

ABSTRACT

AYU KHOLIDINA HARAHAHAP. NIM: 1173151007. Elementary Teacher Educational Communication During Online Learning in Tembung Village for the Academic Year of 2020/2021. Undergraduate Thesis. Guidance and Counseling Study Program. Faculty of Educational Sciences. Medan State University. 2021.

This study aims to determine the quality, inhibiting factors and methods and forms of educative communication carried out by elementary school teachers during online learning in Tembung Village for the Academic Year of 2020/2021. The type of research used is descriptive quantitative. The data collection technique in this study was by distributing closed questionnaires that had been declared valid and reliable first and then using indirect interview supporting data via *google form*. The sample in this study amounted to 85 teachers from the six public elementary schools in Tembung Village. The research data were collected by means of an educative communication questionnaire totaling 42 statement items that were valid and reliable. Data were analyzed using cross tabulation and calculation of the average and standard deviation. It can be seen that the results of the average calculation and cross tabulation found that the educative communication of elementary school teachers that occurred in the six public elementary schools in Tembung village was in the high categorization of 77 people (90%), with the majority of the sample being aged-56-60 years with a total of 21 people (21%), experienced several obstacles such as internet quota, unstable network, boredom, teacher competence in conducting online learning, lack of feedback/response from students and difficulty in establishing communication with parents. And the majority of the obstacles to educative communication during online learning are learning facilities such as mobile phones/smartphones as many as 25 people (30%). The process of sending messages is mostly carried out through WhatsApp as much as 47% and delivery of messages/information is done by sending text messages to students as much as 41%. And the pattern and form of communication that is carried out is indirectly using a combination pattern of 35%

Keywords : Educational Communication, Online Learning.

ABSTRAK

AYU KHOLIDINA HARAHAHAP. NIM: 1173151007. Komunikasi Edukatif Guru SD Selama Pembelajaran Daring di Desa Tembung Tahun Ajaran 2020/2021. Skripsi. Program Studi Bimbingan dan Konseling. Fakultas Ilmu Pendidikan, Universitas Negeri Medan.2021.

Penelitian ini bertujuan untuk mengetahui kualitas, faktor penghambat serta metode dan bentuk komunikasi edukatif yang dilakukan guru SD selama pembelajaran daring di Desa Tembung T.A 2020/2021. Jenis penelitian yang digunakan adalah Kuantitatif Deskriptif. Teknik pengumpulan data dalam penelitian ini dengan menyebarkan angket tertutup yang telah dinyatakan valid dan reliabel terlebih dahulu kemudian menggunakan data pendukung wawancara tidak langsung melalui *google form*. Sampel dalam penelitian ini berjumlah 85 orang guru dari keenam SD Negeri di Desa Tembung. Data penelitian dikumpulkan dengan angket komunikasi edukatif berjumlah 42 item pernyataan yang telah valid dan reliabel. Data dianalisis menggunakan tabulasi silang dan perhitungan rata – rata serta standar deviasi. Hal ini dapat diperoleh hasil perhitungan rata – rata dan tabulasi silang didapati bahwa komunikasi edukatif guru SD yang terjadi dikeenam SD Negeri di Desa tembung berada dalam kategorisasi tinggi sejumlah 77 orang (90%), dengan mayoritas sampel adalah usia-56-60 tahun sejumlah 21 orang (21%), mengalami beberapa kendala seperti kuota internet, jaringan yang tidak stabil, kejenuhan, kompetensi guru dalam melakukan pembelajaran daring, tidak adanya umpan balik/respon dari siswa dan sulitnya membangun komunikasi dengan orang tua. Dan yang menjadi mayoritas kendala komunikasi eduukatif selama pembelajaran daring adalah fasilitas pembelajaran seperti *handphone/smartphone* sejumlah 25 orang (30%). Proses pengiriman pesan mayoritas dilaksanakan melalui *WhatsApp* sebanyak 47% dan penyampaian pesan/informasi dilakukan dengan mengirim pesan teks kepada siswa sebanyak 41%. Serta Pola dan Bentuk komunikasi yang dilakukan adalah secara tidak langsung menggunakan pola kombinasi 35%

Kata Kunci : Komunikasi Edukatif, Pembelajaran Daring.