectic thinker is Karl Marx with the theory of dialectical materialism. According to Karl Marx the essence of social life is contradiction. Therefore the growth of the centuries according to this theory is the result of a resolving of a conflict between opposing forces.
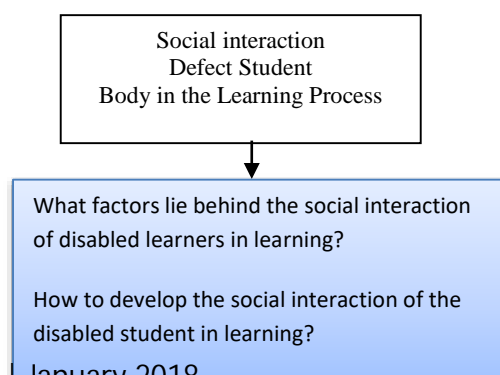
5. Phenomenological Theory

Phenomenology is one of the deep approaches. Phenomenology comes from the Greek, phainomai, meaning 'to see' and phainomenon refers 'to the appearing'. The term phenomenology was introduced by Johann Heinrickh Lambert. Although the pioneer of phenomenology is Husserl, it is in this book more about Schutz's ideas (which remain based on the thinking of the pioneer, Husserl). There are two main reasons why Schutz was centered in the application of qualitative research methodology using this phenomenological study. First, because it is through Schutz that Husserl's thought and ideas are perceived as abstract can be explained more clearly and easily understood. Second, Schutz was the first to apply phenomenology in social science research. Therefore, this book discusses some of Schutz's views and their application in a social study.

Conceptual framework

Bhakti Luhur Vocational High School students consist of students with disabilities and non-disabilities. They are in a classroom and interact with each other. In the social interaction of the students with the teacher takes place in the process of learning in the classroom. Some asked, some answered, some responded verban or non-verbally.

In this research is studied about the factors that influence the occurrence social interaction of the disabled student with the teacher. There is also this research, the problem first focused on factors (a) the use of language; (b) regional origin; (c) defective type body; and (d) socio-economic level. The second problem is focused on (a) language; (b) cooperation; and (c) competition.

Once analyzed, findings are found that are crystallized inside minor propositions. Finally formulated the major proposition as support against the main theory used.
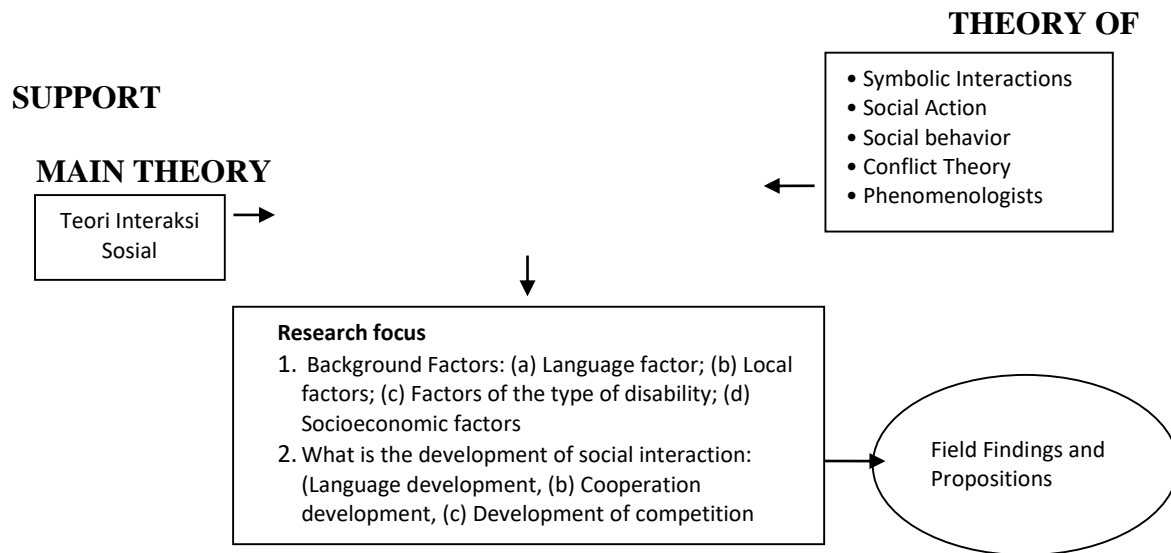
Social interaction
Defect Student
Body in the Learning Process

What factors lie behind the social interaction of disabled learners in learning?

How to develop the social interaction of the disabled student in learning?

THEORY OF

SUPPORT

• Symbolic Interactions
• Social Action
• Social behavior
• Conflict Theory
• Phenomenologists

MAIN THEORY

Teori Interaksi Sosial

Research focus
1. Background Factors: (a) Language factor; (b) Local factors; (c) Factors of the type of disability; (d) Socioeconomic factors
2. What is the development of social interaction: (Language development, (b) Cooperation development, (c) Development of competition

Field Findings and Propositions

Figure 1. Conceptual framework

C. RESEARCH METHODS

1. Research Approach

   This research will reveal the interaction of disabled students in Bhakti Luhur Malang community. How they interact with friends, teachers and employees in the learning process. To be able to express the social interaction developed by students with disabilities and social changes that occur until the necessary qualitative research. A key feature of qualitative research is the kind of research that results in discoveries that can not be achieved using statistical procedures or other quantification methods. (Engkus Kuswarno, 2008)

2. Research Focus

   In social research the problem restriction is called focus of study. Sugiyono said that in the view of qualitative research, the symptoms are holistic, so qualitative researcher will not specify the research only based on the research variable, but the whole social situation being studied includes the place aspect, the synergistic activity (Sugiyono 2008: 283). What will be the focus of research in this research are:

3. Things that lie behind
   a). Language used
   b). Origin
   c). Type of body defect
   d). Socio-economic condition of the family.

4. Social Interactions Developed:

   Social interaction that happened to students with disabilities of community of Bhakti Luhur Malang, there are three focus in this research that is: the use of language, cooperation, and competition. Further details of the above focus are as follows:
   a). The usage of everyday language consists of
   b). Cooperation
   c). Competition

5. Research Sites

The location of this study is where students are disabled in the learning process. Specifically this research focuses on disabled students in the Bhakti Luhur Orphanage community in Malang City located at Jln. Dieng 40 Malang, East Java-Indonesia.

6. Profile of Research Location

Father Janssen's full name Paul Hendrikus Janssen, born January 29, 1922 from the couple Paul Hubert and Maria Hellena Fillot, in a small town called Venlo, the Netherland. On May 11, 1951 Father Janssen arrived in Surabaya as a pastor who served as a Catholic missionary who met Bishop Surabaya, who offered him a residence in Kediri, East Java. In May 1967 Father Janssen moved to Malang, originally he rented a house on Japapiring I, Samaan. However, because there are many children with disabilities who need to be accommodated and treated, then on August 26, 1967, he moved the disabled children's home in Jln.Dempo no.14, Malang. This is where the development of Bhakti Luhur under the care of Father Janssen continues to grow, more and more days more and more children with disabilities to be helped and treated from around Malang.

7. Source and Data Types

The research instrument is a tool for researchers in collecting data. The quality of the instrument will determine the quality of the data collected. The preparation of the instrument is an important step that must be understood correctly by researchers (Suharsimi Arikunto 1995: 177). Instruments in qualitative research are those conducting the study itself. Researchers in qualitative research is a person who unlocks, examines and explores the entire space carefully, orderly and freely, and even some call it a key instrument. (Djam'an Satori, 2009: 61).

8. Data Collection Techniques

Data collection in this research akn done by way of: interview, observation and documentation. According to Lofland (1984: 47) the main data source is the words and actions, the rest is additional data such as documents and others. Interviews and observations are the accumulation of viewing, hearing and inquiring activities.

9. Data Analysis Technique

Data analysis is the process of organizing data sequences, organizing them into a basic pattern, category and or description (Patton in Moleong 2002, 105). The data collected in the field is arranged in such a way that allows researchers to categorize according to the research focus. Given this research is qualitative, research activities are conducted simultaneously between data collection and data analysis that takes place simultaneously and continuously, (Noeng Muhajir, 1990, 154). Qualitative research with the grounden model, is a research that does not depart from the theory, but depart from the factual data in the field. As stated by Yatim Rianto that the foundation or assumption underlying grounded research is that if we want to understand human actions properly, we can not use the theory or concept of social action formulated before the research itself begins.

10. Data Validity

To determine the validity of data in qualitative research must meet the four criteria examination as proposed by Moleong (1989: 189), namely: credibility, transferability, dependability, and confirmability.

D. RESEARCH RESULT

General Description of Vocational High School Bhakti Luhur

SMK Bhakti Luhur Malang began to receive the first students since 1974 under the name SPSA (School of Social Work Tingat Atas) amounted to 3 people by borrowing the room from Bhakti Luhur Orphanage located on Jln. Galunggung no. 3 Malang.pada the next year the number of students to 20 people. Start recognized by the establishment of this school by Head of Office P and K Province of East Java in 1977.

Bhakti Luhur Orphanage in Malang City located at Jln. Dieng 40 Malang, East Java - Indonesia.Yayasan Bhakti Luhur in Malang, East Java, Indonesia, provides shelter, guidance and care to children and disadvantaged adults and unable to defend themselves in society. Disabled children, neglected children, neglected elderly. The purpose of Bhakti Luhur is to provide support to children and people with disabilities in any way possible.

The Underlying Factors of Social Interaction in Students with Disabilities in Vocational High Schools Bhakti Luhur Malang

1. Language Factor Used

Social interactions that occur in the classroom using the Indonesian language, because they come from different backgrounds of different regional languages. To create the same understanding, then the Indonesian language as a liaison tool. In addition, Indonesian media is the official language and communication tool in education.

Understanding of Indonesian language also varies. Some people do not understand some of the Indonesian vocabulary, so it is explained in depth and over and over again. The patience teacher educates the disabled students, trying to understand the language and the content of the messages contained in the language. Students are also given the opportunity to ask questions and express their understanding of the subject so that there is a common perception in social interaction in the classroom.

2. Factor of Origin

Culture and tradition must be preserved, such as regional languages, customs, and various regional arts. According to Marzuki (2011: 5) the character is identical with morality, so the character is the values of universal human behavior encompasses all human activities, whether in order to relate to God, with fellow human beings, as well as with the environment, embodied in mind, feelings, words, and deeds based on religious norms, laws, manners, culture and customs.

Habits gained in the area of origin, at a certain moment still carried. But then there was an adaptation to a gentle environment, affection, a melodious voice, and meaningful-dignified. All because of the context surrounding social interaction. The expression that appears when interacting with the teacher is different from when interacting with friends. Likewise the habits of the area of origin, are slowly abandoned and adapt to the classroom situation of learning. It turns out that social interaction requires adaptation gradually, and pay attention to the prevailing norms around it.

3. Factor Type of Body Disability

Physical limitations are not a major obstacle to social interaction. As long as the mental is still healthy and the speech and hearing tools are still normal, then social interaction occurs naturally. The smoothness of social interaction is not constrained by the weakness of the angan or the feet or other organs of the body, as long as the articulation tool can still function properly.

Ideal communication does involve the limbs as a whole, but it does not mean that with the disorder of disability make the body can not interact. Hands and feet can not function,

but facial expressions and sounds can still create effective social interactions. His ideas can still be communicated fairly and communicatively.

4. Family Social-Economic Factors

A strategic step to reduce the negative impact of economic downturn is self-control of the various desires. Desire is repressed in such a way that what arises is only a necessity that must exist as a primary need. In critical condition, just surrender as the final step that can be taken. All submitted to God through the Panti officials who spear him

It can not be denied that in this era of fitness and economic factors play an important role. Everything is always measured with money and can be exchanged for money. Anyone who has no money, then arise feeling inferior, not confident, and not free to move. Although not entirely true of the statement, it is generally observable in the developing societies of Indonesia. Average per capita income is also still low. This indicates that the level of the Indonesian economy is still below the standard.

Development of Social Interaction Between Middle School Students of Disability and Teachers at Junior High School Bhakti Luhur Malang

1. Language Use In Social Interaction

The use of language can make social interaction well developed, because this language media that accommodate a number of ideas to be conveyed to others. The better the language satisfaction will be the more rapidly growing social interaction process that occurs. This concerns the ethics, attitude of language, and the smoothness and warmth of communication.

Satisfaction with Indonesian is urgent, because the formal nature of language that often requires the user to learn constantly to be richer in the vocabulary. The nature of flexible language does not close the possibility of adoption of foreign languages, such as English or any particular regional language.

2. Cooperation Between Disabled Students with Teachers, Employees

Cooperation is formed by several people in a particular group. Groupings can be large or small. It is in accordance with the purpose of creating cooperation in the classroom. As many challenges, the harder the mind will work and the more social interaction will occur. Sometimes you have to ask the teacher's epada because it is so complicated and complicated the problem at hand. Thus there is a multi-way interaction between students with students and students with teachers.

With this good cooperation, social interaction develops and varies. Many things are involved, ranging from media, material, content of speech, direction of purpose, and follow-up actions as a result of social interaction in the classroom. In fact it can evolve out of the classroom as a result of such social interactions.

3. Competition in the Academic and Skill Sector

Attempts to spur students' abilities to express new ideas and innovative ideas, there is a healthy competition. There are a variety of potential self-development techniques that are reflected in social interaction, namely by asking questions, solving problems, finding new things, comparing certain objects or conditions. Not limited to teachers alone, it turns out the principal also seeks to create these competitive conditions in a healthy learner life. Compete to optimize the ability of self or group.

E. DISCUSSION RESULT OF FINDINGS

Findings of Research Results

1. Factors Underlying the Social Interaction of Students with Disabilities in Learning

In this discussion are sequentially discussed the following matters: (1) the language factor used in social interaction; (2) factors of origin; (3) factors of the type of disability; and (d) socio-economic factors. The development of social interaction can be done by (1) the use of language; (2) cooperation; and (3) competition.

1). Language Factor Used

Finding 1: *Language skills contribute to the smoothness of social interaction between the speaker and the listener*

Finding 2: *Indonesia's inability to hinder the process of social interaction*

Finding 3: *A social interaction is influenced by the use of language*

PROPOSITION 1: *Language and communication as a system that underlies the social interaction between students and teachers.*

2). Factor of Origin

Finding 4: *The origin of a potential area gives pride when social interacting*

Finding 5: *The origin of adjacent areas gives the same pattern when interacting.*

PROPOSITION 2: *The language component of the nasal region is the foundation of social*

interaction

3). Factor Type of Body Disability

Finding 6: *Body defects are not a fundamental obstacle in interacting*

Finding 7: *The great potential developed behind the defect of the human body*

4). Family Social Economic Factor

Finding 8: *Interaction kemantaban influenced by one's economic conditions*

PROPOSITION 3: *Systemic linkages are maintained between the speaker's condition, the media, and the context in social interaction.*

Development of Social Interaction of Students with Disabilities In learning

5). Everyday Language Use in Classroom

Finding 9: *Language as a communication medium relevant in the development of social interaction*

6). Forms of Cooperation

Finding 10: *Cooperation awakens the spirit of work.*

PROPOSITION 4: *Through cooperation in competitive conditions can be generated by potential students' work*

7) Being a Competition

Finding 11: *Achievements are achieved through competitive conditions among friends*

Finding 12: *Self-optimization can be seen from the work produced*

PROPOSITION 5: *A work materialized from a competitive achievement among students in the school environment.*

Based on these propositions (there are 5 propositions), then the major proposition may be formulated as follows:

MAJOR PROPOSITION: *Togetherness in social interaction between students and teachers to realize the learning process with the support of media and conducive conditions in the school environment.*

F. CONCLUSION

1. **Factors that underlie Social Interaction in Students with Disabilities**
   There are four factors involved in the background of social interaction among disabled students in Bhakti Luhur High School Malang. These factors are:

   1). Language factor used, in this class using the Indonesian language, communication in the classroom using the Indonesian language. Students ask questions using Indonesian language. Similarly, teachers provide answers and information by using the Indonesian language. Social interactions that occur in the classroom using the Indonesian language, because they come from different backgrounds of different regional languages. To create a common understanding, the Indonesian language as a means of connecting it

   2). Factor of origin of the students. Origin of the region can affect one's social interaction, because within the area covered a number of cultures, traditions, customs, customs, and communications systems that are formed locally as a characteristic of a particular area. People's wisdom is built on how to teach the values of character education.

   3). Factor Type of Body Disability. Ideal communication does involve the limbs as a whole, but it does not mean that with the disorder of disability make the body can not interact. Hands and feet can not function, but facial expressions and sounds can still create effective social interactions. His ideas can still be communicated fairly and communicatively. The belief in the supreme power of God gives the inner strength of his "fate". There is God's best plan by giving a condition to his servant. With the existing conditions, the students can interact with friends, teachers, employees and people around him.

   4). Factors of socio-economic condition of the students. A strategic step to reduce the negative impact of economic downturn is self-control of the various desires. Desire is repressed in such a way that what arises is only a necessity that must exist as a primary need. In critical condition, just surrender as the final step that can be taken. All submitted to God through the Panti officials who spear him. In social interaction there are some things that become the background of students to be able to interact with fellow friends and teachers.

2. **Development of Social Interaction In Students With Disabilities In Learning**
   In the development of social interaction there are three things that can be used for development, namely:

   1). Language usage The use of language can make social interaction well-developed, as this language medium embodies a number of ideas to be conveyed to other authors. The better the language satisfaction will be the more rapidly growing social interaction process that occurs. Likewise on the contrary, apaboila less mastery of the language, it will tergangunggu social interaction.

   2). Forms of Cooperation, Cooperation is formed by several people in a particular group. Groupings can be large or small. It is in accordance with the purpose of creating cooperation in the classroom. Each group member has advantages and disadvantages. Cooperation undertaken between students can be in various forms of activities. Starting from the writing of reports, presentations, until the practicum all require cooperation. Usually cooperation in the form of small groups and large groups. Each division of the group is in either positive or negative terms according to the learning objectives.

   3). Competition Behavior, Efforts to spur the ability in students so that they can express new ideas and innovative ideas, then held a healthy competition. Deliberately created

competition, both neatly arranged and natural. To achieve achievement in academic field of non-academic will be built a competitive atmosphere, so that they are competing in maximizing their own potential. It can develop social interaction among students with students and students with teachers.

Research Implications

Social Interaction Theory

Social interaction can occur when between two individuals or groups there is social contact and communication. Social interaction has several forms that can be expressed by society. Social interaction is a process of mutual understanding for togetherness. There is also a process (1) Associative Process: (a) Cooperation; (b) Accommodation; and (c) Assimilation; (2) The Decotiative Process: (a) Competition; (b) Contravention; and (c) Disagreement or dispute.

Cooperation arises because of the individual's individual orientation towards his or her group (in-group) and other groups (out-group). Assimilation is a social process in the advanced stage. It is characterized by efforts to reduce the differences between individuals and groups of people and also encompass efforts to enhance unity of actions, attitudes and mental processes with regard to common interests and goals.

Social contact is the first stage of social relations. Communication is the delivery of information and the provision of interpretation and reactions to the information submitted. Physical Characteristics, is everything that an individual possesses from birth that includes gender, age, and race. Appearances here can include physical attraction, body shape, dress appearance, and discourse. Social interactions have rules, and they can be seen through the dimensions of space and time dimension.

This study of social interaction of students with disabilities suggests that meaningful interpersonal relationships occur dynamically using language media. The entry of language element, area of origin, economic level, cooperation, competition and so forth is an indicator of amplifier theory of Social Interaction initiated by David A. Karp and William C. Yoels.

The points of social interaction findings that occur in students with disabilities that turned out not to be a barrier to social interaction is dominant. They communicate using language, using understanding, cooperation, and fair competition. The results of this study support and strengthen the theory of social interaction initiated by David A. Karp and William C. Yoels (1979). The process of social interaction according to Karp and Yoels is when humans act with cooperation, competition, and accommodation.

Practical Implications

1). The results of this research can be utilized for the development of social science and development in various government agencies and community institutions that have relevance to social interaction in the world of education or learning in the classroom

2). With the existence of social interaction among students with disabilities and provide inspiration and kesemangatan that the disabled body bias enthusiastic. So that no defect should be more blessed again

3). There is a change in attitude and the view that people with disabilities are also able to communicate smoothly, learn lancer with good achievement, so useful for society in general.

Suggestions to Advanced Researchers

From the results of this study theoretically can be suggested the following things:

1). Research on social interaction in the disabled students is more appropriate to be studied using a qualitative approach. Subsequent researchers can reveal the social interaction that occurs in the middle of society against other phenomena or other objects that are "trend" in question

2). Societal theories and theories of social interaction with the social definition paradigm can be used to uncover social interactions that have varied backgrounds. The impacts can be addressed wisely, that is positively developed and maintained, while the negative impacts are trying to be anticipated

3). The results of this study can be a reference for social science researchers and social science scholars in conducting studies of social interaction in the world of education and the adolescent agents who are disabled.

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