



Public Relations Strategy in the Socialization of Five-Day School Policy as Reconstruction of Indonesia Younger Generation

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Abstract

This report aimed to report how the Education and Culture Ministry responded to the mass media spotlight and public criticism related to full-day school education. The case study method with in-depth interviews and observations were used to collect the data. The study result explained the Education and Culture Ministry carried out public relations strategies such as publications, events, news, and negotiations to socialize full-day school policy and involved non-governmental organizations and community leaders to maximize the results. This program is still a debate in the community but is continuing as an effort to build the character of Indonesia's young generation.

Keywords: Strategy public relations, the ministry of education and culture, Five-day school, Young generation-Indonesia

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1.0 Introduction

Indonesia is recently experiencing several moral issues colliding the young generation. Parental assistance to their children restricts the development of information and communication technology. It makes education in schools not optimal to develop the character or moral education to the students. The moral crises happened such as increased promiscuity, the growth of violence among children and adolescents, crime among friends, theft, fraudulent habits, drug abuse, and pornography. These conditions caused moral quality of Indonesian youth to be increasingly concerning. In fact, 68 percent of elementary school students have actively accessed pornographic content (Zubaidah, 2013). Five years ago, Indonesia entered the top 10 countries that access pornographic sites in cyberspace, and ironically, among those who access porn sites are children (Cahyo, 2017).

President Joko Widodo is also concerned about the condition of Indonesia that begins to experience a decline in forming the character. As quoted in the news titled Kemdikbud (The Ministry of Education and Culture) Will Strengthen the Character Building, the President stated that the ideal condition of education in Indonesia is the fulfilment of 80% - character education and 20% general knowledge for students in the elementary level. Meanwhile, in the junior high school level, it must be fulfilled around 60% - character education and 40% knowledge (<https://www.kemdikbud.go.id> › main › blog › 2016/08). Moreover, character education is one of the goals of national education. Article 1 of the 2003 National Education System Law states that among the objectives of national education is to develop the potential of students to have intelligence, personality, and noble character.

There are 9 mainstay programs of Joko Widodo-Jusuf Kalla government, known as *Nawa Cita*. One of them, as quoted in the news titled '*Nawa Cita*' Nine Jokowi-JK Priority Agenda, on the 8th *Nawa Cita*, discussed the character education. (Kompas.com, May 21, 2014). The Minister of Education and Culture initially triggered the program of strengthening the character education and later it will be implemented in the form of full day school. As time goes by, after further discussions with related institutions, finally The Minister of Education and Culture, Muhadjir, affirmed the policy to implement character education strengthening program. character education

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strengthening program is not a full-day school, but a five-day school. The five-day school is arranged through the regulation of Ministry of Education and Culture No/2017 on School Day and Government Regulation No. 19/2017 on Amendment to Government Regulation No. 74/2008 on Teachers. It will be enhanced in the form of Presidential Regulation. The Ministry of Education and Culture wants that idea, the five-day school, to get feedback from the community. The feedback is necessary to know the response of all parties whether they agree with the idea or not.

The Character Education Strengthening Program initiated by the Indonesian Ministry of Education and Culture Republic creates pros and cons among the people. Some people might question even reject the program if it is implemented in schools because not all schools are ready and have adequate facilities and human resources to support the implementation of the program. On the other hand, the pros say that the character education strengthening program is appropriate to be carried out to develop Indonesia's young generation who have strong character. To introduce and make this program acceptable, the government through the Public Relations Ministry of Character Education conducted a proper communication strategy. The development is also related to an understanding of the fundamental value of communication. Communication produces and reproduces organizations through texts, images and conversations (Putnam & Nicotera, 2010 in Falkheimer & Heide, 2014). The Bureau of Communications and Community Service (BKLM) of Ministry of Education and Culture as public relations in the Ministry of Education and Culture acts to manage the proper public relations strategies to convey the idea of the Minister of Education and Culture and the subordinate officials, including the socialization of the five-day school policy, to minimize disunity in the communities. Based on the explanation previously, the research focus is to know the strategies used by the Ministry of Education and Culture's Public Relations in socializing the five-day school policy as a part in reconstructing the quality of the characterized young generation, the character education values of the five-day school policy, and the pieces of information conveyed in the socialization of the five-day school policy.

2.0 Literature Review

The Public Situational Theory argued by Grunig said that the public emerges when organizations make decisions that have consequences on people inside and outside the organizations which they are not involved in making those decisions. (Ardianto, 2016). Todd Hunt, Grunig developed four models of public relations (Ardianto, 2016). Those are: (a) publicity or press agency, (b) public information, (c) two-way asymmetrical communication, and (d) two-way symmetrical communication. Press agency model and public information model are one-way public relations model and they described a communication program that is not based on the research and strategic planning. The two-way asymmetrical communication model illustrated a more advanced approach by using analysis to develop a message that can encourage the public to follow the wish of the organization. Grunig adduced a useful public relations activity conducted through the two-way symmetrical model. On this model, the public relations strategy research is based on the strategies of using the method and communication to manage conflict and to improve understanding with the strategic public. Everett Rogers in the Diffusion of Innovation Theory defined the diffusion of innovation as a process of disseminating the uptake of ideas or novelties in an attempt to transform a society that occurs continuously from one place to another, from time to time, from one area to another to the other group of members from the social system.

The purpose of the diffusion of innovation is the adoption of an innovation by members of a particular social system. (Rogers, 1995, see Hafni, 2011). It is necessary to create an innovation as particular strategies so that the innovation can be achieved and accepted by the people as the innovation creator and disseminating party expected. The process and activities of dissemination information require communication strategies and public relations that are appropriate and relevant to the necessity and time. Therefore, policy or a program can get to the point to the public and the public can accept it very well. Public acceptance of an innovation is inseparable from a positive image, and public relations have successfully managed it.

The public relations strategy described above is very crucial to planning, implementing, managing and evaluating an innovation. Public relations' strategies mentioned several things (Nova, 2011) as follows: (1). The Publication is the way public relations to spread the information or ideas to the public, (2). An Event is a form of activity in the process of spreading the information to audiences, such as public relations campaigns, seminars, exhibitions, launching, corporate social responsibility, charity, and others. (3) News is the information, which is communicated to the public, whether directly and indirectly. (4) Corporate identity is the audience's point of view to a company concerned with any efforts. The image formed can be either positive or negative, depending on the company's business. (5). Community involvement is a relationship built with audiences (stakeholders, stockholders, media, and communities around the company). (6). Lobbying and negotiation is a long-term and short-term plan made by public relations in the framework of preparing the required budget, and (7). Corporate social responsibility is a discourse that is being used by many companies as a contribution to create the prosperity of society.

3.0 Method

The paradigm of this research is constructivism. This paradigm declares the individual to interpret and act according to various conceptual categories in his/her mind. According to this paradigm, reality does not show itself in its own crude form, but it must be filtered first through how someone sees something (Morissan, 2009). The approach of this research is qualitative with the case study method. The case study cites Daymon and Holloway (2008), also As'ari (2012). The intrinsic case study is to understand a particular case better. Researchers want to know intrinsically the phenomena, regularity, and specificity of a case and not for other external purposes. The researcher wants to know the phenomena, regularity, and specificity of a case intrinsically and not for any other external purposes. This study used a case study with single case embedded method that is one case which will be studied having several units of analysis. It is

because there is the only single-case, which is studied, but it has several groups of analysis or concept (Yin, 2006). One such example is related to the socialization of the five-day school policy of Ministry of Education and Culture. Several units of analysis that will be studied are public relation strategy, reconstruction, young generation character, and school five days. And for the type, the author uses intrinsic type case studies because the author only wants to have a better understanding about public relation strategy of the Ministry of Education and Culture in the socializing the five-day school policy as part of the quality reconstruction of the character of the younger generation. The researcher wants to know intrinsically about the phenomenon, regularity, and specificity of the case study and not for any other external purposes.

Researchers use primary data and secondary data. Primary data is the data obtained from the first data source. This data source can be respondent or subject of the research from the result of filling the questionnaire, interview and observation. This primary data includes raw data that needs to be processed again to become meaningful information (Kriyantono, 2006). To obtain the data, the writer is using data collection techniques such as interview and observation. The writer conducted the interview with the Director General of Primary and Secondary Education of Ministry of Education and Culture, Hamid Muhammad, the Head of Communications and Public Service Bureau (BKLM) of Ministry of Education and Culture, Ari Santoso, the Subsection Head of Education Unit Services of BKLM Ministry of Education and Culture, Taufik Dahlan, teachers, parents, and also the elementary students, junior high students, and senior high school students. The study was conducted for three months, March-May 2017. This study tried to find out information from education ministry and culture sources, schools, parents and high school students. The data was obtained by crosscheck to meet the validity of sources used in this study.

4.0 Findings

Basically, the five-day school policy is not readily accepted by society. When introduced through the concept of the full-day school in July 2016, and then it changed to a five-day school in June 2017. Although the polemics initially occurred on the subject, not long after that, the controversy disappeared due to the president's decision to delay the five-day school policy. Therefore, the Ministry of Education and Culture runs a public relations strategy. Public relations strategy of the Ministry of Education and Culture is in line with the theory presented by Firsan Nova (2011), namely publication through social media. Based on the data, Ministry of Education and Culture has 1.9 million followers on Facebook, 1.1 million followers on Twitter, 55 thousand followers on Instagram, and as the number one website of the entire ministry based on Alexa version. Furthermore, they hold various meetings with the education office, principals, teachers, and parents. Then, the news through a press conference from the discourse of the full-day school to the Ministerial Regulation of Education and Culture No 23/2017 about School Day which set the published of five days school policy. Finally, lobbying and negotiating with the House of Representatives as the representatives of the people. This is in accordance with the statement of Hamid Muhammad, as the Director-General of Primary and Secondary Education who had been in charge dealing with the elementary, junior high school, to senior high/vocational school. According to Hamid, in operating the public relations strategy, the strategy of Ministry of Education and Culture in using the mass media is not enough. Still, they also must embrace the community, especially among teachers and other interested parties such as education board so they can understand the intents and purposes of the five-day school policy.

The government conducted socialization of character education programs to various related parties such as the Board of Education, members of parliament, the media, schools and parents. The government also held a coordination meeting with parliament to obtain support for the policies implemented. In addition, training for teachers was given as a form of improving the quality and readiness of teachers with the demands of the program. However, like a policy and program, the community cannot positively receive all socialization programs. Some parties disagreed and criticized the five-day school program for a variety of reasons. One of the primary reasons was the readiness of teachers, facilities and students.

Every policy and program is required to be socialized by using an appropriate and targeted communication strategy. The communication function is carried out by the Public Relations Ministry of Education and culture of the Republic of Indonesia with third parties as communicators. The party as a communicator is a public figure, teacher, parents and even students who have achievements and have persuasion abilities of other parties. Support from all parties is needed so that the program planned can be accepted by the community as a new innovation in the field of education. In the beginning there was resistance or rejection of the implementation of the five-day school program, but the government tried to convince the community that the program was one of the solutions for developing the strong character of Indonesia's young generation.

The Ministry of Education and Culture viewed that publications through social media are more effective because they directly convey the information to the public. Such a way is in line with the public relations model of Grunig-Hunt stating that the most effective public relations act is the two-way symmetrical model. Some groups assessing the packaging of information on public relations strategies need to convey the best practice of schools that have undergone the five-day policy. To convince the public that the strengthening of character education is essential to strengthen the character of the Indonesian nation, it should be started early on primary and secondary education. It is necessary to convince the public with authentic evidence, one of which is by publishing the experiences of parents who have children who have successfully undergone the five-day school program. It means that there must be strong statements and evidence that the five-day school character education strengthening program that has been pursued by students possessing a positive impact on people. This information can be used by parents to eliminate feelings of worry and confidence with the five-day school program.

On the other hand, the five-day school policy for elementary students, junior high, to high/vocational school with the state status, is an attempt to reconstruct the quality of young generation whose character has declined due to advances in technology and information. This policy fits with the innovation diffusion theory by Everett Rogers that as a process whereby innovation is communicated through a

particular channel within a specific time among members of a social system. (Littlejohn, 2008). Innovation is an idea, practice, or object that is considered new by individuals or society.

As confirmed by the Director-General of Primary and Secondary Education of Ministry of Education and Culture, Hamid Muhammad, he stated that Ministry of Education and Culture is adopting the five-day school program as the way of reconstructing the quality of the young generation character by mirroring to what has been done by the overseas schools and some private schools in the country by running a five-day schools program which is extending learning time of the learners on Monday-Friday for 8 hours a day. The Ministry of Education and Culture considered that it has a good result and can be applied in Indonesia. Any innovations desired by the government in this five-day school policy contained values such as *religious, integrity, self-reliance, cooperation and nationalism* that are expected to overcome the current moral crisis of the young generation. These five values are very essential as the effort of government to strengthen character education or to carry out reconstruction of the quality of young people who have good character. On the other hand, the Ministry of Education and Culture also wants children to have good character and can provide comfort for others, be honest, discipline, love their homeland, and respect others. A good young generation will result in good quality human resources and be able to build nation well. Indonesia really needs a generation that upholds values and has honesty, discipline, and respect for parents, teachers, neighbours, the universe and human civilizations.

However, in practice, especially to implement the five values of character education, the Ministry of Education and Culture will not generalize the character education between one region and the other regions. The most crucial point is the children will be developed, so that their character can grow better because of the school environment besides their family environment. Besides, for parents, the five-day school policy is expected to be an innovation to create a closer relationship between working parents and their children on Saturday as a holiday. This policy is useful to bring parents and children closer, especially in big cities. Parents can manage time and build better relationships with their children, because so far, many parents are working from morning to evening even some of them work until night. Therefore, they have a limited time with their children on weekdays.

5.0 Discussion

5.1 The Youth's Quality Reconstruction with Character

The information and communication technology advancement are the toughest challenge for the government to re-establish the ideals of Ki Hajar Dewantara as the Indonesian education philosopher. The goal of education reaches a balance between intellectual character, mind and body. Nevertheless, the fact of the current moral crisis had appeared in the young generation of Indonesia. It can be shown through the increasing promiscuity, child abuse, thievery, academic dishonesty, drug abuse, and the destruction of other properties. While the moral crisis has occurred, President Joko Widodo established character education as one of the priorities in addition to the Smart Indonesian Program (Bahasa:Program Indonesia Pintar) and vocational education. The President even mentioned of character education at the elementary and junior high school level must get a more sufficient portion than academic education. Character education must get 80% portion for elementary school level while at junior high school level get 60% portion. The development is carried out in the 'full-day school' policy.

The Ministry of Education and Culture affirm that the five-day school policy is not a full day school because students do not have to study for 8 hours at school. Students are given character education through extracurricular activities after students' study until 12:30AM. This model has been carried out in various educational institutions or private schools such as Lab School Jakarta, Al Azhar, and BPK Penabur. Nevertheless, the Ministry of Education and Culture also does not deny this model is a combination of the adoption of five-day school practices that run in the country with five-day school practices in foreign countries such as Japan, Korea, and Finland. Indonesia needs a serious attempt to form a young generation that has a strong character as the values of Pancasila and Nawacita. Character building must be done from an early age, especially through schools and all parties, including families. The five-day school program launched by the government is only one of the policies that is expected to be able to shape the future generation of Indonesian better. But that is not a single program or policy. This means that without the involvement of the elderly and all components of society, the program is only as limited as a government project. The government must involve the parties including parents in making policies, so that the policies are targeted and in accordance with the needs of the younger generation.

5.2 Five Day School Policy Socialization

The Socialization related to five-day school policy is carried out to strive for the community to understand and capable of incarnating the 'meaning' of the concept and purpose of government policy, the community knows and understands the development of the implementation of government programs. The part of accountability to the public as well as the community can be part of the empowerment activities contained in the program cycle of government policy (Rozaqi, 2009). However, the research showed that the socialization by the Ministry of Education and Culture related to the five-day school policy was still getting criticism and input from the public. The feedback is related more to the ignorance of the public regarding the five-day school policy rolled out by the government. Besides, some people said that the information disseminated to the public by the Ministry of Education and Culture socialization team had not been agreed on from the Ministry of Education's internal circles so that the interpretation could be different from being accepted by community members, especially parents and teachers.

This is analogous with the public situational theory model proposed by Grunig, that in the dissemination of policy, among others, it will receive a response from outside the policymakers. All parties play an active role in responding to the policy, ranging from all-issue publics, single-issue publics, hot-issue publics to apathetic publics. The hot-issue publics and apathetic publics also consider that

socialization needs to be carried out by the Ministry of Education and Culture by holding meetings with the school and parents and the parties who contradict the policy. Based on this input, the Ministry of Education and Culture confirmed that it would use social media channels and publications and news to convey the five-day school policy to the public to provide a clear understanding to the community, both teachers and parents about the five-day school.

On other side, against counterparties, the Ministry of Education and Culture will approach it by holding meetings with parents or the community to embrace those who are contra to accept the five-day school policy in the community. Education and Culture Ministry carried out various strategies through its public relations bureau to respond the input and criticism from the public and several parties related to the five-day school policy that was decided to be implemented in July 2017. With its human resources, technology, cooperation with all stakeholders, and budget, the ministry conducted public relations strategy namely publications through its social media accounts such as Facebook, Twitter, Instagram and website. It then held meetings with numerous stakeholders and interested parties, press conferences in a bid to convey information messages to the public, as well as established good relations with the House of Representatives from Indonesian regions.

The public relations strategy that carried out by the Education and Culture Ministry was in line with the theory presented by Firsan Nova (2011). Four of the seven strategies offered by Nova's were: 1). Publications. The way of public relations in disseminating information or ideas to the public. In this case, the department ran publications through its social media such as Facebook, Twitter, Instagram, and website. In this strategy, the department had adequate resources to support the publication's activities. 2). Event. Any form of activity established by public relations in disseminating information to the public. The Ministry, on this strategy, holds meetings with the education office, principals, teachers, and parents. 3). News. A press conference was held one to two times a week on the policy. Besides, the minister and his staffers also appeared on television stations such as TVRI and Metro TV to convey the five-day school policy to the community. 4). Lobbying and negotiation. It is a long-term and short-term plan made by public relations in drafting the required budget. The ministry lobbied the speakers of DPR as public representatives across Indonesia regions.

The socialization carried out not only by uses mass media such as television, newspapers and radio, the government also uses online media and social media to accelerate socialization carried out in the current digital era. Indonesian society has been exposed to new media and social media with 150 million internet users and social media users. ([https://databoks.katadata.co.id >data publish](https://databoks.katadata.co.id/data/publish)) Online media and social media are new choices for the government to associate various programs and policies including the five-day School program. Mostly, debate has arisen through online media coverage and sharpened by the public through social media. The Indonesian government uses social media for various purposes including disseminating government information, forging collaboration with the general public, and providing real-time online services. Through social media, government agencies, citizens, and business organizations are connected in producer-consumer or prosumer arrangements (Khan, 2017 in Haryanti & Zulfiana, 2018). The state also uses social media and other online media to socialize government policies and programs to inform the public. According to Nepal, Paris, and Georgakopoulos (2015), the domain of social media usage in the government sector takes various forms that include delivery of community services; government policies and plans; transformation of government in which social media plays a vital role in informing, mobilizing and creating communities, enhancing transparency and seeking to hold governments accountable; disaster management; transportation domains, and for campaigns (Haryanti & Zulfiana, 2018).

Based on the data and analysis, it can be stated that public relations of the government must have a proper strategy including a communication strategy for planning and implementing programs to achieve the stated goals. Strategies are also needed to evaluate the programs implemented. Government public relations are increasingly strategic, meaning they must meet the stated goals of the organization, in this case the goals of the government. Strategic public relations, which it says refers to the idea that public relations should be planned and managed by objectives that are evaluated and connected to organizational objectives, it does not examine the ethical implications of what that can mean. In Canada, there is growing interest in what strategic government communication does to the neutrality and the public service ethic of its practitioners. There is interest in what happens when the goals of government become the goals of the party in power, and whether that politicizes the communication work of public servants. (Lee, 2009). This means that the socialization of new programs is carried out to form knowledge and information for the public that is the target of the public program that was launched. Every new innovation requires an appropriate communication strategy using various forms of media.

6.0 Conclusion

Based on data and analysis of the five-day school policy of the Ministry of Education and Culture of the Republic of Indonesia to build the character of Indonesia young generations, it can be concluded as follows: ; 1) .The Ministry of Education and Culture runs a public relations strategy through publications, events, news, and negotiations in the socialization of the five-day school policy. The publication is using social media, which has become one of the strengths points of their socialization. Still, against the counterparts of five-day school policy, the Ministry of Education and Culture uses the third parties such as NGOs and public figures as part of their lobby and negotiation. 2). The five-day school policy is one of the innovations and solutions for the government, especially the Ministry of Education and Culture, to reconstruct the quality of the characterized young generation. Because the purpose of this five-day school is to implant the five values, namely religious, nationalism, integrity, independence, and mutual assistance values to the students through learning in school, a close relationship with parents, or activities in the surrounding community. 3). In their socialization, Ministry of Education and Culture will convey the concept of five-day school that is different from a full-day school, which is worried by various parties. The Ministry of Education and Culture is also giving the time for schools that have not ready yet to implement the five-day school. At the same time, the Ministry of Education and Culture continues to socialize that the five-day school does not change the subjects according to the curriculum, but as an effort to strengthen the character education toward the students.

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1. The Interview was conducted with the Director General of Primary and Secondary Education of Ministry of Education and Culture, Hamid Muhammad,
 2. The Head of Communications and Public Service Bureau (BKLM) of Ministry of Education and Culture, Ari Santoso,
 3. The Subsection Head of Education Unit Services of BKLM Ministry of Education and Culture, Taufik Dahlan, teachers, parents, and also, his elementary students, junior high students, and senior high school students.