

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana komunikasi pendidikan dalam membangun karakter anak pesisir serta mengetahui proses komunikasi pendidikan pada Program Sekolah Pesisir dan. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Informan penelitian dipilih secara purposive, sedangkan data dikumpulkan melalui observasi, wawancara, dan dokumentasi serta dianalisis menggunakan reduksi data, penyajian data, dan penarikan kesimpulan serta dikaji menggunakan Teori *Stimulus–Organism–Response* (S-O-R). Hasil penelitian menunjukkan bahwa proses komunikasi pendidikan pada Program Sekolah Pesisir berlangsung melalui interaksi antara pengajar dan peserta didik. Pesan materi membaca, menulis, berhitung, serta nilai-nilai karakter diberikan melalui media visual, lagu, cerita, permainan edukatif, arahan langsung, dan berbagai aktivitas pembelajaran. Proses komunikasi tersebut menghasilkan efek berupa peningkatan pengetahuan hingga perubahan sikap serta menunjukkan *feedback* dalam perhatian terhadap materi, seperti keberanian bertanya ketika belum memahami pembelajaran, serta keterlibatan aktif dalam mengikuti arahan dan kegiatan yang diberikan oleh pengajar. stimulus berupa pesan pendidikan karakter, permainan, lagu, pembiasaan, media pembelajaran, dan keteladanan diproses peserta didik sesuai karakteristik dan latar belakang masing-masing, sehingga menghasilkan respons berupa perubahan sikap, perilaku, dan pola pikir, seperti meningkatnya kedisiplinan, kesopanan, tanggung jawab, kepedulian, keberanian, serta wawasan peserta didik. Namun, respons belum seragam sehingga pembentukan karakter memerlukan proses komunikasi yang berkelanjutan. Dengan demikian, komunikasi pendidikan pada Program Sekolah Pesisir berperan dalam mendukung proses pembelajaran sekaligus pembentukan karakter anak pesisir.

Kata Kunci: Komunikasi Pendidikan, Karakter Anak, Anak Pesisir, Sekolah Pesisir.

ABSTRACT

This study aims to examine how educational communication contributes to character building among coastal children and to understand the educational communication process in the Coastal School Program. This study employed a qualitative approach with a descriptive method. Research informants were selected using purposive sampling, while data were collected through observation, interviews, and documentation. The data were analyzed through data reduction, data presentation, and conclusion drawing, and were examined using the Stimulus–Organism–Response (S-O-R) Theory. The results show that the educational communication process in the Coastal School Program takes place through interactions between teachers and students. Messages related to reading, writing, numeracy, and character values are delivered through visual media, songs, stories, educational games, direct guidance, and various learning activities. The communication process produces effects in the form of increased knowledge and changes in attitudes, as well as feedback reflected in students' attention to learning, willingness to ask questions when they do not understand, and active participation in following the guidance and activities provided by teachers. Stimuli in the form of character education messages, games, songs, habituation, learning media, and role modeling are processed by students according to their respective characteristics and backgrounds, resulting in responses in the form of changes in attitudes, behaviors, and ways of thinking, including increased discipline, politeness, responsibility, care, confidence, and broader perspectives. However, the responses are not uniform, indicating that character building requires a continuous communication process. Thus, educational communication in the Coastal School Program plays an important role in supporting the learning process as well as character development among coastal children.

Keywords: Educational Communication, Character Development, Coastal Children, Coastal School.