

4-30-2020

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### Recommended Citation

Febriyanto, Febriyanto and Sadikin, Mohammad Aufar (2020) "An Information Framing Through Newspaper Media: Knowledge Transfer on Children," *Jurnal Ilmu Informasi, Perpustakaan dan Kearsipan*: Vol. 22: No. 1, Article 1.

DOI: 10.7454/JIPK.v22i1.001

Available at: <https://scholarhub.ui.ac.id/jipk/vol22/iss1/1>

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# AN INFORMATION FRAMING THROUGH NEWSPAPER MEDIA: KNOWLEDGE TRANSFER ON CHILDREN

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## Abstract

*The Kompas newspaper is known as a daily for adults, but there is a rubric aimed at children called the Kompas Anak rubric. It is important to see how the framing, starting from the knowledge, information, messages, illustrations or drawings, writing, words and sentences that differ between children and adults. This study examines the transfer of knowledge through the "Kompas Anak" rubric. The purpose of this study is to describe the process of knowledge transfer to the child through mass media in the form of rubric named "Kompas Anak" by looking at the framing done on articles that containing knowledge for children. This qualitative research uses framing analysis method. Framing method is used to analyze knowledge transfer by the sender of knowledge through the rubric of "Kompas Anak". The results showed that the process of knowledge transfer that occurs in the "Kompas Anak" rubric is a mean to instill general knowledge in accordance with the understanding of children, so they can capture the knowledge transferred by the sender of knowledge.*

**Keywords:** Knowledge Transfer, Mass Media, Reading for Children, framing.

## I. INTRODUCTION

The knowledge transfer can be done by someone to others without losing the knowledge it possesses. However, the knowledge possessed by each individual is different from that of other individuals. One thing can be interpreted differently by each individual. It is influenced by the experience someone has since childhood. Media has an important role in the process of transfer of knowledge from individuals to recipients of knowledge, so that knowledge can be meaningful and understood. Various kinds of media become important containers in transferring such knowledge to be known by as many people. Media allows knowledge to be disseminated to the public. One of the media used to transfer knowledge to the public is mass media, namely in the form of newspapers and television. The mass media presents

information to the community in accordance with its function as a container in transferring knowledge.

Knowledge transfer takes place in all walks of life including children, between the range of infants and teenagers. As for children at elementary school age (6-12 years old) already have reading skills that they learn in school. Parents provide additional reading to improve their children's knowledge. Children use the knowledge gained from these readings to adapt and learn about their environment. However, the knowledge that children need is different from the knowledge of adults, because children cannot sort out what they get. Other than that, the knowledge absorbed can affect the future of the children in defining something. Furthermore, knowledge is needed by children in its developmental period. Knowledge for the children in question is facts and information about real-world life that is general.

Children have the characteristics of curiosity about something but have not been able to find or find information that suits their needs. Nasution (1992) said that elementary school children have an interest in practical daily life that is concrete and very realistic, curious and eager to learn. The curiosity of children is supported by the ease of obtaining information in the digital age, therefore parents are required to supervise and guide the presentation of information to their children.

Research on knowledge transfer was conducted in 2014 by Laksmi, Luki Wijayanti, and Kiki Fauziah titled "Strategi Transfer Pengetahuan Berbasis Kearifan Lokal di Pendidikan Anak Usia Dini di Kelurahan Srengseng Sawah, Kecamatan Jagakarsa, Jakarta Selatan". The research aims to understand the social construction in the process of knowledge transfer among educators in PAUD (Early Childhood Education). Based on previous research, knowledge transfer in children can also be seen from different aspects. This research wanted to see the process of knowledge transfer in children through mass media, more precisely newspaper, which is used as a sender of knowledge given by parents to children. Newspapers are used by children as a means to absorb knowledge in the process of knowledge transfer. One newspaper that provides special reading for children is the newspaper named *Kompas*.

In Kompas Profile, the *Kompas* is daily newspaper that has been published since 1965 (Anonim, 2015). In 2003, this newspaper began creating a special rubric called the "Kompas Anak" rubric. According to Effendy (1989) rubric is a room on the pages of newspapers / magazines or other print media about an aspect or activity in community life. The Kompas Anak Rubric is still published until now, every Sunday. The transfer of knowledge done by the author to the children through this rubric can be discussed more deeply, considering that this daily is intended for adults. The framing of knowledge contained in this rubric is different from that of adults. Knowledge transfer process can be seen from the framing of the media, ranging from titles, words, sentences, paragraphs, colors, until the image. The problem of this research is the transfer of knowledge in children by using the rubric of Kompas Anak.

Many studies have discussed framing but generally the research is on adult reading material. The analysis carried out is part of library science and

information, especially as children's reading material as a source and information service.

This rubric is published in the Kompas newspaper known as the daily for adults. The rubric contains many things that can be seen framing, ranging from knowledge, information, messages, illustrations or images, writings, words and sentences. This study aims to describe the process of knowledge transfer to the child through mass media in the form of rubric Kompas Anak by looking at the framing done on articles containing knowledge for children.

## II. LITERATURE REVIEW

Everyone has the knowledge he uses in everyday life. The characteristics of knowledge submitted by Taylor (2009) is it residing in people's minds rather than in any stored form; as being combination of information, context, and experience; as being that which represents share experiences among groups and communities; or high value form of information that is applied to decisions and actions. Based on these characteristics, knowledge is closely related to information. Information is data that has been processed by a set of rules and has meaning or value. According to the International Encyclopedia of Information and Library Science (Feather & Sturges, 2003) information is a set of data that is processed in a meaningful and understandable form for communication and used as a fact where a meaning is embedded in it. Furthermore, in Dictionary for Library and Information Science (Reitz, 2004) information is all facts, conclusions, ideas and imaginative creative works from the results of human intelligence that has been communicated formally or informally in any form.

Knowledge that is in the human mind will not be sustainable without the transfer of knowledge that a person possesses (the sender of knowledge) to the recipient of knowledge. Knowledge transfer described by Szulanski (1996) as follows, knowledge transfer can be defined as a process of dyadic exchange of knowledge between the sender and the receiver. Furthermore, Davenport and Prusak (1998) state that knowledge transfer involves two activities, namely transmission (receiving or presenting knowledge to potential beneficiaries) and absorption activities in individuals or groups. While Taylor explained that information is the communication or reception of knowledge (Taylor, 2009). The understanding states that information is a

communication of knowledge. Taylor gives examples that individuals writing, speaking, composing, painting, and sculpting are a form of communication of their knowledge to others in various ways. Another example is a book, the book is a representation of the author's knowledge but the book has not been able to represent the reader's knowledge of the subject without making an understanding so that in transfer knowledge there are many factors that influence it. The knowledge transfer elements can be illustrated through the following diagram (Minbaeva, 2007).

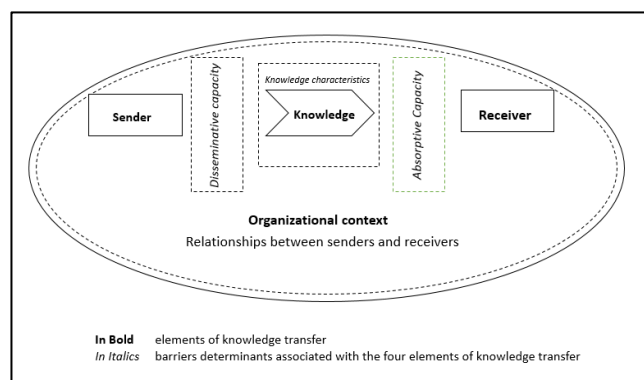


FIGURE 1. KNOWLEDGE TRANSFER SCHEME DIAGRAM

According to Duan, Nie, and Coakes (2010) classify factors that may affect or facilitate the transfer of knowledge as follows. 1) Actors: This relates to cultural awareness, motivation, distance of knowledge, and trust of team members. 2) Context: This relates to organizational relationships, selection of peers, and flexibility of the organization. 3) Content: It relates to objectivity, and the focus of pengetahuan that is transferred with the organization. 4) Medium: This relates to the language used for example.

The presentation of information for children is different from the presentation of information for adults. This is due to the different information needs between the two. For example, when children read a book, there are some things that must be considered in the book that to leave a deep impression on the children. Toha-Sarumpaet (2010) describes the characteristics of a good book for children there are five criteria as follows: The theme is in accordance with the child's life, Sentence is agile and straightforward with a good and logical structure, equipped with illustrations, attractive packaging, and adequate thickness for children. In terms of presentation of information in non-fiction books there is a writing strategy for children. The writing strategy

consists of scheme, question submission, use of illustrations, and appropriate word selection. 1) Scheme: Information presented from the public leads to a more specific direction, so that children can understand the relationship between one discussion with the other as a whole. 2) Submission of Questions: Use of questions to deepen the relationship between one issue and another. 3) Illustration: The use of illustrations makes it easy to understand difficult words. 4) Word: Makes it easy to understand what the main idea and the meaning.

### III. RESEARCH METHOD

This research uses qualitative approach and the method used in this research is framing analysis. Framing analysis is an analysis used to see how the media construct reality (Eriyanto, 2012). Framing analysis method used in this research because researchers want to see how the author rubric framing the information presented, to transfer knowledge to children through newspapers. The subject of this study is the Kompas Anak rubric as a medium used in transferring knowledge to children. While the object of this study is the transfer of knowledge to children through the media Kompas Anak rubric which presents information about children. The number chosen in this study corresponds to the required amount. As for, the selected edition is a selected edition based on researcher observations and updated data sources. As for this research using the Kompas Anak rubric published in February and March 2015 on the Sunday edition, February 1, 2015, February 8, 2015, February 15, 2015, February 22, 2015, and March 1, 2015 so that the five main sections of "Utama" and "Boleh Tahu" will be used as the unit of analysis in this study. Furthermore, the title of the article is "Belajar Itu Asyik", "Gempa? Siapa Takut!", "Tidur Cukup, Yuk!", "Serba-serbi Prangko", and "Kamu Siap Kalah?". The categories in this study adapt the framing structure with the model approach introduced by Zhongdang Pan and Gerald M. Kosicki. In this Pan and Kosicki model, framing device can be divided into four big structure that is as follows (Eriyanto, 2012).

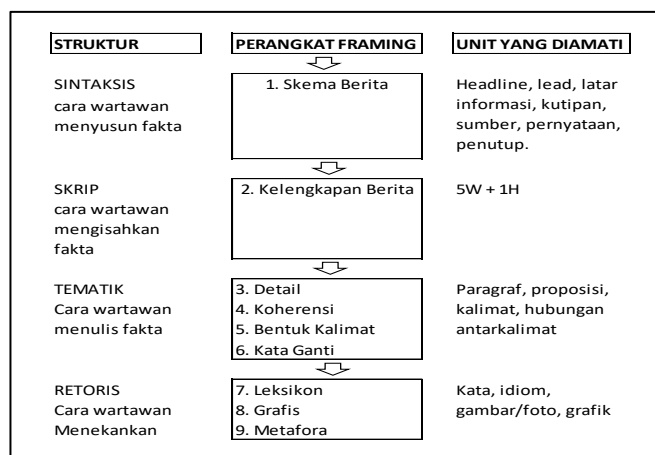


FIGURE 2. FRAMING DEVICE FROM PAN & KOSICKI

#### IV. DISCUSSION

##### A. Newspaper Media: Kompas Anak Rubric

*Kompas* newspaper provides a rubric called *Kompas Anak* rubric that can be used as a "tool" in the process of transfer knowledge in children. Knowledge transferred to the children is made by making an article by the sender of knowledge in the rubric of *Kompas Anak*. This rubric becomes the medium used to bridge the relationship between the sender and the knowledge receiver in the knowledge transfer process. Media of *Kompas Anak* rubric as a mass media presents articles to the recipient of his knowledge, namely children. Basically, the information contained in the article in this rubric into a communication process of knowledge through a newspaper communication tool, while the messages in the article addressed to the readers of children. The *Kompas Anak* rubric is one of the rubrics published by *Kompas* on every Sunday. On September 17, 1978, *Kompas Minggu* was published by lifting articles on lifestyle, pop culture, culinary, family, literature, and art. Based on *Kompas Profile*, today, the *Kompas* newspaper has more than two million readers and the largest circulation reaches 530,000 copies per day in all provinces in Indonesia (Anonim, 2015). The *Kompas Anak* rubric was created in 2003. This rubric is the result of a mix of ideas between *Bobo* magazine, *Mombi* magazine, *Donal* magazine, *XY Kids!* Magazine and *Ori* Magazine. This rubric is published every Sunday that consists of two pages. In *Kompas anak*, content contained in this rubric of the findings on the website *Kompas Anak* rubric of the "Utama" or "Boleh Tahu" article, stories, reviews, our space, and opinion columns (Anonim, 2015).

The "Utama" or "Boleh Tahu" article are located at the beginning or the first page of the *Kompas Anak* section. Each published issue contains the "Utama" or "Boleh Tahu" article in turn. This article contains information, knowledge, and facts about real world life, such as animals, food, historic buildings, and others. This article is also equipped with colorful illustrations. Sometimes it also comes with a column of children's opinions on the topics covered. That opinion supports the writer's writing and shares the story with other readers. The "Resensi" is one part of the *Kompas Anak* rubric contained on the first page in addition to the "Utama" and "Boleh Tahu" article, opinion column, and advertisement for children. The reviewer referred to is a review of a book specifically published for children as readers. This section is provided in the rubric to review the latest books, magazines, and children's reading that children and parents can use as reference in choosing new reading material. The reviewer is also equipped with a colored book cover image followed by title, author, publisher, and page count. The review contained only one title of each reading of the rubric edition selected by the editor.

The next "Cerita-cerita" lies on the second page of the *Kompas Anak* rubric. This section specifically contains narrative, fairy tales, imaginative stories, and fiction for children. The published stories are also equipped with colorful illustrations. The illustration follows the storyline and illustrates the character of the character to facilitate the reader's understanding. The editorial section also receives short story or storytelling submissions from readers. The text is an original and unpublished essay which can be sent to the editorial address. Finally, this section contains a section of "Ruang Kita" in each edition that lies on the second page after the stories. In contrast to the stories that received the writings of the child writers, this section accepts special submissions from children. The submissions may be letters, essays, poems, pictures, and book reviews accompanied by original covers. Each submitted item is the original work of the children selected by the editor in accordance with the topic raised. Shipment of loaded children is also equipped with colorful illustrations. Part of the *Kompas Anak* rubric can be illustrated through the following table.

TABEL 1. "KOMPAS ANAK" RUBRIC

1	"Utama"	Contains information about a particular topic that is popular
2	"Boleh Tahu"	Contains information, knowledge, and facts about real-world life
3	"Kolom Pendapat"	Contains a child's opinion on a topic discussed in the Utama or Boleh Tahu article
4	"Cerita-Cerita"	Contains narrative, fairy tales, imaginative stories, and fiction for children
5	"Resensi"	Contains reviews on the latest child literature
6	"Ruang Kita"	Contains special mails from children in the form of letters, essays, poems, and pictures

In general, the information contained in the Kompas Anak rubric can be grouped into four main sections based on consistency. The sections are articles for children, child literacy reviews, children's stories, and postings from children. These four sections are always present in every issue of the Kompas Anak rubric.

### B. Information Framing Represented For Children

The discussion begins with the media profile used and the framing of each article, then the results of the frames of all articles are used to analyze the transfer of knowledge performed in accordance with the literature review. The results obtained about the transfer of knowledge that occurs can be illustrated from the findings in the analysis, using framing analysis.

#### 1) Starting with Short Story

Knowledge has one of the characteristics as something that resides in the shaped human mind (Taylor, 2009). The sender of knowledge in the rubric of Kompas Anak transferred the knowledge he possessed to the children by starting a story. Stories created by the sender of knowledge related to the topic discussed. Stories produce an early picture as an introduction to understanding knowledge for children. In the article "Belajar Itu Asyik" (Ambarwati, 2015), the sender of knowledge makes a story about a child told by his parents to learn but the child is lazy to learn because they think learning is not fun and make sleepy. The story provokes a child's curiosity about the knowledge that the knowledge sender will be sharing about the fun learning. Furthermore, on the article "Tidur Cukup, Yuk!" (Haryati, 2015) Begins with a story about a child

getting up early. This is evident from the sentence used at the beginning of the article "Oaaaheem ... segarnya bangun tidur pagi". This sentence contains children imagine the atmosphere in the morning when want to get up early. The word "Oaaaheem ..." describes a person who is yawning. At that time, the sender of knowledge proceeds with the knowledge of the importance of adequate sleep.

The article "Serba-serbi Prangko" (Cisadani, 2015) begins with building a story using the character of a girl named Sita who gets a letter from the Post. The child asks "Bunda, kok ada gambar tempelnya?". Quotes contained in the article, Sita not yet know or do not have knowledge about stamps so she asked her mother. The author then explains the definition of stamp after the story. Then, the sender of knowledge transfer knowledge of stamps to the children. In the last article, the sender of knowledge greets the reader and asks about the experience of the recipient of knowledge when following the race. This can be seen in the quote "teman-teman tentu pernah ikut sebuah perlombaan". The initial quotation of the article convinces the reader that competition is one of the things that children have experienced. This story leads the children to imagine the defeat that occurred when competing. Then, the sender of knowledge transfers knowledge of the concept of defeat that is tailored to the recipient of his knowledge. The stories that lead to the core of knowledge that the author wants to let the children make can feel a topic before further understanding. The story is framed by the sender of knowledge. Knowledge senders try to make stories that are appropriate to children using backgrounds, characters, and storylines. However, the story used as an introduction in the article only gets a small composition. The purpose of the story leads to the imagination so that the transfer of knowledge can be more easily accepted by children.

#### 2) Referring to Knowledge of Daily Life

Primary school children (6-12 years old) have started to know about everyday life. Nasution (1992) says that the elementary school age has several characteristics that are very realistic, curious, and want to learn. Curiosity starts from the closest thing, which is daily life. Knowledge of everyday life is transferred by the sender of knowledge through the articles contained in the rubric of Kompas Anak. In the first article, knowledge senders discuss about learning for children, both at home and school. In accordance with the age of the recipient of

knowledge, children receive basic education and take the time to learn to become familiar with the environment. Knowledge of learning is important for children to provide an understanding of how learning is fun. In addition, this can instill a concept of education for children. While in the article "Gempa? Siapa Takut!" (Pawit, 2015) also deals with daily life, knowledge transferred about earthquake disaster management for children. Articles containing rescue from before, during, and after the earthquake. This is in accordance with something that is often felt by children in Indonesia who live in areas prone to earthquakes. Knowledge of earthquakes relates to an understanding of geology and self-preservation for children through a simple article.

In another article titled "Tidur Cukup, Yuk!" (Haryati, 2015), Knowledge senders transfer knowledge about the importance of sleeping for children. Sleep is part of the daily life of children who can not be separated due to high sleep requirements. Sleep also works for the growth of children. This article instills the concept of health from an early age through reading articles. While the article "Serba-serbi Prangko" (Cisadani, 2015), the sender of knowledge about stamps that began to be forgotten by the children. The current development makes communication process easier, allowing children to send short messages via mobile phones. Knowledge transferred through this article reminds the children that communication can also be made through post using postage as a payment signal. Last article "'Apakah Kamu Siap Kalah?'" (Retnowati, 2015), a knowledge of one of the experiences that children often experience. In everyday life, children often follow the competition to cultivate competitiveness. However, the result of the competition can be a defeat. The recipient of knowledge is given an understanding of the concept of defeat by the author. The articles contained in the rubric use a close environment for children, such as home, school and playground. It also raised the problems that occur in everyday life in children. The knowledge contained in the articles answers the children's curiosity and solutions about what is going on around them.

### 3) Sending Knowledge with Simple Words or Sentences

The sender of knowledge in the Kompas Anak rubric chooses words appropriate for children. Compass newspaper as daily for adults uses different words to children. Examples are as follows. "Malas, ah Ma. Belajar, kan, enggak asyik, bikin ngantuk,

jawab Keisha tanpa memalingkan wajah dari televisi". The word used in the quotation looks non-standard, the author selects the word "enggak" instead of using the word "tidak". This adjusts to the recipient's knowledge of the children. Furthermore, in the fourth article, there is a sentence as follows. "Bunda, kok ada gambar tempelnya? jari mungil Sita menunjuk bagian ujung surat itu". The author as a sender of knowledge using the word "kok" is not standard, which intends as a prefix word to ask. The words used to greet the reader are words like our friends, us, and the names of the characters used at the beginning of the story. In addition, there are also many attachments by using punctuation, such as "Gempa?", "Siapa takut?" (Pawit, 2015), "Apakah kamu siap kalah?" (Retnowati, 2015). Selection of words contained in the article using semiformal language and sometimes not standard. This is to build closeness with the knowledge receiver.

### 4) Using Analogy or Parable

Children as recipients of knowledge can not understand the knowledge transferred thoroughly. Sometimes, something that is transferred is something new for children so that more imagery is needed, for example by using parables. In the third article, there is one parable used by the sender of knowledge.

*"Sleep is important. Just like the need to eat, adequate sleep also becomes our need. Our body can not be used continuously, there must be a period to rest. The car just needs a break, the machine will quickly be damaged if used continuously. Be thankful, our body has an automatic way of working. If our bodies are exhausted, the brain will regulate in such a way that sleep comes and we want to sleep."*

The author introduces the concept of health with adequate sleep to children using an analogy of a car that is used continuously. The car can not be used continuously, just like the human body. Man must rest because the brain automatically produces drowsiness. The parable is also done by grouping the contents of the article. The parable used makes it easier for children to understand something new or something complicated. In addition, the parable of transferred knowledge can use images. The author describes learning with children who read books. Whereas when the authors explain about the earthquake, using a cracked ground image. Sleep is supported with a picture of a child with eyes closed.

In addition, the concept of defeat by using a trophy image as a supporter. The parable used in each article can be seen in the phrase and the picture contained in the article. The parable serves to facilitate the understanding of something that is sometimes difficult to understand or something new for children.

#### 5) *Using Suitable Image and Striking Color for Knowledge Receiver*

Images and colors are two things that can distinguish the rubric "Kompas Anak" with other rubrics. Toha-Sarumpaet (2010) explains the characteristics of a good book for children has a criterion equipped with illustrations. The colors used vary greatly. Colors are not only used in images, but also on words, titles, backgrounds and columns. The colors are red, green, blue, yellow, and many others. This is different from the rubric presented to adults who tend to be black and white. Various colors serve to reduce boredom and attract children's attention. Images are one of the dominant things in the articles that are published in the rubric. Comparison between drawing and writing can be said balanced. Images work very important to improve understanding of writing, especially in children. the images also support writing so the children become the focus. The heavier the discussion is delivered using more images, seen in the article "Serba-serbi Prangko". The picture used in the article amounted to eight images. However, in the article "Belajar Itu Asyik" and "Tidur Cukup, Yuk!" (Haryati, 2015) Using only three images. In addition, the comparison of male and female characters can also be seen in the article. The first article to discuss about learning to use more female characters. The second article about the earthquake uses the same character between male and female. While the article about sleeping enough to use more male characters, but male looks lethargic and female looks more cheerful. In the fourth article about stamps, use many pictures but the picture of stamps. Last article "Apakah kamu siap kalah?" (Retnowari, 2015) Using the dominant female character.

#### C. *Knowledge Transfer on Children Through Newspaper Media*

Newspaper media can accommodate the transfer of knowledge to children. Researchers found a number of related analyzes of knowledge transfer to children with the elements concerned. The sender of knowledge on the Kompas Anak rubric is the author and illustrator itself. The term "sender of knowledge"

may vary its use among the various references but still refers to the same intent. The sender of knowledge can also be called a contributor of knowledge, a source of knowledge, a knowledge giver, or a knowledge actor. The sender of knowledge is an individual or group with knowledge that will be transferred to other individuals in the knowledge transfer process. Knowledge senders are an important element in knowledge transfer schemes. Articles are written by freelance writers and sometimes also written by the editors themselves. Although the article is presented to children, the author of the child is an adult who writes articles about the lives of children, according to one of the characteristics of a good book for children by the release (2010), the criteria of the book are the themes given according to the life of the children. Furthermore, in addition to the author there are also illustrator as a sender of knowledge on this rubric. The illustrator is in charge of illustrating articles written by the author. Illustrator also has knowledge communicated through pictures in rubrics to different children with authors who communicate their knowledge through writing. The created image contains information as a support of the contents of the submitted article. Images created by illustrators are in harmony with articles that illustrate the meaning of the illustrator's knowledge that can be captured by children. The role of writers and illustrators as knowledge senders is the key to the process of knowledge transfer. The author must have the desire to share his knowledge. Desire is depicted from the effort to submit articles to the editor. The author's desire must be supported by the ability to communicate that knowledge. The ability to communicate knowledge by writing articles containing information addressed to children.

The knowledge sender frames the information it conveys on the Kompas Anak rubric. According Eriyanto (2012), framing is an effort or strategy by journalists to emphasize and make the message becomes meaningful, more conspicuous, and noticed by the public. In the context of this study, the authors also make efforts or strategies to emphasize and make the knowledge written in the article more meaningful. This article is made more striking to draw the attention of children as readers. Making the article more prominent for children is closely related to the psychological aspect. Striking articles affect children to read them. Children will tend to pay attention to the article to read the contents of the rubric. The author performs protrusion in various ways. For examples



are the use of color combination, thickness and size of writing, punctuation, and illustrations in the form of images. The writer tries to be as attractive as possible to convey knowledge with simple language in order to be understood by the children. In addition, the author is assisted by the illustrator to create lustrasi in the form of images. This picture as a supporter of writing in the article in accordance with the theme of knowledge to be conveyed by the author. The author alters the knowledge he possesses in the form of explicit knowledge to be easily communicated to children, namely by writing words in the form of articles. Unlike the illustrator, for his implicit knowledge to be transferred, the illustrator seeks to transform his inner knowledge in the form of images that can be understood by the reader. The knowledge transferred is framed by the author in contrast to the framing made to adults. The illustrator also makes illustrations by making adjustments to children. Images used as illustrations are destroyed using a variety of colors. One article can use three to six images. Illustrator's knowledge is expressed through pictures using the character of children in general, both boys and girls. Something that is displayed on the picture is framed in accordance with the topics covered in the article, but the framing is done with a certain impression. Visible impression is sometimes addressed or referred to a meaning. Impressions captured by children in this section may vary but are directed by the illustrator. Writers and Illustrators in the Kompas Anak rubric create articles and images containing the knowledge to be loaded on the rubric. Knowledge senders think of the best way to choose the right theme for children to discuss. In addition, the sender of knowledge also seeks how best to enable such knowledge to be understood by children, including the use of illustrations to support the knowledge that will be received by children.

The recipient of knowledge in the rubric of Kompas Anak is children. Knowledge received by children through articles that are published every week by reading. Recipients of such knowledge are children of primary school age. This can be seen from the rubric section of "Ruang Kita" and the opinion column of the child. In the rubric section of "Ruang Kita" which receives submissions in the various works of the children sent by elementary school children, as well as the opinion column containing opinions from primary school children. Primary school children can be known from the origin of the sending schools displayed by the editors. Knowledge

recipients are limited to Indonesian children, this is known from the Kompas daily as a national newspaper in Indonesia. Primary school children in Indonesia are about 6-12 years old. According to Nasution (1992) said that elementary school children have some characteristics such as very realistic, curious and want to learn as well as the interest of practical life everyday. The Kompas Anak rubric meets the needs of the children's desire and desire to learn at the elementary school age, as this rubric contains the knowledge that can be absorbed by children. This rubric also answers the question of practical life that occurs in elementary school age children.

The knowledge recipient learns something new. According to Nasution, elementary school children have the curiosity and desire to learn. The desire is supported by parents by choosing a reading source for their child, so that children can find out a special section that provides knowledge to children in the newspaper. The new knowledge gained by the children of the sender of knowledge in the rubric of Kompas Anak serves to adapt and learn about the environment. Children can also use the knowledge gained in the rubric to define something. Knowledge tailored to the ability of children to absorb new things. This adjustment is seen from the comparison of contents between one section and another. The Kompas Anak rubric is framed more simply than any other section. It aims to improve the ability of children as recipients of knowledge to understand new knowledge transferred authors. Knowledge received by children is the formation of the editorial together as an organization. This is evident from the cooperation of the author rubric, illustrator, and editorial itself. Furthermore, the relationship between the sender of knowledge and the recipient of knowledge in the process of knowledge transfer to the children in this study is accommodated by mass media in the form of Kompas Anak rubric contained in Kompas newspaper. Knowledge of the author will not be accepted by children without a medium of knowledge transfer. This transfer process works so that the knowledge owned by the author remains sustainable by the reader. The Kompas Anak rubric bridges the transfer of knowledge the author has to the children as a reader. The media plays an important role as the liaison between the sender and the recipient of knowledge.

Media try to understand the psychology of children to attract attention. The information presented in the rubric of Kompas Anak is done by compiling the article scheme, the use of color on the letter, the thickness of the letters, the columns, the dotted line, the completeness of the article, and the font size. In addition, emphasis is placed on selecting words for children, sentence forms and relationships, pronouns used, question marks and exclamation points. The most striking emphasis in this section is the use of colorful images. One article can use three to eight images. The selected image relates to the article but attracts the attention of the children. The media in this study are also viewed as the organization of the editor and the author of the rubric that compose the articles together. The medium selects the knowledge transferred to the children. Rubrics published by the media is a professional practice undertaken by the organization. The articles contained by the author are accompanied by illustrations that not only attract the author's attention but politically also state that the article has the support of the image into a fact. If this is done continuously it can be an ideology (view of something) for the readers of elementary school age children.

#### V. CONCLUSION

Transfer of knowledge through the Kompas Anak rubric is a means to instill general knowledge for elementary school children. Kompas Anak is framed by the sender of knowledge because the recipient of knowledge is children, which is certainly different from the adults. Knowledge transferred through articles contained in this section begins with a story relating to the topic discussed to stimulate the initial picture before transferring knowledge. While the topics covered in each article that is published related to the knowledge about the daily life of children, ranging from background, problems, and things new to children. The knowledge discussed aims to answer children's curiosity and solutions about what is going on around them. The language used to transfer knowledge by the sender of knowledge is a language that is not standard or semiformal, the selected word looks short and simple. Knowledge senders also use parables in the form of words or images to enhance children's understanding. Images and colors are also used predominantly and vary to draw the attention of children to the knowledge transferred. Knowledge that is framed continuously will affect the child by forming and building character for the child.

Knowledge transferred through the Kompas Anak rubric has been framed by the sender of knowledge. The sender of knowledge should transfer knowledge by framing which illustrates the transferred knowledge, since the rubrics used as the knowledge transfer medium can be understood differently by each child who has not been able to sort out the knowledge he or she receives. Knowledge gained will affect the children to adulthood.

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