Instructional Communication Model of Military Education as an Effort to Achieve Center of Excellence (Case Study: *Akmil* Magelang)

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ABSTRACT

Communication is one of the important elements that play a role in shaping the interaction between educators and students. The change in the Indonesian Military Academy (*Akmil*) education curriculum in 2009 was one of the most significant changes, in which students received an academic education equivalent to a bachelor's qualification. However, in its application the education system has not been maximized to allow students to become experts both in the military and academic fields. The objectives of this study are, firstly, to identify and analyze the role of educators in the educational communication process in the Akmil to produce quality graduates; second, to design appropriate communication patterns between educators and students; and third, to build an educational communication model in the *Akmil* as a Center of Excellence, so that they are able to answer the challenges of the task in accordance with the changes and demands of the times. By using a mixed method with an exploratory sequential model, the research explores information by conducting in-depth interviews with 9 informants, both practitioners and academics, and distributing questionnaires to 145 cadets. The results show that there are still difficulties in applying the principle of 'completion of orders', where a command can be given with better rationality. To that end, the researcher then completed the findings, by formulating an instructional communication model through the Strategic Assumptions Surfacing and Testing (SAST) and Analytical Hierarchy Process (AHP) methods. As a result, this model puts an emphasis on the role of the Academic Gadik actor, which creates interactivity and communication intensity for the cadets. With this model, it is hoped that the *Akmil* will become a Center of Excellence for the military with high rational abilities.

Keywords: Akmil, Indonesian Army, instructional communication, Center of Excellence, complement of command

BACKGROUND

The Military Academy (*Akademi Militer/Akmil*) is one of the educational institutions in Indonesia, which specifically aims to form first officer soldiers at the academic level, who play an important and strategic role in the preparation of Human Resources for Indonesian Army officers (TNI AD) [1]. *Akmil* formed a civilian to become an officer army, which consider as a complex process, because an officer is required to be able to live two patterns of life at once while being an *Akmil* cadet (*Taruna*). The two patterns, the first starts from the process of changing from a civilian to a soldier, and the second is a soldier with academic insight. This means that an officer soldier is not only required to be proficient in the field of military sports, but also must have adequate general knowledge along with the times. An officer soldier is also expected to have the ability to be a leader.

In this case, educators play an important role in determining the course of teaching and learning activities, or in other words, smooth communication in these activities. Educators are planners and managers as well as evaluators in instructional activities [2]. Educators are professionally responsible in shaping the personality of cadets through the messages conveyed, which on the other hand are in a state of actively receiving and processing the messages they receive so that internalization occurs within themselves.

The 2009 curriculum change at the *Akmil* was one of the most significant changes in the pattern of education. This is what makes the research is important because the need to examine the change so as to fully understand the shift in its changes. The cadets get an academic education that is equivalent to a bachelor's qualification, which of course brings changes in the pattern of education in the *Akmil*. Changes in the cadet education curriculum from old to new can be seen since the establishment of one of the forerunners of the *Akmil*. However, in its application in the world of education, especially in the Military Academy, the pattern of instructional communication has not been fully developed as seen from the imbalance between military education and vocational education given to cadets [3]. In this case the education system has not been maximized to allow cadets to become experts both in the military and academic fields. On the one hand, military education demands a Command and Control (C2) communication pattern and on the other hand the vocational education provided demands activeness and even critical power for scientific development [4].

Based on this background, the research questions are formulated as follows: first, what is the optimal role of educators in the educational communication process at the *Akmil* to produce quality graduates (professional, character, academic, and adaptive)? Second, how is the communication pattern formed between educators and cadets (learners) after the 2009 curriculum? And third, what is the optimal instructional communication model in military education, especially in the *Akmil*, which is in accordance with the changes and challenges of the the age?

LITERATURE REVIEW

According to Wilbur Schramm, communication is a process of interpreting codes based on the experiences of the sources and recipients. According to Schramm, the communication process is always a reciprocal transmission of messages between the source and the receiver. In the transmission process, the message conveyed is in the form of a certain code or cipher which must be reinterpreted by the recipient before sending back the code or cipher as a return. The

recipient interprets the code or cipher based on their own experience. Similarly, the message sent back will be reinterpreted by the source who will soon become the recipient, and so on. Weick's organizational information theory, in this case, explains that the communication process is essential in determining the organizational process. Communication determines the level of certainty (equivocality) that exists between organizational actors, so that there is no misunderstanding that leads to clarity. Meanwhile, Taylor's co-orientation theory explains that communication plays an important role in forming collective actors who were previously still individual. The model in this study sees that the communication process carries out the task of providing certainty in the organization, by ensuring that the code or code chosen can immediately turn individual actors into collective actors.

Instructional communication basically talks about how educational institutions improve the quality of their teaching staff by involving cadets as parties who receive education and training. *Akmil* is a military educational institution in Indonesia that aims to achieve the Center of Excellence. Basically, research in this field emphasizes the need for professionalism from teachers in order to build intelligent and responsible cadets, who are in accordance with military needs, and can also animate military culture. Nasution's research (2012), in this case found the need for a cultural approach to the education system in the *Akmil*, so that the cadets were able to understand and be able to become Indonesia National Armed Forces (*Tentara Nasional Indonesia*/TNI) leaders in the future [5]. According to Hellstorm (2011) at the Swedish Research Council explores the concept of excellence as part of the Center of Excellence (CoE), especially in the world of education and academics. Hellstorm shows that excellence is not just the quality of scientific research outputs, but the entire organizational process, both management and leadership, including whether the outputs of scientific research can affect organizational performance [3].

The cadet education process in terms of systems theory is a system consisting of various interacting components. These components involve technical factors (instrumental factors) and environmental factors that interact to produce educational outputs [4]. Based on the above process, the *Akmil* education input consists of 10 components of TNI education as an instrumental factor consisting of curriculum, instruction packages, instructional tools, instructional aids, education staff, teachers, cadets, teaching methods, educational evaluations, educational facilities and budget [5]. Environmental factors in the cadet education process are other factors that influence the education process. These factors include educational leadership, organizational culture, and social environment and leadership factors and military organizational culture which are identical to a strong chain of command.

Instructional communication, which in this case is specific to the teaching and learning process, is a very important element and has a major role in determining educational success. According to Myers et al (2016), instructional communication is a study that relies on logical empiricism as its philosophical framework [6]. This approach focuses on identifying the communication behaviors used by instructors with their cadets, where these behaviors are believed to explain student behavior, and cadets' acceptance of positive teaching practices from their instructors. The state of the art in this research is the communicative element that occurs between teachers and cadets, so that professionalism is formed when faced with the demands of curriculum integration at the Military Academy. When talking about instructional communication, we are still in the same scope as educational communication. This research will fall within the scope of

such instructional communications. This research examine how specifically this power is formed through two-way (relational) communication, so that the cadets can fully understand the culture that must be carried out in order to fully become a cadet as a future leader.

This study aims to, firstly, identify and analyze the role of educators in the educational communication process at the *Akmil* to produce quality graduates (professional, character, academic, and adaptive). Second, designing appropriate communication patterns between educators and teaching participants (cadets) to combine military and non-military education. Third, build an educational communication model at the *Akmil* as a Center of Excellence, in order to be able to answer the challenges of the task in accordance with the changes and demands of the age.

METHODOLOGY

The reliance of instructional communication study on logical empiricism as its philosophical framework, made this research applies a mixed method research, namely by collecting, analyzing data, integrating findings, and drawing conclusions using two qualitative and semi-quantitative approaches in case studies. The mixed method used is an exploratory sequential mixed method model, namely research that begins with a qualitative method, specifically by in-depth interview to explore the views of the respondents, then the data obtained is used to build a quantitative model [7]. To get an accurate picture, Strategic Assumptions Surfacing and Testing (SAST) is used as an analytical tool to express the basic assumptions of a policy or plan, by mapping out professional and adaptive *Akmil* education to curriculum changes. To sharpen the results of the analysis of the emergence of these strategic assumptions in the form of decision making, the Analytical Hierarchy Process (AHP) method is used. The AHP method was created by Thomas Saaty to help leaders or officials in an organization make decisions based on criteria that are considered important to be the basis for choosing strategies. By weighting based on these criteria, it will be found what strategies are suitable to be used in the running of educational instructional communication at the *Akmil*.

Questionnaires were distributed to Level IV cadets as respondents with the consideration that Level IV cadets were senior cadets who already knew and understood about educational operations at the *Akmil*. The research sample for cadets used a stratified proportional sampling model. The cadet respondents were taken at each branch proportionally according to the number of counts based on the Slovin formula. Determination of the number of respondents using the Slovin approach based on a population of 227 Level IV cadets with a significance level of 5%. Calculation of the number of samples with the formula Slovin as follows [8]:

$$n = \frac{N}{1+N(e)^2}$$

with explanation, n is the number of samples, N is the number of population, and e is the tolerable sampling error of 5%. The number of research samples is determined based on the following calculations:

$$n = \frac{227}{1 + 227\,(0,05)^2}$$
$$= 145$$

Based on the results of calculations using the Slovin formula, it can be seen that the number of samples in this study was 145 cadets as respondents. The total population of Teachers in the Level IV Military Academy is 70, consisting of education leaders and Teachers (Lecturers, Military Gurus, Trainers, Caregivers). The research sample for Teachers used a cluster proportional sampling model. Teachers respondents were taken in each cluster proportionally according to the number of counts based on the Slovin formula. The number of Teachers respondents is based on the Slovin formula as follows:

$$n = \frac{70}{1 + 70\,(0{,}05)^2}$$

$$= 59$$

Based on the results of calculations using the Slovin formula, it can be seen that the number of samples of Tachers in this study were 59 respondents. The number of Teacher respondents is grouped into five Teachers clusters according to their function. Details of the number of respondents in each cluster are Education Leaders (8), Lecturers (15), Military Gurus (10), Trainers (10) and Caregivers (16).

In this study, to complete the data from the respondents, in-depth interviews were conducted with experts/key informants. The list of supporting informants in this study is described in detail in Table 1.

Table 1. List of Informants

Informant	Position and Competence
Lecturer (Academic Teacher)	Is an academic teacher who provides academic skills in the form of basic knowledge that is general knowledge.
Trainer Caregiver/supervisor (Military Teacher)	Is a figure who forms the discipline and resilience of the cadets in dealing with problems in the field that are tactical in nature
Taruna	Are those who are taught and prepared to be leaders.
Head of Lecturers Coordinator (*Kepala Koordinator Dosen/Kakordos*)	The Head of the Lecturer Coordinator who is responsible for managing and fostering Lecturers in teaching and learning activities.
Director of Education (*Direktur Pendidikan/Dirdik*)	The official who manages the operations of the education system at the *Akmil*.
Commander of the Army Doctrine Development, Education and Training Command (*Komandan Komando Pendidikan dan Latihan Angkatan Darat/Dankodiklatad*)	He is the leader in charge of carrying out doctrinal development, education and training within the Army. Through *Kodiklatad*, the development of the strategic environment will be scanned and processed into war doctrine in the Army, so that it is relevant to this research
DIKTI/BAN PT (Higher Education Service Institution/LLPT) officials	He is an official at the Directorate of Higher Education as a resource for comparison as well as an assessor of the education system in the *Akmil*, especially in instructional

	communication in the teaching and learning process with non-military materials.
Rector of General Achmad Yani University	Is an official as well as an academic who understands and is an expert on defense and education related to defense (military education)
Staff Assistant to the Army Chief of Staff (*Asisten Personalia Kepala Staff Angkatan Darat/Aspers Kasad*)	Is a leadership element that acts as a personnel officer for all soldiers in the Army.

RESULTS AND DISCUSSIONS

The discussion begins with a qualitative analysis conducted by in-depth interview method. In-depth interviews were conducted with 9 key informants who understand military education in general and the military in particular. The results of this interview are used to describe the concepts used in this study as criteria in the *Akmil* instructional communication model. Previously, it has been mentioned that there are at least four main variables that are used as the basis for the questionnaire questions, namely interaction, instructional communication, instrumental factors, and environmental factors. These four variables are also used as the basis for conducting in-depth interviews with key informants. The results of the interview will then be presented in the four variables sections to find out what stand out as important findings that can be used as the basis for modeling.

First, is interaction. What is meant by interaction variables are actions taken in response to other actions. With questions within the scope of interaction, the researcher wanted to know the extent to which the informants understood the dialogue that occurred between the girls and the cadets in the teaching and learning process. From this understanding, what are the current conditions and hopes for the future regarding this matter. The information obtained is varied, but there is a general understanding that there has been a development that leads to a military-academic mix by encouraging the critical power of Taruna, while maintaining an instructional pattern in the form of commands, so that critical thinking is expected to complement the command. Kakordos and Dirdik who in this case are tasked with managing the course of education in the Akmil, gave a similar statement that there was a direction towards interactivity in the Akmil. According to Kakordos are as follows:

> *"Interactive communication between Teachers and Taruna using various existing methods and modern aline alongins. The current situation is slowly getting there. Training and exploring the reasoning and critical thinking of Taruna in responding to a discussion problem is a mandatory method. Each group makes an opinion and is presented, then it is responded to and a conclusion is drawn." (Kakordos)*

The quote from Kakordos shows that the Teachers who teach have partially implemented an interactive learning model. Although not comprehensive, but from the information obtained from Kakordos, the learning will gradually be further refined. The following explanation from Dirdik will explain why the interactivity is partial:

> *"adjust to universities in general because the Akmil is equivalent to Diploma so that Teachers is not a lecture model, an order but is more receptive to other opinions. Now there is still one way communication, especially for the military, and two way communication for general goods. Teachers uses a lot of discussion methods with a*

variety of creations and innovations,obligations in preparation for teaching require
that every meeting has a discussion, even if it is brief." (Dirdik)

Second, what is meant by instructional communication is a process of delivering messages in the world of education which aims to provide instructions for cadets to carry out certain actions in order to train themselves to become professional figures in certain fields. In this case, instructional communication refers more to what patterns are used to practice the communication for cadets to become professional officers who have military and academic abilities. Based on in-depth interviews, we got a general idea that instructional communication is still limited to providing a good introduction to cadets to make it interesting, so that cadets can understand the material and be honed from practice.

Third, what is meant by instrumental factor is the learning system applied to girls. elements of completeness of facilities related to facilities and infrastructure that allow the learning process to run well. In this case, the general picture obtained from in-depth interviews is that a mechanism has been established that supports discussion in each class, however, the synergy between the two types of education has not yet been achieved. The Teachers in this regard have been encouraged to create an adequate atmosphere for discussion by the Taruna, and the application of technology has been maximized. However, there has been no mixing in terms of communication. Fourth, what is meant by environmental factor is the community's environmental need for a figure who has the ability to lead, faced with the level of professionalism produced by the Akmil through the cadets. The Akmil does not only produce soldiers, but more than that, are future leaders who are expected to lead society in a better direction. Based on some information, it can be seen that basically military culture already has a mechanism for reducing ambiguity, however, it still requires the ability to rationalize situations with critical thinking.

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SAST Analysis and Discussion

As described in the data findings, there are two results of data collection, namely questionnaires and interviews. Referring to the sequential mixed methods model that has been described in this type of research, the results of the two data collections will be analyzed qualitatively first and then quantitative calculations are made. The SAST method in this study can be analyzed in the following stages.

At the group formation stage, the data taken by means of a survey were taken from cadets and educators, which are two large groups whose opinions are used as data to determine the process of instructional communication in the *Akmil*. Meanwhile, with the in-depth interview method, the informants in this study were divided into two groups consisting of external *Akmil* parties who were competent and related to the education process at the *Akmil* namely *Dankodiklatad*, *Aspers Kasad*, Rector of Unjani and Acting Head of Education Service Institutions High Region IV Bandung; and internal *Akmil* parties who are directly related to the educational process at the *Akmil*, namely the *Kakordos* and the *Dirdik*.

In the stage of raising assumptions (*assumption surfacing*); strategic assumptions raised in this study will start from the variables that are aspects in determining the level of certainty and level of importance. The results of the data collection are then made into the following strategic quadrants:
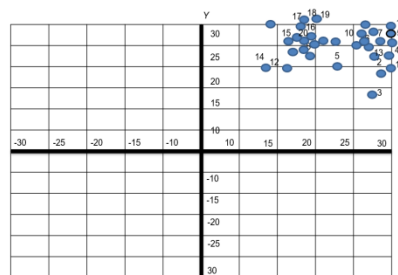
Fig. 1. Strategic Quadrant

From the strategic quadrant above, it is found that all strategic assumptions are in the positive quadrant. This means that all strategic assumptions are needed to implement post-2009 curriculum-based military and academic education in the *Akmil*. In this quadrant, it was found that interaction was the most important and definite choice, indicated by the choice of the respondents. While the strategic assumption of equivocallity, which means "uncertainty" in communication, occupies the lowest level in terms of importance, but is quite high in terms of certainty. This indicates that there is still uncertainty in communication between Teachers and cadets, which is considered something that needs to be minimized (low level of importance).

AHP Analysis and Discussions

After finding the strategic quadrant, the stage in AHP is trying to determine the problem that we will solve in a clear, detailed and easy to understand manner. From the existing problems

we try to determine the solution that might be suitable for the problem. There may be more than one solution to a problem. We will develop this solution further in the next stage.

Next, create a hierarchical structure that starts with the main goal. After compiling the main objectives as the top level, the hierarchy level below it will be compiled, namely suitable criteria for considering or assessing the alternatives that we provide and determining these alternatives. Each criterion has a different intensity. The hierarchy is continued with sub-criteria (if necessary). The form of the decomposition structure is: the first level: decision goals (goals), the second level: actors, the third level of factors and the fourth level: programs. The results of expert interviews, based on the results of the analysis, obtained the AHP structure as follows:
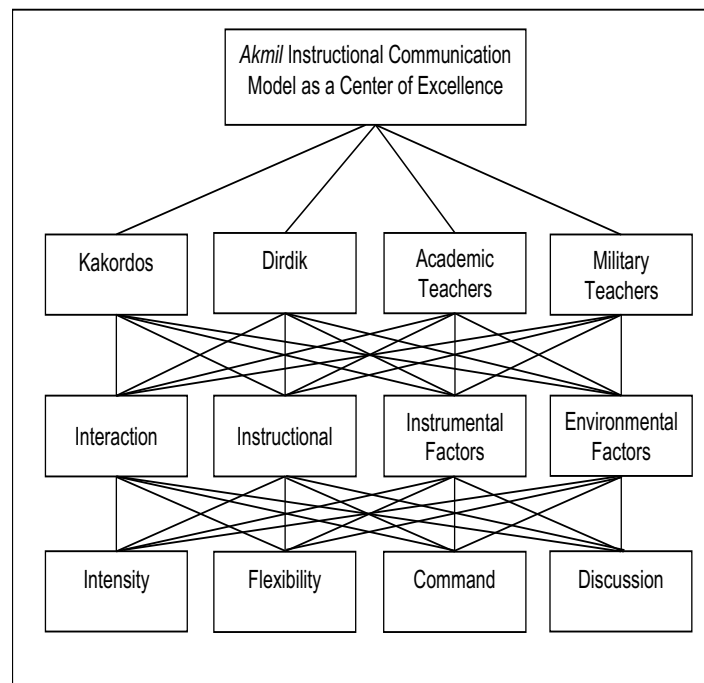
Fig 2. AHP Structure

The AHP structure made above is taken from various concepts and theories. There are four hierarchical levels in this structure, namely Goals, Actors, Factors, and Programs. Level 1, namely Objectives, is *Akmil*'s Instructional Communication Model as a Center of Excellence. To achieve this goal, the structure of this AHP will determine at level 2 which actors have the most role, at level 3 what factors are most important, and at level 4 what programs need priority. In this case, the determined factors are the main concepts in this study, namely interactivity, instructional patterns, instrumental elements, and environmental adaptation. At level 4, namely the program, consists of intensive communication, flexibility of communication, commands, and input suggestions. After that, data was collected on expert respondents by distributing questionnaires containing questions with answers on a Likert scale of 1 to d. 9. The four levels are then made a pairwise comparison to then be made a questionnaire. questionnaires were distributed to respondents who were considered experts related to education in general and education at the *Akmil* in particular. Questionnaires were distributed

using the Google Form application. After the respondents filled out the questionnaire, the researcher calculated the weights that had been given by the respondents.

Table 2. Scale of Comparison

Interest intensity	Definition
1	Just as important as the others
3	A little more important than the others
5	Quite important compared to others
7	Very important compared to others
9	Extreme importance compared to others
2, 4, 6, 8	The value between two adjacent ratings
Resiprocal	Value in the middle

Then the combined opinion of the respondent's pairwise comparison was carried out. Basically AHP can be used to process data from one expert respondent. However, in its application the assessment of criteria and alternatives is carried out by several multidisciplinary experts. Consequently, the opinions of several experts need to be checked for consistency one by one. The consistent opinion is combined by using the geometric mean [8]. The equation is as follows:

$$X_G = \sqrt[n]{\Pi \sum_{i=1}^{n} x_i}$$

where:
XG = geometric mean
N = number of respondents
∏ = its use is almost the same as sigma is used for multiplication
Xi = assessment by respondent i

Then normalize the data by dividing each value of the pairwise comparison matrix element of the criteria by the number of each column of the number of criteria. The normalization results of these criteria are entered in the cells corresponding to the normalized elements. After normalizing, the next step is to calculate the value of the priority vector criteria by calculating the average value of each row of normalization results. The priority vector value for this criterion is the weight of each criterion.

Calculate the eigenvalues and test their consistency. If it is not consistent then the data collection must be repeated. The consistency test is carried out first by finding the principal eigenvector (λ max) by adding up the results of the multiplication of the number of columns for comparison of priority vector criteria. Principal eigenvector (λ max) can be calculated using the equation:

(λ max) = (NCxPvK) + (NAxPvD) + (NRxPvGa) + (NRxPGm)
where :
NK = Number of Criteria
PvK = Priority Vector 1
PvD = Priority Vector 2
PvGa = Priority Vector 3

PvGm   =   Priority Vector 4
λ maks=   *Principal eigenvector*

To determine the level of consistency of the comparisons made, the Consistency Index (CI) and Consistency Ratio (CR) values are calculated. The consistency index can be obtained by the formula in Equation:
$CI = (\lambda\ max - n\ ) / (\ n - 1\ )$
where:
CI   = Consistency Index
λ max   = Principal eigenvector
n   = number of criteria

The inconsistency tolerance limit is measured using the Consistency Ratio (CR). If the CR value is less than 10% (0.10), the consistency requirement of the comparison is still acceptable, but if the value is greater than (0.10) then a reassessment comparison must be made. The random consistency index is shown in the following table:

Table 3. Random Index Table

N	1	2	3	4	5	6	7	8	9
RI	0	0	0,58	0,9	1,12	1,24	1,32	1,41	1,45

The RI value is obtained according to the number of orders of the matrix or the number of criteria used. This study uses 5 orders so that the RI value used is 1.12 as attached in the table. The following are the results of the calculation of the consistency index.
$CR = CI\ /\ RI$

Calculates the eigenvectors of each pairwise comparison matrix which is the weight of each element for determining the priority of the elements at the lowest hierarchical level until reaching the goal. The calculation is done by adding up the values of each column of the matrix, dividing each value from the column by the corresponding column total to obtain a normalized matrix, and adding up the values from each row and dividing by the number of elements to get the average.

Check the consistency of the hierarchy. This stage is measured in the AHP is the consistency ratio by looking at the consistency index. The expected consistency is near perfect in order to produce a decision that is close to valid. Although it is difficult to achieve perfect, the expected consistency ratio is less than or equal to 10%.

Actors
The weighting of these actors is to find out which actors are the most important in the *Akmil* instructional communication model in order to realize the Center of Excellence. The results of the actor-weighted geomean average are then entered into the pairwise comparison. After the pairwise comparison is done, then normalization is made to find the eigenvector (in this case, it becomes a priority vector to find the priority level). Academic teacher is the actor who is given the highest rating, so that it becomes the first priority in the *Akmil* education instructional communication model, with a value of 0.37. Furthermore, the priority vector value at Level 2 (actor) will be used as a comparison with the priority vector calculation results from pairwise

comparison at Level 3 (factor), by multiplying the two. The results are in the form of priority vectors of what factors are valuable for the educational instructional communication model in the *Akmil*. The next section will present the combined weighting results from Level 3, namely "Factors".

Factors
The weighting of these factors is to give priority to the main factors that have been analyzed in the previous section. These factors are drawn from theories and concepts, which guided the course of this research from the start. The focus is on which factors are the most important among the important ones.

As seen in the Priority Vector Factor table, the result is that the interaction factor occupies the first priority position. Thus, the provisional results state that the Academic Teacher actor has the most important role, along with the interactivity factor. Next, the factor will be pairwise compared with "program" as a Level 4 criterion, while the priority vector will be multiplied by the result of the priority vector program.

Programs
After getting the priority vector factor, the next step is to look for the priority vector program. The program criteria are narrower in scope than factors that actually come from concepts and theories. Program criteria are more operational in nature.

After all programs have pairwise comparisons with each factor, then the final weight calculation is made which is a combination of all the results. The priority vector of each program is based on the factor, multiplied by the priority vector of the factor. Here are the results of the calculation.

Table 4. Priority Vector PROGRAMS

	Interaction	Instruction	Instrumental	Environemtnal	*Priority vector* Factors	*Priority vector* Programs
Intensive	0,34	0,30	0,21	0,42	0,35	0,31
Flexible	0,34	0,22	0,18	0,28	0,23	0,27
Command	0,12	0,27	0,37	0,14	0,24	0,22
Discussion	0,19	0,21	0,24	0,16	0,18	0,20

As seen in the Priority Vector Program table, the result is that the communication intensity factor occupies the first priority position. Thus, the overall results of the priority vector criteria state that the Academic Teacher actor has the most important role, along with the interactivity factor and the communication intensity program.

Based on the results of qualitative and quantitative analysis and discussion, the two are combined, so that the instructional communication model strategy will be obtained, as well as its novelty if it is positioned with previous research. Based on the results of in-depth interviews, it can be seen that the teachers (both military and academic) have been conditioned to create

an interactive learning atmosphere to build the critical power of the cadets. However, at the level of instructional communication, the teachers are still limited to understanding instructional communication which provides an interesting and good introduction, so that it has not touched on the optimal blending of the military and academic fields. From the information of the informant, the *Akmil* has been heading towards this development, but it is not yet optimal. On the other hand, the nature of military education is to form soldiers who are ready to carry out orders, so it can be said that critical thinking can be done as far as the scope of orders or commands are given hierarchically. Through the concept of command and control, communication in the military can be formed by itself without the need to include elements of instructional communication. This is a factor that cannot be equated with instructional communication in the military with general civilian educational institutions.

The figures are then combined with the results of the survey data collection. The results of the survey data are made in the form of the SAST strategic quadrant, where interaction is the most important and definite choice, indicated by the choice of the respondents. While the strategic assumption of equivocallity, which means "uncertainty" in communication, occupies the lowest level in terms of importance, but is quite high in terms of certainty. This indicates that there is still uncertainty in communication between teachers and *Taruna*, which is considered something that needs to be minimized (low level of importance). Based on the calculation of AHP, the priority of the Academic Teacher actor is obtained, the interactivity factor and the communication intensity program.

The novelty element that was originally offered in this research is the focus on post-2009 military education with a curriculum that combines military and academics. In this case, the research focuses on the communicative element that occurs between girls and cadets, so that professionalism is formed faced with the demands of curriculum integration at the *Akmil*, positioned with instructional communication as a communication model developed by McCroskey, Valencic, and Richmond (2004) as part of communication branch in education. McCorskey et al developed this model to develop theories about the exchange of messages that occurs between teachers and cadets in an education system. However, they did not discuss the military issue, which has a distinctive communication character, namely command.

CONCLUSION

Basically, education in the *Akmil* has slowly led to an optimal blending of the military education curriculum and the academic education curriculum. The instructional communication pattern in the *Akmil* relies on commands to reduce uncertainty and equivocality, while academically, discussions play a role in developing reasoning power and perfecting orders. Based on the results of data collection, processing and analysis, the following results can be concluded. From the results of the research and discussions that have been described, conclusions can be conveyed based on the main objectives of this research. First, the role of educators in the teaching and learning process at the Military Academy is to train cadets to practice command and control as a form of military communication, where cadets can make the process a reciprocal process in which orders are refined. Second, the communication pattern formed between educators and cadets can be said to be formed in four types, namely intensive communication, flexible, command form, and allowing discussion. These four patterns are the key to the principle of perfecting the commandments. Third, to practice the principle of perfecting orders as an instructional communication model, more roles are needed from

Academic Girls who apply communication interactivity as an important factor, and communication intensity to emphasize military character. This model can be used as a model for military communication within the Army, so that the quality of soldiers can be increased from what was previously only a hierarchical command, to also based on mature rationality, because of the effect of the principle of perfecting orders.

Based on the conclusions that have been described previously, the researchers provide several suggestions. First, the post-2009 academic curriculum learning process continues to adjust, both in terms of the ten components of education and the abilities of girls and students. Second, the military proportion should be the largest, while academics are limited to a vocational nature (not aimed at theoretical understanding), but non-military material to support the critical and rational power of the cadets, thereby increasing military capabilities. Third, instructional communications that have been running so far include: role modeling, command, and discussion. There are two models of communication using two main communication patterns that can be used: intensive, when communication is commanding; and flexible, namely when communication is a discussion to develop reasoning power and perfect orders. Teacher's role in this case is to encourage cadets to become accelerators of knowledge, while the role of lecturers (academic teacher) is to provide rational scientific foundations. In other words, intensive communication patterns are needed when undergoing military-related material, while flexible communication patterns are used to develop, or apply knowledge for military purposes.

DISCLAIMER

The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

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