

ABSTRACT

Indonesia is one of the countries with the highest number of disabilities in the world. West Java Province has the highest number of deaf people after East Java Province. The Bandung City Government released the number of deaf people as many as 309 people. Even so, the community still thinks that children with hearing impairment are not able to do activities like children in general. The low level of public knowledge has an impact on the development of their potential. Deaf children need education that is able to explore their potential, so that they can be recognized by the community. In fact, the education program for deaf children currently taking place at the Special School only focuses on academics. One school that focuses on developing interests and talents is the Indonesian Blue School. The purpose of this study was to find out how the interpersonal communication process carried out by deaf teachers and students in developing self-actualization, so that students are able to show potential and talents like normal children in general. This research uses descriptive qualitative method. The data collection techniques used were observation, in-depth interviews, and documentation. The data analysis technique used three stages, namely data reduction, data presentation, and drawing conclusions using triangulation of data sources and triangulation of data collection methods. The research found that the interpersonal communication process must be routinely carried out to build self-actualization. The teacher requires more effort when the communication process is in progress. This is due to the limited meaning of messages that deaf students have. Four aspects in building self-actualization that are applied at the Indonesian Biruku School are creativity, morality, self-acceptance, and problem solving.

Keywords: *Interpersonal Communication, Children with Special Needs, Deaf, Self-Actualization.*