Teacher Communication Competence in Teaching Through Online Process at Satria Jakarta Vocational School, 2021/2022 Academic Year

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ABSTRACT

Teaching and learning activities through the online process are one of the new challenges for teachers where teachers teach not face-to-face and take advantage of the existing internet network. The background in this study is that the teacher's ability to operate digital devices is still minimal, the teaching material presented is difficult for students to understand and the teacher's communication competence is required to be more communicative. This study aims to describe and analyze teacher communication competencies in teaching through online processes during the 2021/2022 school year at the Satria Jakarta Vocational High School. The theory used in this study is the theory of gestalt learning and the theory of Social Construction of Technology. The paradigm used in this study is the constructivist paradigm. The research method used by the author is a case study. This 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 are that the pedagogical competence of teachers at the Satria Jakarta Vocational High School is able to manage online learning for students. In addition, in personality competence, teachers at the Satria Jakarta Vocational High School have personality competencies that can be role models in communication. In social competence, teachers at the Satria Jakarta Vocational High School have social skills which are one of the competencies in the teacher's personality that can distinguish the approach between teachers and students. In terms of professional competence, teachers at the Satria Jakarta Vocational High School have competence according to their respective fields. And finally, the communication competence of teachers at the Satria Jakarta Vocational High School in carrying out online learning continues to grow, and can be in line with gestalt learning theory and theory. Social Construction of Technology.

Keywords: *online; Communication; competency; learning.*

204 | T e a c h e r   C o m m u n i c a t i o n   C o m p e t e n c e   i n   T e a c h i n g   T h r o u g h
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INTRODUCTION

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

The implementation of online learning is also contained in the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 03/KB/202l, Number 384 TAHUN 2021, Number HK.01.08/MENKES/4242/2021, Number 440 -717 of 2021 concerning Guidelines for Organizing Learning During the Corona Virus Disease 2019 (COVID-19) Pandemic and for education units implementing limited face-to-face learning with a maximum capacity of 50% (fifty percent). Learning through this online process requires internet media to support teaching and learning activities. Moore, Dickson-Deane & Galyen define online learning as learning through internet networks by accessing, connecting and competencies to animate 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 anything that can bring information and knowledge in the interactions that take place between educators and students. Teachers' ability to teach through online processes has obstacles, such as the data in the survey analysis from the 2020 Ministry of Education and Culture below (Muhammad, 2020).

As much as 67.11% are obstacles to the teacher's ability to operate digital devices. In online learning, this competence is needed as a medium of communication in teaching which of course is aligned with teacher communication in conveying messages. Learning media, especially technology-based, is necessary, 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 the teacher's willingness 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 from educators and students.

Various obstacles in teacher and student communication during teaching through the online process cannot be separated from the competencies possessed, therefore teacher competencies are needed as stated in Law 14 of 2005 concerning Teachers

and Lecturers, namely pedagogical, personal, social, and professional competencies. Pedagodic 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 classes online. teacher preparation before teaching online is certainly different from teacher preparation before face-to-face teaching, when online the teacher prepares learning media, effective learning methods, difficulties in communicating with students so that students understand the material being taught, and carries out an evaluation of 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). Communicating with students. d). Demonstrating various teaching methods e). Carry out an evaluation of the teaching and learning process. Personality competence is a solid personality ability, has noble character, is wise and authoritative and becomes a role model for students (Mulyani, 2015). Communication is one of the pedagogic competencies (Paramita, 2020). Teachers need to have communication competencies that support the success of online learning. Teacher competence during a pandemic has brought education in the direction it should aim, namely learning to learn, not what has to be learned, and this is the process of building 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 with students in online learning (Lutfiana et al., 2020, p. 176). Teacher communication competence as a communicator needs to be trained, so that communication messages in learning are more effective and efficient.

As one applicable example of teacher communication competence in teaching through online processes is SMK Satria Jakarta, namely a private vocational school in West Jakarta, precisely Jl. Srengseng Raya No. 26 A, Rt. 005/06, Ex. Srengseng, Kec. Kembangan, West Jakarta. There was a change in the learning process from face-to-face to online learning as stated in the Principal's circular letter number 015/-1.851.74/VII/2020 which is a follow-up to government policy.

The first several shifts carried out were the learning process during the pandemic carried out remotely using the learning from home system (BDR) or distance learning. Second, the duration of learning time through online processes is 20 minutes per hour, previously 45 minutes per hour. This raises obstacles to pedagogic competence, namely the teacher does not understand the conditions 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 blackboard. This becomes an obstacle to the teacher's social competence in

interacting with students. some students and teachers are not intense in communicating because of face-to-face limitations/have never met before.

According to the school principal, this change resulted in communication barriers, such as some students in grades 10 and 11 did not understand the material being taught. Some of them asked or opened up to the teacher who taught to ask questions, but some were not interactive or closed themselves. Another factor is the decrease in student enthusiasm for learning that is felt by each subject teacher, because they are comfortable with face-to-face learning. This is an obstacle to teacher professional competence 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 Satria Vocational School Principal, when the learning process is face-to-face, teacher-to-student communication is more effective, the results can be seen from the achievement of the students, such as the LKS competition (student Skills Competition) TKJ won 1st place in West Jakarta and LKS Marketing won 3rd place in West Jakarta, but when studying online, this achievement was not achieved. Other achievements can also be seen in teacher competence, where one of the teachers at SMK Satria won 2nd place as an outstanding teacher and the principal of the Satria Vocational School won 1st place as the Principal of an outstanding school 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 data management and then become a conclusion. Based on the background of the problems above, the focus of this research is how is Teacher Communication Competence in Teaching Through Online Processes at SMK Satria Jakarta Academic Year 2021/2022 (August-November 2021)?

METHODOLOGY

The research method used is a case study. According to Creswell, a case study is an exploration of "a system that is bound" or "a case/various cases" which from time to time through in-depth data collection and involves various sources of information that are "rich" in a context (Kusmarni, 1989, pp. 2–3). A case study is an in-depth exploration of information through the problems that exist around us. Case studies are descriptive information reports regarding experimental or experimental research data, events, projects or analysis (Amrillah, 2020). The type of case study method used is intrinsic case study. According to Stake (1995) in (Prihatsanti et al., 2018) divides case studies into intrinsic and instrumental case studies. Intrinsic case studies are carried out because the researcher wants a better understanding of the specific case under

study. This is not done because the case represents a particular problem, but with all the specificities and similarities in the cases that make 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 phenomenon 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 that we want to examine is how teachers' communication competence in teaching through the online process at SMK Satria Jakarta for the 2021/2022 academic year. In a qualitative approach, researchers expect in-depth data results. Researchers will be directly involved in the situation and phenomenon under study

RESULT AND DISCUSSION

SMK Satria Jakarta as one of the private vocational schools in West Jakarta, precisely Jl. Srengseng Raya No. 26 A, Rt. 005/06, Ex. Srengseng, Kec. Kembangan, West Jakarta. SMK Satria, which was founded in 1986 until now, is one of the education 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 develop, exist and continue to innovate in the field of education. Online learning keeps teachers carrying out their duties and functions in accordance with the motto of SMK Satria, which is to work from the heart because it is divine. This is for the realization of the vision and mission of SMK Satria, namely to produce graduates who are competent, professional and based on good morals.

There are 5 majors at SMK Satria Jakarta, namely multimedia, computer and network engineering, optimizing office management, accounting and institutional finance, online business and marketing. SMK Satria has 56 teaching teachers with different educational backgrounds, starting from Strata 1 and Strata 2, 6 structural officials and 4 counseling teachers. The teacher's tenure also varies, ranging from under 1 year to 35 years

A. 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 not active 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 developed communication competence and the ability to communicate through online methods so that the learning atmosphere became meaningful. Therefore, researchers analyzed teacher pedagogic competence in 5

dimensions consisting of 1) motivational dimensions, 2) knowledge dimensions, 3) skills dimensions, 4) attitude dimensions, and 5) emotional dimensions.

Initiating activities to manage learning online by building motivation (motivation 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 interactions with others (Edwardin, 2006). From the results of the study it was found that the teachers of SMK Satria Jakarta have 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 concluded that teachers at SMK Satria Jakarta are able to overcome online learning problems that are less focused and enthusiastic into active interactions. Messages packaged by the teacher delivered in a polite, kind and entertaining manner through microphone and chat features to motivate students so that the material is easy to understand and motivational messages conveyed so that students have motivation within themselves to learn. This is in line with Max Wertheimer in the gestalt theory that all learning activities use understanding, being able to understand one another, and insight is needed.

B. Personality Competence

The personality competencies possessed by teachers in shaping children's personalities are important to master. Messages with polite, kind and wise words in communication conveyed by the teacher both verbally and nonverbally can be used as role models for students, which are an important factor in the personality of a teacher in online learning activities. The good personality of a teacher when learning activities take place 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 to shape 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 to achieve learning success. Good and polite conversation such as greeting "assalamualaikum" is a teacher's personality ability that is consistent with the vision and mission of SMK Satria, one of which is having good morals. Consistent meaningful messages are also conveyed by the teacher when the material being taught must be repeated because some students do not understand. With the sentence "okay I repeat" is the teacher's consistency in delivering material in a friendly manner. competent teachers are

teachers 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 class atmosphere which is very dynamic. The teacher is able to convey wise messages such as "it's okay" and let's be a teacher's effort to be fair because of the limitations of students. teacher challenges were also found when online learning in interaction students did not want to open the camera even though the teacher opened the camera and wore a uniform so that students could follow the teacher's personality and the teacher knew student activities, the reason students did not open the camera was that students did not wear a tie, had not bathed, did not even wearing uniform. the teacher is able to wisely overcome these problems by relaxing the rules so that the interaction continues. As individuals who are involved in education, teachers must have a personality that reflects an educator (Mulyani, 2015).

Noble manners can also be seen in the teachers of SMK Satria Jakarta. Teachers are able to emulate good manners including using uniforms according to their schedule which is a form of teacher non-verbal communication, the result is that some students wear uniforms. In addition, in verbal communication the teacher does not say harshly is an art in carrying out teacher-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 harsh and looks exemplary.

C. 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, colleagues, and parents. As social beings, teachers must be able to build social interactions in their lives effectively. the teacher's ability to communicate and interact effectively is needed with the school environment and outside the school environment (Hidayat, 2016). In addition, as individuals who are involved in the world of teacher education, they must also be able to maintain their attitude 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 be social by communicating and interacting with students, colleagues, and parents.

Teachers at SMK Satria Jakarta are able to interact with students, colleagues, and parents so as 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 invite, such as "come on, son", students dare to ask. With colleagues the teacher is also able to maintain good relations between colleagues even though not face to face or face to face. Training assistance facilitated by schools conducted by teachers who master IT with teachers who have

210 | T e a c h e r   C o m m u n i c a t i o n   C o m p e t e n c e   i n   T e a c h i n g   T h r o u g h
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not yet mastered is proof that teachers are also still learning for their own development.

At other times, students also see the teacher talking with other teachers and look 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, teachers also interact with parents using WhatsApp and telephone media to provide consistent student evaluation information for a long time. With these differences in interaction groups, the teacher is able to differentiate the way of communication (Hadi, 2017)

D. Professional Competence

The professional competence of a teacher is the teacher's ability to master the fields 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 learning is online so that learning objectives can be achieved. teacher professionalism as 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 have the ability to improve their ability to master subject matter broadly and in depth.

Based on the results of observations, interviews, and documentation studies that have been processed and described in detail as above, the researchers concluded that teachers at SMK Satria Jakarta have professional competence in their fields. The teacher is able to communicate well in conveying material broadly and deeply by giving examples in everyday life. The word "like" makes students better understand examples of the material being taught. Teacher professionalism can also be seen from the students' obstacles which are still difficult to understand teaching material in the field of exact sciences. The teacher is able to explain repeatedly in detail the material he teaches until students understand. Teacher professionalism is also developing along with the demands of learning with instructional media, namely explaining material with videos that seem as if the teacher is explaining directly so students understand.

CONCLUSION

In online learning, problems were found 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 carrying out continuous distance learning. Some of these problems have been experienced by SMK Satria

Jakarta teachers, but over time these problems can be minimized. In this study it was found that the teachers of SMK Satria Jakarta had communication competency development 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, fun, and conducive..

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