

RINGKASAN

Penelitian ini bertujuan mengetahui praktik pembelajaran secara daring beserta hambatan saat masa pandemi Covid-19, serta implikasinya terhadap interaksi sosial siswa. Penelitian dilakukan di Sekolah Dasar Negeri (SDN) Ajibarang Kulon, Kecamatan Ajibarang, Kabupaten Banyumas menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Teknik penentuan informan menggunakan *purposive sampling*, teknik pengumpulan data menggunakan wawancara semi-terstruktur dan observasi. Analisis data menggunakan teknik analisis tematik. Validasi data menggunakan triangulasi sumber data. Subjek penelitian yaitu siswa kelas 1 dan 3 Sekolah Dasar, orang tua siswa dan guru yang ikut serta dalam pembelajaran secara daring.

Hasil penelitian menunjukkan bahwa praktik pembelajaran daring pada masa pandemi di SDN Ajibarang Kulon mayoritas menggunakan *whatsapp grup* sebagai aplikasi yang digunakan namun pada kelas 3 aplikasi yang digunakan lebih bervariasi. Selain *whatsapp grup*, juga menggunakan aplikasi *google classroom* dan *zoom*. Respon terhadap pembelajaran daring bervariasi: informan ada yang menganggap menyenangkan, ada pula yang menganggapnya tidak sesuai dengan perkembangan siswa. Beberapa informan berpendapat bahwa pembelajaran secara daring tidak efektif karena memiliki banyak hambatan dan mekanismenya merepotkan, sementara informan lain menganggapnya efektif karena pembelajaran daring merupakan pilihan paling tepat di masa pandemi untuk mencegah para siswa dan guru tertular virus Covid-19 yang saat itu persebarannya sangat luas.

Pembelajaran secara daring menyebabkan perubahan interaksi antar siswa dan antara siswa dengan guru karena kontak sosial dilakukan secara tidak langsung. Sebaliknya, karena siswa harus belajar di rumah, interaksi antara siswa dan orang tua justru semakin intens. Baik guru maupun orang tua mengakui bahwa pembelajaran daring juga mempengaruhi perilaku anak; mereka cenderung lebih santai dan malas, serta kurang terlibat secara sosial. Hambatan yang muncul dalam pembelajaran secara daring meliputi ketersediaan dan kapasitas gawai yang tidak memadai, ketidakstabilan dan ketergantungan sinyal internet, serta membengkaknya pengeluaran keluarga untuk membeli paket internet. Ke-depan, pemerintah perlu menyiapkan sistem pembelajaran daring secara lebih baik agar dapat meminimalisasi berbagai hambatan sehingga dapat menjadi alternatif model pembelajaran yang efektif dan efisien.

Kata Kunci : Pembelajaran Daring, Interaksi Sosial, Hambatan

SUMMARY

This study aims to determine the practice of online learning and its obstacles during the Covid-19 pandemic, as well as its implications for students' social interactions. The study was conducted at the State Elementary School (SDN) Ajibarang Kulon, Ajibarang District, Banyumas Regency using a qualitative research method with a case study approach. The technique of determining informants used purposive sampling, data collection techniques used semi-structured interviews and observation. Data analysis used thematic analysis techniques. Data validation uses data source triangulation. The research subjects were grade 1 and 3 elementary school students, parents and teachers who participated in online learning.

The results showed that the practice of online learning during the pandemic at SDN Ajibarang Kulon mostly used whatsapp groups as the application used, but in grade 3 the applications used were more varied. In addition to whatsapp groups, also use the google classroom and zoom applications. Responses to online learning varied: some informants found it fun, some thought it was not in accordance with student development. Some informants argued that online learning was ineffective because it had many obstacles and the mechanism was troublesome, while other informants considered it effective because online learning was the most appropriate choice during the pandemic to prevent students and teachers from contracting the Covid-19 virus, which at that time had a very wide spread.

Online learning causes changes in interactions between students and between students and teachers because social contact is done indirectly. On the other hand, because students have to study at home, the interaction between students and parents is even more intense. Both teachers and parents recognize that online learning also affects children's behavior; they tend to be more relaxed and lazy, and less socially involved. Barriers that arise in online learning include inadequate availability and capacity of devices, instability and dependence on internet signals, as well as increasing family spending to buy internet packages. In the future, the government needs to prepare a better online learning system in order to minimize various obstacles so that it can become an alternative learning model that is effective and efficient.

Keywords: Online Learning, Social Interaction, Barriers