

## ABSTRAK

Program Pre-Kid di Bahasa Inggris hadir untuk menjawab tantangan pembelajaran Bahasa Inggris daring bagi anak usia dini. Namun, Keberhasilan tutor dalam menyampaikan materi secara optimal kepada anak masih menjadi permasalahan utama, mengingat keterbatasan atensi dan kemampuan elaborasi mereka. Penelitian ini bertujuan untuk menganalisis strategi komunikasi tutor dalam pembelajaran Bahasa Inggris daring di program Pre-Kid, dengan fokus pada penerapan jalur sentral dan periferal dalam teori Elaboration Likelihood Model (ELM) serta model komunikasi transaksional. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik observasi, wawancara, dan dokumentasi. Narasumber terdiri dari tiga tutor aktif, satu koordinator program, satu tutor tambahan, dan dua orang tua peserta. Hasil penelitian menunjukkan bahwa tutor menggunakan strategi komunikasi jalur sentral melalui pengulangan materi, pertanyaan bertingkat, serta penyederhanaan isi pembelajaran. Sementara itu, jalur periferal diterapkan melalui media visual, lagu edukatif, ekspresi positif, dan hubungan emosional yang erat dengan peserta didik. Model komunikasi transaksional tampak dalam interaksi timbal balik yang membangun keterlibatan anak secara aktif.

Kata kunci: Strategi Komunikasi, Pre-Kid, ELM, Komunikasi Transaksional, Anak Usia Dini.

## ABSTRACT

*The Pre-Kid program at Bahasakuinggris was established to address the challenges of teaching English to early childhood learners in an online setting. However, the success of tutors in delivering material optimally to children is still a major problem, considering their limited attention and elaboration abilities. This study aims to analyse the communication strategies used by tutors in the Pre-Kid program, focusing on the implementation of the central and peripheral routes of the Elaboration Likelihood Model (ELM), as well as the transactional communication model. This descriptive qualitative research was conducted using observation, interviews, and documentation. The data were obtained from three active tutors, one program coordinator, one additional tutor, and two parents whose children previously participated in the program. The findings reveal that tutors applied central route strategies through repeated reviews, layered questioning, and simplification of lesson content. Peripheral strategies were observed through the use of visual media, educational songs, positive facial expressions, and emotional engagement with learners. The transactional model was reflected in the two-way interaction that encouraged children's active involvement in the learning process.*

*Keywords: Communication Strategy, Pre-Kid, ELM, Transactional Communication, Early Childhood Learning.*