

TEXT CONSTRUCTION OF INDONESIA NEWSPAPERS TOWARD A-12 YEAR MANDATORY EDUCATION ISSUE (FRAMING ANALYSIS STUDY AT KOMPAS AND SINDO DAILY)

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Abstract

Running a-12 year compulsory education program, Indonesia government issuing some policies to support program implementation. Jokowi's administration office is currently undergoing the program as slated in the 2015-2019 of National Mid-Term Development Plan (RPJMN) which aims to provide services, enlargement, and equal opportunity for every citizen to gain a well education until 21 year-old to at least accomplish senior education level. Therefore the engagement from key stakeholders is significantly needed to increase the participation rate of people in accessing education. One of the important role derives from media industry. Media is expected to be responsible for the issue dissemination of a-12 year compulsory education program. Kompas and Koran Sindo are notably local newspapers whose daily column discussing a lot of education issues from across the country. Through this research, will be analyzed how the two newspapers construct the issue of a-12 year compulsory education program based on text from elected articles.

Keywords: *text, a-12 year compulsory education, Kompas, Koran Sindo*

INTRODUCTION

It's a global discourse that human resource development convey an important factor for the success of national development. Improving human resources quality absolutely pondered through a well and sustainably plan. There are several key indicators supporting the improvement of human resources of a nation namely education, welfare, justice and peace. Delivering successively implementation and services in education sector will actually become an ongoing positive description of the advancement of respective nation. Compared to developing countries, developed countries enjoys a better education as they successfully increase the quality of their education with wide-ranging innovations. This self-comprehend has urged education as a primary tool to advance their people and improve its capabilities as well.

The Indonesian government recognizes that left-behind education will make people go no-where. Meanwhile, stupidity will always equal with poverty for country. So, the ultimate strategy to improve people welfare is through equal opportunity in education. Requiring the need, the former regimes of Indonesia government tried to conduct diverse of educational innovation through a compulsory education program. The same concerns reflected by urging minimum education for every citizen to upgrade capability of this nation.

This strategy is driven by an international consensus that education is carry out for all. UNICEF / UNESCO (2007) states that every human being has (1) The right to access education. This means that it must be ensured that education should be available and accessible to everyone. Also, it should be

ensured an equal opportunity to education (equality of opportunity); (2) The right to get an excellence education. This means that every human being has the right to be in an educational environment that is inclusive, safe, friendly (for kids), and healthy; (3) The right to be respected in an educational environment. This means that, especially in the educational environment, every human being is entitled to be respected their rights, including identity as well (religion, tribe, and background).

In fact a compulsory education program historically had been started for two terms. Firstly, a 6-year of basic education compulsory program, announced on May 2, 1984. The second, a 9-year of compulsory education in 2009 (for elementary and junior high school level). Unfortunately, this program did not really perform during four former regimes. Moreover, as of the current global challenges and competition increased tremendously has made government should have prepared Indonesian future-generation more competitive in a global race. In lieu with that the government has launched a-12 year compulsory education program since 2010.

The government has issued a law about a-12 year compulsory education program which should have been implemented since 2013/2014 of academic year. The manifestation of the Act could not be detached from the role of the Minister of Education and Culture whose a great hoping that Indonesian children supposed to enjoy a proper education, by requiring them to participate 12 years of education or until graduating from junior/senior high school. As the next generation, children are expected to catch up all information, science and technology like their friends in other countries.

The Ministry of Education and Culture has initiated implementation of a-12 year compulsory education program since June 2015. The ministry gained educational budget in APBN 2016 amounting to Rp 49.23 billion. The total budget ceiling for education purpose of 2016 set up until Rp 424.25 billion disbursed for several ministries. Meanwhile, the state budget allocated Rp 7,9 billion specifically for a-12 year compulsory education implementation in 2016. The amount will be prioritized for the infrastructure procurement for compulsory education, and it became the highest budget belong to ministry within un-tied spending post in overall 2016 budget. Minister of Education and Culture, Anies Baswedan expressed that the initial phase would increase number of group learning from the current 50,000, to 150,000 group, especially for junior and senior high school students. So far, the bottle neck in declining number of student across the country is from secondary level. Not only that, ministry also launched several targets in the education sector, such as the availability of libraries in all schools (100%) in 2019.

A number of other targets to be achieved by 2019 through a-12 year education program is the number of high school unit in Indonesia as many as 14,311 schools with a ratio of 386 students per school. Whereas today's ratio is 361 students /school having 12.329 senior high school units. As of 2014 data, showed the number of high school teachers is 346.751 people with a ratio of 14.5 students per teacher. Meanwhile 2019's target will be 358.459 teachers with a ratio of 15.4 students /teacher. For school library, the number of the current library is 9,750 units with a 79 percent of ownership level. It will be targeted that whole of 14 311 existing schools (100 percent) will have libraries in 2019.

In running the program, government unable to be a single player. Besides collaborate with local government, support from other stakeholders of education sector becomes very important to successfully fulfill people's right about education. One of the perceived support is coming from the tasks of mass media. As one of the key pillars of democracy, mass media facilitates all information from government to people. This function should be optimally utilized in order to increase public awareness among targeted people. Increased public awareness will boost number of people participation in the a-12 year education campaign.

To construct its content, mass media sometimes positions itself on three things, among others, first is their support to capitalism. As noticed, media often used by the capital forces as a cash and capital machine through its news deliverables. The second position is their partiality support to public. The media seemed living the same life with audience in the form of sympathy, empathy and a wide range of participation to the community, but in the end keep "sell the news" and rise its rating for the benefit of the capitalist or the capital owners. Alignments to the public interest is the last media position. This form of allies is a real sense of vision for any mass media, although lately that vision never showed its true identity, yet slogans about vision remains there. (Bungin, 2008: 196-197).

Issue on a-12 year of compulsory education should have become an important discourse both for public and media. The later, expected to put this issue into their headlines. The question then is how the media portrays this program? Do journalists tell the story objectively? Or on the other hand whether the government is seriously making benefit the media to convey the desired message? How's the reality constructed through its article? In line with the practice of construction reality, the news is seen as not something neutral and considered as public sphere of various contradictory point of view within society. Otherwise, media as the space where dominant group spread its influence by marginalizing other minor groups is a construction of reality itself.

News or article in the social construction point of view is not a real fact. News, including the implementation of a-12 year compulsory education is a product interaction between journalists and facts. Social reality is not merely becoming news but must go through the process. Among others is process internalization within internal and the process to socialize a-12 year compulsory education campaign. In this case when looking at the facts directly absorbed into its consciousness. Then the next process is the externalization process. At this process, reporter fall themselves to define the meaning of reality. Reporters when making the news about a-12 year compulsory education program later interpret it as a news. Results of news is the product of a process of interaction and dialectic. Berger (1990: 33-50) states in his concept confirms that reality construction formed not only of how journalists perceive reality but how the political life lives within the media office.

The political system applied by particular countries determining the mechanism of mass media work and then affect the way of media construct reality. In line with that, Ibnu Hamad (2004: 10) says that due to the nature and the fact they have, mass media editorial task is to tell events, it is no exaggeration that the entire media is a reality that has been constructed. No wonder, construction of reality in each media will be different, despite the same of reality fact. How to construct reality of this fact depends on editorial policy based on political references of the media. Unfortunately, a number of media in Indonesia experienced confusion when assembling and doing framing news about 12-year compulsory education. From the academic side, this is why the study is very important. Mass media could be expected to construct and represent the reality of education quality which that is currently associated with ideology owned by media and other influence factors.

THEORITICAL REVIEW

Education is all stakeholder's responsibility. In regard with that, government should socialize the program so that people will know their right for education. Unfortunately, in fact people still have less understanding about government's plan to date. The education program will be fully supported by all group as long as they no longer charged with financial issue. As a leading sector, the Ministry of Education and Culture responsible for all forms of socialization carried out to the community.

One of the most considerably effective of socialization is through mass media. As of their tasks or areas of activity, media in turn will perform and contribute. It means that the activity of a-12 year compulsory education might be better known, understood and addressed because of coverage

from media. In other words, the speed, acceleration and wide coverage about this program depend on the work of media institutions. At the same level, community will respond the program development rely on the news media as well. So that the mass media creates two dependency: publicity of compulsory education and reportage to the public.

In communications study, media is most often considered for dissemination function of information, but we must remember that many influencing organizations evolve community, including media. In other words, those organizations are important social institutions and being part of a complex matrix of social relations. Hence, media itself shown as center of management function, a set of professional personnel, and technical elements. Media interacts with a wide range of economic factors, social and political factor as well as happening events in the society at large (Heru Praise Winarso, 2005).

Stuart Hall, in his book "Representation: Cultural Representations and signifying Practices (1997: 28) confirms that representation is a process of production and exchange of meaning between humans or between inter-cultures that use images, symbols and language. "Representation is the production of meaning through language, meaning that the production of meaning through language. Language is the most frequently used medium in the production and exchange of meaning through experiences that exist in society. Stuart Hall illustrates that language depicts relationships between encoding and decoding through metaphor production and consumption. The production process includes the process of ideas, meanings, ideologies and social codes, science, technical skills, professional ideologies, institutional knowledge, definitions and various other assumptions, such as moral, cultural, economic, political and spiritual.

According to Stuart Hall, there are three representation approaches, (Hall, 1997: 24-26). The first is a reflective approach, which states that the meaning produced by humans through ideas, media objects and experiences in the community for real. Second, the Intentional approach, that communicator gives unique meaning to each message, both oral and written language. Language is the medium used by speakers to communicate meaning in each applied particular things, specifically called unique.

While the third, constructionist approach, which oversee that the speaker and author, select and define the meaning of message or works (objects) are made. However, instead of the material world (objects) art works and so on leave the meaning but humans who putting the meaning. Meanwhile, in the book "Critical and Cultural Theory" (2004: 83) by Dani Cavallaro, stated that the origin of the word "representation 'itself is ambiguous. From the word of repraesentatio- wherein representation is derived, is associated with praesens comes from the word of praesesse which means "mendahului".

In the rhetoric field, according to Dani Cavallaro (2004: 83) the representation refers to the ability to generate a strong impression to the presence through words and "figure of speech". As Roman Quintilian (in Cavallaro, 2004: 83) puts it, 'representation 'describe the keen of choose and decide, even to make objects that are brilliant and flashy so stimulate the imagination of audience. In the context of news text, the dominance could be a media image toward government represented by the Ministry of Education and Culture. All forms of image carried out only by representing a true event that really happened converted to text by choosing words and sentences. One of the most important agencies to define group is media. For that reason media indirectly shaping understanding and awareness at the head of the audience about something through continuously news reporting.

The notion of framing, originally expressed by Beterson 1955. Frame, meant as a conceptual structure or element of trust that manages political views, policies and discourses in which provides category standards to appreciate a reality. This framework further developed by Goffman in 1974, which associates frame as a pieces of behavior that guide individuals in reading a reality. In the latest

development, the concept is used to describe the selection process and highlight specific aspects of a reality by the media. On the communications dimension, framing analysis is used to dissect ideologically ways of media when construct facts. This analysis watch over selection strategies, projections and links of facts in the news to make it more meaningful, interesting, memorable in mind, to bring public interpretation regarding appropriate perspective. In short, framing is an approach to find out how the perspective or point of view used by journalists when select and write articles.

METHODOLOGY

This research uses qualitative approach with explanative type, which aims to explain a problem whose clear picture intending to dig furthermore. Analysis technique of this research using the framing analysis, an analysis to view discourse as a result of social construction. Data sources of this study obtained from primary data. Data collection technique is conducted in ways as follows: primary data is the main target of analysis derived from textual data from articles at Kompas and Koran Sindo. The author chose news related with a- 12-year compulsory education issue. Despite to sharpen primary data analysis, secondary data can be used as support or comparison sources. The data obtained by looking for information from books and other writings related to this research.

RESULTS AND DISCUSSION

Indonesia mass media has yet to prioritize the issue of a-12 year of compulsory education as a major issue in their editorial policy. This can be seen with the absence of this issue as main headline on the front page. Not stopping there, based on monitoring conducted over six months, from July 2016 to December 2016, only few articles of compulsory edition written by national media. Kompas and Koran Sindo are one of two newspapers which more wrote this issue during the research period. Researcher raised two issues of 12-year compulsory education which equally published in Kompas and Koran Sindo. By raising the same issue, the analysis of the text can be balanced and contextual.

Issue / Event 1: 2016 Educational Budget

After government announced the educational budget for 2016, a number of reactions arose concerning the amount and budget allocation. Moreover, related with educational budget post that will be used for a 12- year compulsory education program implementation committed by government to conduct at soonest. Various reaction both from the government, parliament, civil-society and so on. Wide range of pros and cons is also responded by mass media through media coverage and articles discussing educational budget allocation.

Media have a specific strategy to rise this discourse reporting every event. Through different frames, media tried to gather facts, how to manage the result of interviews, which further how media write and place it into their page or tv station. Kompas specifically choose the utilization of education budget worth Rp 7.96 billion for a-12 year compulsory education program as the most important issue. In assembling the article, Kompas set up critical construction against educational allocation plan through an article titled: Educational Function Budget, a 12 Year Compulsory Education Expanded

From the syntactic analysis, headline or title showed how Kompas has a critic tone over educational budget function addressed to expand compulsory education access. Lead this article shows that the Kompas chose government plan to pour a budget of Rp 7.96 trillion as the most important issue. This selection is supported by explanations budget utilization for the fulfillment of the infrastructure at the level of senior high school /senior vocational school, including for the School Operational Ad.

In the text of article, Kompas interviewed two resource persons, representing both government and civil society, the Minister of Education and Culture Anies Baswedan and Deputy Coordinator of Indonesia Corruption Watch Ade Irawan. There are different point of view raised by Kompas from each resource person. Anies Baswedan as government representatives tried to explain the designation of the budget over the next five years. This can be seen from the statement cited from Anies Baswedan. While Ade Irawan of the ICW criticized the budget amount owned by the government from a different angle. According to him, budget is less clear for each item budgeting. It can be examined on the following statement:

"Current budget educational function is like a garbage can. All of educational things there, so it looks very big".

Interview with above speakers was structured into two consecutive paragraphs direct quote for each resource. Paragraphs containing interviews with government representatives, Anies Baswedan placed at the beginning. In addition to the direct quotation, Kompas also provides three supporting paragraphs to explain the interview with the Minister of Education and Culture. Excerpts of interviews with ICW representatives placed after serving with Anies Baswedan completed. Kompas also provides two direct quotations and a second explanatory statement paragraph made by Ade Irawan of the ICW. In terms of script, the way journalist convey this issue is considered incomplete. It can be seen from the less of the completeness of the opinion of speakers, namely where informants were interviewed. While there, what does he think (what), who argue about compulsory education budget, why they think like that, and how the content explanation of each speaker and when the interview occurred.

From the thematic structure, this news brings two major themes to be conveyed to the reader. First, the planning of Rp 7.96 trillion to accelerate the compulsory program. Opinion was supported by arguments from Minister of Education and Culture explained that the designation of the budget will be implemented over the next five years. The second theme, critics on budgetary education fund voiced by ICW. He stated that the budget figures issued by government considered less effective. This issue is explained in detail by Kompas using the word "dustbin" quoted from Ade Irawan, ICW. Framing by Kompas can be seen from title saying that Education Functional Budget, A-12 year Compulsory Education Access Expanded. It is also supported by emphases on rhetorical aspects. Rhetoric is used by labeling economic strata, the mentioning of "dropouts" wanted to describe the size of the group of children not continue the next education level in school.

In addition there is also authority label persona of resource persons, namely the words "Minister of Education and Culture" on Anies Baswedan and "Deputy Coordinator of Indonesia Corruption Watch" on Ade Irawan. While the Koran Sindo, critically express on the budget education function to prioritize the completion of the a-12 year of compulsory education program. Title of this article which analyze the issue, namely Education Budget 2016, Prioritize to accomplish a-12 year compulsory program. From the syntactic analysis, headline or title explained a negative tone toward education budget to be prioritized for the completion of a-12 year compulsory education program.

The lead shows how Koran Sindo wants to emphasize his boldness in criticizing the budget changes for education sector under Joko Widodo's regime. This critic could be read from the framing of the title selection using the word "Priority" and "Finish" are addressed to be considered by the government, or the Ministry of Education and Culture. Furthermore, Koran Sindo use the word "reduce" in the lead of article. The word "reduce" could mean that the government allocate the education budget is smaller than the previous period. The use of this word also indicates position of how Koran Sindo against with educational policy by government.

In the text of article, Koran Sindo interviewed two persons, namely the Minister of Education and Culture, Anies Baswedan and Vice Chairman of Commission X, Ridwan Hisham. Each speaker provides a different view of the issues framing by government against the size of education budget of a-12 year compulsory education. Anies Baswedan as government representatives stated that the decline is not due to low absorption, but more funds are transferred to region. One of them is for a-12 year of compulsory education worth Rp7,9 billion. Allocation budget for compulsory education aimed to prioritize classrooms building or new schools and the rest to give training and mentoring for teachers.

In the meantime, Koran Sindo also conducted interview with national figure who criticized government policy in budget allocation for compulsory education program in 2016. Resource persons selected, namely the Vice Chairman of Commission X, Ridwan Hisham. Interview all resource person structured into two paragraphs are not sequential. Paragraph whose contents interview with Anies Baswedan placed at the beginning. After the interview excerpts, Koran Sindo also complete with five paragraphs supporting the claim of Anies Baswedan. Interview with Hisham Ridwan placed on the final paragraph. The content of interview urged the government to prioritize teacher certification issue this year within a-12-year compulsory education program. Moreover, the teacher certification mandated by legislation, if not fulfilled, would violate the constitution.

In terms of script, the way journalists convey this issue is incomplete. Completeness of scripts can be seen from what he thought (what), who argue about budget issues of compulsory education (Who), why they think like that (why), when and where resource persons interviewed (when and where), and how the content explanation of each speaker (how). In this article, incompleteness of the information on the Vice Chairman of Commission X Ridwan Hisham having no when and where the interview is carried out (When and Where). As for the interview with Anies Baswedan completeness has been fulfilled.

From the thematic structure, this article conveyed three sub-themes to the reader. First, the educational budget reduction of Ministry of Education and Culture (Kemendikbud) for 2016 amounted to Rp7,9 billion. Such funds will be allocated for the compulsory education program. Of the total budget amounted to Rp424,25 trillion in 2016, Ministry only accept Rp49,2 trillion. This figure is less than budget received last year amounted Rp53,2 trillion. The second theme, discuss about budget allocation for education given to region. This issue can be seen from the request of President Joko Widodo who mandates the educational funds should be transferred so region will contribute to build their respective education sector. The third theme, about the critics from Ridwan Hasyim stating that compulsory education should put highest priority for teacher certification. He also expressed that education budget remains unclear. Framing device used in this theme is the conjunction word "but". With this writing, Koran Sindo wants to clarify that the two became casuistic between one sentences to each other. Rhetoric aspect used labeling for the economic strata, the notion of "the outermost regions, lagging and leading (3T)" and "hinterland". The mention of these labels wanted to explain that the characteristics of geographical condition In Indonesia is a challenge to make equitable distribution of education funds for all provinces. In addition there is also authority label of persons, namely there are the words "Minister" on Anies Baswedan, "President" on Joko Widodo and "Vice-Chairman of the House of Representatives" on Ridwan Hasyim.

Issue / Event 2: Law of A-12 Year Compulsory Education 12

Both Kompas and the Koran Sindo equally wrote about needs for a device to implement a 12-year compulsory education program. Each daily saw that powerful legal tools are things that should be held to push commitment of all region. Unfortunately, up to now, current situation seen the opposite.

Therefore the two newspapers oversee that the implementation is still far from ideal. Kompas strongly voiced about this legal device through article titled A-12 Year Compulsory Education still Terrible. Law and Infrastructure Not Fully Ready. Choosing a title that directly mention the word "Umbrella Law" seemed to influence reader to agree with main problems faced, including the absence of clarity rules. Arguments problems that arise in the title is also strengthened by the selection of lead in the article.

From the syntactic analysis, headline or title that is displayed by Kompas shows a negative tone on the education budget function for the expansion of compulsory education access. Lead this article shows how Kompas take main point of view about lack commitment of all regions to carry out a-12 year compulsory education. This point of view gave emphasis that education is the right of every child in Indonesia. Unfortunately, current conditions have not shown the desired through some examples raised by this article.

In the text of article, Kompas interviewed four speakers. There are two speakers who criticize clarity of educational funds usage. Meanwhile, two other speakers explained about the activities undertaken by the government.

Selection of such resource persons can be interpreted that Kompas would like to indicate the issue of compulsory education budget have got significantly legitimacy from their respective sources. Government groups represented by Anies Baswedan and Thamrin Kasman of Kemendikbud and civil society organization represented by AE Priono of LP3ES and Ade Irawan (ICW). Interview all resource persons above by Kompas organized into four successive paragraphs. Excerpts interviews with AE Priono and Ade Irawan placed earlier. While excerpts interviews with Anies Baswedan and Thamrin Kasman written next.

In terms of script, the way journalists convey this issue is considered fairly complete. This can be seen from the completeness of opinion of the resource persons, namely what does he think (what), who said about compulsory education budget issues (Who), why they think like that (why), when and where resource persons interviewed (when and where) , as well as how content explanation of each resource persons (how). In this way, Kompas wanted to emphasize that the argument of each speaker can be accurately tested to the reader.

From the thematic structure, this news brings two sub themes to be conveyed to the reader. First, the need for legal protection against the commitment of the region in realizing compulsory education program. That opinion is supported by arguments stated by AE Priono and Ade Irawan saying that many regions are less committed. The second sub theme, how government post budget for compulsory education to 12 years. This issue can be seen from quote by resource person, Anies Baswedan. This figures stated government obliged was to meet supplies through open all access. This issue is fairly detail explained by Kompas using the word "how". Framing by Kompas which reflected from its title: The Educational Budget Function, Access of Compulsory Program Expanded also supported by emphases on rhetorical aspects. Rhetoric used for labeling the economic strata, namely the notion of "free", "poor" and "dropout". These strata labels wanted to explain poor society groups expecting equalization of compulsory program.

There are also authority labels of resource persons, as follow: "Executive Director LP3ES" for AE Priono, "Director of the ICW" for Ade Irawan and "Minister of Education and Culture" for Anies Baswedan and "Secretary of the Directorate General of Primary and Secondary Education " for Thamrin Kasman. Koran Sindo pick this issue with more provocative title: A Compulsory Education Roadmap Not Ready. From the syntactic analysis, headline or title that is displayed by Koran Sindo showed negative tone constraints of a-12 compulsory education implementation, including legal instruments.

Lead this article shows how Koran Sindo wants to emphasize its boldness in criticizing the compulsory education's program planning. The critics easily read since the framing of selected title which use the word "Not Ready" emphasis related with a 12 year compulsory education blueprint still under discussion. Furthermore, Koran Sindo also use the word "promised" in the lead of article. The word "promised" could mean that the government must fulfill promise uttered by Joko Widodo during his campaign in the field of education.

In the meantime, Koran Sindo also conducted interviews with figures who criticize government policy over compulsory education budget allocation for 2016. Resource person were selected namely Ade Irawan of the ICW who stated that the current educational allocation is 20% of the state budget and nominal very big indeed. However, allocation of that mostly goes to pay salaries so reduce budget allocations to meet the needs of infrastructure and other needs of community that can be direct sensed. While education observer, Donny Koesoema warned that government and parliament should have become the key success for a-12 year compulsory education program. Interview with Ade Irawan placed after Anies Baswedan. Content of interview related to a mess up budget allocations for education. Ade's statemen supported by the explanatory paragraph. Lastly, Donny Koesoema' words placed at the end of the paragraph. How journalist arranged this interview structure into article shows how Koran Sindo try to construct of government readiness to implement a-12 year compulsory education program.

In terms of script, the way journalists wrote this issue is incomplete. Completeness of scripts can be seen from what he thought (what), who talked about a 12 year compulsory education 12 Years, why they think like that (why), when and where resource persons interviewed (when and where), and how the content explanation from each speaker (how). In this article the completeness of information regarding the time and location of the interview (When and Where) less detailed. As for the interview with Anies Baswedan, completeness has been fulfilled.

From the thematic structure, this news has three sub themes to be conveyed to readers. First, the preparation of a-12 year compulsory education roadmap. Opinion was reinforced by arguments submitted by Anies Baswedan which describes some of the devices are set up towards a-12 year education program, among other is legal instruments. The second theme is on inaccurately allocation of educational budget prepared by government. This issue can be seen from the excerpts of interviews with Ade Irawan of the ICW. This issue is explained fairly detail by Koran Sindo using the word "but" and "reduce", which means there is a political problem in education budget.

The third theme, Donny Koesoema said that the role of government and parliament is very vital in the implementation of compulsory education. Framing device used in this theme is the conjunction word of "and". By writing like that, Koran Sindo wants to clarify that both parties has key success factors in this program. Koran Sindo's frame: Roadmap of a 12-years Not Ready is also reinforced by emphases on rhetorical aspects. The used rhetoric is to label the economic strata, namely the mention of "junior high school graduates". The mention of these strata label aimed to explain the characteristics of the students' in general economic difficulties to pursue higher education. In addition there is also authority label, namely for the words of "minister" in Anies Baswedan, "ICW Director" and "Education Observer".

CONCLUSION

As result of framing analysis of the two articles published in Kompas and Koran Sindo, several conclusion as follow:

During the research period, July 2015 -December 2015, Kompas and Koran Sindo never put issue of a 12 year compulsory education as the main headline on the front page. They only wrote for regular articles inside.

Having no a 12-year compulsory education issue into the headlines of national media influenced by less socialization by Ministry of Education as the leading sector to increase public awareness through media and public.

Both Kompas and Koran Sindo decide to criticize government policy regarding the implementation of a-12 year compulsory education program.

From the schematic aspect of both studied articles, Kompas and the Koran Sindo have constructed content to affect reader since the title selection to the leads that clarify the title. Kompas spelled out the most complete in constructing content of the text with enrichment of deeper discussion deeper than Koran Sindo. In some findings, Koran Sindo considered less keen to provide enough information in the article.

Reviewing the script aspect, Kompas and Koran Sindo presenting several speakers from government and non-government side to strengthen the argument for a 12-year compulsory education discourse. Each newspaper contradicting each arguments of both sides to bring the problems

While from the theme aspect, Kompas and Koran Sindo raised several sub issues of discussion in every article. Some of these sub issues become framing to support the contents of a selected article.

Lastly from rhetorical aspect, Kompas and Koran Sindo also present a variety of label or metaphor as a depiction of conditions that occur to the reader. These Metaphor further explain the comparison in the community from many aspects such as socio-economic status or the authority power in education sector in Indonesia.

SUGGESTION

In order to complement this research, further research is recommended to use a different methodology to gain different overview. With many studies conducted will serve as valuable input to the government and relevant stakeholders to develop a 12-year compulsory education program in the country.

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