

ABSTRAK

Penelitian ini bertujuan untuk menjabarkan dan menganalisis kompetensi komunikasi guru dalam pembelajaran dengan metode daring di masa pandemi COVID-19 di SDK PNBR Bintaro Jaya. Adapun latar belakang masalah dari penelitian ini adalah 1) guru kurang terampil dan simultan berkomunikasi secara daring dengan siswa dikarenakan kegagapan berteknologi, 2) materi pembelajaran dikomunikasikan dalam waktu singkat sehingga tidak mudah di pahami, 3) guru mengalami kejenuhan berkomunikasi dengan siswa dikarenakan kurang pengetahuan berkomunikasi secara daring, faktor usia lanjut dan juga komunikasi yang terbatas oleh alat teknologi, dan 4) siswa mengalami kejenuhan berkomunikasi meski memiliki alat teknologi yang memadai, dan 5) minimnya interaksi antara guru dan siswa karena hanya mengandalkan media pembelajaran tertentu yang kurang mendukung. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus yang didukung oleh teori *guided didactic conversation* dipelopori oleh Borje Holmberg (1959) dan konsep *communicative mediated computer* dikembangkan oleh Thurlow (2004). Teknik pengumpulan data dari penelitian ini adalah dengan melakukan wawancara mendalam, observasi secara daring, dan studi literatur. Terdapat lima guru, satu kepala sekolah, satu wakil kepala sekolah, dan tiga perwakilan siswa sebagai informan pada penelitian ini.

Hasil data menemukan bahwa guru-guru di SDK PNBR Bintaro Jaya 1) mampu menciptakan proses komunikasi bermakna motivatif dan komunikatif saat berinteraksi dengan siswa, 2) semakin mampu berkomunikasi secara efektif melalui kesepahaman makna dan tindakan untuk terhindari dari *misinterpretation*, *misunderstanding*, dan *miss-action*, 3) menciptakan proses komunikasi pembelajaran daring yang menyenangkan dengan melibatkan perasaan dan emosional siswa, 4) semakin mampu mengembangkan sikap positif siswa dalam kegiatan pembelajaran, 5) terciptanya keseimbangan emosional untuk tetap berperilaku komunikasi yang benar, sopan, santun, akrab, meskipun hal ini tidak mengarahkan siswa memiliki kecerdasan emosional yang utuh, 6) aktif dan terampil penggunaan media digital dan daring sebagai mediasi interaktif pembelajaran daring baik secara sinkronus dan asinkronus untuk menciptakan sinergitas antara guru, orang tua siswa, dan siswa dalam menciptakan komunikasi pembelajaran daring yang bermakna.

Kata kunci : kompetensi komunikasi guru dan pembelajaran dengan metode daring.

ABSTRACT

This research aims to describe and analyze the competence of teacher communication in learning with online methods during the COVID-19 pandemic in the PNBK Bintaro Jaya SDK. In practice, communication in online learning often experiences communication barriers both internally and externally. Internally, the obstacles found are 1) teachers are less skilled and simultaneously communicate online with students due to technological stuttering, 2) learning materials are communicated in a short time so that they are not easy to understand, 3) teachers experience saturation communicating with students due to lack of knowledge of communicating online, elderly factors and also communication limited by technological tools, 4) Students experience saturation of communicating despite having adequate technological tools, and 5) lack of interaction between teachers and students because they only rely on certain learning media that are less supportive. This research uses a qualitative approach with case study methods supported by guided didactic conversation theory pioneered by Borje Holmberg (1959) and the concept of communicative mediated computers developed by Thurlow (2004). The data collection technique of this study is to conduct in-depth interviews, online observations, and literature studies. There were five teachers, one principal, one deputy principal, and three student representatives as informants on the study.

The data found that teachers in the SDK PNBK Bintaro Jaya 1) were able to overcome the communication process in online learning which was initially monotonous and directionless into a meaningful communication process motivative and communicative when interacting with students, 2) Increasingly able to communicate effectively where communication messages conveyed by teachers can shape students towards the common understanding of meaning and also the similarity of expected actions so as to avoid misinterpretation, misunderstanding, and miss-action, 3) Create the continuity of online learning communication by making students pay attention to messages that are able to cause feelings to students that the message presented with a pleasant projection, 4) is increasingly able to develop a positive attitude of students in learning activities, 5) Emotional balance enables teachers in directing, reminding to persuade each student to have the right communication behavior, politeness, manners, familiar, unfortunately the emotional balance of this teacher is still not able to direct students to have complete emotional intelligence, 6) consistently communicate information related to learning interests and learning materials to students and parents of students to support the smooth communication of online learning mediated through digital and online platforms so that online learning communication in sync and asynchronous avoid missed communication and also create synergy between teachers, parents of students, and students in creating meaningful online learning communication.

Keywords: teachers' communicative competencies, and online learning methods.