POWER DISTANCE BETWEEN TEACHER AND STUDENTS IN LEARNING PROCESS BASED ON CURRICULUM 2013

Dina Sekar Vusparatih

Marketing Communication, Faculty of Economic and Communication, Bina Nusantara University
Jl. K. H Syahdan No 9, Palmerah, Jakarta 11480, Indonesia
dinasekar@binus.ac.id

ABSTRACT

This study talked the high power distance level between teachers and students in Indonesian society, especially in public schools. Creating two-way communication in intercultural communication that had high power distance will be a big challenge for teachers. This study used the qualitative method and the case study in of SDN Babakan 02, Setu, South Tangerang. It would see how the teacher's efforts in reducing the power distance that was in the learning process when the implementation of Curriculum 2013. Using in-depth interview and observation technique, all data needed was collected. In the end, this research has captured that teachers still need to know more about the Curriculum 2013. To share power distance as part of the curriculum is still difficult since the teachers do not have same understanding and perspective about K13.

Keyword: Curriculum, Intercultural Communication, Power Distance

INTRODUCTION

In the academic year of 2013/2014, the government introduced a new curriculum called the Curriculum 2013 as a substitute for KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006. But the process of the start of this new curriculum is full of noise because the socialization time was very narrow and impressed imposed that no more than a year. When the curriculum began in selected schools, many teachers complained that the method of the new curriculum was much different from the previous curriculum. But after the rigorous world of education due to the new curriculum, suddenly with the new President, Jokowi, Curriculum 2013 suspended and schools that have been running requested back to KTSP 2006. Not had time to breathe relief, appeared again the news that starting academic year 2016/2017, The 2013 Curriculum is re-mandated.

Curriculum 2013 is the latest curriculum introduced by the government in 2013. Based on Law of National Education System No. 20 of 2003 (Republik Indonesia, 2003), the educated man who believes and cautious to God Almighty has a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Then reinforced by Permendikbud No. 54 in 2013 (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2013), the government cancels Permendiknas No. 23 of 2006 on Graduate Competency Standards/Standar Kompetensi Lulusan (SKL) for Basic and Secondary Education Unit (Menteri Pendidikan Nasional Republik Indonesia, 2006). SKL cancellation in 2006 is a step to move to a new curriculum that is the curriculum 2013.

Minister of Education for the period of 2009 - 2014, Prof. Dr. Ir. Muhammad Nuh on various occasions has stated that the 2013 curriculum has been designed in such a way that students are able to achieve the main competencies, namely attitude, knowledge, and skills (affective, cognitive, and psychomotor) (Rokhman, 2013). Furthermore, Muhammad Nuh also explains in the draft of the

Curriculum 2013 issued in November 2012, the change of learning process and assessment process. The learning process in question is the students are not told but to find out. Changes also occur in the assessment process where it is no longer output-based but become process-based and output-based. The effects of the changes in the learning process and the assessment process require a student-centered learning process to create an active learning environment (Enny, 2013).

Compared to the habits that occur in the classroom, Curriculum 2013 is a competency-based curriculum, "outcomes-based curriculum" therefore development is formulated in the Graduate Competency Standards (SKL). Enny (2013) has said that of the nine competencies in the future that must be owned by students in Indonesia, a first competence is the communication.

The real communication is a two-way communication, not one-way communication as it has been so far; teacher talks and students hear. There is no big opportunity that students have to ask or perhaps refute the teacher, even can be said that it tends to be passive. Students are accustomed to fearing the teacher, and the reflection of the fear can be seen by the students say yes to all the information from the teacher and always think that teacher is never wrong.

The culture of teachers are allowed to smoke in school environments is a clear example that only teachers may forbid students to smoke but students should not admonish teachers who smoke in school environments. Certainly in a private school environment, rarely or even no view of teachers are smoking in the school environment is due to the management of private schools or school owners who forbid for the image of the school. In Private schools, teachers according to the rules are the employees who are paid directly by the school owner, so there is no other choice but follow instead. So where is the two-way communication going?

In terms of teachers, curriculum 2013 also changes the role of the teacher in the classroom becomes a facilitator, so that no longer the only center in the class information. One-way communication methods such as speaking in front of the classroom or dictating are no longer appropriate. Creating a more interactive classroom where students are more actively talking and looking for a variety of information from various sources to be implemented in the curriculum 2013 as the function and role of teachers (Vusparatih, 2014).

It is said that what students find can be defined by themselves who should try to find various information not as before where students simply wait to be notified by the teacher. The way of finding out can be through questions, discussions, presentations, reading and various other creative ways, while the teacher no longer speaks alone and becomes the source of all sources. Teachers just become a medium and motivator for students to seek information out there. Teachers should be able to motivate students to ask questions, discuss, express opinions, create an interactive learning environment, provide learning media that can stimulate students to be active in the class both speaking and exploring. In other words, the role of the teacher becomes more of a facilitator in the classroom so that the student becomes more participative (Vusparatih, 2014).

However, some people also say that the difference between KTSP and Curriculum 2013 is only slightly different. Based on two meanings, the definition of curriculum structure in the Curriculum 2013 or KTSP is not much different. The difference is only about understanding. The Curriculum 2013 does not mention the existence of competency standards and basic competencies. However, in Curriculum 2013 there is core competence and basic competencies (Zaini, 2015). Though, in practical basis, the difference is very huge. In order to achieve the basic competence, the teacher should use the different method which becomes student center.

The next arisen question is the teacher ready to share the time and opportunity to talk with the students. Letting students find information and share information, then prepare them as a teacher to be refuted, if possible students turned out to be more aware of the consequences of technological

malfeasance. Not completed until then, teachers must also be able to create stimuli to develop students' thinking and to find out more. Search and stimulus are not limited to textbook books but can be anything that can provide positive feedback. But keep in mind that teachers only prepare the stimulus, but the main actors in the classroom are the students themselves. Active learning and student center are the keywords in Curriculum 2013.

As to Gardner's theory of multiple intelligences, two of the main modes the education system draws on to promote learning are the linguistic and logical-mathematical intelligences, both of which are often taught through didactic teaching methods. However, in order to facilitate clinicians to communicate effectively with others, we need to draw also two other intelligences; interpersonal and intrapersonal intelligence. To enhance these intelligences teaching strategies such as dialogue, role-play, modeling, and experiential learning are required (Curtin and Trace, 2013). Based on Gardner's theory, we can see the soul of Curriculum 2013 comes from, and it only can be achieved through active learning method where students have a chance to speak and express their idea and opinion also looking for information.

But this division of time is not easy. The sharing of time and speaking opportunities between teachers and students in the context of communication is related to Power Distance. According to Hofstede in his explanation of the cultural variables of his research on multinational companies in 66 countries including Indonesia, power distance is one of four cultural variables. According to Hofstede's definition, the power distance is connected with the social acceptance of unequal distribution of the power (Bialas, 2009).

The sample of power distance as a determinant of relation most likely can be seen in an international/foreign organization. The transfer of practices from the home country is more acceptable to host country's employees if its culture is closer to the home country culture. According to this, especially power distance as a determinant of relation, 114 enterprises from different cultures should consider whether transferring the practices will be acceptable for employees in the host country (Bialas, 2009). This fact shows that a low power distance can make the knowledge transfer more acceptable.

Another research about power distance in the organization is also done by Madlock (2012). According to his research, additional findings indicate that power distance, avoidance messages, communication apprehension, and communication satisfaction are all positively related to the job satisfaction and organizational commitment of Mexican employees (Madlock, 2012). By using different perspective, this research shows the close relationship between power distance and communication.

Power distance concept is also being researched in any other issue, such as in marketing field. Yinlong and Mittal (2008) have done the research with the result that consumers with a high degree of confidence in power distance will tend to have lower spending demands than low-trust customers. Furthermore, the effect of power distance confidence on the desire to shop tends to be high when the consumer prefers benefits rather than merely the purpose of pleasure alone (Yinlong and Mittal, 2008). It shows that power distance also influences the demand and trust of the consumers.

Furthermore, Hofstede (1980) explains in more depth the concept of power distance has actually been learned by humans even in families. Parents expect their children to be more respectful and obedient than being treated as human beings. The position as a parent is considered higher than the child so the power distance of the parents is higher than the children (Jandt, 2007). Is high power distance culture also applicable in Indonesia? According to Hofstede's research (1980), Indonesia is in the 8/9 position. This illustrates that Indonesia is ranked in a high power distance. While Austria is the lowest that is ranked in 53 (Jandt, 2007). High power distance rating in Indonesia is inseparable from the influence of the various communities within it that derived from different regions with their

respective cultures. Intercultural communication becomes an important factor in interacting in everyday life in order to gain understanding.

Not only in Indonesia, but high power distance in education also happens in Japan. According to Kasuya (2008), students in Japan are less active and hesitant in conducting communication activities in almost all the lessons, especially in English class. In addition to curriculum or book problems that are insufficient to motivate students to speak, it may also be that teachers are less able to motivate students. But the cultural factors may also affect the lack of student participation in the classroom. The power distance factor of the four dimensions of Hofstede culture becomes the most influential factor in the communication approach among students in Japan and tends to occur in countries in the eastern hemisphere. Teacher occupies a high position in the cultural fabric of society. This leads to a high level of power distance between teachers and students. Therefore, students feel reluctant to be active in the class. To overcome this phenomenon, teachers must understand the importance of active communication in a foreign language class. One way is to use an inductive approach. In addition, teachers are also expected to explain further how important the participation of active communication for students in the classroom (Kasuya, 2008).

If it is linked between power distance and the implementation of Curriculum 2013, then does the teacher want to share power in speaking and giving information to students with equal portion? While as previously explained that teachers in Indonesia are at the high power distance level. Our society still runs a high power distance culture. The older ones are always right than the young. With a high power distance communication culture, whether student center methods can be run in schools as a form of implementation of the Curriculum 2013.

It is said that what students find can be defined by themselves who should try to find various information not as before where students simply wait to be notified by the teacher. The way of finding out can be through questions, discussions, presentations, reading and various other creative ways, while the teacher no longer speaks alone and becomes the source of all sources. Teachers just become a medium and motivator for students to seek information out there. Teachers should be able to motivate students to ask questions, discuss, express opinions, create an interactive learning environment, provide learning media that can stimulate students to be active in the class both speaking and exploring. In other words, the role of the teacher becomes more of a facilitator in the classroom so that the student becomes more participative (Vusparatih, 2014).

The new academic year 2016/2017 is already underway. The curriculum 2013 has been revised. Then Curriculum 2013 has been implemented during the School year of 2016/2017. This study uses several theories and concepts as a guide and the basis, such as Intercultural Communication, Power Distance, The Curriculum, and Curriculum 2013.

Jandt (2007) defines intercultural communication as a face-to-face interaction among people of different cultures. While Prof. Sasa Djuarsa tries to quote some definitions of intercultural communication from Sendjaja (1994) that says communications that occur in a condition indicates cultural differences such as language, values, and customs. Intercultural communication refers to a communication phenomenon in which participants have different cultural backgrounds involved in contact with one another, either directly or indirectly (Sendjaja, 1994). From these three definitions, it can be concluded that communication between cultures is communication that occurs between people of different cultures and backgrounds.

Hofstede (1980) identifies four labels of cultural dimensions in Intercultural Communication-Komunikasi Antar Budaya (KAB). Cultural dimensions represent a clear distinction between cultural theories (Neulip, 2006). The four cultural dimensions are (1) Individualism-collectivism, (2) Masculinity-Femininity, (3) Power Distance, (4) Uncertainty Avoidance (Jandt, 2007).

Power distance is connected with the social acceptance of unequal distribution of the power. This inequality can be connected with prestige, wealth, and power. The level of the power distance describes "how the culture tolerates and fosters pecking orders, and how active members try to reduce them". The high power distance societies are characterized by the tolerance for inequality, and the members of such societies agree that power should be unequally shared. The people with higher social position obtain numerous privileges, and it is considered as something right and natural. The low power distance societies are those in which inequality is less tolerated. The privileges are connected with the position that is not easily accepted. In the cultures with low power distance, the independence is more valued than the conformity (Bialas, 2009).

Marsh (2000) has explained that the Curriculum is defined as a documented product in which there are final goals, short-term goals, content, teaching techniques, evaluation and assessment, and learning resources. Sometimes this document is issued officially by the government or an agency where it describes What and How. The curriculum is required for each school year because; (1) Provide a big picture for a school year, (2) Validate standard and accountable teaching to use the standard as a guide, (3) Identify the capabilities and concepts set out in the standards and expertise of directing questions, (4) Reference reaches the appraisal unit, (5) Provide a list of the existing resources and materials as a whole, (6) Provide support and consistency at every level and strengthen team work, (7) Promote the articulation from level to next level, (8) Act as a marketing and communication tool.

Curriculum 2013 is a competency-based curriculum, outcomes-based curriculum; therefore development is formulated in Graduate Competency Standards (Enny, 2013). Of the nine competencies in the future that must be owned by the students of Indonesia. The first competence is the competence to communicate. To support the achievement of these competencies, the learning process must also change. Some of the rational reasons why the Curriculum 2013 is judged better, as presented by Ministry of Education in the 2013 Curriculum draft issued in November 2012, is a change in the learning process and assessment process. The learning process, the students are not told but find out. Changes also occur in the assessment process where it is no longer output-based but become process-based and output-based.

The effect of the change from the side of the learning process and this assessment requires a student-centered learning process to create an active learning environment (Vusparatih, 2014). Meanwhile, to create an active learner requires more effort. Active student learning process takes longer time from learning process of delivering information because learners need the practice to do observation, ask, associate, and communicate (Rokhman, 2013).

METHODS

With an interpretive paradigm, then the most appropriate approach to this research is the qualitative approach. This approach actually treats the object under study as a subject rather than an object that provides a very large space to the studied and avoids the objectivity by researchers (Raco, 2010). Research method of this study is based on Yin (1994) that proposed at least four case study model applications; (1) To explain complex causal links in real-life interventions, (2) To illustrate the real-life context in which the intervention occurred, (3) To describe the intervention itself, (4) To explore such situations in which the interventions being evaluated do not have a clear set of outcomes.

The technique of collecting data in this research is through interview, observation, and literature study. In-depth interviews are aimed not only by asking questions but getting an understanding of other people's life experiences until the researchers captured the meaning given to

the subject being interviewed in their experience (Raco, 2010). Observation is the method of collection by plunging directly into the object to be examined with the five senses as an aid tool. While, participant observation is the collection of data through observation by participating directly to live together with the object observation. Literature study is a technique of collecting data by finding supporting data, theory and understanding of a concept, from scientific books or sources related to the problem under study, to then be analyzed.

This study uses descriptive data analysis technique. Definition of descriptive data analysis technique is research that aims to describe facts or characteristics of a particular population or field systematically, whether in the form of circumstances, problems, attitudes, opinions, conditions, procedures, or system factual and meticulous. Researcher as observers, only creates categories of behavior, noting symptoms, not setting or manipulating variables. Descriptive research focuses more on observation and scientific atmosphere (Soewadji, 2012). The unit of analysis in this study is the teachers who teach with the Curriculum 2013 at SDN Babakan 02 Setu District, South Tangerang.

RESULTS AND DISCUSSIONS

When the Curriculum 2013 is being introduced, schools in Indonesia used KTSP 2006. The Education Unit Level Curriculum (KTSP) is introduced in 2006 and begins to be implemented in the 2007/2008 school year. KTSP is a curriculum operational education that organized and executed at each educational unit in Indonesia. SBC by juridical mandated by Law No. 20 of 2003 (Republik Indonesia, 2003) on National Education System translated into some regulations include Regulations Government Number 19 The year 2005 On National Standards Education. Government regulations provide direction about the need to be organized and implemented eight standards national education, namely; standard of contents, process standards, standards competence of graduates, standards of educators, and education personnel, standard facilities and infrastructure, standard of management, standards of financing, and assessment standards of education (Zaini, 2015).

One of the most notable changes in compared to the previous curriculum is that KTSP is decentralized. That is, all the rules set out in the curriculum that is previously designed and established by the central government, in the SBC some of the rules in the curriculum are submitted to be developed and decided by the parties in the area or school. Although there is freedom to develop at the unit level education, curriculum development should refer to the National Education Standards established by the National Education Standards Agency (BSNP). KTSP consists of educational goals of the educational unit level, structure, and content of the educational unit level curriculum, educational calendar, and syllabus.

The implementation of KTSP refers to Permendiknas Number 24 The year 2006 regarding the Implementation of SI and SKL (Wardani, 2014). Content Standards (SI) is the scope of the material and the level of competence outlined in the requirements of graduate competence, subject matter competency competence, and learning syllabus that the learners must fulfill at a certain level and type of education. The above explanation can be said that KTSP itself is already decentralized. Schools are given the freedom to develop curriculum while still referring to the Content Unit (SI) and the Graduate Competency Standards (SKL). In KTSP, the government guides the Basic Competencies to be achieved in each subject and then subdivided into Core Competencies as exist in SI. In textbooks of students' handbooks, the teacher gets in detail every step of instruction and tasks that must be given to the students to facilitate teachers in teaching. Even teachers can teach without preparation simply by relying on textbooks. This is very different from the Curriculum 2013 which prioritizes teacher creativity so that the government only determines Basic Competence and teachers can develop their own how to teach methods and target of each session to be achieved. It provides that nine

competencies are achieved. Curriculum 2013 is a competency-based curriculum, outcomes-based curriculum, therefore development is formulated in Graduate Competency Standards (Enny, 2013).

This is then the fundamental difference between KTSP 2006 and Curriculum 2013. The important difference from the previous curriculum is to create an active learning atmosphere. Students are stimulated or motivated to find out information instead of waiting to be given by the teacher. From the teacher side, the Curriculum 2013 also transforms the role of the teacher in the classroom as a facilitator so that it is no longer the only information center in the classroom. One-way communication methods such as speaking in front of the classroom or dictating are no longer appropriate. Creating a more interactive classroom where students are more actively talking and looking for a variety of information from various sources, the function and role of teachers to be implemented in the Curriculum 2013 (Vusparatih, 2014).

But the source, SA, feels that motivating the students is not easy. She said "I always give motivation. I will definitely give motivation. Sometimes the grade one student still finds it difficult to understand the language of the teacher. If I talk too much then too dizzy for the student. Depends on the students. If the child is active, yes can, even though the child is now active. But it is hard. For example, there is one child in the class who is silent. How can I give motivation?"

From the statement of the speaker, it is clear that the Curriculum 2013 forces the teachers to be more creative in teaching. At least, the teacher is forced to find various methods to develop teaching and learning activities in the classroom. If not, then there will be no learning activities while teachers have basic Competence targets to be achieved. This achievement will be measured at the time of the Semester Exam and later on at the National Examination. Motivating students to speak in front of the class or among their friends becomes the primary demand of first-grade elementary school teachers in applying the Curriculum 2013. It is just that each teacher has its own way and method. In addition, motivating students to speak out is also viewed from different perspectives for teachers.

The link between Curriculum Implementation 2013 And Power Distance can be said as culturally class. There is a culture where the teacher is very mastering the class from various aspects as a class leader, as a teacher, as a regulator, as a task maker, and all of the titles that lead to class rulers. There is no one will dare to fight even elderly people that all comes out of the teacher is true. Even as there is a myth that students often follow what the teacher says rather than what their parents say. This phenomenon is called the high power distance. According to Ghosh (2011), the high power distance relationships need not be authoritarian leaderships based which is strongly related to power distance, discipline, task orientation, role performance and direction, and inversely related to guidance and encouragement. The high power distance can also lead to leader-centered nurturance which is positively related to friendly orientation, guidance, encouragement, and task orientation (Ghosh, 2011).

According to Hofstede (1980), the high power distance societies are characterized by the tolerance for inequality and the members of such societies agree that power should be unequally shared. The people with higher social position obtain numerous privileges, and it is considered as something right and natural. The low power distance societies are those in which inequality is less tolerated. The privileges connected with the position are not easily accepted. In the cultures with low power distance, the independence is more valued than the conformity (Bialas, 2009).

Students, parents, and all the inmates let the teacher master the class and all aspects of it. It is not surprising then that Indonesians who follow the consensus are born. Students do not dare to express opinions even though it is wrong because since they were children, they have become accustomed to authoritarian teacher culture that the teachers are always right. Teachers can forbid their students to smoke, but teachers themselves can smoke (if not caught). If re-linking to the Curriculum 2013, then this high power distance culture is trying to be reduced. By necessity, the teacher must

reduce his power in speaking, informing, and always feeling right. Even teachers are also required to accept input from students where this is likely to occur if students get more information while teachers are not trying to find more creative information than just information obtained from textbooks.

From some sources, it is clear that teachers have realized that being a teacher should not always feel right. Reducing power by giving students more freedom of speech and making them more comfortable seems to have begun by the teachers. Although they view the reduction of power more in reducing the selfish attitude of teachers. The concept of power distance here is more viewed so that the teacher is not selfish. But from A source, reducing the power distance in the class for her has been done for the first time. This is because based on her experience which had taught at the level of kindergarten (TK). A considers that giving motivation to students is the thing that should be done. That way students will have the courage to speak and be active in the class. Teachers do not need to feel inferior to embrace the students more.

But a different matter is expressed by resource SA, a first-grade teacher, on reducing teacher power in the classroom by giving the students more opportunity to speak. For her, to motivate students to talk is a challenge. This is because according to many other factors that cause the provision of motivation is not effective because there are external factors that affect the implementation of this Curriculum 2013. From the statement of SA, she shows that it is motivating students to be more interactive even make the class ineffective. Too much talk causes students not to focus on the material being taught. This fact is taken from the first-grade teacher, SA has proven opposite fact in Chinese teachers. Based on Jin, Cooper, and Golding (2016) research, the Chinese teachers are reported that they have time and space to observe the Australian PSTs teach their own students. They can see their students learning potential in a new light when they are being taught by the PSTs. PSTs is Pre Service Teacher Placement program for Chinese teachers.

The result of the research has shown that such experiences enrich both the local Chinese teachers and their own students. This aspect would be extremely worthwhile to develop in other diverse schools, and cultural settings as professional learning for classroom teachers is an important element of understanding and improving teachers' ways of working. The confidence of the PTSs, as well as the confidence of the local students, are well developed through these learning experiences. The students have begun to speak. It is a major advance if the children are not speaking in English in their regular English classes. From the local student perspective, the highlights are the PSTs do not blame them for making mistakes but rather encouraged them to learn in different ways. The lessons are also seen as happy and joyful experiences, and there is a sense of humor that makes the learning enjoyable. These conclusions are suggestive of a need to do more in teacher education to ensure PSTs are classroom-ready, able to communicate cross-culturally and to manage and engage with cultural diversity in their teaching. These PSTs engaged in critical reflection analyzed their assumptions and understandings about diversity and intercultural communication and contributed in multiple ways to the Chinese students and teachers learning in the process (Jin, Cooper, and Golding, 2016).

There are obstacles to the implementation of Curriculum 2013. The introduction of new things from the ever existing course requires preparation first, so is the implementation of this Curriculum 2013. Training for teachers has also been provided by the government. Unfortunately, the training is not evenly distributed, and even the contents of the training materials are not the same as the others. This is even more confusing for teachers. From that description, it can be concluded that although the training has been held, it appears that the contents of the training vary; another coach of other contents. In addition, teachers who have not received training have also been deployed in implementing this Curriculum 2013. This is the main obstacle because the teacher is the front guard. Consequently, teachers do not have the same understanding of the main meaning of the Curriculum 2013 itself. Each teacher has a different view.

The three speakers, most of them still think that *calistung* (reading, writing, and arithmetic) is much more important than the ability to communicate as daring to speak and express opinions. Although all the informants feel that students should still be motivated to speak up. But the ability to speak earlier does not seem to correlate with the primary goal of teaching in the first-grade that they think the goal is *calistung* (read, write, and calculate). While this is very contradictive with the goal of Curriculum 2013. The development of the competence of learners as the nation's generation is unlikely to succeed if the teacher as the person who does the curriculum implementation is not prepared and not adaptive to the changes and development of the demands of the learners' needs to equip themselves in the face of life. Therefore, teachers should be willing and prepare themselves to develop the creativity of learners through the Curriculum 2013 because this curriculum is to encourage them to be maximally able to observe, ask, reason, and communicate what they earn or they know after receiving the subject matter. The Curriculum 2013 tends to emphasize the balance of three educational domains. If in the previous curriculum cognitive domains rank the top, then the Curriculum 2013 tends to balance it with more emphasis on aspects of skill and character (psychomotor and effective). Lifestyle changes that are heavily influenced by technology demand the immediate enforcement of this curriculum. Therefore this curriculum integrates all fields of study or subjects with the utilization of information technology (IT) (Sariono, 2012).

The next obstacle is the late textbook. According to all the informants interviewed in this research, they did not get the textbooks on time, but on the other hand, they also could not get the book in the bookstore. In addition, teachers are also prohibited from selling textbooks to students. This fact is confirmed by the speakers. The three sources said that the constraints of books that do not exist when needed become an uneven constraint. Implementing something new without guidance is not an easy thing. Finally, the teachers seek their own way out to keep up with the teaching and learning activities. One way is to re-use textbooks from the KTSP 2006 curriculum or use textbooks from the Curriculum 2014 or an unrevised version by President Jokowi's government.

The solution is trying to refer back to textbook KTSP 2006 even more obscure the meaning of Curriculum 2013. Coupled with the understanding of the new curriculum is still minimal then back to the old curriculum is a step back. As a result, the main objectives of competence to be achieved through the Curriculum 2013 become further away. In addition to these two constraints, other constraints are from factors outside the school such as family at home or the environment befriended the students. The development of a technological world that is so powerful or parenting patterns that differ greatly from the school or also the quality of the parents of students.

CONCLUSIONS

The implementation of Curriculum 2013 in the academic year 2016/2017 does not go smoothly. Less training and textbook constraints do not come to be the cause of not optimal implementation of this new curriculum. Finally, the main objective of the curriculum is to improve students' communication skills so that the classroom is more interactive and active, becomes even more distant. Teachers are still more often using KTSP 2006 because the book is much more complete than the habit factor of culture that has been formed. As a result, the power distance between teachers and students remains high even though the height level has been reduced from before the Curriculum 2013. Awareness to reduce power distance has begun to be seen. The motivation and goal of reducing are still far from the actual expectations of the Curriculum 2013.

The spirit of making teacher as a facilitator in order to motivate the students to speak and being creative is the main purpose of Curriculum 2013. Ellerani & Gentile (2013) have said that a facilitator-teacher has contributed in many areas, such as improvement of teaching, distributed

accountability, colleague support for accomplishing the tasks learned in the courses, participatory decision making, leadership empowerment, involvement in the organization and identity creation. In Italy, these aspects are significant and have led us to consider organizational change and new ideas for professional development as necessary. It can build a greater sense of effectiveness in teachers (Ellerani & Gentile, 2013). It seems like that the teachers from SDN Babakan 02 need more perspective to understand their role as the facilitator which to reduce the power distance in communication.

The government should further increase the number of teachers who have been trained Curriculum 2013. Coordination between the centers to the region should be better so that information does not vary in the field. In addition, the textbooks should be ready before the start of the school year. As a result of this constraint, efforts to reduce power distance from teachers are hampered because the teacher does not know the essence of the Curriculum 2013 itself. Although teachers have understood the meaning of active classes, teachers are still haunted by competency targets from the previous curriculum. So the active concept itself becomes different. Though initial intention to reduce the power distance in the classroom is to stimulate students to be more talk and express opinions. Teachers and students have equal opportunities to speak. This is to foster self-confidence so as not to hesitate to argue in public. However, for this to happen, it needs to create space, time, new organizations, and new perspective to develop professional learning communities as lifelong learning environments.

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