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**KOMUNIKASI PEDAGOGIK DALAM PEMBINAAN  
SISWA DI SEKOLAH POLISI NEGARA KEPOLISIAN  
DAERAH PROVINSI KALIMANTAN TIMUR**  
*(Pedagogical Communication in the Development of Students at the  
State Police School of the Regional Police of East Kalimantan  
Province)*

Budi Susanto<sup>1</sup>, Annisa Wahyudi Arsyad<sup>2</sup>

#### ABSTRAK

Tujuan penelitian untuk mengobservasi, mendeskripsikan Komunikasi Pedagogik Dalam Pembinaan Siswa Di Sekolah Polisi Negara Kepolisian Daerah Provinsi Kalimantan Timur. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Teknik analisis data yang digunakan teknik analisis data Milles, Huberman dan Saldaña, metode wawancara terhadap tenaga didik SPN Kaltim Proses komunikasi pedagogik di SPN menggunakan model komunikasi interaksional, dan pada proses pembelajaran diselenggarakan dengan icebreaking, adanya reward dan punishment dalam proses pembelajaran meningkatkan semangat dan variasi pembelajaran, selain itu terdapat kuis pada akhir pembelajaran. Faktor pendukung komunikasi pedagogik yang sudah ada seperti aspek-aspek tempat yang proporsional. Namun masih ada faktor penghambat yakni adanya komunikasi yang kurang antara pengasuh dan gadis serta kurangnya tenaga pendidik yang mempunyai sertifikasi.

**Kata kunci :** komunikasi pedagogik, pembinaan siswa, proses belajar mengajar

#### ABSTRACT

The aim of the research is to observe and describe Pedagogical Communication in Student Development at the State Police School of the Regional Police of East Kalimantan Province. This research uses a descriptive qualitative approach. The data analysis technique used was Milles, Huberman and Saldaña data analysis techniques, interview methods for SPN Kalimantan students. The pedagogical communication process at SPN uses an interactional communication model, and the learning process is interspersed with icebreaking, rewards and encouragement in the learning process increase enthusiasm and variety in learning, besides that there is a quiz at the end of learning. Supporting factors for existing pedagogical communication include aspects of an adequate place. However, there are still inhibiting factors, namely the lack of communication between caregivers and girls and the lack of certified teaching staff.

**Keywords :** Pedagogical Communication, Student Development, Teaching and Learning Process

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