The Role of Interpersonal Communication, Social Skills, and Inclusive Teacher Competence in Student Satisfaction at the School of Human

Ima Rani[1], Daru Asih[2], Andriyansah[3]
[123]Universitas Terbuka, Indoneisa
Correspondent: soh.inklusi@gmai.com[1]

ABSTRACT: The decline in student satisfaction rates with the School of Human Services has encouraged researchers to dig deeper into the variables that influence student satisfaction at the School of Human. Through this research, researchers want to examine the variables of interpersonal communication, social skills, and inclusive teacher competence concerning the school of human student satisfaction. This research method uses regression analysis, where the researcher wants to test the relationship between independent and dependent variables partially. The results of hypothesis testing in this research provide interesting results. Teacher social skills and interpersonal communication significantly influence student learning satisfaction, while teacher competence does not have a considerable impact. This highlights teachers' importance in communicating and socializing with students to create a satisfying learning environment. The results of this study provide an in-depth understanding of how teachers' interpersonal communication and social skills significantly impact student learning satisfaction. In addition, the fact that teacher competency does not considerably influence highlights that being smart in a subject is insufficient. Teachers must also be able to interact with students effectively to increase their learning satisfaction.

Keywords: Interpersonal Communication, Social Skills, Teacher Competence, Student Learning Satisfaction

INTRODUCTION

Access to education is a fundamental right for all Indonesian citizens, as stipulated in Article 31 of the 1945 Constitution. This article states that citizens are entitled to education, must complete basic education, and that the government must fund it. Based on this principle, education is guaranteed for all, including children with special needs.

Children with special needs are those requiring special treatment due to developmental disorders or disabilities (Khasanah & Rachmadyanti, 2019). The government ensures education for these children through Minister of National Education Regulation No. 70 of 2009 on Inclusive Education for Students with Disabilities or Special Talents or Intelligence. This regulation aims to provide opportunities for all students with physical, emotional, mental, or social disabilities, or those with special talents or intelligence, to access quality education suited to their needs and abilities. Children with special needs may attend special education institutions or regular schools that adopt an inclusive education system.

The implementation of inclusive education requires active involvement from educational institutions. An inclusive school provides academic services for all students, both regular and those with special needs, in the same classroom. Inclusive schools are a place where children with special needs can receive proportional treatment from all parties involved in education (Tanjung et al., 2022). One such inclusive educational institution is SMP-SMA Inclusion School of Human, located in Bekasi. This school uses the 2013 Curriculum, integrated with Project-Based Learning for junior high school students and Passion-Based Learning for senior high school students. Children with special needs are called "special children" at this school. School of Human mandates that all regular and special students undergo a Multiple Intelligence Research test to identify their dominant multiple intelligences.

The school has implemented a policy in the learning process involving a specialized team called the School of Human Education for All Center (SEC). This team comprises therapists and companion teachers. Therapists assist special students in developing their basic abilities through various therapies, such as speech therapy, behavior therapy, occupational therapy, sensory integration therapy, social therapy, daily living activities, and remedial therapy. Companion teachers act as "buddies" for special students, bridging communication between regular teachers and the students by providing adjustments tailored to the students' specific challenges.

The implementation of these policies directly affects student satisfaction with learning services. According to (Sopiatin & Sikumbang, 2010), student satisfaction refers to positive attitudes towards school services, arising from alignment between expectations and the reality received. The School of Human gauges student satisfaction by requiring students to complete a questionnaire at the end of learning sessions. This initiative, introduced in 2016, is designed to evaluate the quality of teaching and learning services provided by teachers. The results from previous years are summarized in the table below:

Table 1. Student Satisfaction Rates at the School of Human

Year	2016	2017	2018	2019	2020	2021
Regular	85 %	94 %	95 %	86 %	100 %	85 %
SEC	75 %	80 %	85 %	84 %	90 %	89 %
Average	80%	87 %	90 %	85 %	95 %	87 %

Source: Front Office, School of Human (2022)

Although the table shows that students are generally satisfied with the education provided, it also reveals that satisfaction has never reached 100%. A significant decline in satisfaction between 2020 and 2021 indicates potential issues with educational services. Data shows that while regular students fill out the questionnaire independently, special students receive assistance from SEC teachers at school or parents at home. This approach accommodates the challenges special students face in assessing their educational satisfaction.

Special needs students often encounter communication barriers that impact their social skills. Speaking is the simplest form of communication and is crucial for expressing thoughts, opinions,

feelings, and desires (Susanti, 2020). As an outcome of communication, social interactions significantly influence social skills development (Livingston et al., 2019). For students with intellectual disabilities, social skills and behavior are often underdeveloped (Baker & Blacher, 2020), yet these skills are essential in daily life. Teachers need specific competencies to address these challenges in special education.

Teacher competencies, as outlined in the Minister of National Education Decree No. 045/U/2002, encompass the ability to manage the learning of special needs students. This includes knowledge, understanding, skills, values, attitudes, and interest, forming a set of intelligent and responsible actions required for teaching. Six core competencies are necessary for teachers working with special needs students, including identifying learning needs, understanding student characteristics, modifying curricula, and demonstrating ethical standards (Muna et al., 2021). Teachers must also exhibit positive attitudes, be open to learning, and adapt teaching strategies to individual needs (Febriyani & Zuhaery, 2024).

Interpersonal communication and social skills are vital in developing these competencies. Reny (Diana et al., 2020) found that interpersonal communication influences teacher performance, reflecting their competencies. According to R. Wayne Pace (Cangara, 2011) Interpersonal communication involves face-to-face interactions and is often hindered by a lack of two-way dialogue or inadequate personalization during teaching (Jurado Ronquillo et al., 2020). To facilitate the assessment of an individual's quality and abilities, we can refer to the eight elements of interpersonal communication. According to (DeVito & DeVito, 2019) The interpersonal communication model has eight key elements: message sending and receiving, competence, messages, communication channels, noise, context, impact, and ethics.

Children with special needs often experience excessive anxiety. To address this, specific competencies are required, manifested in the form of social skills, to ensure a smooth learning process (Darmiany et al., 2021; Daroni et al., 2018). Social skills are defined as a person's ability to manage emotions in interactions with others, both individually and in groups, fostering good and effective social interaction and communication (Azzahra et al., 2019). This demonstrates that social skills are closely related to personality (Kalyoncu, 2020). Personality provides a foundation for appropriate behavioral standards in inclusive education. Social skills consist of several key aspects. According to Jaromilek (Khasanah & Rachmadyanti, 2019) There are three main aspects of social skills: living and working together, taking turns, respecting the rights of others, being socially sensitive, learning self-control and self-direction, and sharing ideas and experiences with others. These aspects allow us to evaluate the quality of a teacher's social skills.

Understanding teacher competence in addressing the needs of students with special needs is crucial. Interpersonal communication and social skills are essential for developing this competence. Preliminary research observations conducted by the researcher with the assistance of the principal of SMP and SMA School of Human can be seen in Appendix 5.

Previous studies provide an overview of factors influencing student satisfaction in different contexts. The first study, conducted by (Handayani & Pandanwangi, 2021), revealed that interpersonal communication and academic teacher competence contribute 67.6% to students' satisfaction in the Master of Management program at Universitas Terbuka. The second study, by

(Dewi et al., 2015), demonstrated that implementing Total Quality Management and interpersonal communication significantly affects student satisfaction by mediating service quality. The third study, by Hidayah (2021), explored the influence of lecturer competence on student satisfaction during online learning amidst the Covid-19 pandemic, finding that all lecturer competencies, including pedagogical, professional, social, and personal, had significant impacts.

The fourth study, by (Marozzi, 2012)Developed an algorithm to measure student satisfaction, concluding that variables such as curriculum, teaching, analytical skills, communication, social skills, and personal growth significantly contributed to student satisfaction. The fifth study (Puspayani, 2012) identified the combined contribution of infrastructure, administrative services, and social skills to learning satisfaction at SMA Negeri 1 Sukawati, amounting to 50.2%. The sixth study, by (Fatani, 2020) showed a high satisfaction rate (82%) with the quality of teaching through videoconferencing during the Covid-19 pandemic. Based on these previous studies, this research will focus on the influence of interpersonal communication, social skills, and teacher competence on student satisfaction, both partially and simultaneously.

This study aims to examine the influence of interpersonal communication, social skills, and the competence of inclusive teachers on student satisfaction, both partially and simultaneously. The researcher seeks to determine the extent to which teachers at the School of Human excel in interpersonal communication, applying social skills, and understanding their competence as inclusive educators, as well as how these factors affect student satisfaction, including regular and special-needs students. This problem formulation is developed to identify factors contributing to learning satisfaction in inclusive classrooms.

The benefits of this research are divided into two categories: theoretical and practical. Theoretically, this study is expected to serve as a reference for further studies on interpersonal communication, social skills, and the competence of inclusive teachers. The research benefits include helping the author understand the influence of these variables, providing teachers with an evaluation tool to improve their abilities, assisting principals in designing supervision and inclusive education policies, and guiding parents in implementing home interventions and selecting the best schools for their special-needs children.

METHOD

This study is a quantitative research using the correlation analysis method. Correlation analysis examines the degree of relationship between variables. Regression analysis can be used to study the influence of two or more variables (Azwar, 2019). This aligns with the research objective of examining the influence of interpersonal communication skills, teachers' social skills, and teachers' competence on student satisfaction at the School of Human Inclusive School.

The independent variables in this study are:

   a. Interpersonal Communication (X1)

   b. Social Skills (X2)

    c.   Teachers' Competence (X3)

1. Dependent Variable (Y)

The dependent variable in this study is:

    a.   Student Satisfaction (Y)

1. Population

In social research, a population is defined as a group of subjects to which the research results will be generalized (Azwar, 2019). The population of this study includes all students of the School of Human Inclusive Junior and Senior High School, totaling 171 students. The distribution of the student population is as follows:

Table 2 Sample Size Based on School Level

No	Unit	Number of Respondents
1.	Junior High School Students	73
2.	Senior High School Students	98
	Total	**171**

Source: School of Human Junior and Senior High School Website (2021)

2. Sample

According to (Sugiyono, 2015), a sample is a part of the population that possesses the characteristics of the population, and it must truly represent the population. The sample size refers to the number of samples taken from the population. (Arikunto, 2010) suggests that if the population is less than 100, the entire population should be used as the sample. However, if the population exceeds 100, 10-15% or 20-25% can be taken as the sample.

This study uses a data collection method through a questionnaire designed using a Likert scale of 1-5. This scale measures the respondent's level of agreement with the various statements that have been formulated. Respondents can provide answers ranging from 1, which indicates strongly disagree, to 5, which suggests strongly agree. The data collected from the questionnaire was then processed using SPSS 25.0 for Windows software. The initial step in data processing is to enter all respondents' data into the system, followed by a checking process to ensure data completeness and consistency. Data analysis was conducted using multiple linear regression to determine the effect of three independent variables on the dependent variable. In this process, hypothesis testing was performed using the t-test to partially test each independent variable's impact on the dependent variable. In addition, the coefficient of determination (R^2) was calculated to determine the extent to which the independent variables could collectively explain variations in student satisfaction. This analysis provides a deep quantitative insight into the relationship between the variables under study. With meticulous data processing and analysis, this study aims to identify important factors that influence student satisfaction in inclusive schools, so that the results can serve as a basis for developing better educational strategies and policies.

RESULT AND DISCUSSION

Descriptive analysis is useful for describing the research subject based on the data obtained from variables of the studied subject group, which are not included in the hypothesis (Azwar, 2019). To perform this analysis, the researcher must determine each variable's minimum, maximum, mean, and standard deviation score. These scores are then used to calculate the hypothetical and empirical scores, which serve as the benchmarks for descriptive analysis. The hypothetical score can be calculated manually, while the empirical score can be computed using SPSS 25.0 for Windows. The scale values for all variables range from 1 to 5 points. This calculation compares the hypothetical values with the data obtained in the field. The calculations are as follows:

Table 3. Calculation of Hypothetical Scores

Variable	Statistic	Formula	Result
Interpersonal Communication	Number of Questions	-	13
	Minimum Score	Lowest Value x Number of Questions	1 x 13 = 13
	Maximum Score	Highest Value x Number of Questions	5 x 13 = 65
	Range	Maximum Score - Minimum Score	65 – 13 = 52
	Standard Deviation (σ)	Range / 6	52 / 6 = 8,67
	Mean (μ)	(Maximum Score + Minimum Score) / 2	(65 + 13) / 2 = 39
Social Skills	Number of Questions	-	6
	Minimum Score	Lowest Value x Number of Questions	1 x 6 = 6
	Maximum Score	Highest Value x Number of Questions	5 x 6 = 30
	Range	Maximum Score - Minimum Score	30 – 6 = 24
	Standard Deviation (σ)	Range / 6	24 / 6 = 4
	Mean (μ)	(Maximum Score + Minimum Score) / 2	(30 + 6) / 2 = 18
Teacher Competency	Number of Questions	-	10
	Minimum Score	Lowest Value x Number of Questions	1 x 10 = 10
	Maximum Score	Highest Value x Number of Questions	5 x 10 = 50
	Range	Maximum Score - Minimum Score	50 – 10 = 40
	Standard Deviation (σ)	Range / 6	40 / 6 = 6,67
	Mean (μ)	(Maximum Score + Minimum Score) / 2	(50 + 10) / 2 = 30

	Number of Questions	-	7
	Minimum Score	Lowest Value x Number of Questions	1 x 7 = 7
Student Learning Satisfaction	Maximum Score	Highest Value x Number of Questions	5 x 7 = 35
	Range	Maximum Score - Minimum Score	35 – 7 = 28
	Standard Deviation (σ)	Range / 6	28 / 6 = 4,67
	Mean (μ)	(Maximum Score + Minimum Score) / 2	(35 + 7) / 2 = 21

Source: Processed Data (2023).

Table 4. Comparison of Hypothetical and Empirical Scores

Variable	Statistic	Hypothetical Score	Empirical Score
Interpersonal Communication	Minimum Score	13	37
	Maksimum Score	65	65
	Standard Deviation (σ)	8.67	7,019
	Mean (μ)	39	51,86
Social Skills	Minimum Score	6	9
	Maksimum Score	30	30
	Standard Deviation (σ)	4	3,854
	Mean (μ)	18	23,15
Teacher Competency	Minimum Score	10	26
	Maksimum Score	50	50
	Standard Deviation (σ)	6,67	5,910
	Mean (μ)	30	38,24
Student Learning Satisfaction	Minimum Score	7	12
	Maksimum Score	35	35
	Standard Deviation (σ)	4,67	4,504
	Mean (μ)	21	27,12

Source: Processed Data (2023).

When empirical and hypothetical values are obtained, the analysis continues for each measurement tool. The analysis will then categorize respondents into three groups: low, medium, and high. The reference is based on the hypothetical mean score and hypothetical standard deviation. The norms for assigning these categories are as follows:

Table 5. Categorization Formula for Respondents

Category	Criteria
Low	$X < (\mu - \sigma)$
Medium	$(\mu - \sigma) \leq X < (\mu + \sigma)$
High	$(\mu + \sigma) \leq X$

Explanation

X : Subject Score

μ : Hypothetical Mean

σ : Hypothetical Standar Deviation

Interpersonal Communication

Table 6. Descriptive Analysis Results for Interpersonal Communication

Category	Criteria	Number of Respondent	Precentage
Low	$X < 30{,}33$	0	0
Medium	$30{,}33 \leq X < 47{,}67$	23	23%
High	$47{,}67 \leq X$	77	77%

Source: Processed Data (2023)

The table above shows that 77% (or 77 respondents) rated Interpersonal Communication as high, 23% (or 23 respondents) as medium, and none rated it as low.

Social Skills

Table 7. Descriptive Analysis Results for Social Skills

Kategory	Criteria	Number of Respondent	Precentage
Low	$X < 14$	1	1%
Medium	$14 \leq X < 22$	32	32%
High	$22 \leq X$	67	67%

Source: Processed Data (2023)

Teacher Competence

Table 8. Descriptive Analysis Results for Teacher Competence

Category	Criteria	Number of Respondent	Precentage
Low	X < 23,33	0	0%
Medium	23,33 ≤ X < 36,67	37	37%
High	36,67 ≤ X	63	63%

Source: Processed Data (2023)

The table above shows that 63% (or 63 respondents) rated **Teacher Competence** as high, 37% (or 37 respondents) as medium, and none rated it as low.

Student Learning Satisfaction

Table 9. Descriptive Analysis Results for Student Learning Satisfaction

Category	Criteria	Number of Respondemt	Precentage
Low	X < 16,33	3	3%
Medium	16,33 ≤ X < 25,67	28	28%
High	25,67 ≤ X	69	69%

Source: Processed Data (2023)

The table above shows that 69% (or 69 respondents) rated **Student Learning Satisfaction** as high, 28% (or 28 respondents) rated it as medium, and 3% (or 3 respondents) rated it as low.

Multiple Linear Regression Analysis

This analysis helps determine how independent variables influence a dependent variable. The researcher chose this analytical model because the study involves two independent variables: Interpersonal Communication (X1), Social Skills (X2), and the dependent variable Teacher Competence (Y). The test was conducted using SPSS 25.0 for Windows. Based on the regression output (Appendix 3), the following values were obtained:

Table 10. Summary of Multiple Linear Regression Analysis

Variable	Regression Coefficient	t Value	Sig.
Constant	1,634		

Interpersonal Communication (X_1)	0,183	2,841	0,005
Social Skills (X_2)	0,564	4,280	0,000
Teacher Competence (X_3)	0,077	0,853	0.396

F Value	= 61,532 Sig.0,000
R^2	= 0,658

Source: SPSS IBM 25 Data Processing (2023)

The constant value of 1.634 indicates that when the independent variables are absent, the value of **Student Learning Satisfaction (Y)** is 1.634. The regression equation is as follows:

$$Y = 1{,}634 + 0{,}183X_1 + 0{,}564X_2 + 0{,}077X_3$$

Hypothesis Testing

t-Test

This test is used to examine the significance of the relationship between independent variables and the dependent variable on a partial basis. There are two assumptions to determine whether the hypothesis proposed by the researcher is accepted or rejected.

1. First Assumption: The significance value is assessed. If it is greater than 0.05, the hypothesis is rejected. If it is less than 0.05, the hypothesis is accepted.

2. Second Assumption: If the calculated t-value is greater than the t-table value, the independent variable is considered to influence the dependent variable significantly, and the hypothesis is accepted. If the calculated t-value is smaller than the t-table value, it indicates no significant relationship between the independent and dependent variables, and the hypothesis is rejected.

In this study, a confidence level of 95% was used, resulting in an α value of 0.05 for a two-tailed test because regression analysis was employed to determine the direction of the relationship between variables. The t-table value can be calculated using the following formula:

t table =	(α / 2 ; number of respondents−number of independent variables -1)
t table =	(0,05 / 2 ; 100 − 3 - 1
t table =	(0,05 / 2 ; 96
t table =	(0,025 ; 96)
t table =	(1,98498)

1. Effect of Interpersonal Communication on Students' Learning Satisfaction

In this test, two main hypotheses are tested:

a. Ha: The variable (X1) Interpersonal Communication significantly affects the variable (Y) Students' Learning Satisfaction.

b. H0: The variable (X1) Interpersonal Communication does not significantly affect the variable (Y) Students' Learning Satisfaction.

The calculated t-value for the regression of Interpersonal Communication on Students' Learning Satisfaction is 2.841, with a significance value of 0.005. Since the calculated t-value is greater than the t-table value and the significance value is less than 0.05, the final decision is that Ha is accepted, and H0 is rejected.

2. Effect of Social Skills on Students' Learning Satisfaction

In this test, two main hypotheses are tested:

a. Ha: The variable (X2) Social Skills significantly affects the variable (Y) Students' Learning Satisfaction.

b. H0: The variable (X2) Social Skills does not significantly affect the variable (Y) Students' Learning Satisfaction.

The calculated t-value for the regression of Social Skills on Students' Learning Satisfaction is 4.280, with a significance value of 0.000. Since the calculated t-value is greater than the t-table value and the significance value is less than 0.05, the final decision is that Ha is accepted, and H0 is rejected.

3. Effect of Teacher Competence on Students' Learning Satisfaction

In this test, two main hypotheses are tested:

a. Ha: The variable (X3) Teacher Competence significantly affects the variable (Y) Students' Learning Satisfaction.

b. H0: The variable (X3) Teacher Competence does not significantly affect the variable (Y) Students' Learning Satisfaction.

The calculated t-value for the regression of Teacher Competence on Students' Learning Satisfaction is 0.853, with a significance value of 0.396. Since the computed t-value is smaller than the t-table value and the significance value is greater than 0.05, the final decision is that Ha is rejected, and H0 is accepted.

Coefficient of Determination (R²)

The coefficient of determination indicates whether changes in independent variables (Interpersonal Communication, Social Skills, and Teacher Competence) affect the dependent variable (Student Learning Satisfaction) proportionally. The test results showed that the R² value

is 0.658 or 65.8%, indicating that the independent variables in this study explain 65.8% of the dependent variable.

Research on the Role of Interpersonal Communication, Social Skills, and Inclusive Teacher Competence in Student Satisfaction at the School of Human has yielded intriguing results. The researcher could map the respondents' ratings for each research variable into categories based on descriptive analysis. The mapping results revealed that some respondents fell into the low category, with one respondent rating the social skills variable as low and three respondents rating their learning satisfaction as low. These findings indicate that these respondents perceived the teachers' social skills and the students' learning satisfaction as inadequate. This analysis highlights the need for the school to investigate further the factors contributing to these low ratings.

After identifying the respondents' perceptions of each variable, the researcher tested hypotheses to determine the roles of interpersonal communication, social skills, and inclusive teacher competence in student satisfaction at the School of Human. This test assessed the independent variables' partial effects on the dependent variable. The results showed that interpersonal communication and social skills significantly impacted student learning satisfaction, whereas teacher competence did not. The significant influence of interpersonal communication and social skills demonstrates that a teacher's ability in these areas is crucial in shaping students' learning satisfaction. This aligns with the findings of a study conducted by (Dewi et al., 2015), titled *Implementation of Total Quality Management and Interpersonal Communication in Achieving Student Satisfaction through Service Quality at Yayasan Pendidikan Islam, Miftahussalam, Medan*. Their study showed that Total Quality Management and Interpersonal Communication positively and significantly impacted student satisfaction directly and through service quality mediation. Similarly, Desak Nyoman Puspayani, 2012 study, The Contribution of Facilities, Administrative Services, and Social Skills to Learning Satisfaction, revealed that social skills significantly influenced student learning satisfaction.

So from these findings, Human schools need to improve teachers' interpersonal communication and social skills, which have been shown to contribute to student satisfaction. Schools can implement various training programs and policies specifically designed to support the development of these competencies. One step can be to organize interpersonal communication training for teachers (Sabrifha & Darmawati, 2022). This training aims to equip teachers with techniques to build positive relationships with students, such as active listening and providing constructive feedback. The main focus is to help teachers understand how to interact more empathetically and responsively to students' needs, creating a supportive and enjoyable learning atmosphere.

In addition, schools can develop social skills programs through workshops. These workshops can be designed to teach conflict management strategies, collaboration skills, and inclusion-based teaching approaches. By participating in this program, teachers will be more skilled in creating a learning environment that respects diversity and builds harmonious relationships with students. A better understanding of the social dynamics in the classroom will help teachers create an atmosphere conducive to student engagement. Another approach is through a mentoring program. Under this policy, senior teachers with good interpersonal skills can mentor other teachers. The mentoring process allows for sharing experiences, best practices, and solutions to challenges that

may be faced in building relationships with students. In addition to supporting individual development, this program can strengthen a collaborative culture among teachers, creating a more positive school environment overall.

Finally, schools can adopt periodic reflection and evaluation sessions as part of their teacher competency improvement policy. Through these sessions, teachers can reflect on how they communicate with students and evaluate the approaches' effectiveness (Puspitaningtyas & Jasmina, 2023). Schools can also provide simple and anonymous student feedback forms to help teachers understand how students rate their interpersonal skills. With this direct feedback, teachers can continue to develop their skills and create better relationships with students to support optimal learning. Implementing such programs and policies can help teachers improve their interpersonal communication and social skills and overall education quality by creating a more inclusive, supportive and fulfilling learning environment for students.

Another finding in this study was that teacher competence did not significantly affect learning satisfaction, suggesting that, at the School of Humans, teacher competence is not the main factor in increasing students' satisfaction with their learning experience. According to the Minister of National Education Decree No. 045/U/2002, teacher competencies include managing the learning of students with special needs, including knowledge, understanding, skills, values, attitudes, and interests. These competencies are prerequisites for teachers to be considered capable by society in carrying out their duties. However, the lack of influence in this study implies that respondents viewed teacher competence only as subject mastery.

These results differ from previous research, such as that of Hastari (2022), which showed a significant relationship between teacher competence and student satisfaction. Laili (2024), also revealed that teacher competence partially affects student satisfaction, and simultaneously, teacher competence and learning facilities jointly affect the level of satisfaction. In the study, the teacher competence variable was even the dominant factor with the highest coefficient of influence on student satisfaction.

However, the findings of this study are also in line with the results of research from Meriana et al. (2014) In a different context, employee competence does not affect customer satisfaction. If this analogy is applied, the employee competencies referred to in the study can be compared to teacher competencies, while the consumers are students. This supports the idea that competence alone may not be the main determinant of student satisfaction.

The main reason for this finding is students' limited perception of teachers' academic competence. Students tend to prioritize other aspects of the learning experience, such as the teacher's interpersonal approach, interesting teaching methods, and supportive classroom atmosphere. These perceptions are often influenced more by students' direct emotional and relational experiences than by objective assessments of teachers' academic ability or professional expertise. As a result, teacher competence does not significantly affect students' learning satisfaction at the School of Human.

Follow-up interviews with senior and junior secondary school principals also revealed that teachers who excel academically but fail to adjust their communication style or social skills tend to feel less

valued by students. In some cases, this has even led to their resignation. These findings reinforce the importance of paying attention to teachers' interpersonal aspects and relational approaches in improving students' learning experiences.

CONCLUSION

Several intriguing findings have emerged in a study investigating the role of interpersonal communication, social skills, and inclusive teacher competence in student satisfaction at the School of Human. Descriptive analysis results indicate that some respondents gave low ratings to the variables of teachers' social skills and students' learning satisfaction. This suggests issues in teachers' ability to interact with students, which affects their social learning satisfaction. Within this framework, it is essential to understand that teachers' social skills and students' learning satisfaction cannot be overlooked in inclusive education.

The hypothesis testing in this study provides noteworthy results. Teachers' social skills and interpersonal communication were found to have a significant influence on students' learning satisfaction, while teacher competence did not show a significant effect. The importance of teachers' social skills in shaping students' learning satisfaction lies in their impact on the learning environment. Students who interact effectively with their teachers and peers are better equipped to understand the material and receive support. Interpersonal skills also facilitate group collaboration and enhance student engagement. Good social skills create a positive learning experience, emphasizing the need to consider social aspects when designing learning strategies to enrich students' experiences.

The finding that teachers' interpersonal communication significantly correlates with students' learning satisfaction highlights the importance of effective interaction between teachers and students as a key element in successful learning. Teachers who communicate effectively can deliver material, address students' questions appropriately, and provide constructive feedback. This creates an inclusive and supportive learning environment where students feel heard, understood, and valued. When students feel comfortable communicating with their teachers, they are more likely to engage in the learning process and remain motivated to achieve their academic goals. Furthermore, the fact that teacher competence does not significantly impact satisfaction underlines that subject mastery alone is insufficient. Teachers must also interact effectively with students to enhance their satisfaction. These findings can serve as a basis for developing more comprehensive teacher training programs to improve social and interpersonal aspects that positively influence students' learning experiences.

Based on the conclusions above, several recommendations to advance the institution are as follows:

1. Enhance teachers' social skills by providing regular training, mentoring, and collaborative curriculum development approaches. These efforts should focus on empathy, conflict management, and collaboration in building positive relationships with students.

2. Conduct effective communication training covering techniques for clearly delivering information, active listening, and fostering positive relationships with students. Effective communication platforms, such as online discussion forums or counseling services, should be provided to encourage more open interactions between teachers and students outside the classroom. Recognize teachers who demonstrate strong interpersonal communication as an incentive to improve their communication skills and continuously foster better classroom interactions.

3. Offer specialized training for teachers in inclusive education, including differentiation and classroom management strategies. Establish collaborative teams of inclusive educators, special education specialists, and psychologists to support student success. Regularly evaluate teachers' performance and provide constructive feedback to improve teaching practices.

4. Encourage further research. Additional studies in this area are necessary to deepen the understanding of factors influencing students' learning satisfaction in educational institutions. Future research can help identify other aspects that need attention and provide additional insights to develop better education practices.

The School of Human is a school with a packed learning schedule. In addition to its intensive academic schedule, the school holds various student events and prepares for the National Assessment. These circumstances made it challenging for the researcher to find respondents with free time during school hours. Therefore, it is suggested that future research be conducted in other inclusive schools with more flexible learning schedules to obtain more diverse and representative results. In addition, a longitudinal approach can be used to observe changes in student satisfaction over a longer period, especially regarding interpersonal communication, social skills, and teacher competence.

REFERENCE

Arikunto, S. (2010). Prosedur penelitian suatu pendekatan praktek. *(No Title)*.

Azwar, S. (2019). *Reliabilitas dan validitas*.

Azzahra, N. A., Hardika, H., & Kuswandi, D. (2019). *Pola Komunikasi Guru dalam Pembelajaran Anak Usia Dini*. State University of Malang.

Baker, B. L., & Blacher, J. (2020). Brief report: Behavior disorders and social skills in adolescents with autism spectrum disorder: Does IQ matter? *Journal of Autism and Developmental Disorders*, *50*(6), 2226–2233.

Cangara, H. (2011). *Pengantar ilmu komunikasi*.

Darmiany, D., Nurmawanti, I., & Novitasari, S. (2021). Sosialisasi Pentingnya Keterampilan Sosial Guru dalam Kegiatan Pembelajaran untuk Mencegah Kecemasan Siswa Bersekolah. *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan*, *4*(2), 321–328.

Daroni, G. A., Gunarhadi, G., & Legowo, E. (2018). Increasing Social Skills Competencies to

Prepare for Careers of Children with Special Needs. *Indonesian Journal of Disability Studies*, *5*(2), 218-221.

DeVito, J. A., & DeVito, J. (2019). The interpersonal communication book. *Instructor*, *1*(18), 521–532.

Dewi, H. P., Lumbanraja, P., & Matondang, R. (2015). Implementation of Total Quality Management and Interpersonal Communication in Achieving Student Satisfaction through Service Quality at Yayasan Pendidikan Islam, Miftahussalam, Medan. *International Journal of Research and Review*, *2*(6), 343–347.

Diana, R., Ahmad, S., & Wahidy, A. (2020). Pengaruh Motivasi Kerja dan Komunikasi Interpersonal Terhadap Kinerja Guru. *Jurnal Pendidikan Tambusai*, *4*(3), 1828–1835.

Fatani, T. H. (2020). Student satisfaction with videoconferencing teaching quality during the COVID-19 pandemic. *BMC Medical Education*, *20*, 1–8.

Febriyani, H., & Zuhaery, M. (2024). Teacher Strategies in the Potential Optimization of Children with Special Needs in Elementary School. *Jurnal Ilmiah Sekolah Dasar*, *8*(1), 80-89.

Handayani, M., & Pandanwangi, E. (2021). Pengaruh komunikasi interpersonal dan kualitas pelayanan akademik terhadap kepuasan mahasiswa. *Jurnal Dinamika Ilmu Komunikasi*, *7*(1), 9–15.

Hastari, R. (2022). Hubungan Kompetensi Guru dan Kepuasan Siswa dalam Pembelajaran. *Jurnal Kependidikan*, *10*(1), 81-98.

Hidayah, L. N. (2021). KEPUASAN MAHASISWA FAKULTAS EKONOMI DAN BISNIS UNIVERSITAS NUSANTARA PGRI KEDIRI PADA PEMBELAJARAN DARING BERDASARKAN KOMPETENSI DOSEN DI ERA PANDEMI COVID 19. *Seminar Nasional Manajemen, Ekonomi Dan Akuntansi*, *6*(1), 1425–1431.

Jurado Ronquillo, M., Avello Martínez, R., & Bravo López, G. (2020). Characterization of interpersonal communication in the teaching-learning process. *Revista Electrónica de Investigación Educativa*, *22*.

Kalyoncu, R. (2020). Evaluation of social skills of visual arts teacher candidates according to personality traits. *Kıbrıslı Eğitim Bilimleri Dergisi*, *15*(3), 554–574.

Khasanah, N. N., & Rachmadyanti, P. (2019). Pembelajaran Keterampilan Sosial Pada Siswa Berkebutuhan Khusus Di Sdn Inklusi Klampis Ngasem 1 Surabaya. *Jpgsd*, *7*(06), 3587–3596.

Laili, F. (2024). *Pengaruh Kompetensi Guru Dan Fasilitas Belajar Terhadap Kepuasan Siswa Kelas X SMKN 1 Sumenep* (Doctoral dissertation, Universitas Wiraraja).

Livingston, L. A., Colvert, E., Team, S. R. S., Bolton, P., & Happé, F. (2019). Good social skills despite poor theory of mind: exploring compensation in autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, *60*(1), 102–110.

Marozzi, M. (2012). Tertiary student satisfaction with socialization: A statistical assessment. *Quality & Quantity*, *46*, 1271–1278.

Meriana, L., Agung, G. P. M., & Tarigan, Z. J. H. (2014). Analisa dampak kompetensi karyawan terhadap kepuasan konsumen melalui kualitas produk dan kualitas layanan di hachi hachi bistro Surabaya. *Jurnal Hospitality dan Manajemen Jasa*, *2*(2), 479-495.

Muna, A. N., Sunardi, S., & Widyastono, H. (2021). Teachers' Efforts to Improve Pedagogic Competency in Learning Children with Special Needs in Inclusion Basic Schools in Surakarta. *Indonesian Journal of Disability Studies*, *8*(1), 61-72.

Puspayani, D. N. (2012). Kontribusi sarana prasarana, layanan administratif, kompetensi profesional guru terhadap kepuasan belajar (Studi tentang persepsi siswa SMA Negeri 1 Sukawati). *Jurnal Administrasi Pendidikan Indonesia*, *3*(2)

Puspitaningtyas, A. W., & Jasmina, T. (2023). The effect of teacher competency on the 2021 elementary school national assessment result. *Journal La Sociale*, *4*(6), 499-513.

Sabrifha, E., & Darmawati, D. (2022). The importance of teacher interpersonal communication as an effort to maintain students' mental health: a study of lerature review. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, *8*(2), 236-244.

Sopiatin, P., & Sikumbang, R. (2010). *Manajemen belajar berbasis kepuasan siswa.*

Sugiyono, P. (2015). Metode penelitian kombinasi (mixed methods). *Bandung: Alfabeta*, *28*(1), 12.

Susanti, E. (2020). *Keterampilan berbicara.* Rajawali Pers.

Tanjung, R., Supriani, Y., Arifudin, O., & Ulfah, U. (2022). Manajemen penyelenggaraan pendidikan inklusi pada lembaga pendidikan Islam. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, *5*(1), 339–348.