

# Interaksi Sosial Siswa Sekolah Dasar pada Penerapan Pembelajaran Hybrid di Masa Pandemi Covid-19. = The Social Interaction of Primary School Students on Hybrid Learning Practice in Pandemic Covid-19 Period

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## Abstrak

Skripsi ini terkait interaksi sosial siswa sekolah dasar pada penerapan pembelajaran hybrid di masa pandemi Covid-19 yang dibahas dalam kajian ilmu kesejahteraan sosial. Pembelajaran hybrid merupakan sebuah metode pengajaran di sekolah dengan menerapkan 50% pertemuan tatap muka dan 50% daring. Penelitian dilatarbelakangi dugaan bahwa terdapat masalah dalam pelaksanaan pembelajaran di masa Pandemi Covid-19. Kebutuhan interaksi sosial pada siswa sekolah dasar berpengaruh pada tahap perkembangan anak. Penelitian ini dilakukan dari awal tahun 2022 yang merupakan awal pelaksanaan pembelajaran hybrid. Penelitian ini mengumpulkan data secara kualitatif dengan tujuan deskriptif, melibatkan sebanyak 7 informan yang dipilih secara purposive sampling guna mendapatkan data sesuai kebutuhan. Pengolahan data menggunakan pendekatan kualitatif dari dua sudut pandang yaitu guru dan orangtua terkait interaksi sosial siswa sekolah dasar. Kedua sudut pandang tersebut merupakan bentuk triangulasi yang dilakukan dalam penelitian ini. Hasil penelitian menggunakan pendekatan kualitatif menunjukkan adanya suatu peningkatan interaksi sosial yang dialami siswa selama penerapan pembelajaran hybrid. Berbagai bentuk interaksi sosial dilakukan siswa dan mengakibatkan sebuah proses yang asosiatif. Selain dari itu, penelitian ini juga melihat adanya interaksi sosial siswa menjadi suatu pengaruh pada perkembangan anak di tingkat sekolah dasar. Penelitian ini juga menungkapkan ada dua faktor penghambat interaksi sosial para informan siswa sekolah dasar pada penerapan pembelajaran hybrid di masa Pandemi Covid-19 yaitu metode pembelajaran yang terbatas dan protokol kesehatan membatasi aktivitas siswa dalam melakukan interaksi sosial. Jadi kesimpulan dari penelitian adalah interaksi sosial pada siswa sekolah dasar dalam penerapan pembelajaran hybrid di masa Pandemi Covid-19 mempengaruhi perkembangan anak secara positif. Berbagai interaksi sosial yang dilakukan siswa mendorong bentuk proses sosial yang asosiatif. Pada keberlangsungan interaksi yang dijalankan didapat 2 faktor penghambat dari interaksi sosial pada siswa sekolah dasar dalam penerapan pembelajaran hybrid, yaitu pembelajaran yang terbatas dan protokol kesehatan ketat. Hasil penelitian ini diharapkan berkontribusi dalam mata kuliah tingkah laku manusia dan lingkungan sosial pada program studi ilmu Kesejahteraan Sosial FISIP UI.

.....This thesis is related to the social interaction of elementary school students in the application of hybrid during the Covid-19 pandemic which was discussed in the study of social welfare science. Hybrid learning is a teaching method in schools by implementing 50% face-to-face meetings and 50% online. The research was motivated by allegations that there were problems in the implementation of learning during the Covid-19 pandemic. The need for social interaction in elementary school students affects the stage of child development. This research was conducted from the beginning of 2022 which is the beginning of the implementation of hybrid. This study collects data qualitatively with descriptive purposes, involving as many as 7 informants who were selected by purposive sampling in order to obtain data as needed. Data processing uses a qualitative approach from two perspectives, namely teachers and parents regarding the

social interactions of elementary school students. Both points of view are a form of triangulation carried out in this study. The results of the study using a qualitative approach showed an increase in the social interaction experienced by students during the application of hybrid. Various forms of social interaction are carried out by students and result in an associative process. Apart from that, this study also saw that students' social interactions became an influence on children's development at the elementary school level. This study also revealed that there are two factors that hinder the social interaction of elementary school student informants in the application of hybrid during the Covid-19 pandemic, namely limited learning methods and health protocols limiting student activities in social interaction. The conclusion of the study is that social interaction among elementary school students in the application of hybrid during the Covid-19 pandemic affects children's development positively. Various social interactions carried out by students encourage the form of associative social processes. In the continuity of the interaction that was carried out, there were 2 inhibiting factors from social interaction in elementary school students in the application of hybrid, namely limited learning and strict health protocols. The results of this study are expected to contribute to the subject of human behavior and the social environment in the Social Welfare study program, FISIP UI.