

ABSTRAK

Anang Adi Haryono, NIM 170531100009. Program Studi Ilmu Komunikasi Fakultas Ilmu Sosial dan Ilmu Budaya Universitas Trunojoyo Madura. **Pengalaman Komunikasi Pendamping Anak dalam Proses Belajar Mengajar Selama Pandemi Covid-19 di Desa Tlogobendung Kecamatan Gresik Kabupaten Gresik.** Di bawah bimbingan dari Dr. Farida Nurul R., SS., M.Si

Tujuan dilakukan penelitian ini adalah untuk mengetahui pengalaman komunikasi pendamping anak dalam proses belajar mengajar selama pandemi Covid-19 di Desa Tlogobendung Kecamatan Gresik Kabupaten Gresik.

Penelitian termasuk dalam penelitian deskriptif kualitatif. Teknik pengumpulan data dilakukan dengan wawancara, observasi dan dokumentasi. Analisis data dilakukan dengan analisis lapangan model Miles dan Huberman yang terdiri dari reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi.

Hasil penelitian menunjukkan bahwa komunikasi pendamping anak dalam proses belajar mengajar selama pandemi Covid-19 di Desa Tlogobendung Kecamatan Gresik Kabupaten Gresik dapat dilihat dari tiga hal. Pertama, pengalaman komunikasi pendamping dengan guru saat pembelajaran berlangsung diketahui dari adanya pendamping mengirimkan laporan kegiatan siswa ketika melakukan pembelajaran dan mengerjakan tugas di rumah, melakukan kerjasama dengan guru untuk pemantauan siswa dan mengirimkan tugas siswa melalui WhatsApp grup kelas. Sedangkan saat di luar waktu pembelajaran tampak pada pembicaraan tentang hambatan dalam kegiatan pembelajaran atau saat mengerjakan tugas. Kedua, pengalaman komunikasi pendamping dengan anak saat pembelajaran berlangsung diketahui dari adanya rasa kesal dan emosi saat siswa susah diatur. Sedangkan saat di luar waktu pembelajaran tampak para pendamping mengkomunikasikan beberapa hal kepada anak, di antaranya membicarakan tentang tayangan televisi yang dilihat oleh anak, bertanya tentang kemauan anak, anjuran untuk merapikan buku dan meja belajar setelah selesai sekolah daring, anjuran atau nasihat untuk selalu nurut kepada guru di sekolah dan membicarakan tentang kesulitan yang dialami oleh siswa yang bersangkutan selama mengikuti pembelajaran secara daring. Ketiga, pengalaman komunikasi pendamping dengan pendamping lain saat pembelajaran berlangsung tampak pada saling berkomunikasi terkait dengan saling mengingatkan tentang pengumpulan tugas siswa, saling tanya tentang tugas siswa, berbagi pengalaman tentang pembelajaran siswa selama pembelajaran daring, saling bertanya tentang cara pengumpulan tugas anak terutama tugas yang perlu dikirim melalui rekaman suara atau video. Sedangkan saat di luar waktu pembelajaran tampak pada saling berkomunikasi terkait dengan tumbuh kembang anak, hambatan yang dialami oleh anak saat pembelajaran daring, saling bertanya tentang kegiatan les.

Kata Kunci : Pengalaman Komunikasi, Belajar Mengajar, Pandemi Covid-

ABSTRACT

Anang Adi Haryono. 170531100009. Communication Studies Program Faculty of Social and Cultural Sciences Trunojoyo Madura University. **Experience Communication Of Child Companion in Teaching and Learning Process During the Covid-19 Pandemic in Tlogobendung Village Gresik District.** Advisor: Dr. Farida Nurul R., SS., M.Si

The purpose of this research is to find out the communication experience of child companion in the teaching and learning process during the Covid-19 pandemic in Tlogobendung Village of Gresik District Gresik regency.

Research is included in qualitative descriptive research. Data collection techniques are carried out with interviews, observations and documentation. Data analysis is conducted with Miles and Huberman model field analysis consisting of data reduction, data presentation, and conclusion withdrawal and verification.

The results showed that the communication of child companion in the teaching and learning process during the Covid-19 pandemic in Tlogobendung Village of Gresik District of Gresik Regency can be seen from three things. First, the experience of companion communication with the teacher while learning takes place is known from the companion sending a report on student activities when doing learning and doing tasks at home, collaborating with teachers to monitor students and sending student assignments through WhatsApp class groups. While outside of learning time appears to talk about obstacles in learning activities or while working on tasks. Second, the experience of companion communication with children during learning is known from the presence of resentment and emotions when students are unruly. While outside of learning time, it appears that the companions communicate several things to the child, including talking about television shows seen by children, asking about the child's willingness, advice to tidy up books and study tables after school online, advice or advice to always nurut to teachers in school and talk about the difficulties experienced by students concerned during online learning. Third, the experience of companion communication with other escorts as learning progresses appears to be related to each other by reminding each other about student assignment collection, asking each other about student assignments, sharing experiences about student learning during online learning, asking each other about how to collect children's tasks, especially tasks that need to be sent via voice or video recordings. While outside the learning time appears to communicate with each other related to the growth and development of children, obstacles experienced by children during online learning, asking each other about tutoring activities.

Keywords : Communication Experience, Teaching and Learning, Covid-19 Pandemic