

Communication Policy Management of the Curriculum Implementation in Indonesia

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Abstract: Implementation Curriculum 2013 at the level of schooling is a shared goal. The school's success in accepting the package of policies up to the work program packages that support the implementation of the 2013 curriculum is the most accurate feature of the success of the policy of quarreling. Many factors influence the smooth flow of curriculum implementation policies to be able to be defined as a management and implementation and even evaluation of curriculum programs at the level of school. This research uses Survey Explanation method. These factors include communication settings that provide clarity in communication management, ranging from communication aspects of curriculum program planning, communication settings of curriculum program implementation, communication media, and actors who become the role of management functions of all curriculum policies themselves. The research was conducted at 9 provinces off all Education office in Indonesia, the population is the implementation of curriculum stakeholders of 2013, head of the department, Head of Sub-district, UPT, Supervisor and Principal. The results show that the implementation of the 2013 curriculum is influenced by the clarity of the communication management policy factors played by stakeholders at the Education Office level.

1 INTRODUCTION

The communication process is a process of message transformation done by a message source to message recipient. In practice will demand anyone involved to be able to try to understand the message in question so that more easily accepted by the recipient of the message. As in the world of education, which one of the many messages and rarely noticed is the message in the form of policy. These policies relate to them concerning the curriculum. One of the cases occurring in the process of messaging about the central curriculum policy (Pusat Kurikulum dan Perbukuan, 2017). through the message channel in electronic media, printed and verbal messages conveyed in the form of the curriculum policy socialization process.

So far, the study on the implementation and impact of the curriculum policy still varies between districts, due to the fact that the birth of regional autonomy since 2003. Its birth is quite influential on the policy of development of education which refers to the strategic planning of each of the District Education Office. Based on studies on one of the strategic plan documents owned by one of the

Education Office in Region sample shows that some programs are implemented in accordance with local government policies and which are included in the program of the educational office strategic plan. Thus, the policy transition that occurred regarding the implementation of curriculum policies that are implemented at the level of district/city. In conveying the message of curriculum policy in Indonesia is assumed to require skills to process the meaning of the policy message itself. This aspect is important as the results of the research undertaken (Maria Poimenidou, Vasilias Christidou 2010) that "Moreover, the role of different communication practices in the construction of meaning is analyzed, at the ideational, interpersonal and textual level."

Implementation of curriculum policies implemented in addition to adjusting to the local government autonomy policy, it turns out from the results of other research is influenced by communication strategy conducted by the level of stakeholder's policy. Communications strategy played by Head of Department, Head of Division, UPT and Supervisor to the schools turned out to be a major factor that much taken into account. There are several major factors in the communication process

undertaken by stakeholders to the policy message recipients at the implementing level such as the teachers. These factors include the study of the credibility of messages in which case the curriculum policy is controlled by the stakeholders concerned. As has been done in this research, includes an analysis of: (a) how the content of the 2013 curriculum policy message can be well understood by stakeholders at the District Education Office? ; (b) How is the communication medium used during the 2013 curriculum process?; (c) What is the setting of communication made by stakeholders of the education office in delivering the 2013 curriculum policy to UPT and UPT message recipients; (d) How the Education Office Stakeholder assesses the effect of the “Curriculum 2013” policy communications on perceptions of UPT and School-level.

2 RESEARCH METHOD

The research was conducted using a qualitative approach in the form of descriptive analysis to curriculum policy phenomenon which was analyzed based on communication strategy of stakeholders in Education Office of region sample. Through the adoption of the approach of (Borg, Walter R, and Gall, Meredith Damien, 989), the study was conducted for 1 year starting from the funding of this research proposal until the end of 2017 in the District Education Department. The approaches taken in the data collection process include: Focus Group Discussion; Documentation study and observation of all the practices of the policy communication strategy.

3 RESULTS AND DISCUSSION

3.1 The Content of the “Curriculum 2013” Policy Message can be well understood by Stakeholders of District Education Office

Messages about the content of laws, regulations, rules and strategies that require an organization, department, and government or private institutions within the area of educational development should be credible. The container in a chapter and verse may not be credible given the behavior set to be shown by the audience was already common and already known weaknesses and advantages before the article and paragraph are implemented.

If the messages in the form of curriculum document content will be placed as important messages in the stakeholder policy communications process at the central level, then the curriculum should be placed as a credible message. Credible messages will have a powerful impact as in the findings of this research on the success of existing policy management communications. In this context, (Lei He, Jian He, 2015) explains that "The capacity of digital information is big, and the speed of information update is much faster than the traditional information. That's the biggest difference between digital information and traditional analogue information. There is vast, fresh information in front of communicators (teachers) and the receivers (students). However, the information authenticity and reliability has decreased without the experience of time. Based on the findings and study of the theory then information about the curriculum policy related to aspects of the content should be a major. This finding is particularly important given the level of understanding of information as a content form of the 2013 curriculum policy message will be determined by the speed of the message of the communication policy itself.

3.2 Communication Media used During the Socialization of Curriculum 2013

The communication medium is an alignment channel between the message source and the message recipient. Today's communication media was shifted its development toward digital. In this context of policies that were born and disseminated by government and private institutions must have been supported by digital and online-based media. Even in the utilization is done by mobile by the recipients of the message. Occupation delivering a curriculum message is like a nurse who must clearly communicate the patient's illness information correctly. In this case (D. M. H. Michelle Beckford, 2013) argue that the focus is on therapeutic communication and emotional well-being. This type of simulation enables students to address the patient in a more comprehensive manner.

The process of socialization usually requires a mouthpiece of a competitive relationship public relations, considering this process can be taken over into the activity of journalism Education in Regional level. This condition is found that communication media is sometimes avoided at the level of communicating policy. Whereas the function and role of media journalism in the context of policy

conveyors in the form of socialization of the 2013 curriculum is the very strategic position. In this case (Ankesrapu Nagraj, 2013) explains that "The media and communication tools have empowered and have given more power to the individuals than organizations. The communication tools have made a lot of differences to the knowledge production and sharing among the universal community. "

From the findings indicate that the current communication media in District Education Office of Indonesia, indicates a shift to the maturity aspect of using communication media. As seen in the socialization process of the "curriculum 2013", it still continues. According (Asadi, A., 2017) explains that "Western countries and statesmen use these digital media for stating their principles and strategies in order to be in line with these media. A duty of statesmen and the social networks of cell phones in order to transfer a discussion about religious democracy into one of the well-known and universal discussions."

3.3 Setting Communication Made by Stakeholder of Education Office in Delivering Policy of "Curriculum 2013" to UPT and School Level

Communication setting is an effort done in a planned manner by applying the process of intrapersonal communication and interpersonal communication between the actors of the communication process. Based on the findings of the field shows that the 2013 curriculum policy is a form of policy that regulates the formulation of curriculum documents in Indonesia as a result of curriculum development conducted on an ongoing basis. As for the meaning of the curriculum described by (Oliva, 1992) on (Kenneth T. Henderson, 2013) explains that Curriculum Is a Product of Its Time. Curriculum Responds to and Is Changed by Social Forces, Philosophical Positions, Psychological Principles, Accumulating Knowledge, And Educational Leadership at Its Moment in History.

In the context of policy communication applied through the communication setting then the study will be focused on the concept of the virtual communication media that developed today. In this case (Porter, 2004) in (Consalvo and Ess, 2011) explains: Similarly, simple definition of virtual community adds one more element: (1) "an aggregation of individuals," who (2) "interact" around a (3) "shared interest". While this definition of the world community of most of the usually understood meaning, they accord with the term in the

business world. In this context, the setting of communication should pay attention to the ease of doing dissemination of messages as from the research findings indicating that communication settings will be successful if the stakeholders are also parties who will receive the message.

3.4 Stakeholder of the Education Office Assessed the Effect of the "Curriculum 2013" through the Policy Communications on Perceptions of UPT and School-Level

Speaking of policy communication is closely related to how stakeholders are an organization, department or other institution that serves as a source of distributors and control of performance policies. The policy usually refers to the direction of achieving the vision and mission of the institution target. In the process of transforming a number of policy content that is required communication strategy for the message in accordance with what the policy points themselves. When examined from the point of view of the process of communication, today is often a policy not in accordance with what is implemented by the implementers in the field. This condition is often seen especially in the field of education Starting from the legislation and regulations and even strategy achievement is not as long as according to what is expected.

In a study of relations between education and communication, (Jim Clemmer's, 2012) explains further that " Strong communications keep everyone focused on goals and priorities while providing feedback on progress and the course corrections needed. Effective communication strategies, systems, and practices have a large and direct effect on organization learning and innovation. "

Communication strategies that should be done by the stakeholders are usually directly proportional to the target achievements produced by the organization itself. In this context, there are many policies that are not in accordance with the targets and are not up to the policy direction that should be implemented. As in the educational environment starting from the instruction usually the issued policy becomes changed into an appeal, it will not be many target parties who can implement it. In contrast, many policies are conscious awareness-raising to be able to implement educational development programs at the school level, because the policy is less assertive even just translated as a warning. (Hunger D.J and

Wheelen, L.T, 2003) responded by a study called Policy Development, arguing that "The selection of the best strategy is not the end of the strategy management formulation required in the education financing process speaking of policy communication is closely related to how stakeholders are an organization, department or other institution that serves as a source of distributors and control of performance policies. The policy usually refers to the direction of achieving the vision and mission of the institution. In the process of transforming a number of policy content that is required communication strategy for the message in accordance with what the policy points themselves. When examined from the point of view of the process of communication, today is often a policy not in accordance with what is implemented by the implementers in the field. This condition is often seen especially in the field of education Starting from the legislation and regulations and even strategy achievement is not as long as according to what is expected.

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4 CONCLUSION

The content of the "Curriculum 2013" policy message can be well understood by stakeholders at the District

Education Office of all office province in Indonesia. Education office of all region that has a direction and a goal that is born of mutual understanding. A research phenomenon shows that if the message is not clear source then the message can be categorized not credible. Thus, the formulated policy weak and tend not to get well to the target. The communications media used during the socialization process "Curriculum 2013" is the media that can bring to the change process with reference to the existing policy. Communications media can be a source of delivery of policies in full ranging from the source policy (source policy) process of policy transformation and receiving targets. Thus, the existence of the media becomes important in ensuring the success of curriculum policy to be comprehensively understood by Indonesia teachers in schools.

The communication setting by a stakeholder of the education office in conveying the policy of the "Curriculum 2013" to the UPT-level message recipients and their trend at school is done in an integrated manner with the institutional work program. Thus, this setting is in the job process and tend not to be planned forever but can be formed communication settings because of feedback that is opposed or not in accordance with the implementers of the curriculum Stakeholder off all education office in Indonesia environment so far assess the effects of communication policy of "Curriculum 2013" on perceptions of UPT and School message still direction. This means that the effect that emerges is not always realized because it occurs from the implementation process of policy planning and policy implementation designed by stakeholders at the district level but only to continue from the central level.

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