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LITERATURE REVIEW: STRATEGI EFEKTIF UNTUK MENGEMBANGKAN KOMUNIKASI PADA ANAK DENGAN HAMBATAN MAJEMUK

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Abstrak: Orang tua maupun tenaga pendidik perlu membutuhkan strategi khusus untuk mengoptimalkan sebuah cara yang efektif dalam tahapan perkembangan kemampuan komunikasi pada anak dengan hambatan majemuk. Artikel ini memiliki tujuan untuk mengetahui bagaimana cara yang efektif untuk mengembangkan kemampuan komunikasi anak dengan hambatan majemuk yang telah diteliti oleh para ahli terlebih dahulu baik dari Indonesia maupun luar negeri. Adapun metode yang digunakan peneliti dalam penyusunan artikel ini adalah literature review, yaitu sebuah metode dengan cara mengumpulkan data - data dari referensi yang relevan terkait dengan strategi kemampuan komunikasi bagi anak dengan hambatan majemuk. Dan hasil temuan dari artikel ini akan memberikan gambaran komprehensif dalam mengembangkan komunikasi bagi anak dengan hambatan majemuk secara verbal maupun non verbal hingga adanya media interaktif yang ada. Namun, memang tetap diperlukannya sebuah penelitian lebih lanjut yang bertujuan untuk meningkatkan pemahaman dan dukungan peran orang tua dan tenaga pendidik terhadap perkembangan komunikasi pada anak dengan hambatan majemuk ini.

Kata-kata Kunci: Literature review, Hambatan majemuk, Komunikasi, Strategi.

LITERATURE REVIEW : EFFECTIVE STRATEGIES FOR DEVELOPING COMMUNICATION IN CHILDREN WITH MULTIPLE DISABILITY

Abstract: Parents and educators need special strategies to optimize an effective way to develop communication skills in children with multiple disability. This article aims to find out how to effectively develop the communication skills of children with multiple disability that have been researched by experts both from Indonesia and abroad. The method used by researchers in the preparation of this article is literature review, which is a method by collecting data from relevant references related to communication skills strategies for children with multiple disability. And the findings of this article will provide a comprehensive picture in developing communication for children with multiple disability verbally and non-verbally to the existing interactive media. However, there is still a need for further research that aims to increase understanding and support for the role of parents and educators in the development of communication in children with multiple disability

Keywords: Literature Review, Multiple Disability, Communication, Strategy..

INTRODUCTION

Communication is an important aspect of human life as it serves as the foundation for social interaction. Since ancient times, humans have used various forms of communication to exchange information, express feelings, and build relationships. The ability to communicate effectively is one of the key factors that distinguish humans from other creatures, enabling the development of civilization, culture, and technology. Similarly, for children with multiple disability, communication plays an important role in various aspects of their lives.

Multiple disabilities are individuals who face more than one type of disability, such as a combination of visual and hearing impairments, visual and intellectual impairments, or visual and motor impairments, as well as other combinations (Mirnawati, 2019). This condition can affect children's social, emotional and academic conditions. It can be observed from several criteria, including academic skills, such as slowness in receiving lessons. Social skills, such as difficulty socializing, lack of confidence in doing activities and unstable emotions (Amalianingsih, 2019).

Communication is not just about conveying information. It also builds children's social and emotional intelligence. Children can establish relationships with the environment by communicating. Communicating allows children to get to know each other, exchange ideas, build trust, and understand. In order for children to carry out activities, express their wishes, or even express their feelings, communication is required. All children's activities involve communication, so it is important for children to have good communication skills (Saleh, 2023).

Communication can be an issue in children with multiple disability. The majority of people with multiple disabilities communicate through non-verbal types of communication, but some people can communicate through verbal types of communication. This tendency is due to the fact that most people with multiple disabilities have little experience developing their residual senses. This is a

challenge that children with multiple disability face in developing communication skills. According to Mirnawati (2019) there are several types of non-verbal communication that can be established by individuals with multiple disability, namely (1) body language and signals, (2) body language, (3) vocalization, and (4) object communication. Based on the explanation above, the researcher aims to make a "Literature Review: Effective Strategies for Developing Communication in Children with Multiple Disability" as information on how to develop communication skills in children with multiple disability.

RESEARCH METHODS

Systematic Literature Review where there is a new understanding of a study and previous research where a new analysis or meeting will be found from several existing studies. Quoted from Sitti Astika Yusuf (2019), Randolf argues that "As an information analysis and synthesis, focusing on findings and not simply bibliographic citations, summarizing the substance of the literature and drawing conclusions from it." That is, in the end a conclusion will be drawn after summarizing the results of the analysis found.

In this literature review, several journals were searched using several sources including Google Scholar, e-journals, ResearchGate, published articles, and national and international library e-resources. With the provision of the publication period is a maximum of the last 10 years.

Table 1. Equity Criteria

Criteria	What is included	What is excluded
Year of Publication	2014-2024	Under 2014
Publication Status	National and International Journals	
Language	Indonesian and English	-
Location	Indonesia, English, Turkey	Study outside Indonesia
Topic	Communication in individuals with multiple disabilities	Communication in individuals generally

Literature search is the collection of data or knowledge that is aligned with the topic raised. Beginning with knowing the scope and purpose of the search, researchers began to collect data in the field of communication for individuals with multiple disabilities, with the databases used being Education full text, Scopus and ERIC with the keywords specified in this literature search, namely "Communication for Multiple Disabilities" OR "Communication for disabilities" AND "Multiple Disabilities" AND "Multiple Disabilities". Next, understanding through journal titles and abstracts to obtain data relevant to the topic of discussion.

Table 2. Search item

"Communication for disabilities" OR "Communication for disabilities" AND "Multiple disabilities" AND "Multiple disabilities".

Starting with selecting journals that had been found on the topic of communication for individuals with multiple disabilities, an exclusion criterion was established by searching for literature relevant to the topic. Next, we sorted out the titles and abstracts that had been understood in one journal or article. Then the researcher understands the publication time, research methods, available samples and findings or analysis carried out. The screening stage, which limits the publication time, has been set for researchers to find supporting data through national to international journals with a maximum limit of the last 10 years (2014-2024) in order to find out new theories and discoveries.

RESULTS AND DISCUSSION

Author, year, title	Sample	Research Methods	Research Findings
Desty A., Toni Yudha P. & Dedi Mulia (2020), The use of interactive media in improving children's reading skill with multiple disability.	All students with multiple disability in class III SDLB at SKh Negeri 01 Lebak.	Single subject research with A-B-A research design and data presented in the form of simple descriptive statistics.	In this research journal found a positive effect in terms of communication in children with multiple disability by using SECIL interactive media. With the SECIL interactive media, children can experience significant improvement in the subject's ability to read syllables so that this also proves that SECIL interactive media can facilitate communication of learning content for children with multiple disability.
Beartha (2019), Communication Skills and Social Interaction of Children with Multiple Disability in SLB-G Daya Manusia.	Students with multiple disability: class V elementary school gender male, 24 years old.	Descriptive qualitative	This research journal found verbal and nonverbal communication skills in students with multiple disability. For verbal communication skills, it shows general language patterns such as combining a word into a sentence. As for the type of non-verbal ability, it is done in a way such as a touch message. From this analysis, it can be concluded that this student still has a communication disorder characterized by limitations in verbal and non-verbal communication.

			<p>In this journal also tells that how to develop verbal communication of children with multiple disability by training to speak and, saying words slowly and repeating words with help and guidance from the teacher. While the development of non-verbal communication is done by training students to make eye contact when communicating and making facial expressions according to the topic of conversation.</p>
<p>Anna Rensfeld Flink, Gunilla Thunberg, Anna Nyman, Malin Broberg & Jakob Åsberg Johnels, (2024), Augmentative and alternative communication with children with severe/profound intellectual and multiple disabilities: speech language pathologists' clinical practices and reasoning.</p>	<p>Children or adolescents with S/PIMD (up to 18 years of age) receiving rehabilitation services in Sweden. 90 respondents.</p>	<p>Online survey and focus group discussion.</p>	<p>The survey showed that most speech therapists plan to use AAC if needed for children with S/PIMD. The AAC methods used varied, whether or not tools were required, based on individual experience. Clinical experience showed a positive correlation with the use of AAC tools. AAC is recommended for developing communication in children with multiple disabilities, especially those with S/PIMD. Both non- tooled and tooled AAC methods should be considered and tailored to the abilities and supports available to each child. A variety of methods, ranging from signs to assistive devices, can be used at different stages of development.</p> <p>Tool-free methods such as signs, gestures, and communication books or boards are often used in the early stages for children with developing or unintentional communication. This approach helps to increase intentionality and social interaction at a pre-symbolic level. When children are ready, tools can be introduced to expand their expression abilities. Devices such as voice generators or communication apps on iPads can be useful additions. However, decisions regarding the use of assisted AAC should consider each child's unique profile and home support situation. Intense parental involvement is also very important for the development and maintenance of communication skills.</p>

			<p>A customized and experiential approach is necessary due to the variety of disabilities. Speech therapists learn from various client experiences to flexibly adjust techniques. Regular evaluations allow for adjustments based on the child's response. The goal is to increase participation and quality of life through better understanding and communication at every stage of development. With commitment from professionals and families, AAC can have a positive impact on a child's communication development.</p>
<p>Margareth Kartini Brades (2023), The Role of Teachers in the Growth and Development of Children with Multiple Visual Impairments at the Dwituna Rawinala Education Foundation, East Jakarta.</p>	<p>All MDVI teachers and Students at Dwituna Rawinala Education Foundation, East Jakarta</p>	<p>Qualitative data analysis</p>	<p>The journal found that teachers play an important role in the communication process for MDVI students. Teachers must also communicate with the parents of these MDVI students to discuss student development. Teachers can also act as facilitators and mediators by communicating with parents to solve problems faced by MDVI students both at home and at school.</p>
<p>Lancioni, G. E., Singh, N. N., O'Reilly, M. F., Sigafos, J., Alberti, G., & Fiore, A. (2022). People with intellectual and multiple disabilities access leisure, communication, and daily activities via a new technology-aided program.</p>	<p>4 people (3 women, 1 man) aged 28-59 years who have simple to moderate intellectual disabilities and sensory and motor impairments.</p>	<p>non-concurrent multiple baseline designs across participants and PNDs</p>	<p>The results of this study show that technology assisted. Programs can increase the independence of people with intellectual and multiple disabilities in accessing entertainment, communication, and daily activities. The technology-assisted program developed was smartphone or tablet-based, connected with a two-button device via Bluetooth.</p> <p>The program was designed to enable four participants with mild to moderate intellectual. Disabilities to independently select and control entertainment events, make phone calls, and follow activity instructions. During the baseline phase, when only smartphones or tablets were available, three out of four participants were unable to access entertainment, communication or complete activities. One participant could only access a few entertainment</p>

			<p>programs. However, in the intervention phase using the assistive technology program, all participants were able to independently access entertainment shows, make phone calls, and complete activities according to the instructions given. Data analysis showed that the percentage of intervention data that was better than baseline data ranged from 86-100% for all four participants, indicating a significant positive impact of the intervention program. These results indicate that the assistive technology program developed in this study has the potential to help people with intellectual and multiple disabilities improve their independence in aspects of daily life such as entertainment, communication, and functional activities.</p>
<p>Nina Klang (2023), Promoting Interaction and Shared Play Between Children with Profound Multiple Disabilities and Children Without Disabilities - a Pilot Study</p>	<p>Two teachers from a school for children with intellectual disabilities and two teachers from a mainstream school, four children with severe multiple disabilities aged eight to ten and four non-disabled children aged six</p>	<p>Qualitative method with interviews and descriptive data analysis</p>	<p>This research highlights the importance of developing communication in children with multiple disabilities through an approach that considers the use of Augmentative and Alternative Communication (AAC) to facilitate interaction between children. The results showed that it is important to adjust play rules and materials, provide support from adults, develop communication potential, and create time for play. Friends without disabilities expressed enjoyment and provided ideas on how to support children with disabilities in play activities. This study contributes to the understanding of how to promote shared play between children with and without disabilities.</p>
<p>Jean Ware, Susan Buell, Darren D. Chadwick, Jill Bradshaw & Juliet Goldbart, (2024), A systematic review of research on staff training as an intervention to develop communication in children and adults with profound intellectual</p>	<p>Individuals with Profound Intellectual and Multiple Disabilities (PIMD)</p>	<p>Cochrane Collaboration methodology</p>	<p>Studies show that customized interventions and staff training can improve the communication development of individuals with Profound Intellectual and Multiple Disabilities. Some of the positive aspects reported include increased social engagement, social interaction, and communicative responses. Tailored interventions, such as training in Intensive</p>

and multiple disabilities.			Interaction, Picture It Program, Contact Program, communication partner training, and others, were used to improve staff interaction and communication with individuals with disabilities. Although most studies reported positive changes in staff behavior, only a few showed statistically significant improvements. This research highlights the importance of customized interventions and staff training in improving the communication of individuals with multiple disabilities.
Emine Ayyıldız, Nur Akçin & Yıldız Güven, (2016), Development of Preverbal Communication Skills Scale for Children with Multiple Disabilities and Visual Impairment.	<p>Sample 1: 34 mothers of children with MDVI. The age range of the children was 4 to 13 years (12 girls, 22 man).</p> <p>Sample 2: 65 mothers of children with MDVI. Children with MDVI range in age from 1 to 16 years. (27 female, 38 male).</p> <p>Sample 3: 34 mothers of TD children. The age range of TD children was 1 to 24 years month old (20 girls, 14 boys).</p>	Mixed method with sequential explanatory design based on the use of a combination of qualitative and quantitative research methods.	<p>This study aimed to develop a valid and reliable developmental assessment tool to evaluate preverbal communication of Children with Multiple Disabilities and Visual Impairment (PCSS-MDVI) using a mixed sequential explanatory design.</p> <p>To develop communication skills in a child with MDVI, it is important to focus on pre-verbal communication behaviors such as behavior regulation, social interaction, and joint attention skills. These behaviors form the foundation of verbal communication and play an important role in reciprocal communication. In addition, supporting pre-verbal communication behaviors in the early stages of infancy, such as using facial expressions, gestures, reaching, manipulating and pointing at objects, can help prepare the child for verbal Communication. It is important to assess pre-verbal communication to consider the special needs and challenges that children with MDVI face in developing communication skills.</p>
Prihandhini, L. N., Hadisiwi, P., & Prasanti, D. (2020). Communication Experience Counsellor With Children Disability In Yayasan Sayap Ibu Bintaro Jakarta	All the children at Yayasan Sayap Ibu Bintaro Jakarta	Qualitative method with phenomenological Approach and using symbolic interactionism theory.	This research argues that communication is an important aspect for children with multiple disabilities. The research found that communication is highly optimized not only non-verbal, but also verbal communication, namely children still need to build two-way

			communication relationships such as motivation and advice. Communication for them whether verbal or non-verbal is built by adjusting what activities take place.
Rahmani, A. S. P., Monica, C., Salsabila, K. S., & Hamidah, S. (2024). How Deafblind Children Communicate: The Use of Tactile Sign Language	Children with visual and hearing impairments (Deafblind)	Systematic Literature Review (SLR)	In this study it was found that Communication through touch for some deaf-blind people is the easiest sensory channel to use, where they obtain language and information to communicate with their adaptation to tactile awareness. That is tactile sign language /Isyaba technique that combines sign language and palm touch.

Communication is an important aspect in the development of children with multiple disabilities, and various methods and technologies can be used to improve their communication skills. As discussed in the article above, with the SECIL interactive media, children can experience significant improvement in the subject's ability to read syllables and how to develop verbal communication of children with multiple disabilities by training to speak and pronounce words slowly and repeating words with help and guidance from the teacher. While the development of non-verbal communication is done by training students to make eye contact when communicating and making facial expressions according to the topic of conversation.

AAC is recommended for developing communication in children with multiple disabilities, especially those with S/PIMD. Tool-free and tool-based AAC methods should be considered and adapted to each child's abilities and available supports. In addition, AAC is also important for customizing play rules and materials, providing support from adults, developing communication potential, and creating time for play. Friends without disabilities express enjoyment and provide ideas on how to support children with disabilities in play activities.

Teachers can also act as facilitators and mediators by communicating with parents to solve problems faced by MDVI students both at home and at school. The assistive technology programs developed

in the study have the potential to help people with intellectual and multiple disabilities increase their independence in aspects of daily life such as entertainment, communication, and functional activities. Furthermore, customized interventions and training can enhance the communication development of individuals with Profound Intellectual and Multiple Disabilities by means of Intensive Interaction, Picture It Program, Contact Program, communication partner training, and others.

It is important to focus on pre-verbal communication behaviors such as behavior regulation, social interaction and joint attention skills. These behaviors form the foundation of verbal communication and play an important role in reciprocal communication. Assessing pre-verbal communication behaviors in children with MDVI is also important to consider the special needs and challenges children with MDVI face in developing communication skills. Communication through touch for some deaf-blind people is the most easily utilized sensory channel, where they acquire language as well as information to communicate with their adaptation to tactile awareness. Overall, the discussion of the above article emphasizes the importance of a tailored and experiential approach to developing communication in children with multiple disability, with commitment from professionals and families that can have a significant positive impact on communication development.

CONCLUSION

Based on the explanation above, this research can be concluded that communication for children with multiple disability is very important because communication can help children with multiple disability carry out their daily lives and can make them more independent. Communication can be done verbally and nonverbally, the main point in communication is that what you want to convey can be conveyed and received properly. This research uses the literature review method by collecting various reference articles about communication with children with multiple disability.

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