

TEACHER COMMUNICATION COMPETENCE IN TEACHING THROUGH ONLINE PROCESSES AT SMK SATRIA JAKARTA ACADEMIC YEAR 2021/2022

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Abstract. This study aims to describe and analyze teacher communication competencies in teaching through the online process during the 2021/2022 academic year at SMK Satria Jakarta. Teaching and learning activities (KBM) through the online process are one of the new challenges for teachers, where teachers do not teach face-to-face and take advantage of the existing internet network. The research method used by the author is a case study. The type of case study method is an intrinsic case study, where the author wants a better understanding of the case to be studied. The results of this study describe communication competence in the online learning process. Communication between teachers and students in teaching through the online process has a positive impact on communication competencies that continue to develop. Therefore in this sub-chapter the communication competence of teachers at SMK Satria Jakarta is analyzed through five dimensions of communication competence, namely the dimensions of motivation, the dimensions of knowledge, the dimensions of skills, the dimension of attitude, the emotional dimension in order to produce an in-depth analysis. It is known that the pedagogic competence of teachers at SMK Satria Jakarta is able to manage online learning for students. In addition, in personality competence, teachers at SMK Satria Jakarta have personality competencies that can be role models in communicating. In social competence, teachers at SMK Satria Jakarta have social skills which are one of the competencies in the teacher's personality that can distinguish the approach between teachers and students. In professional competence, the teachers at SMK Satria Jakarta have competence according to their respective fields, this is one of the keys to being able to maintain good communication between teachers and students. And finally, the communication competence of teachers at SMK Satria Jakarta in carrying out online learning continues to grow, and can be in line with the theory of gestalt learning and the theory Social Construction of Technology

Keywords: Online; teachers; Communications. teacher competence, learning

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis kompetensi komunikasi guru dalam mengajar melalui proses daring selama tahun pelajaran 2021/2022 di SMK Satria Jakarta. Kegiatan belajar mengajar (KBM) melalui proses daring menjadi salah satu tantangan baru bagi guru, dimana guru tidak mengajar secara tatap muka dan memanfaatkan jaringan internet yang ada. Metode penelitian yang digunakan penulis adalah studi kasus. Jenis metode studi kasus adalah studi kasus intrinsik, dimana penulis ingin lebih memahami kasus yang akan diteliti. Hasil penelitian ini mendeskripsikan kompetensi komunikasi dalam proses pembelajaran online. Komunikasi antara guru dan siswa dalam pengajaran melalui proses online berdampak positif terhadap kompetensi komunikasi yang terus berkembang. Oleh karena itu pada sub bab ini kompetensi komunikasi guru di SMK Satria Jakarta dianalisis melalui lima dimensi kompetensi komunikasi yaitu dimensi motivasi, dimensi pengetahuan, dimensi keterampilan, dimensi sikap, dimensi emosional agar menghasilkan analisis yang mendalam. Diketahui bahwa kompetensi pedagogik guru di SMK Satria Jakarta mampu mengelola pembelajaran daring bagi siswa. Selain itu, dalam kompetensi kepribadian, guru di SMK Satria Jakarta memiliki kompetensi kepribadian yang dapat dijadikan panutan dalam berkomunikasi. Dalam kompetensi sosial, guru di SMK Satria Jakarta memiliki keterampilan sosial yang merupakan salah satu kompetensi dalam kepribadian guru yang dapat

membedakan pendekatan antara guru dan siswa. Dalam kompetensi profesional para guru di SMK Satria Jakarta memiliki kompetensi sesuai dengan bidangnya masing-masing, hal ini merupakan salah satu kunci untuk dapat menjaga komunikasi yang baik antara guru dan siswa. Dan terakhir, kompetensi komunikasi guru SMK Satria Jakarta dalam melaksanakan pembelajaran daring terus berkembang, dan dapat sejalan dengan teori pembelajaran gestalt dan teori Konstruksi Sosial Teknologi.

Kata kunci: Daring; guru; Komunikasi. kompetensi guru, pembelajaran

INTRODUCTION

In the 2021/2022 academic year, to be precise, from August to November 2021, online learning will still be applied. All levels of education apply online learning, including public and private vocational schools in Jakarta. Teaching and learning activities (KBM) through an online process or called online learning is a challenge for students and teachers. This activity is in accordance with Inmendagri No. 48 of 2021 concerning the implementation of teaching and learning activities in education units carried out through distance learning in areas that still apply PPKM level 4, level 3, Level 2, and level 1.

The implementation of online learning is also stated in the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of State Affairs Number 03/KB/2021, Number 384 YEAR 2021, Number HK.01.08/MENKES/4242/2021, Number 440 -717 YEAR 2021 concerning Guidelines for the Implementation of Learning during the Corona virus Disease 2019 (COVID-19) Pandemic and for educational units that carry out limited face-to-face learning, it is carried out with a maximum capacity of 50% (fifty percent). Learning through this online process requires internet media to support KBM activities. Moore, Dickson-Deane & Galyen define online learning as learning through the internet network by accessing, connecting and competence to turn on various types of learning interactions.(Lindawati, 2019, p. 61).

The interaction between teachers and students in a learning media becomes a new habit where in the learning process teacher competence is needed so that students understand the material being taught. In addition, learning is also information and knowledge for students, this is in line with Azhar (2011) explaining that learning is everything that can bring information and knowledge in the interactions that take place between educators and students.

The ability of teachers to teach through the online process has obstacles, such as the data in the survey analysis from the Ministry of Education and Culture in 2020 below(Muhammad, 2020).



Figure 1. Barriers faced by teachers in learning from home

Source: <https://spab.kemdikbud.go.id/wp-content/uploads/2020/07/Preparing-Learning-during-Pandemi-1.pdf>

As many as 67.11% are obstacles to the teacher's ability to operate digital devices. In online learning, this competency is needed as a medium of communication in teaching which is of course harmonized with teacher communication in delivering messages. Learning media, especially technology-based learning, are needed, such as laptops and gadgets. Learning applications such as Google meet, Zoom, Whatsapp, Google Classroom, and other applications that can assist teachers in teaching through the online process. Therefore, it is necessary for teachers to be willing to explore the use of digital technology as a learning tool. One of the challenges of online learning is expertise in the use of technology on the part of educators and students.

Various obstacles in the communication of teachers and students during teaching through the online process cannot be separated from the competencies they have, therefore teacher competencies are needed which are stated in Law 14 of 2005 concerning Teachers and Lecturers, namely pedagogic, personality, social, and professional competencies. Pedagogic competence is the ability to manage student learning (Mulyani, 2015). In online learning, pedagogic competence is a challenge for teachers. Teachers are required to be able to manage online classes. teacher preparation before teaching online is certainly different from teacher preparation before teaching face to face, when online the teacher prepares learning media, effective learning methods, difficulties in communicating with students so that students understand the material being taught, and evaluates the learning process.

This is in line with (Yutmini, 2012) in (Sudrajat, 2020) Teachers must be able to carry out the teaching and learning process which includes (Yutmini, 2012): a). Using learning media, learning methods, and training materials in accordance with learning objectives. b). Demonstrate mastery of subjects and teaching equipment. c). Communicate with students. d). Demonstrating various teaching methods e). Carry out evaluation of the teaching and learning process. Personal competence is the ability of a strong personality, noble character, wise and authoritative as well as being a role model for students (Mulyani, 2015). Communication is one of the pedagogical competencies (Paramita, 2020). Teachers need to have communication competencies that support the success of online learning. Teacher competence in the pandemic period brings education in the direction it should go, namely learning to learn, not what to learn, and this is the real process of developing superior human resources.

Teacher competence affects the success achieved by students (Sudrajat, 2020, p. 104). The need for teacher communication competence in teaching through online processes to provide direction and assistance to students. This is also supported by the results of research from Vivi Lutfiana and Sita Nur Faiqoh (2020) which states that teachers are required to be more communicative to students in online learning. (Lutfiana et al., 2020, p. 176). The communication competence of teachers as communicators needs to be trained, so that communication messages in learning are more effective and efficient.

As one of the applicable examples of teacher communication competence in teaching through the online process is SMK Satria Jakarta, which is a private vocational school in West Jakarta, to be exact, Jl. Srengseng Raya No. 26A, Rt. 005/06, Ex. Srengseng, Kec. Kembangan, West Jakarta. There has been a change in the learning process, which was previously face-to-face, to online learning as stated in the Circular of the Principal number 015/-1.851.74/VII/2020 which is a follow-up to government policy.

The first several shifts were the learning process during the pandemic period was carried out remotely using the learning from home (BDR) system or distance learning. Second, the duration of learning time through the online process is 20 minutes per hour, previously 45 minutes per hour. This creates obstacles to pedagogic competence, namely the teacher does not understand the condition of the students in the class to explore more deeply. Third, in the online learning process using learning media, namely Google Classroom, Google Meet, Whatsapp Group, and Zoom, previously using a whiteboard. This becomes an obstacle to the teacher's social competence in interacting with students. some students and teachers are not intense in

communicating due to face-to-face limitations / have never met before.

According to the Principal, as a result of this change, communication barriers emerged, such as some students in grades 10 and 11 not understanding the material being taught. Some of them ask questions or open themselves up to the teaching teacher to ask questions, but others are not interactive or close themselves. Another factor is the decrease in student enthusiasm for learning that is felt by every subject teacher, because they are comfortable with face-to-face learning. This is an obstacle to the professional competence of teachers in online learning. Some Satria Vocational School teachers do not develop teaching materials by utilizing technology such as making PPT and learning videos that are more interesting and varied.

According to the Principal of SMK Satria, when the learning process is face-to-face, teacher-student communication is more effective, the results can be seen from the achievements of students, such as the TKJ LKS (Student Skills Competition) competition which won 1st place in West Jakarta and 3rd place in Marketing LKS. in West Jakarta, but when learning online, this achievement was not achieved. Other achievements also appear in the competence of teachers, where one of the teachers at SMK Satria won 2nd place as an outstanding teacher and the principal of SMK Satria won 1st place as an outstanding principal in West Jakarta in 2019.

Based on the background above, a problem can be drawn that makes researchers interested in conducting research with the title "Teacher Communication Competence in Teaching Through Online Processes at SMK Satria Jakarta, Academic Year 2021/2022".

The focus of this research intends to limit studies that aim to facilitate researchers in managing data and then coming to a conclusion. Based on the background of the problem above, the focus of this research is how is Teacher Communication Competence in Teaching Through the Online Process at SMK Satria Jakarta in the Academic Year 2021/2022 (August-November 2021)?

METHOD

The research method used is a case study. According to Creswell, a case study is an exploration of "a bound system" or "a case/various cases" which from time to time goes through in-depth data collection and involves various sources of "rich" information in a context.(Kusmarni, 1989, pp. 2–3).Case studies are exploring in-depth information through the problems that are around us. A case study is a descriptive information report regarding experimental or experimental research data, events, projects or analyses(Amril, 2020). The type of case study method used is an intrinsic case study. According to Stake (1995) in(Prihatsanti et al., 2018)divide case studies into intrinsic and instrumental case studies. Intrinsic case studies are conducted because the researcher wants a better understanding of the particular case being studied. This is not done because the case represents a particular problem, but with all the specifics and similarities in the case making the case interesting.(Prihatsanti et al., 2018). This study uses a qualitative approach. According to Moleong (2011:6) that, qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language. , in a special natural context and by utilizing various natural methods(Sugianto, 2020).In this study, the phenomenon to be studied is how the teacher's communication competence in teaching through the online process at SMK Satria Jakarta in the 2021/2022 school year.In a qualitative approach, researchers expect in-depth data results. Researchers will be directly involved in the situation and phenomenon under study.

RESULTS AND DISCUSSION

Research result

Overview of Research Objects. SMK Satria Jakarta as one of the private vocational schools

in West Jakarta, to be exact, Jl. Srengseng Raya No. 26A, Rt. 005/06, Ex. Srengseng, Kec. Kembangan, West Jakarta. Satria Vocational School which was founded in 1986 until now is one of the educational service institutions under the auspices of the Tarbiyah Islamiyah Al-Alawiyah Foundation (SATRIA) which has 1144 students consisting of classes X, XI, and XII in the 2021/ academic year. 2022 which is an institution that continues to grow, exist and continue to innovate in the field of education. Online learning makes teachers continue to carry out their duties and functions in accordance with the motto of SMK Satria, namely Working From the Heart Because of God. This is for the realization of the vision and mission of SMK Satria which is to create graduates who are competent, professional and based on morality. The following is an overview of the vision, mission, goals, motto, and some of the activities at SMK Satria:

SMK Cerdas, Kreatif, Religius dan Santun

VISI Mewujudkan Lulusan yang Kompeten, Profesional dan Berlandaskan Akhlakul Karimah

MISI

- Meningkatkan layanan proses kegiatan belajar mengajar melalui Manajemen Berbasis Sekolah.
- Meningkatkan kualitas prestasi akademik dan non akademik.
- Mengembangkan kualitas Sumber Daya Manusia (Tenaga Pendidik dan Kependidikan) melalui pelatihan dan pembinaan baik internal maupun eksternal.
- Meningkatkan layanan kelengkapan sarana dan prasarana secara berkesinambungan.
- Membangun lingkungan kerja dinamis dan menyenangkan.

TUJUAN

- Menghasilkan lulusan yang mampu bersaing secara global sesuai kompetensinya dan memiliki sikap dan perilaku yang baik.
- Membangun karakter peserta didik, memiliki jiwa kewirausahaan dengan semangat kemandirian.
- Menjadikan SMK Satria sebagai sekolah unggulan, memiliki pencapaian prestasi oleh tenaga pendidik dan peserta didik di segala bidang.

MOTTO Berkerja Dengan Hati Karena Ilahi

GALLERY SMK

- PROGRAM DUHA BERSAMA
- LAB KOMPUTER
- KEGIATAN EKSKUL SISPALA
- KEGIATAN PENTAS SERI
- BIMBINGAN BTQ
- PROGRAM SERIK BERSERAGAM JELAS
- PROGRAM STUDY TOUR

Figure 2. Vision, Mission, Goals, Motto, Gallery Activities of SMK Satria Jakarta (Principal of SMK Satria, 2022)

The organizational structure of the Satria Jakarta Vocational School in the 2021/2022 academic year is as follows:



Figure 3. Organizational Structure of SMK Satria Jakarta (Principal of SMK Satria, 2021)

There are 5 majors at SMK Satria Jakarta, namely multimedia, computer and network engineering, optimizing office governance, accounting and institutional finance, online business and marketing. SMK Satria has 56 teaching teachers with different educational backgrounds, ranging from Strata 1 and Strata 2, 6 structural officials and 4 BK teachers. The tenure of teachers is also different, ranging from under 1 year to 35 years. The following table shows the number of educators and teaching staff for the 2021/2022 academic year:

Table 1. Number of Educators and Educators

No	Position	Amount	Last education	Years of service
1	Principal	1	S2	5 years
2	vice principal	5	S1	16-31 Years
3	Teaching and counseling teacher	60	S1-S2	1-34 Years
4	Education Personnel	19	SMA-S1	1-35 Years

Source: Head of Satria Vocational School Administration, 2021

The number of students during the 2021/2022 academic year based on levels and majors is as follows:

**REKAP SISWA SMK SATRIA BULAN JULI 2021
TAHUN PELAJARAN 2021-2022**

REKAP SISWA PER TINGKAT				
	KELAS X	KELAS XI	KELAS XII	TOTAL
LAKI-LAKI	231	173	244	648
PEREMPUAN	158	136	202	496
JUMLAH	389	309	446	1144

REKAP SISWA PER JURUSAN				
	KELAS X	KELAS XI	KELAS XII	TOTAL
AKUNTANSI	40	34	35	109
ADM PERK	132	120	176	428
PEMASARAN	49	19	35	103
MULTI MEDIA	115	100	109	324
TKJ	53	36	91	180
JUMLAH	389	309	446	1144

REKAP SISWA PER JENIS KELAMIN											
JURUSAN / TINGKAT	AK		AP		PM		MM		TKJ		TOTAL
	LK	PR	LK	PR	LK	PR	LK	PR	LK	PR	
KELAS X	9	31	33	99	37	12	99	16	53	0	228
KELAS XI	9	25	33	87	16	3	79	21	36	0	251
KELAS XII	4	31	45	131	20	15	90	19	85	6	391
JUMLAH	22	87	111	317	73	30	268	56	174	6	1144

Figure 4. Recap of Satria Vocational High School Students for the 2021-2022 Academic Year (Toold Satria Vocational High School Administration, 2021)

Recapitulation of Productivity Reports on the Process of Teaching and Learning Activities

During Distance Learning at SMK Satria for the Academic Year 2020/2021 sourced from the principal of SMK Satria Jakarta:

Teacher Attendance Productivity Analysis

1. July = 95%
2. August = 95%
3. September = 97%
4. October = 99%
5. November = 98%
6. December = 99%

Average teacher attendance for one odd semester = 97%

Reason For Teacher No Attendance. The number of teachers is 67 people, in one month the average reasons for teacher absence are:

1. Sick = 1.8% with an average of 1-2 people per month
2. Permission = 1.02% with an average of 1-2 people per month
3. Without explanation = 0.06% with an average per month of 1-2 persons
4. Does not provide PJJ laporan report = 0.06% with an average of 1-2 people per month
5. Maternity leave = 0.06% with an average of 1-2 people per month

Process Of Using The Application In Pjj

1. Google Classroom = 60%
2. Whatsapp Groups = 10 %
3. Google Meet = 20%
4. Zoom meeting = 5%

Analysis Of Assignment By Teacher To Students. All teachers in the implementation of PJJ have given assignments to students. The form of assignments are structured assignments and independent assignments. Not every meeting, the teacher gives assignments but assignments are given per basic competency or per indicator that has been running the implementation of PJJ and the provision of material to students.

Student Attendance Productivity Analysis

1. July = 95%
2. August = 95.85%
3. September = 96.44%
4. October = 98.32 %
5. November = 97%
6. December = 99.15%

Average teacher attendance for one odd semester = 96.95%

Reasons For Student Avoidance. The number of students is 1,176 people, in one month the average reasons for student absence are:

1. Sick = 0.65%, with an average of 7-8 people per month
2. Permission = 1.75% with an average of 20-21 people per month
3. Without explanation = 0.65% with an average of 7-8 people per month

Pts Implementation Results

1. PTS participants consist of 1179 class X, XI and XII students
2. The total subjects tested for all classes and all majors are 82 subjects
3. Students who join PTS with login cards and paid off administration are 1,123 people

4. 56 students who took part in the PTS follow-up and have all taken the follow-up exam
5. All PTS assessments have been collected 100% by all teachers
6. The distribution of PTS report cards has been carried out

Pas Implementation Results

1. PAS participants consist of class X, XI and XII as many as 1,176 people
2. The total subjects tested for all classes and all majors are 82 subjects
3. There are 1,060 students who take part in PAS with login cards and administrative payments
4. There were 116 students who took part in the follow-up exam and all of them had taken the follow-up exam
5. All PAS assessments have been collected 100% by all teachers
6. The distribution of report cards at the end of the semester has been carried out

The allocation of online learning time for the 2021/2022 school year has a morning and afternoon schedule. The morning schedule for learning starts at 07.30 – 09.50, while the afternoon schedule starts at 13.00 – 15.20. students will take 42 hours with an allocation of 20 minutes per hour. The following table is the time allocation for online learning:

Table 2. Allocation of Online Learning Time

morning hours	Time	noon time	Time
1	07.30 - 07.50	1	13.00-13.20
2	07.50 - 08.10	2	13.20-13.40
3	08.10 - 08.30	3	13.40-14.00
4	08.30 - 08.50	4	14.00-14.20
5	08.50 - 09.10	5	14.20-14.40
6	09.10 - 09.30	6	14.40-15.00
7	09.30 - 09.50	7	15.00-15.20

Source: Deputy Principal for Satria Vocational School Curriculum, 2021

The global situation due to the Covid-19 virus pandemic has an impact on the learning system at the Satria Jakarta Vocational School which previously was face-to-face, but in the 2021/2022 school year it was carried out online. This activity makes teachers and students carry out the learning process from home or different places. Some of the support for communication facilities provided by the foundation for the online learning process is the provision of a lab with wifi facilities, a set of computers, microphones and headsets for teachers.

Discussion

Pedagogic Competence. Pedagogic competence in the communication process is the teacher's ability to interact with students to manage learning when the learning atmosphere is active or inactive by using the googlemeet, GCR, whatsapp, and youtube platforms. Competencies that must be possessed and mastered by teachers in carrying out their duties (Mulyani, 2015). From the results of the study, it was found that the teachers of SMK Satria Jakarta positively had the development of communication competence and the ability to communicate through online methods so that the learning atmosphere became meaningful. Therefore, the researcher analyzed the teacher's pedagogic competence in 5 dimensions consisting of 1) the motivational dimension, 2) the knowledge dimension, 3) the skill dimension, 4) the attitude dimension, and

the emotional dimension. Initiating activities to manage online learning by building motivation (motivational dimension) through an interaction approach. Motivation in the online learning communication process is a process of interaction between teachers and students based on information needs from and for teachers and students. This is in line with Edwardin's research

that the communication process based on motivation is a person's willingness to approach or avoid interaction with others (Edwardin, 2006). From the results of the study, it was found that the teachers of SMK Satria Jakarta had the ability to build motivation through an interaction approach.

Based on the results of observations, interviews, and documentation studies that have been processed and described in detail as above, the researchers conclude that teachers at SMK Satria Jakarta are able to overcome the problems of online learning that is less focused and enthusiastic into active interaction. Messages packaged by teachers are delivered in a polite, kind and entertaining manner through the microphone and chat features to motivate students so that the material is easy to understand and motivational messages are delivered so that students have motivation in themselves to learn. This is in line with Max Wertheimer in Gestalt theory that all learning activities use understanding, are able to understand one another, and require insight.

Personal Competence. The personality competencies possessed by the teacher in shaping the child's personality are important to master. Messages with polite, kind and wise words in communication conveyed by teachers both verbally and non-verbally can be used as role models for students as an important factor in the personality of a teacher in online learning activities. The good personality of a teacher during learning activities can be a good example for all school members (Fadjar et al., 2020). From the results of the study, it was found that the teachers of SMK Satria Jakarta made several efforts in shaping the personality of students in order to build human qualities, such as 1) an established and consistent personality, 2) wise, 3) noble character, 4) a personality that can be a role model.

An established and consistent personality is one of the teacher's efforts in realizing learning success. Good and polite conversations such as greeting "assalamualaikum" are the teacher's personality abilities that are consistent in accordance with the vision and mission of SMK Satria, one of which has good character. The teacher also conveys a consistent meaningful message when the material being taught must be repeated because some students do not understand. With the sentence "okay I repeat" is the ability of the teacher's consistency in delivering the material with a friendly attitude. A competent teacher is a teacher who must have a friendly attitude and personality and be able to provide understanding (Sirait et al., 2020).

Next is wise. The teacher is able to melt the very dynamic class atmosphere. Teachers are able to convey wise messages such as "it's okay" and let's try to be fair because of the limitations of students. teacher challenges are also found when online learning in interacting students do not want to open the camera even though the teacher opens the camera and uses a uniform so that students can follow the teacher's personality and the teacher knows the student's activities, the reason students do not open the camera is that students do not wear ties, have not showered, even do not use uniform. the teacher is able to wisely address the problem by loosening the rules so that the interaction continues. As individuals engaged in education, teachers must have a personality that reflects an educator (Mulyani, 2015).

The noble character is also seen in the Satria Jakarta Vocational High School teachers. Teachers are able to imitate good manners including using uniforms according to the schedule which is a form of non-verbal communication of teachers, the result is that some students use uniforms. In addition, in verbal communication the teacher does not speak harshly is an art in conducting teacher-to-student communication interactions so that students follow the teacher's personality (Nasor, 2014). Students feel comfortable because the teacher's character can be seen from the way of communication that is not rude and has an exemplary appearance.

Social Competence. Social competence is a guide for teachers to be able to socialize with the school environment and outside of school such as students, peers, and parents. As social beings, teachers must be able to build social interactions in their lives effectively. the ability of teachers

to communicate and interact effectively with the school environment and outside the school environment (Hidayat, 2016). In addition, as individuals who are involved in the world of education, teachers must also be able to maintain their attitudes and carry themselves in the midst of their environment. From the results of the study, it was found that the teachers of SMK Satria Jakarta made efforts to socialize by communicating and interacting with students, peers, and parents.

Teachers at SMK Satria Jakarta are able to interact with students, peers, and parents to create a harmonious atmosphere. Teachers are able to reduce the distance between teachers and students by assuming students are friends. Some students are not confident to communicate with the teacher because they feel awkward. However, the teacher's ability to be inviting, such as "come on, son", students dared to ask questions. With peers, teachers are also able to maintain good relations between colleagues, even though not face-to-face or face-to-face. The training assistance that is facilitated by schools by teachers who master IT with teachers who have not mastered it is evidence that teachers are also still learning for their own development.

At other times, students also saw the teacher talking to other teachers and seemed friendly and easy to get along with. With parents, teachers are able to socialize outside the school environment by contacting by letter to parents to monitor the progress of their students when learning at home. In addition, the teacher also interacts with parents using WhatsApp and telephone media to provide student evaluation information consistently for a long time. With this difference in interaction groups, the teacher is able to distinguish the way of communication (Hadi, 2017).

Professional Competence. The professional competence of a teacher is the teacher's ability to master the field owned by the teacher to achieve the learning process and student development. Learning in the network is different from face-to-face learning, therefore the interaction in learning uses media and networks. Teacher professionalism is needed in conveying messages when online learning so that learning objectives can be achieved. Teacher professionalism is a process that moves from ignorance to knowing, from immaturity to maturity, from being directed by others (otherdirectedness) to being self-directed (Bafadal, 2008). From the results of the study, it was found that the teachers of SMK Satria Jakarta had the ability to improve their ability to master the subject matter broadly and deeply.

Based on the results of observations, interviews, and documentation studies that have been processed and described in detail as above, the researchers conclude that teachers at SMK Satria Jakarta have professional competence in their fields. Teachers are able to communicate well in conveying material widely and in depth by providing examples in everyday life. The word "like" makes students better understand the examples of the material being taught. Professional teachers can also be seen from the obstacles of students who are still difficult to understand teaching materials in the exact field. The teacher is able to explain repeatedly in detail the material he teaches until students understand. Professional teachers also develop along with the demands of learning with learning media,

CONCLUSION

In online learning, it was found that there were problems in the communication process that hindered interaction between teachers and students, such as 1) the teacher's lack of ability to operate digital devices and technology, 2) the lack of interaction between teachers and students, 3) the teaching materials presented were difficult for students to understand, 4) saturation between teachers and students in implementing continuous distance learning. Some of these problems have been experienced by the Satria Jakarta Vocational School teachers, but over time these problems can be minimized. In this study it was found that the teachers of SMK Satria Jakarta had the development of communication competence because of several

competencies and communication dimensions that were consistently implemented in order to establish communication interactions between teachers and students that were not monotonous, not rigid, interactive,

Acknowledgment. By saying Alhamdulillah and gratitude for the blessings that Allah SWT has given so that researchers are able to complete this thesis entitled "Teacher Communication Competence in Teaching Through Online Processes at SMK Satria Jakarta, Academic Year 2021/2022". Sholawat and greetings also do not forget to pour out the researchers to the Prophet Muhammad SAW as the prophet of the end times who changed the era of ignorance into a bright era like this. Completion of this thesis is intended to fulfill one of the requirements that must be completed in order to obtain a Master's degree in Communication Studies at the Postgraduate University of Mercu Buana Jakarta.

In the process of preparing this thesis, the researcher received a lot of help, guidance, advice, advice, energy and thoughts and moral, spiritual, and material support from various parties. Therefore, the researcher would like to express his gratitude to those who have always supported in various ways in the process of preparing this thesis. The researcher would like to thank:

1. Mrs. Dr. Santa Lorita Simamora, M.Si as the supervising lecturer who has given direction, guidance, advice and support with sincerity and patience to the researchers in the effort to complete this thesis.
2. Mr. Dr. Heri Budiarto, M.Si as the Head of Study Program of Master of Communication Studies Program, Mercu Buana University Jakarta, who has provided motivation and direction to researchers to complete this thesis.
3. Mr. Dr. Ahmad Mulyana, M.Si as a reviewing lecturer who has patiently provided direction, guidance, input, and support to researchers in the effort to complete this thesis.
4. All lecturers of Masters in Communication Studies at Mercu Buana University who have provided useful knowledge, experience, and inspiration to researchers during their education at the Masters Program in Communication Studies at Mercu Buana University.

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