



Effectiveness of Transactional Communication in the Implementation of Collegiate Curriculum (A Case Study at the Christian University of Indonesia)

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ABSTRACT

The interaction between lecturers and students will be effective if delivered through transactional communication so that they can mutually encode and decode what is communicated about learning. In today's development of the era of digital communication technology, students tend to get instant learning resources by using their gadgets instead of communicating with their lecturers. The implementation of collegiate curriculum refers to the Indonesian national qualification framework (KKNI) which will be effective with the student centered learning (SCL) approach. Lecturers act as active facilitators and students are active, mutually meaningful communication occurs so that the application of collegiate curriculum can be effectively achieved. The purpose of this study is to have description about how transactional communication is implemented in achieving learning effectiveness. The research method used is descriptive qualitative with a case study research approach. The research paradigm is constructivism. The theories used are cognitive theory and behavioral theory. The results of the research show that the implementation of the Collegiate Curriculum, namely planning, implementation, learning and learning outcomes are effective by using transactional communication

Keywords: Effectiveness, transactional communication, implementation, curriculum

INTRODUCTION

Colleges are a learning place or means for students in gaining knowledge. It is a pride for students who have the opportunity to study at colleges because studying at colleges requires large funds so that not everyone has the opportunity to study. Therefore, students are required to complete the learning curriculum that is implemented in colleges in a timely manner and with optimal learning outcomes.

The curriculum that applies in colleges must refer to the curriculum set by the Directorate General of Higher Education, namely the Indonesian National Qualifications Framework Collegiate Curriculum (hereinafter abbreviated as KPT KKNI) stipulated by Law No. 12 of 2012 on Higher Education. The implementation of the KKNI KPT will be effective with the Student Centered Learning approach (hereinafter abbreviated as SCL). Students are required to be more active in learning, independent and solving problems by finding creative and innovative solutions.

The position of the lecturers are as facilitators who see and monitor student learning outcomes and communicates them well when students have difficulties in learning. The interaction that mutually encodes and decodes and understanding each other in the classroom can motivate students to study more seriously and the lecturers can achieve the learning target set in the Semester Learning Plan (RPS). The relationship between a lecturer and students take place through communication that is not merely conveying the material and listening to the teaching, but they are required to understand the interaction between them. Thus, good interaction will determine the learning outcomes of effective students in completing their study. The aim of students studying at colleges is to learn and complete the stages of learning timely to level 6 (Undergraduate Program).

Efforts to achieve success in learning are not easy because there are many stages that must be passed by a student such as preparing learning plans, doing assignments both inside and outside the classroom, evaluating what has been and has not been achieved every semester, and whether the learning outcomes are satisfactory or not. That is why KPT KKNI demands the students to study independently or SCL (Student Centered Learning). The communication that occurs between lecturers and students is the key in the delivery of learning material. Communication is not just talking and listening, but also mutually encoding and decoding (Schramm in Deddy Mulyana, 2005). Communication is very important and indispensable for the effectiveness of work in all fields of activity such as the ability of students to analyze situations, develop effective learning strategies, collaborate with colleagues both inside and outside the classroom, receive and present ideas effectively through various communication channels. Like in developed countries such as the United States of America, Japan, Sweden and the United Kingdom, students are involved in work-related communication or information (Ruben, 2006).

The development of digital technology also changes the mindset and ways of working of the students instantly. Students are spoiled with sufficient facilities available through gadgets so that there is a tendency to look for more shortcuts in doing assignments given by lecturers rather than communicating with or asking them directly. Students use gadgets more in completing their learning tasks so that they rarely communicate with their lecturers to ask about learning difficulties they experience because they are directly looking for solutions from gadgets. It is rare for students to ask questions in the classroom because the answers they expect from lecturers, according to them, can be searched on Google. It turns out that without being communicated with the lecturer, there are times when the task done does not meet the criteria as determined by the lecturer. For example, citation sources must be included and required from journals and textbooks while assignments that students work on are only based on copy and paste from Google. The distance of communication between lecturers and students has an impact on learning outcomes that are not optimal. For example, when students meet with lecturers and discuss the results of assignment that has been completed, it turns out there are differences in the meaning of what is

delivered by lecturers in the classroom with what is done by students. Learning outcomes are not optimal because of the different meanings between lecturers and students. Therefore, transactional communication is needed which can be interpreted similarly between lecturers and students so that the *KKNI KPT* can be implemented in effective and successful manner.

Thus, the theoretical problem in this study is how is the effectiveness of Transactional Communication in Implementing the *KKNI KPT*? While the research problems can be described as follows: a) how is Transactional Communication in the planning of *KKNI KPT*?; b) how is Transactional Communication in the implementation of *KPT KKNI*?; c) how is Transactional Communication in the evaluation of *KPT KKNI*?; and d) how is Transactional Communication in the Learning Outcomes?

LITERATURE STUDIES

Along with the development of science and technology, every college is obliged to improve the quality of their graduates to be able to compete and be accepted in the job market. To guarantee the quality of graduates, the government has issued a regulation of the minister of research, technology and higher education of the Republic of Indonesia number 44 of 2015 on national standards of higher education. Article 3 states that that the National Standards of Higher Education aim to: (a) ensure the achievement of higher education goals that play a strategic role in educating the life of the nation, advancing science and technology by applying the value of humanities as well as the culture and sustainable empowerment of the Indonesian nation; (b) ensure that learning in study programs, research, and community service carried out by colleges in all jurisdictions of the Unitary State of the Republic of Indonesia achieves quality in accordance with the criteria set out in the National Standards of Higher Education; and (c) encourage colleges in all jurisdictions of the Unitary State of the Republic of Indonesia to achieve the quality of learning, research, and community service beyond the criteria set in the National Standards of Higher Education in a sustainable manner. Therefore, we need a curriculum that can produce graduates who have the competencies of graduates formulated in the learning outcomes.

Curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials as well as the methods used as guidelines in the implementation of learning activities to achieve certain educational goals (Law No. 20 of 2003). The curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials as well as the methods used as guidelines for the delivery of learning to achieve the goals set (Rusman, 2009; Sihotang, H.,2020). In the curriculum preparation manual, the curriculum is a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments that are used as guidelines for organizing study programs (*KKNI KPT Guidelines*: 2016). Furthermore, the SN-Dikti curriculum stated a set of plans and arrangements regarding graduate learning outcomes, study materials, processes, and assessments used as guidelines for the implementation of study programs (Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015).

The *Universitas Kristen Indonesia* (UKI) was established on 15 October 1953. UKI has 33 Study Programs, consisting of (6) Diploma Three Programs, Undergraduate Programs, and Magister Programs. Since 2015 UKI has implemented the KPT referring to the *KKNI*. So, the collegiate curriculum is developed by every College with reference to the National Higher Education

Standards for each Study Program which includes the development of intellectual intelligence, noble character, and skills. The implementation of the KKNi KPT can be shown by indicators of: (1) planning, (2) implementation, (3) evaluation of learning outcomes, (4) learning outcomes.

KPT KKNi is developed through 8 stages, namely: (1) determination of graduate profiles, (2) formulation of learning outcomes, (3) selection of study materials, (4) competency matrix with study materials, (5) concept of subjects with credits, (6) concept of integration of study materials, (7) curriculum structure, (8) formulation of semester learning plan (RPS).

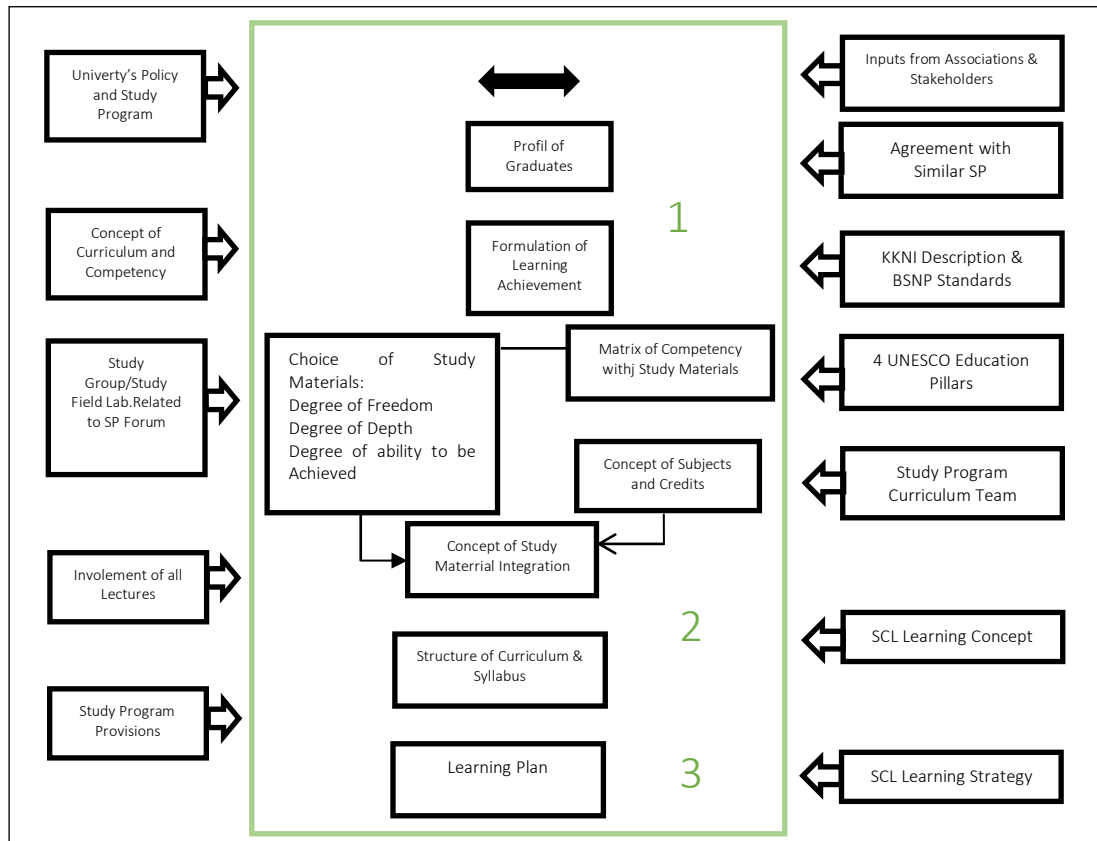


Figure 1: Development stages of KPT KKNi

The graduate profile is determined based on the results of the SWOT analysis and tracer study. The profiles of the graduates can be interpreted as roles that can be performed by graduates in certain fields of expertise or work fields upon completion of their studies. To carry out this role, competence is needed. Determination of competencies must include four elements, namely attitude, knowledge, general skills, and special skills, hereinafter referred to as the learning outcomes of the graduates.

Learning outcomes are abilities acquired through internalization of knowledge, attitude, skills, competencies, and accumulated work experience. Learning outcomes generated by the higher education process refer to the competency standards of the collegiate graduates. The learning outcomes in the aspects of attitude and values as well as general skills are formulated by the

government listed in the national standards of higher education while the learning outcomes in the aspects of knowledge and specific skills are an agreement of a similar study program forum and in accordance with the vision and mission of the collegiate study program itself (Minister of Education and Culture Regulation Number 73 of 2013).

The learning outcomes of graduates can be measured and assessed through subjects. The depth and breadth of the subjects refer to the national standard of higher education and are in accordance with the level set in the KKNI. Higher Education for undergraduate and diploma programs must contain the following subjects: (a) Religion; (b) Pancasila; (c) Civics; and (d) Indonesian language. Colleges are given the authority to develop curriculum in accordance with the program level. The curriculum concept is outlined in the semester learning plan (RPS).

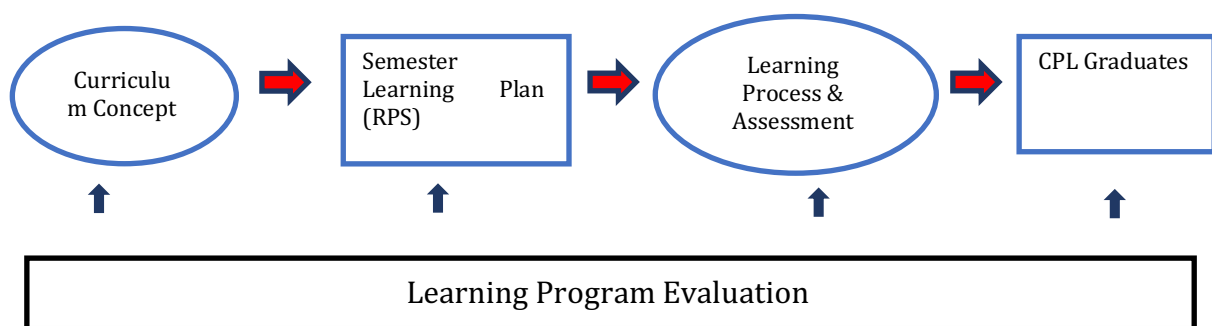


Figure 2: Learning as the Implementation Stages of RPS

The curriculum as outlined in the RPS is implemented through the learning process. The learning uses the student centered learning (SCL) approach. SCL is about how to help students find their own learning styles, understand motivation and master the learning skills that are most suitable for them (Tyas, Sunarto, & Naibaho, 2018). Learning is more a form of overall self-development. The SCL approach can use inquiry learning models, problem-based learning, and project-based learning. The selection of learning models is adjusted to the abilities of students, study materials and learning support facilities. Lecturers as facilitators are required to be more creative and innovative in implementing appropriate learning techniques. Digital classroom is an alternative where technology changes the classroom environment (Oliva Peter F. & William Gordon, 2012). Teachers must be able to change the mindset of conceptualizing learning (Angela Ho, 2001).

Every learning program should be evaluated. Assessment or measurement that aims to make a judgment regarding the level of quality of student performance is called evaluation (Cruicshank, 2014; Nadeak, et al., 2019). Learning assessment fulfills at least two important objectives, namely providing information about learning effectiveness, and information from assessment helps students and lecturers make more accurate determination about what has been learned and their reasons (Jung & Guskey, 2010). The curriculum implementation aligns the learning outcomes, standards, learning, and assessment (Santon, 2019, Murniarti.E,2019). Learning assessment is carried out in stages and assesses the aspects of the learning process and products. Learning assessment can be done with formative and summative tests. The formative test refers to the measurement made during the learning process. The summative test aims to photograph learning achievements and provide feedbacks that can be used to plan effective learning or to change learning. If learning has not achieved the learning objectives, there is still time to make

improvement and enhancement. Meanwhile, the summative test is used to describe the assessment conducted upon completion of the learning. The summative test aims to measure the achieved outcomes at the end of the semester.

Table 1: Characteristics of Formative and Summative Assessment

	Formative	Summative
Goals	To monitor and guide the learning process that is going on.	To measure the success of learning upon completion of learning in a certain period, e.g. end of semester.
Assessment period	During learning process.	End of learning process.
Types, techniques of assessment	Observation, quiz, assignments, worksheets, etc.	Formal tests, projects, papers, etc.
Use of assessment information	To improve and change the process that is going on.	To assess the success of a process and use it to make decisions, e.g. ranks.

Learning outcomes are the competencies possessed by students after following lectures including attitude, knowledge, general skills and special skills. The learning outcomes of the four elements have been integrated in the final grade of the course.

A research was conducted by Siahaan et al about the teaching and learning process with the KKNI-based curriculum in the UKI Faculty of Social Sciences, published in the *Sociae Polites Journal*, finding that the teaching and learning process starts from preparation before entering the classroom by firstly reading the literature from the RPS given by lecturer. Then in the classroom, interaction occurs between the lecturer and students in transferring and receiving knowledge. The implementation of teaching in the classroom is practiced outside the classroom and in field study. In terms of lectures, students meet the targeted of learning outcomes by attending lectures sixteen times. Evaluation of Study Results in terms of GPA, on average students have a GPA of 3.25 and in terms of the facilities and infrastructure available at UKI, at the time of the study, it was still inadequate when compared to the large number of students. The difference in this research is that in this study, what was examined was not the teaching and learning process but the effectiveness of transactional communication in the implementation of the KKNI KPT.

Communication is important for work effectiveness because a career in any fields requires a person's ability to analyze communication situations, develop effective communication strategies, work effectively with others, and receive and present ideas effectively through various communication channels. In many jobs, activities and operations, technical expertise and discipline are closely related to knowledge and communication skills. This is found in many activities such as teaching, management, international business, information science, speeches and others. To perform competently, lecturers need technical and communication skills (Rubent, 2006).

Wilbur Schramm explains that communication at least needs three elements, namely the source, the message, and the destination. The source may be an individual or an organization (radio, television, newspaper). The message may be in the form of ink on paper, sound wave or any interpretable sign. Destination may be an individual who listens, watches, reads or a member of a discussion group, or a lecture listener such as a student. Schram argues that although in communication via radio or telephone the encoder can be a microphone and a decoder is an earphone, in human communication, the source and encoder are one person, while the decoder

and target are another, and the signal is language. To complete a communication act, a message must be encoded.

Between the source and the target, they can encode messages based on the experience they have. If both have the same experience, the communication between them (field of experience) will be more effective. If there is no common experience, then communication is not effective. According to Schramm, everyone in the communication process is both an encoder and decoder. We constantly encode signals from our environment, interpret them and encode something as the result. You receive and also deliver messages. Feedbacks play a very important role in communication because it tells us how our message is transmitted in the form of words, facial nods and so on.

The process of transactional communication can be seen in the figure below (Turner, 2007)

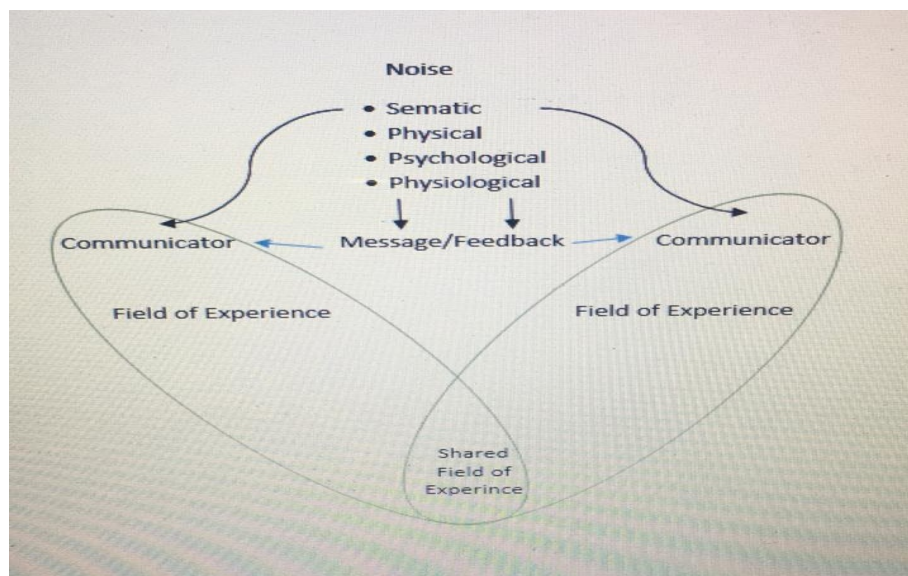


Figure 3: Transactional Communication

Transactional communication underscores the sender and receiver of the message simultaneously in one episode of communication (Nadeak, et al., 2019). Transactional communication means a concurrent process; the sender and receiver are both responsible for the effects and effectiveness of communication (Barnlund, 1970). In linear communication, meaning is sent from one person to another. In the interactional model, meaning is obtained through feedback from the sender and receiver. In the transactional communication model, people construct meaning. Furthermore, what is said during communication is driven by each person's past experiences (West, 2007).

Transactional communication requires us to interpret the message of one another. One message is continuous from the previous message. Therefore there is interdependence among communication components. Changes in one case change another case. Furthermore the transaction model assumes that the message sender and recipient act simultaneously. In other words, communicators negotiate meaning.

RESEARCH METHODOLOGY

The research method used in this study is a qualitative research method because researchers want to find the discovery of meaning and patterns between theory and analysis that are close to field research and the research on history (Babbie, 2011). This study tries to describe and depict the phenomena that occur as they are (Mappiare, 2009). This research approach uses case studies because it is a specific student activity and is called a case. According to Louis Smith (1978), case is "a bounded system". In social sciences and human services, the case has operational parts, it can be aimed even to have a soul (Lincoln, 2009).

The theories used are cognitive theory and behavioral theory. Cognitive Theory: According to Piaget in Cruickshank (2014), a cognitive approach to teaching and learning states that real and concrete life experiences make lasting changes in the brain. The brain must work together so that we can do even the simplest behavior. The more ways information is presented to our brain (visual, auditory, etc.) the richer our memories are (Cruickshank D, R, et al. 2014).

Behavioral Theory: According to Bandura in Cruickshank (2014), we can learn many things by observing others. For observational learning to be effective, students must witness a person's behavior, learn the model being played, imitate the behavior witnessed, and experience reinforcement as a consequence. We know that students tend to imitate people who approach themselves and who are seen as competent (Cruickshank D, R, et.al. 2014).

Research informants were determined using purposive sampling in which the researcher deliberately chose the source of the informants to fit the research case (Babbie, 2011). In this case selected students and lecturers must meet the following requirements: Students have followed the KKNi curriculum, lecturers have taught with the KKNi curriculum. Students have attended lectures for a minimum of 16 weeks and lecturers have taught at least 16 meetings. In this study, the informants were students of the Christian University of Indonesia consisting of students and permanent lecturers in the Faculty of Teaching and Education, the Faculty of Economics and Business, the Faculty of Literature, the Faculty of Engineering, the Faculty of Medicine, the Faculty of Law, and the Faculty of Social Sciences and Politics.

Data Collection: According to Creswell, in a research of case studies, the data can be collected through many sources of information such as: in-depth interview, interview, observation, documents, and audio visual materials (Creswell, 2007). Documents as data sources are documents on the results of internal quality audits (AMI) related to national education standards.

Data analysis in this research was carried out by solving, separating, and dismantling the research material in the form of units, pieces, elements or units. (Boeijie, 2010). In this research, the data analysis is descriptive analysis, starting from data collection, data reduction, data presentation, and drawing conclusions. Interpretation of data arises from the ability of researchers to the ability to live and understand the feelings of others or called empathy. This method interprets others by means of an intuitive understanding of the symbolic relationships that are obtained through seizing the perspective of the person being investigated.

RESULTS AND DISCUSSION

Based on the data obtained from the Academic Development and Evaluation Bureau and through the data obtained from the head of the undergraduate study program, the average availability and suitability of semester learning plan (RPS) components (RPS) with the KKNi KPT are 73.8%, and 26.2% are not suitable. This happens because honorary lecturers do not understand the changes in regulations that are very dynamic, they are still difficult to change accordingly. The lecturer prepares RPS for students when planning learning during the sixteen meetings delivered at the beginning of the lecture. At the beginning of this lecture the lecturer communicates to students what are the rights and obligations of students in undergoing lectures for one semester. The interactions that occur between the lecturer and the students must be encoded and decoded by each communicator both by the lecturer and the students. What students have to do while attending lectures is well communicated by the lecturer. Explanation or giving a good and unambiguous message makes it easy for students to understand what is taught by the lecturer. If it is associated with cognitive theory, the more information we hear and we pay attention to during the teaching and learning process, of course our brain would store the knowledge obtained from the lecturer. Likewise, if it is associated with behavioral theory, in order to make the teaching and learning process effective, the lecturer can imitate or see the behavior of others, that is, how the lecturer motivates students in learning through student center learning, to trigger students to learn effectively.

The implementation of *KKNi KPT* is the process of teaching for sixteen meetings starting from the beginning of the lecture until the end of the lecture in one semester which can be seen from the process of students participating in learning. Based on the data obtained from the minutes of lectures, the lecturers act as facilitators, students actively explore lecture materials through reference books and the internet using gadgets. The lectures are held for 16 weeks in accordance with the national education standards. Lecturers have implemented learning with a student centered learning approach. Learning methods vary, namely the method of discussion, inquiry learning, problem-based learning, etc. Inquiry learning is where students find answers. Problem-based learning method is when the lecturer gives problems to students to be discussed in groups and presented to ensure that the results are correct. For example, listening, observing, doing and presenting lecture materials, participating in FGDs, field studies and laboratories.

Communication between the lecturer and the students is highly prioritized to consistently strengthen the importance of certain communication competencies on campus as one of the keys to success in learning outcomes. Understanding and interpreting each other's interactions between the lecturer and the students is one of the benchmarks for the success of each communicator. In addition to integrity, the act of listening, paying attention and interpreting verbal messages from others, is the second factor for achieving one's success (Ruben, 2013).

In this analysis, if it is associated with the cognitive theory, there is a common view and a shared experience between the lecturer and the students to mutually understand rights and obligations in the form of explanation about the learning process that must be done by the students. After seeing the teaching and learning process for sixteen weeks, students would learn the model or method that will be carried out with the consequences of changes in the way of learning and interacting between the lecturer and the students.

To ensure the implementation of learning as planned, an evaluation is carried out for both the lecturers and the students' achievements. Evaluation is carried out on lecturers to ensure that they teach with a student center learning approach, lecturers as facilitators and students actively explore. The learning of students is evaluated to ensure that they achieve learning goals as measured by the semester achievement index. The performance of lecturers in the learning process is assessed by students, through instructional learning and quality index (ILQI) instruments consisting of the following indicators: (a) teaching methods, (b) the lecturer's personality and discipline, and (c) evaluation of learning. Based on the data obtained from the Quality Assurance Agency, ILQI results are presented below. In accordance with the cognitive theory that students will remember and understand that the center learning center must come from the students themselves who can be seen and observed from the attitude of the lecturer who is only a facilitator in the classroom. Changes in behavior to stay motivated to do what is needed by the students themselves becomes the responsibility of the students.

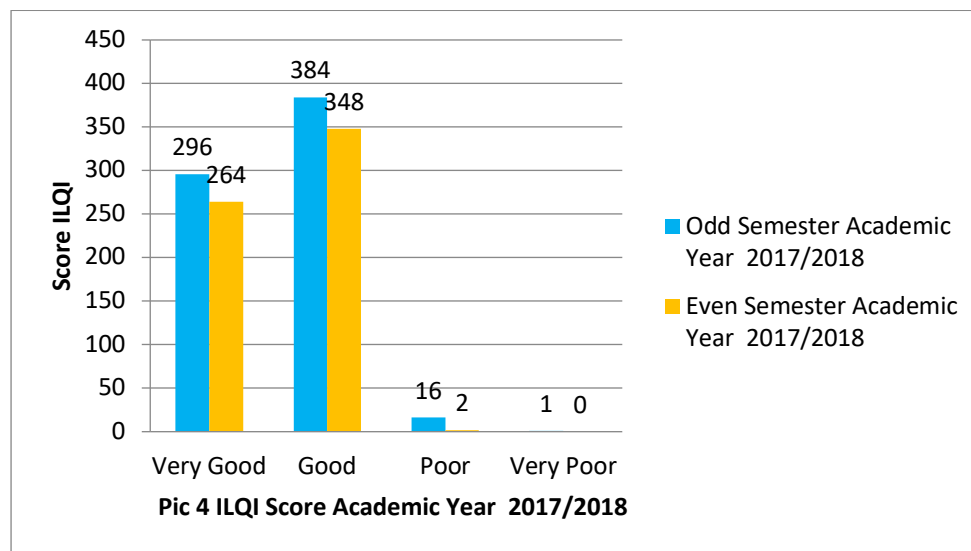


Figure 4: ILQI Values in Odd and Even Semesters of the Academic Year of 2017/2018

Figure 4 on the odd semester shows that out of 697 subjects assessed about how lecturers carry out learning, there are 296 (42.5%) lecturers carry out very well learning, 384 (55.1%) lecturers teach well, 16 (2.3%) lecturers teach poorly, and there is 1 (0.14%) lecturer teaching very badly. Lecturers who teach very well are given rewards in the form of announcements and given certificates as well as being an indicator of bonus grant at the end of the year. Lecturers who teach well continue to be motivated by the Head of Study Program and the Dean to always improve the quality of learning. Lecturers who get poor grades are motivated and reminded so that the next semester their grades can be improved. The lecturer who got very bad assessment although only one person was a concern. If that happens to a honorary lecturer, then the lecturer is not scheduled to return for the next semester. If a permanent lecturer has a poor or very bad assessment, they will not be allowed to become independent lecturers, but to become teaching team members with the assistance of other lecturers.

Figure 4 on the even semester shows that out of 614 subjects assessed about how lecturers carry out learning, there are 264 (43%) lecturers implement learning very well and 348 (56.7%)

lecturers teach well, 2 (0.3%). Lecturers who teach very well are given rewards in the form of announcements and given certificates as well as being an indicator of bonus grant at the end of the year. Lecturers who teach well continue to be motivated by the Head of Study Program and the Dean to always improve the quality of learning. Lecturers who get poor grades are motivated and reminded so that the next semester their grades can be improved.

Evaluation of lectures is carried out in stages at each face-to-face meeting with students either through direct interaction or through work assigned by the lecturer to students. For example, the depth of presentation material or the material discussed with RPS material, the seriousness of making presentations with verbal and non-verbal communication of students. Overlapping of interest and overlapping of experience from lecturers and students determine the success of curriculum implementation. The greater the similarity of knowledge and the similarity of experiences of lecturers and students, the more effective learning outcomes achieved by students. Therefore, the common understanding of the material discussed is crucial to student success.

Learning outcomes can be seen from the percentage of student graduation where each student can graduate with a specified number of semesters and with a satisfactory GPA. From the results of data processing, the average IPS of students from various faculties in the Academic Year of 2017/2018 varied greatly. Cognitive theory emphasizes the attention, hearing and observation of students during the teaching and learning process, becoming a tool that can be in the form of visual and hearing media so that students know what should be known. Likewise, changes in behavior that occur due to imitation of behavior around the student's environment. The lecturer as a facilitator can be a model who is able to change the behavior of the students so that they would do what the lecturer wants in achieving learning outcomes. The average GPA of students was 3.01 in the odd semester of the Academic Year of 2017/2018 and 3.06 in the even semester. The UKI's average target of at least 3.0 in GPA has been met. This condition is still a concern so that the next semester it can be increased again.

CONCLUSIONS

In every learning process, there should be interaction between the lecturer and the students to have similar understanding in order to have effective overlapping of interest and overlapping of experience between the lecturer and the students during the learning process. Transactional Communication in the Planning of KKNi is seen from the information provided to the students about the availability and suitability of the Semester Learning Plan (RPS) components with the *KPT KKNi* of 78.8%.

Transactional Communication in the Implementation of *KPT KKNi* is seen from the process of ongoing teaching for sixteen meetings. The lecturer acts as a facilitator and the students actively explore the subject matter through reference books, the internet, and gadgets. Transactional Communication in the Evaluation of *KPT KKNi* is measured by the achievement index per semester. The performance of the lecturer in the learning process is assessed by students using the instructional learning and quality index (ILQI) instrument which consists of teaching method, personality, and learning evaluation. Transactional Communication in the learning results is seen from the achievement index of students from various study programs in each faculty, where the GPAs of odd and even semesters of the academic year of 2017/2018 were highly various among students. The average GPA was 3.01 in the odd semester and 3.06 in the even semester.

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