IMPLEMENTATION OF POLICY EDUCATION CURRICULUM ENGLISH COURSE ELEMENTARY LEVEL
(CASE STUDY AT PUSDIKBANMIN KODIKLATAL LANGUAGE SCHOOL)

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ABSTRACT

Education has an important role in the progress of a nation to improve the quality of human resources. This is because education still has a significant influence and is the main institution in the preparation of quality human resources, including education in the Navy. The success of educational attainment in the Navy refers to the education component and one of these important components is the curriculum. The curriculum is the main factor in realizing the goals and objectives of education. The development of the Navy's education curriculum is directed at achieving the efficiency and effectiveness of providing tiered and continuous education in order to anticipate the development of science and technology as well as the demands for the implementation of the tasks at hand. This study aims to determine the extent to which the implementation of the curriculum policy for the Elementary Level Intensive English Course (KIBI) for the Indonesian Navy based on Kasal Decree Number Kep/699/VI/2007 at Sebasa Pusdikbanmin. The method used in this study is a qualitative descriptive method with Van Metter and Van Horn frameworks as parameters to determine the inhibiting and supporting factors in the Implementation of the Education Curriculum Policy for the Indonesian Navy Elementary Level English Course at the Language School Pusdikbanmin Kodiklatal. In the results, there are several recommended alternatives, namely increasing the capacity of existing human resources (educational staff, education staff, and students), fulfilling Alins/Alongins and educational facilities, curriculum revision, opening the Advanced Level KIBI program as a standard for mastering English towards the world. navy class and improvement of the administrative system so that it can be used to improve similar educational programs in the coming academic year.

Keywords: Education, Curriculum, and Policy.

1. INTRODUCTION

Education has an important role in the progress of a nation to improve the quality of human resources. This is because education still has a significant influence and is the main institution in the preparation of quality human resources. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter I article 1 it is stated that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Piracy and piracy have increased Based on this policy, the Indonesian Navy participates in efforts to improve the quality of its soldiers' human resources through education in the Navy. The education of Navy soldiers is essentially an effort to develop and improve high professional abilities and a strong fighting spirit and good physical abilities according to the standards set to carry out tasks in accordance with their fields.

The success of educational attainment in the Navy refers to the education component and one of these important components is the curriculum. The

curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve national education goals (Law Number 20 of 2003: concerning the National Education System). The curriculum is a set of designs, foundations, models, guidelines and learning systems that are goal-oriented according to the level of education. It can be analogized that the curriculum is a complex matter that is 'urgent' and becomes a benchmark for the quality of education and the quality of the nation.

In essence, the development of the Navy's education curriculum is directed at achieving the efficiency and effectiveness of providing tiered and continuous education in order to anticipate the development of science and technology as well as the demands of the implementation of the tasks at hand. The development of science and technology cannot be dammed anymore and is growing very rapidly so that it also influences the development of language. Language acts as a communication tool in the role of diplomacy. On an international scale, foreign language skills such as English are required. At this time the ability to speak English is very much needed related to international communication so that the Navy has also expressed its commitment to making a world-class navy (World Class Navy).

This commitment is strengthened by the policy of the President of the Republic of Indonesia, Ir. H. Joko Widodo to make Indonesia the world's maritime axis, so that the Navy is obliged to build a maritime defense force, personnel resources to support the advancement of information and communication technology to support the government's policy in realizing Indonesia as the world's maritime axis. In addition, with the cooperation of countries in the Middle East for peacekeeping missions, the Indonesian Navy annually assigns personnel who have English qualifications to participate as peacekeepers. personnel resources in supporting the advancement of information and communication technology to support the government's policy in realizing Indonesia as the world's maritime axis.

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Based on this, the Indonesian Navy realizes the importance of the role of English and human resources who have the reliability to communicate in English to achieve a World Class Navy. One of Kodiklatal's work programs is to organize an Intensive English Course, which is implemented at the Education and Administrative Assistance Center. Starting from the description above, the research will examine critically and, in more depth, related to the policy implementation of the Elementary Level Intensive English Course Curriculum in the Indonesian Navy based on Decision of Kasal Number Kep/699/VI/2007 dated June 11, 2007 at the Language School, Administrative Assistance Education Center. This is carried out to determine the extent of the implementation or implementation, both in terms of results, inhibiting factors and supporting factors so that things can be obtained that need to be arranged and addressed for the progress and success of the next course program.

2. LITERATURE REVIEW
2.1 Public policy

The literature on public policy has presented various definitions of public policy, both in a broad sense and in a narrow sense. As stated by Thomas R. Dye that the simplest definition of policy is "whatever governments choose to do or not to do", everything the government does and does not do (Dye, 1978: 3). This understanding implies that everything regulated by the government as a public policy concerns common life, both with regard to the relationship between citizens and between citizens and the government. The meaning of work shows the existence of a "process" of how the work is formulated, implemented and the results are assessed, while "doing" or "not being done" are both decisions.

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2.2 Implementation

The definition of implementation was put forward by Solichin Abdul Wahab in his book: "Policy Analysis from Formulation to Implementation of State Policy", namely: "Implementation are actions taken by individuals or officials of government or private groups directed at achieving goals that have been outlined in policy decisions" (Wahab, 2001:65).

2.3 Public Policy Implementation

Policy implementation is part of the decision-making process in an interconnected cycle that is preceded by the policy formulation process. After a policy is formulated / formulated and determined as a decision, the next step is implementation / implementation, then evaluated. This evaluation includes how the policy is formulated/formulated and how it is implemented/implemented. The results of this evaluation will be used as a reference to formulate policies at the next stage; thus, this process continues in a cycle.

2.4 Implementation of the English Course Curriculum

Implementation of the English language course curriculum within the Indonesian Navy is very much needed to support commitment Indonesian Navy to become a "world class navy". *To achieve world class navy,* The Navy is important to improve the ability of human resources (HR) through general and military education at home and abroad as well as assignments through tours of duty. In addition, carrying out the development of a capability-based force capable of countering and taking action against any military threats from outside and from within the country. Improving the ability of the Indonesian Navy's human resources is very important, with mastery of the latest modern science and technology, this must be supported by good international language skills, namely English through the implementation of English courses that must always be carried out.

3. RESEARCH METHODOLOGY

In order to analyze the implementation curriculum policy in implementing Intensive English Course to make the Indonesian Navy a World Class Navy held at the Surabaya Administrative Assistance Language School based on Casal Decision Number Kep/699/VI/2007 dated 11 June 2007,This research use descriptive qualitative approach, where this research focuses more on the exposure and explanation of a case study that is in the field objectively and at the same time provides more complex details about phenomena that are difficult to express by quantitative methods.

The considerations using the qualitative descriptive method in this study are: first, the qualitative descriptive method is easier to adjust to needs when dealing with multiple (ambiguous) realities; second, this qualitative descriptive method presents directly the nature of the relationship between the researcher and the respondent; third, this qualitative descriptive method is more sensitive and more adaptable to many sharpening and co-influences on the patterns encountered.

4. RESULTS AND DISCUSSIONS

4.1 Policy Size and Purpose.

Program implementation The Indonesian Navy Elementary Level Intensive English Course can be seen from the successful implementation of the course program, which is known from the results of students who have completed the course and are declared passed which can be seen from the achievement of course results according to competence in course goals and objectives where graduate students are able to.

Competence in understanding good and correct English, with a standard of ability, namely: Listening, speaking; Reading; Writing; Grammar and Structure; and ALCPT. The standard values for understanding English are as follows:

Table 1. Parameters for English Comprehension Value

NO	TYPE	VALUE LEVELS			
		PRE	EL	INT	ADV
1.	*Listening.*	3	4	5	6
2.	*speaking.*	4	5	6	7
3.	*Reading.*	4	5	6	6
4.	*Writing.*	3	4	5	7
5.	*Grammar and Structure.*	45	55	65	80
6.	*ALCPT.*	50	60	70	85

Description:

PRE = *Pre-Elementary* (TOEFL score = 250 to 349).

EL = *Elementary* (TOEFL score = 350 to 400).

INT = *intermediate* (TOEFL score = 401 to 550).

ADV = *advance* (TOEFL score = 551 and above).

Based on Table 1. for Listening comprehension competence, then result percentage value *Listening* from TA. 2016 to TA. 2018 can be described as follows:

a.   TA. 2016 out of 28 students, 1 person got the value of the Pre Elementary category (3.6%), 4 people got the value of the Elementary category (14.3%), 15 people got the value of the Intermediate category (53.6%), and 8 people got the value of the Advanced category (28.5%).

b.   TA. 2017 out of 21 students, none scored in the Pre Elementary category (0%), 9 people scored in the Elementary category (42.9%), 10 people scored in the Intermediate category (47.6%), and 2 people scored Advanced category (9.5%).

c.   TA. 2018 out of 29 students, no one got a value in the Pre Elementary category (0%), no one got a value in the Elementary category (0%), 24 people got a value in the Intermediate category (82.8%), and 5 people got a category score Advance (17.2%).

By looking at the percentage of achievement in the value of competence in understanding English for Listening material, it can be seen in FY 2016 which has a standard value above the Elementary value of 82.1% but 3.6% below value *Elementary*, in FY 2017 the Elementary score is above 57.1%, and in FY 2018 the Elementary score is above 100%. Therefore, by looking at the data above, it can be concluded that the implementation in the learning process for the material *Listening* has been going quite well, it can be seen from the results achieved, so that the benchmarks and objectives of implementing the KIBI curriculum policy at the Elementary Level of the Navy can be realized, but for the preparation of human resources towards *world class navy* has not been reached.

Table 2. Speech Contest Score Sheet

NO	ELEMENT	POINT
1.	*CONTENTS* (30 TOTAL).	
	a. Speech Development.	10
	b. Speech Effectiveness.	10
	c. Speech Values.	10
2.	*DELIVERY* (25 TOTAL).	
	a. Physical.	10
	b. Voices.	10
	c. Manner.	5
3.	*LANGUAGE* (20 TOTALS).	
	a. Appropriateness.	10
	b. Correctness.	10
4.	*PRESENTATION AID* (15 TOTAL).	15
5.	*HANDLING QOESTION AND ANSWERS* (10 TOTAL).	10
	TOTAL	100

With a test instrument in the form of a Speech Contest assessment form, it is expected to be able to measure the level of ability and skills of students while participating in the Indonesian Navy Elementary Level KIBI by having studied Listening, speaking; Reading, Writing, Grammar and Structure; and ALCPT.

The results of the Speech Contest for KIBI students at the Elementary Level of the Navy TA. In 2016 to FY 2018 all students are declared to meet the graduation requirements of the technique of using English through the Speech Contest test. When viewed from the percentage on TA. 2016 to TA. 2018, as follows:

a.   TA. 2016 out of 28 students, 23 people got a sufficient score (82.1%), and 5 people got a score more than enough (17.9%).

b.   TA. 2017 out of 21 students, 16 people got a sufficient score (76.2%), and 5 people got a score more than enough (23.8%).

c.   TA. 2018 out of 29 students, 21 people got a fair score (72.4%), and 8 people got a more than enough score (27.6%).

By looking at the percentage of achievements in the technical implementation of the use of English from TA. 2016 to TA. 2018 with the Speech Contest test tool, there was an increase in scores that were more than adequate which exceeded the standard values at the Elementary level. By looking at these achievements, the implementation of the learning process has been going quite well. This can be seen from the results achieved, so that the benchmarks and objectives of implementing the Indonesian Navy Elementary Level KIBI curriculum policy can be realized.

4.2. Characteristics of the Implementing Body

There are any institutions that can build the ccaracter from implementing body. There are:

a.   **Kodikdukum**

The Kodikdukum is a work unit under the Kodiklatal located in Bumimoro Morokrembangan, which has the duty and obligation tosupervising, controlling and coordinating the implementation of technical education, electronics education, administrative assistance education, health education, military police education for the Navy, ship rescue training and training in dealing with nuclear, biological and chemical hazards; planning a program of activities for the development of 10 components of education in the Kodikdukum environment;

carry out the development of the study of the doctrine of general support for Marine Matra operations and the doctrine of electronic warfare at the tactical level; carry out planning, personnel and logistics development within the Kodikdukum; and carry out coordination and cooperation with commands, agencies and agencies inside and outside the Kodiklatal.

b. **Pusdikbanmin**

Pusdikbanmin is a work unit providing education within the scope of the Supply Corps and the Special Corps under the Kodikdukum. Pusdikbanmin organizes education including: for education and courses for officer level as the executor of Sepabanmin; for education and courses for the non-commissioned officer level as the executor of the cause; and for education and courses for enlisted persons as administrators of Setabanmin; and specifically for the field of language as the implementer of Sebasa.

c. **Ditdiklat and Ditjianbang Kodikalatal**

Ditdiklat is a work unit that helps Kodiklatal in the field of education and training operations. Meanwhile, Ditjianbang is a work unit that helps Kodiklatal in the field of study and development of doctrine, education, and training in the Kodiklatal environment, one of which is the study of educational curriculum development. Education curriculum development is the policy of the leader at the Headquarters level, while the roles and functions of Ditdiklat and Ditjianbang are part of the working group team prepared by the Headquarters Disdikal.

The role of Ditdiklat and Ditjianbang is very central in the development of education in the Kodiklatal, therefore personnel who have the educational profession and have skills in developing a framework for studying the educational curriculum and are able to develop existing and future curricula, especially those occupying positions in Ban III Kurdik are needed. Ditdiklat and Ban II Jianbangdik Ditjianbang Kodikatal. The current condition is very limited personnel who are able to design and review the curriculum.

4.3 Communication between Organizations and Implementation Activities

organizations are very necessary, to coordinate before implementing the KIBI curriculum policy at the Elementary Level of the Navy, so that later it can be known the shortcomings and support needed in the implementation of education that must be met before education is implemented. Communication between organizations through coordination and cooperation must be carried out starting from the planning stage to the evaluation of the implementation of education so that it can provide a picture of the future to be able to further optimize the next educational program.

a. Analysis preparation positions to design curriculum.

b. Preparation of Book I/ Kurdik and Book II (Educational Events and Values).

c. Preparation of Book III/ Program and Book IV (Education Calendar and Unraveled Lesson Framework).

d. Implementation of Education Programs.

1) Education Information
2) Letter of Order for Educators
3) Report on Education Readiness
4) Educational Activity Program
5) Implementation of Educational Operations

4.4 Attitude of Executors

There are three response elements that affect the ability and willingness to implement curriculum policies as benchmarks in the implementation of the Indonesian Navy Elementary Level KIBI, namely:

a. Level knowledge, understanding and deepening.

b. The direction of the implementing agency's response to the implementation of the policy is whether to accept, be neutral or reject.

c. Policy intensity

4.5 Economic, Social and Political Environmental Conditions.

This variable is strongly influenced by several factors, both internal and external, in the form of economic, social and political environmental conditions in implementing the KIBI curriculum policy at the Elementary Level of the Navy.

Internal and external factors are certainly very coloring in the education process in order to produce students who have competence according to the goals and objectives of the course listed in the TNI Elementary Level KIBI curriculum which is the policy of the Navy leadership.

a.   Economic Environment
b.   Social environment
c.   Political Environment

5.   CONCLUSION AND SUGGESTION

5.1   Conclussions

Based on the above discussion, the authors can draw the following conclusions

a.   Implementations KIBI Elementary Program Level TNI Navy in Language Schools can be implemented in accordance with the Kasal Decree Number Kep/699/VI/2007 dated 11 June 2007by looking at the graduates of the Indonesian Navy Elementary Level KIBI 100% pass, but it is not optimal when viewed from the readiness of the education component in the Language School.

b.   Based on the results of research according to the theory of Van Metter and Van Horn, there are non-optimal conditions caused by: The existing resources are not in accordance with the expected competencies; Achievement of policy measures and objectives decreased; Implementing agencies have not been coordinated as expected; Communication between organizations and implementation activities has not been optimal; The attitude of the implementers, namely Sebasa as the implementing agent, is able to implement curriculum policies but the level of knowledge, understanding and deepening still needs to be improved; and The conditions of the economic, social and political environment are very supportive in implementing the KIBI curriculum policy at the Elementary Level of the Navy.

c.   In program implementation KIBI Elementary Level TNI Navy in the Language School, there are several inhibiting factors:

1) Human resources both educators, education staff and students are not in accordance with the expected competencies (some have not followed AA/Micro Teaching/Sus Gadik).

2) The budgeting system through the Regional DIPA is still an obstacle due to changes in the budgeting system.

3) There is still a shortage of instruction packages/package books, the quantity has not been fulfilled and the quality has not been optimal.

4) Alins/Alongins and educational facilities can still support learning process but not yet optimal.

5) Mail administration system still less effective so that it hinders the implementation of the learning process.

6) KIBI Level. Curriculum *Elementary* the Indonesian Navy is more than ten years old and has not been able to accommodate the need for an advanced standardized mastery of English.

4.   In program implementation KIBI Elementary Level TNI Navy at the Language School, there are several supporting factors:

1)   Availability of curriculum based on Decision of Kasal Number Kep/699/VI/2007 dated 11 June 2007.

2) There are leadership policies that support the learning process.

3) The achievement of educational goals and objectives with learning methods that are carried out continuously with the system *messing* so that all activities are programmed and well controlled.

4) There are work instructions and learning instructions in the form of student manuals/handles to make it easier to carry out their respective roles.

5) The implementation of educational evaluations is getting better every year so that it can be used as a reference in future educational programs.

5.2   Suggestions

Based on the conclusions obtained above, it can be suggested that

a.   With the policy in the field of personnel regarding personnel limitations, it is necessary to utilize the existing personnel in Pusdikbanmin by carrying out BKO

officers to Sebasa who have good English skills for vacant positions while waiting for the Chief of Staff's decision on placement.

b.   Coaching of educators through AA and Micro Teaching training for personnel in the Kodiklatal and organizational structuring of educators both at the Central (Mako) level and at the special Pusdik level which accommodates educators as structural and functional positions, no longer in addition to duties and responsibilities.

c.   Recruitment of students must be based on the results of the selection before the course is carried out, so far between enthusiasts and student seats do not match so that the selection is only a formality, therefore it is necessary to appoint based on a warrant from each unit to take part in the KIBI selection

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