

**The Impact Of A Satellite Communication
System On Indonesian Television Broadcasting**

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I. INTRODUCTION

As a developing country, Indonesia has emphasized efforts to improve its people's living standards. The country's communication system is directed to supporting those efforts. The government is aware that participation of the people is a key to making national development programs successful. Communication technologies such as television are crucial in bringing Indonesia's people into development programs (Harmoko, 1984).

The technologies of communication are believed to be useful for increasing the quality of education in the developing countries. Consequently, those media are involved in the implementation of national education programs, both formal and informal.

According to Dissanayake (1983:124), "TV has guided rural people in improving their agricultural production. The effectiveness of television lies in its ability to bridge the illiteracy gap that is still relatively high in the rural areas. In the Third World, new communication technology is used to stimulate participation for development. Satellite communication is needed to transmit development messages through television broadcasting. The Third World needs to make the best use of new technology for their development."

An effective communication strategy offers a way to

integrate the different religious and ethnic groups who live in Indonesia's thousand islands into the whole society. Based on that concept, Indonesia has adopted a satellite communication system which was launched at the Kennedy Space Center in the U.S.A. on July 8, 1976.

Televisi Republik Indonesia (TVRI) the state-owned television service, was started in 1961 and came into full operation on August 17, 1962. Its activities have grown during the past 25 years so that now, national television programs are watched in all the capitals of Indonesia's 27 provinces as well as in almost all of the district capitals.

The major contributor to TVRI's growth has been Indonesia's domestic satellite system which has made possible the broadening of TVRI's coverage area. To spread information evenly to rural areas, 54,000 public TV sets were placed in villages within the reach of TVRI telecasts. By 1984, 5,682,829 TV sets had been registered in Indonesia (Indonesia's Official Handbook, 1986).

The government information policy relies on an equitable dissemination to cover even the remotest islands. Attention is given to rural sectors, transmigration sites and border areas. The mass media are used to bring about social change in those areas. The new satellite system provides the opportunity to communicate messages to all the country's more than a thousand islands at the same time.

II. TELEVISION BROADCASTING SYSTEMS AND NATIONAL GOALS

A. Historical Background of TVRI

Indonesian Television, known as Televisi Republik Indonesia (TVRI), was born on August 24, 1962. Beginning with just one studio, a small staff and a minimum amount of equipment, the government-funded station was on the air for only short, limited periods. During 1962 and 1963, broadcast time averaged just one or two hours a day. With the extension of facilities and equipment, the time was gradually increased to an average of eight to nine hours daily (TVRI, 1984).

TVRI's initial coverage was only for the Jakarta area. It reached as far as Bogor, a distance of 55 km, and eventually was extended to Bandung (200 km) after a team of specialists constructed a 25 watt transmitter with a high directional antenna atop a 2,000-meter-high mountain in West Java. Later, a 650 km microwave link and the construction of another station in Yogyakarta, Central Java, paved the way for additional relay stations in Java. The number of television relay stations had grown from 4 in 1968/1969 to 203 in 1984/85 (TVRI, 1986).

For the first three years, the Jakarta station was the only source of television in Indonesia. In 1965 the service inaugurated its first regional studio and transmitter in

Yogyakarta and built transmitters in several strategic places in Java.

Development of other regional stations followed. The Medan, North Sumatera Station opened its doors in 1970; Padang, South Sulawesi, in 1972; Balikpapan, East Kalimantan in 1973; and Palembang, South Sumatera, in 1974; in addition Surabaya, East Java; Denpasar, Bali and Manado, and North Sulawesi were completed in 1978. At present each regional station produces two hours of programs a day for its particular area, which includes news, information, culture, and children's presentations. An hour before air time, information concerning that day's programming is sent to the regional stations from Jakarta to either communications ground stations or TVRI stations (Arifin, 1984).

In an effort to evenly spread information throughout the country, particularly to the villages, the Indonesian government since 1982 has sought to expand its TV broadcasting network by providing 10 mobile units in 11 provinces. A total of 101.40 million people in 1984/1985 were able to watch television programs and 5,682,829 TV sets were registered. To spread information evenly to the rural areas, in 1984/1985 54,000 public TV sets were placed in the villages within the reach of TVRI telecasts (Indonesia's Official Handbook, 1986).

Improvements in the equipment and facilities can not be

the sole objective of broadcasting operations policy; a more important question is how far TVRI is able to broadcast programs that serve public interests? During the third Five-Year Development Plan (1978-1983), the total number of broadcast programs produced by TVRI itself increased from an annual 15,600 hours to 22,800 hours, an increase of 45%. This indicates that, besides TVRI's increase of capacity, the community itself has increased its capability of creating TV programs. It is generally agreed that one of the standards of measuring progress of a society is by the rate of active participation of its members in spreading information (Arifin, 1984).

Of all the changes in TVRI, the most dramatic has been the adoption of satellite technology. The launching of the Palapa satellite, moreover, has an influence beyond just Indonesia. It presents a unique opportunity for nations in the ASEAN area to communicate with one another directly and on a daily basis. With a surface area of 18 million sq. km, a land area of 3 million sq. km, a population of approximately 230 million and a potential viewing audience numbering more than 150 million, the ASEAN countries (Indonesia, Malaysia, the Philippines, Singapore and Thailand) are planning to use Palapa in TV news exchange programs so that the entire ASEAN region will be linked with a regional transmission system (Ishadi, 1984).

For Indonesia, with its thousands of islands, using a terrestrial system to extend TVRI's broadcasting network would have been expensive, difficult and inefficient. Before the employment of Palapa, programs originated in separate studios throughout the country and reached surrounding areas through link stations. Planners saw that modern technology would have to replace this system for Indonesia to attain the goal of its national motto, "Unity in diversity." Employing advanced technology would enable this nation of numerous, diverse ethnic groups spread over thousands of islands, to achieve its goal of a country truly united, inwardly as well as outwardly (Harmoko, 1984).

Satellite communications, coupled with the Indonesian development plan, was a logical step towards this aim. And so the era of satellite communications was ushered in during 1969 with utilization of an earth station in Jatiluhur linked to the Indian Ocean satellite, Intelsat. However, this did not meet the country's demands for reliable, regular service in each of its 27 provinces. The facilities owned by PERUMTEL (Directorate General of Post and Telecommunications) still could not serve the entire country; the terrain, distances and general physical problems prohibited this. However, satellite transmissions were received from Australia, the United States, Malaysia, Mexico, Thailand and the Netherlands, thus expanding TVRI's intake of news

(Ishadi, 1984).

A feasibility study was carried out for a domestic system for Indonesia, which indicated that there would be many advantages for integrating a satellite communication system into the existing telecommunication network. The study revealed that the satellite system would provide the capacity to extend television service into each province. Even the most remote island could be integrated into the system (Ishadi, 1984).

With the establishment of Palapa A in July 1976, transmission included the entire territory of Indonesia. The Palapa Domestic Satellite Communication System facilities operated by the Directorate General of Post and Telecommunications became the center of a broadcasting network serving the entire country (TVRI, 1983). With the coming of Palapa and the formation of the Jakarta Central TVRI station, an integrated network was born.

B. Archipelago Television

During the last two decades the use of television to communicate messages directly to the home has progressed rapidly. At the end of the 1970s, television was being used as a means of mass communication in 129 countries, of which more than half were developing nations.

Research conducted by Elihu Katz revealed that developing nations had adopted the pattern or system of television used by industrialized countries with which they had close historical ties. Commonwealth countries or former British colonies, for example, adopted the BBC pattern and the television system in England. Latin American countries followed the pattern of the United States (Katz, 1977).

A survey conducted by Katz in 91 developing countries showed that 28 countries or 31% had adopted the English system; 21 Countries or 20% were using the French system; 21 countries or 20% were using the American system; and the rest or 29% were using a mixture of various systems. Generally the methods and system of industrialized countries consisted of: constructing studios (usually in big cities, in the nation's capital, and in provincial capitals), establishing a broadcasting network with priority on the urban areas, and telecasting imported films as well as those produced in local studios (Katz, 1977).

This pattern was also followed by Indonesian television from its establishment in 1962 up to the mid-seventies. From 1962 onwards the growth and scope of coverage was based on a terrestrial system, which made use of a microwave network. Such a system required links for the range of the microwave transmitter, which was usually between 60 to 120 kilometers. In 1975 this system linked all areas

of Java, Sumatera and parts of Bali, Lombok and West Nusanara. However, a microwave network to cover all of Indonesia would have taken from 25 to 30 years to complete. Therefore, in 1976, the government took a shortcut by acquiring the Domestic Satellite Communication system (Ishadi, 1984).

A new dimension in the communications network system was introduced. Transmitting stations were built at several locations enabling the television signal to reach all provinces by the end of seventies. Components of earth stations were produced locally by the National Electronics Institute in Bandung.

The extended scope of the signal resulted in increased coverage. Demands for reception of telecasts were soon followed by requests for participation in television programs. The government met this challenge between 1970 - 1980, building seven new television stations in addition to the two already constructed in Jakarta and Yogyakarta. These stations were to produce regional programs for local consumption as well as for national telecasts (TVRI, 1984).

The construction of new stations in provincial capital cities on the pattern of industrialized countries obviously could not meet Indonesia's needs as an archipelago country with its unique and specific characteristics. Its territory is as large as Western Europe or the United States.

Considering the vastness of Indonesia and the lofty aims of the country, Indonesian television naturally followed the Archipelago Concept in its pattern of development, which is based on the political unity of the nation and the geography of the country (TVRI, 1985).

In the context of Indonesia as an archipelago, television obviously must function differently from the continental pattern in that one or several television stations broadcast local as well as national programs. If the continental concept were to be fully implemented, every province would have to be provided with a television station and many more would have to be built in important district capitals. A project of this magnitude obviously would fail due to lack of budget, of personnel, of sources of broadcast material and of acquisition of equipment (Harmoko, 1984).

In principle, the Indonesian concept emphasizes the need for mobility of coverage and the need to produce programs away from the two studios with the natural landscape as background for filming scenes from actual community life. This goal minimizes shortcomings of studio productions. Mobile units also permit coverage of any remote areas of Indonesia otherwise impossible to televise. This is carried out through mobilization of the existing nine stations, and through utilization of a new production center in Jakarta, the open studio in Bogor, and mobile production units. These

four components became the backbone for implementation of the archipelago television system.

C. Satellite Systems in Developing Countries

The history of communication satellites may be traced to a young British radio expert and science writer, Arthur C. Clarke, who wrote an article "Extraterrestrial Relays" in 1945. Clarke proposed combining rocketry and microwave engineering to place artificial satellites in stationary orbits around the earth. These satellites would serve as relays for transmission from earth (Ploman, 1972).

In June 1962, the Telstar and Relay satellites were launched by the United States for International wideband communications, including television transmission. Within a few years, a large number of balloon-type reflectors were discarded for sophisticated active repeaters. Even at this early stage, it was obvious that satellite systems were flexible and capable enough to become the mainstay of international communications. After an experimental period lasting only five years, the satellite system achieved full operational status (Ploman, 1972).

A United Nations report revealed that 95 satellite communication systems were operational or planned through 1985, including three international systems, five regional systems, seventy national systems (including 36 which use the

INTELSAT satellite), and eight military or experimental systems. At the end of 1982 there were about 500 earth stations providing 1,200 pathways or direct communications links via satellite among 170 countries, territories, and areas of independent sovereignty, and more earth stations were being built (United Nations, 1982).

Colino (1968) noted that even though satellite communication is costly and complicated, many developing countries have invested heavily in satellite systems. Pelton (1983) characterized the involvement of developing countries in the INTELSAT system as phenomenal. In 1964, when INTELSAT was created, it had only 12 member countries which represented primarily developed countries, such as the U. S., Canada, Australia, and European countries. INTELSAT's membership among the developing countries grew from one to 56 within only five years (INTELSAT, 1983).

In the Pacific region satellite communications showed a particularly remarkable growth. Since 1978, traffic on the INTELSAT system in this region has increased an average of 28.5 percent per year. This has made the Pacific region the most rapidly growing part of the global system (INTELSAT, 1983).

There are a number of specialized agencies concerned with space and satellite technology: the World Meteorological Organization, the Inter-governmental Maritime Consultative

Organization, the International Atomic Energy Commission, and the World Bank (Bank for Reconstruction and Development), whose Education Department provides assistance to developing countries for using communication media, including satellites to upgrade and expand education.

Another such organization, based in the United States and focused internationally, is the Rural Satellite Program, funded by the U. S. Agency for International Development (USAID). The Rural Satellite Program, which was announced at the 70th General UNESCO Conference in 1978, is designed to promote the benefits of satellite-based communication technologies in Third World development efforts. According to this organization, the modern communication technology, when carefully planned and systematically applied, would constitute an appropriate tool for achieving fundamental development objectives (AID, 1981).

In its aims, the USAID program reflected a widespread recognition of the opportunities opened by satellite broadcasting. As early as the 1960s, scholars recognized the benefits of the new technology. In 1968, for instance, Schramm and Platte noted that a satellite system can give more people access to education and training, place the best teachers within reach of large audiences, help to integrate large audiences, help to integrate large sectors of the population into the social, economic and cultural life of the

nation or region and contribute to international understanding. One of the most promising possibilities opened by current satellite development is the use of space communications for the benefit of mankind by enhancing the free flow of information, greater cultural exchange and an increase in levels of education.

A Twentieth Century Fund report (1970) suggested that developing countries could particularly benefit from using satellite technology. It proposed a satellite-based program, Education through Television (ETV), that would make mass communications available in areas that lack ground-based telecommunications or broadcast networks. ETV could bring modern educational media to regions where teaching facilities are either inadequate or totally absent, and Satellite ETV could also promote personal health and hygiene, provide news and information to remote or hard-to-reach areas, promote national unity and create stronger cultural ties, and emphasize the use of a single national language in areas where there are multiple languages or dialects.

The United Nations likewise was aware of the contribution that communication technology could make to the Third World. Recognizing that the majority of the population in developing countries live in rural areas isolated by illiteracy and lack of transportation, the United Nations began supporting programs which use broadcasting in an attempt

to decrease illiteracy and underdevelopment in rural areas. UNESCO in 1970 reported that because of the increase in population growth, the massive use of modern technology, especially television, was the only way to carry out national programs to achieve universal primary education of up to five to six years of schooling, to extend and redirect secondary education, to increase and reorient higher education, and to expand vocational training in all fields (UNESCO, Paris, 1970a).

Satellites were seen to have a special role in efforts to aid developing countries. Satellites made it possible to offer direct TV programs for education to all schools in an area as large as India, Brazil or Indonesia. Consequently, as Afshar observed (1971), satellites gave the developing countries a unique opportunity to improve and draw benefits from mass education.

In recent years, the initial enthusiasm for satellite technology has been countered by some warnings about its possible harmful effects. For example, Dissanayake (1983:131) argues that while Third World nations clearly need to use the new communication technology, "We need to give very careful thought as to how best this could be accomplished. When we discuss the role of communication in the Third World, very often we do not pay adequate attention to the fact that there is a vast universe made up

of socio-cultural, ideological, and institutional dimensions closely associated with it."

Taking a different approach, Schiller (1982) warned that communication technology is not the major causal agent in economic development. Much more important is how Third World countries deal with information; how they restructure their economies; and how they reduce inequality. To suggest that communication by itself can somehow make these necessary changes occur is getting the issues confused. For instance, there is an enormous volume of information and communication channels in the U. S., yet no one believes that the problems and crises that afflict America are being overcome by the existence of its communication system.

It is still believed that meaningful information that permits people to know their actual conditions and to act to change them remains in scarce supply, despite the means available of providing such reformation. All too often, social realities have been ignored while planners focused on technical features of the new information technologies. Consequently, the technology does not yield the benefits that were initially envisioned.

Addressing the side effects of the technologies, Hamelink (1982:44) has said, "The class structure of western societies makes it inevitable that the information technologies are available to the already-privileged and

powerful. What is happening is that the gap between the rich and the poor is being fortified with a new force, that of information. The more the less-industrialized countries, therefore, adopt sophisticated communication technologies without changing drastically their internal social orders, the greater their external dependency and the deeper their internal inequality will grow."

Hamelink (1982:47) also is concerned with the side effects of communication technologies: "If one looks at the major beneficiaries of information technologies, they were usually three groups: first, the foreign supplier of the equipment and second, the financiers, because most of the governments ran quite quickly into tremendous balance of payment problems. So they had to borrow on the international market. The World Bank, particularly, has been very scarce in funding telecommunication development projects. So most financing has come from private commercial banks, and from banking consortiums like Chase Manhattan and City Bank. The third problem was that the group that had benefited from the introduction of such technologies was the local administrative elite. People who are close to the national administration, very often military people tend to benefit most from the new technologies."

Satellite communication technologies can bring benefits to developing countries, but the technology has to be used

wisely. If it is not, the technology can be harmful,

D. The Satellite System and National Goals in Indonesia

In 1976, Indonesia launched its own communications satellite. It was the first one of its kind in any developing country. PALAPA-A-2, was launched in orbit in 1977, replaced by B-1 in 1983 and replaced by B-2 in 1984. At that time, only the United States and Canada had their own communication satellites.

The PALAPA satellite today provides television, telephone and data transmission service throughout the 13,000 islands of Indonesia, a region embracing over 750,000 square miles. Through the Jakarta center, eight regional production stations and 140 million people are now reached by the government-operated television service (Indonesia's Official Handbook, 1987).

According to the Agency of International Development (AID), "Outside of North America, the Indonesian Palapa system is the only existing operational system with power to provide service particularly suitable for new applications in health, education, agriculture, information or special interest networks" (Fluornoy, 1984).

The Palapa satellite is the technological expression of an old and deeply held concept, WAWASAN NUSANTARA, which aims at realizing the islands of Nusantara (Indonesia) as a single

political and economic entity. The name of Palapa itself was derived from the AMUKTI PALAPA oath sworn by Prime Minister Gajah Mada of the Kingdom of Majapahit in 1334. Reportedly, Prime Minister Gajah Mada swore he would not taste of the delicious Palapa fruit until the entire Indonesia archipelago was united in a single territory. This unity was achieved with integration of the archipelago under the Gulakelapa (red and white) flag in 1335 (Fluornoy, 1984).

In Indonesia, the telecommunication system is considered a national resource and is expected to be used in the interest of nation-building. In his opening remarks to the Ministers of Information of non-aligned countries meeting in Jakarta, President Suharto touched on this issue when he said, "In the context of assuring a successful completion of national development, Indonesia looked for the mass media to inflame the spirit of dedication and struggle of the nation, consolidate the national unity and cohesion, enhance the sense of national culture and identity, and stimulate the participation of the community in development" (TVRI, 1984:5).

PERUMTEL (Perusahaan Umum Telekomunikasi), the Indonesian telecommunications operations is the responsibility of the Directorate General of Post and Telecommunication under the Ministry of Transport, Communication and Tourism. This office has become a key

office for the Indonesian Government in helping to implement national goals.

When Indonesia launched the Palapa satellite in 1976, it commissioned a longitudinal study to assess the social impact of TV on rural Indonesia. The Indonesian Institute of Economic and Social Research (LEKNAS/LIPI) and the Hawaii-based East-West Communication Institute formed a cooperative project with the funding from the Ministry of Information.

Initial research suggested that a reasonably rapid change was occurring in the several rural areas. Villagers were adopting modern health practices. Knowledge of family planning methods was more widespread. Family financial resources were being used more rationally, and agricultural innovations were being tried. Furthermore, ethnic relations were improving, the use of bahasa Indonesia was widespread, and desire for education was high among the rural folk (Fluornoy, 1984).

Language is just one of many factors that illustrate the diversity among Indonesia's population. There are some 60 ethnic groups with 250 languages and dialects; however, the adoption of a single national language (bahasa Indonesia) has grown since national independence in 1945. Diversity appears in religious faith as well. Eighty percent of the people follow the Islamic religion, while 5 percent are Christian, 3 percent Hindu, 3 percent Buddhist, 2 percent Confucian, and 2

percent others. This diversity is respected through constitutional protection of religious freedom (Indonesia's Official Handbook, 1987).

Economically, Indonesia likewise presents a varied picture. It is the world's largest producer of rubber. It is the world's eleventh-ranked producer of oil, and the third largest in rice production. Indonesia employs about 60% of its working population in agriculture, whereas industry employs only 7%. Economic growth over the last ten years has been about seven percent. Eighty percent of the population resides in rural areas. Per-capita income is estimated at \$520 (Indonesia's Official Handbook, 1986).

Education has a central role in Indonesia's efforts to achieve national unity and encourage economic development. Indonesia's fiscal year budget for education in 1984-85 was over Rp. 20 trillion (approximately \$ 1.2 billion). This amount was higher than that for any other sector, including agriculture, mining and industry, health, community development and the armed forces (Indonesia's Official Handbook, 1986).

The investment in education has been productive. Indonesia has managed to increase its literacy rate to 72 percent in 1982. In fact, literacy was judged to be 89% for the urban population and 68% for the rural areas. Furthermore, improvements in teacher training, materials

development and school buildings, as a result of commitment to universal elementary education, have made it possible for 20 million children to be enrolled in primary schools. This represents about 96% of all children reaching school age (Indonesia's Official Handbook, 1982).

The number of secondary school places is still severely limited. In the fourth Five-year Development Plan (REPELITA IV, 1984-1989), the government has given a high priority to school expansion, curriculum development, textbook preparation and dissemination, and teacher training at the secondary level. The effort still falls far short of the admitted need. The quality of education provided is also far lower than the government would like.

Access to higher education is an even more serious problem. The forty state universities, with 267 faculties, could accommodate less than 200,000 students in 1980. Private universities more than doubled the number, but productivity remains low. Even with the expansion of regional universities, such as Hasanuddin University in Ujungpandang and the University of North Sumatera at Medan and with the development of new polytechnic and diploma-type training programs, through assistance from international funding agencies, the opportunity for higher education is still a very limited in Indonesia (Indonesia's Official Handbook, 1986).

Educational telecommunications have at least two goals. One is to reach students whose access to education is limited by factors of geography and by shortages of classroom space and trained teachers. The second is to make improvements in the quality of education. The Ministry of Education, through its center for communication technology in education and culture (PTKPK), has, since 1978, been developing and testing technology-based alternative solutions to educational problems and training.

The new Indonesian Open University is one of the ambitious examples of such efforts. Basically a television-based correspondence study program, the Open University is expected to accommodate 350,000 students. The goal of the Open University, or Universitas Terbuka, is to increase the capacity of universities from 5% to 8.2%. Its programs are open to any secondary school graduate. Registration may be made at post offices or at any university. Several state universities and teachers colleges are being prepared to administer examinations for Open University students (Fluornoy, 1984).

In 1984, the university programs began with courses in state administration, development and economics, and applied statistics. The American semester-credit system is being followed. The long distance learning system (sistim belajar jarak jauh) comprises two programs. These consist of the

regular university curriculum and special programs, such as teacher training projects, leading to the award of a certificate. Another project, one in operation for more than five years, is a training program for primary school teachers using radio. The project broadcasts radio in-service training, supported with simple print materials, to about 70,000 teachers in 11 provinces (Fluornoy, 1984).

In addition, in cooperation with the Adult and Community Education Division of the Ministry of Education, the PTKPK provides radio support for rural learning groups in 20 experimental sites. Programming is decentralized and is broadcast primarily through provincial and local stations in the national radio network (RRI).

With assistance from UNICEF, seventeen half-hour children's programs have been produced on the theme of character development and are designed for open broadcast. These programs use drama to bring the theme of character development to rural and semi-rural children. Topics include problem solving, initiative, acceptance of responsibility, and self-image.

A series on environmental problems and issues in development has also been broadcast from the Republic of Indonesia TV (TVRI) station of East Java. The same Surabaya TV station also hosts a weekly live "development quiz" program.

A USAID-supported Rural Satellite Project, using 14

earth stations scattered among eastern islands of Indonesia, was begun in February 1984. Emphasis is on improving the delivery of agricultural education by means of master tutors. It is a distance teaching project, consisting of audioteleconferencing, audiographics and facsimile techniques, designed to make faculty expertise and library resources more widely available (Fluornoy, 1984).

There is no doubt that the expectations for education in Indonesia are also the expectations for the communications. Each is meant to contribute to the process of nation building.

E. Research of Television Impact on Indonesian People

To have a more complete view of Indonesian television broadcasting, it is necessary to see the impact of this medium on the people of Indonesia. Research has been done by Indonesia's Ministry of Information to find the impact of television on the rural people of Indonesia. Seven provinces were singled out as areas of research. East Java was the first province whose people were to see a television broadcast in 1975, followed by West Java, Aceh, West Kalimantan, and North Sulawesi, all in 1977.

Television has been accepted by rural people because of its entertainment value, although the price of the television sets is relatively high for them. Only the middle and

higher income classes are able to afford television sets. They are farm businessmen, civil servants, army members, and village leaders. The number of television sets, therefore is small compared to the number of people. Nevertheless television is a popular medium for the rural people. Those people who can not afford a television set watch television programs in public areas where TV sets are available or they watch in the houses of their neighbors (Alfian et al, 1983).

In Indonesia, television is used by the government to promote development. Efforts have been expended to maximize television's impact on rural people so that they will participate in government programs.

Research on the impact of television done by the Ministry of Information showed that a lot of changes have occurred in the villages. The most important finding is that the communication network pattern in the villages has gradually changed since the coming of television sets to the villages (Indonesia's Ministry of Information, 1979).

The role of the village leaders as sources of information was reduced since the rural people relied on television for information. Village leaders shifted from being information sources to being information interpreters. Much of the information which comes from television needs to be interpreted so that the rural people will be able to understand what has been broadcast. The role of extension

agents in the villages also became less than before, as reported in research done in South Sulawesi in 1977 (Indonesia's Ministry of Information, 1979).

However, traditional communication such as face-to-face discussion has strengthened its position since the coming of television sets in the villages. Rural people discuss information gained from television with their peers. Social interaction occurs more frequently among people, especially when discussing the content of the information broadcast by television.

According to the findings of this survey, the role of formal and non-formal leaders also became less than ever before in the rural communication network. The effect on the role of opinion leaders in the villages varied from province to province, depending on the strength of those leaders in their societies (Indonesia's Ministry of Information, 1979).

Television is considered to have more of an impact in the villages than newspapers because illiteracy is still high in the villages. If this finding is accurate, television will be able to replace the role of the villages' newspapers as the main source of information in those areas. Thus it appears reasonable for the government to give more attention to the role of television in transmitting information development in the rural area (Alfian et al., 1983).

This survey also confirmed that the role of radio in the

villages' communication network is not changed by television. Radio ownership is more prevalent in the villages than is television set ownership because the price of a radio set is much lower than the price of a television set (Indonesia's Ministry of Information, 1979).

The responses of rural people to the television programs varied. According to the findings of the survey, each member of the village has different preferences in choosing television programs. These differ significantly according to the people's education, their social and economical status, their gender, and their organizational participation.

The conclusion of this study was that television had the effect of establishing rural information centers through the owners of television sets who also have roles as interpreters or guides to the programs or information broadcast by television (Alfian et al., 1983)

F. TVRI's Programming Policy

Television has flourished in Indonesia in recent years. The success of this medium is based on its entertainment value and its audio-visual power. Televisi Republik Indonesia (TVRI) is used to support development efforts in the country. More than 60% of television programming is directed toward farmers in the villages, especially in the diffusion of agricultural information.

The government of Indonesia has made efforts to improve the living standard of farmers by maximizing their agricultural productions through BIMAS and INMAS programs. Those programs are agricultural information campaigns to introduce agricultural practices. The campaigns are intended to keep farmers abreast of current events and technological developments and to help them to adopt agricultural innovations.

Televisi Republik Indonesia (TVRI) transmits a variety of agricultural programs. "Dari provinsi ke propinsi" (From one province to another province) is one of those programs. This program is intended to show the success of a province in improving its agricultural production through new practices ~~recommended by the~~ motivate them to adopt new methods that have been successfully used by farmers in other provinces. The program is an example of the combination of entertainment programs and information activities.

"Desa Kita" (Our village) is another agricultural program broadcast by TVRI to give information to farmers. This program gives more emphasis on how to implement new practices. A drama performance is used to attract farmers to watch this program. Each of the two programs is broadcast by TVRI once a week on different days.

Agricultural programs and rural programs have a high

priority in the TVRI's program pattern. Some changes have been made to improve rural programs on Indonesian television. In the 4th Five-Year Development Plan, TVRI made its first attempt to upgrade certain rural programs. The new program pattern generally seeks to augment the broadcasts of traditional cultural arts in quality and frequency. This must be achieved by efforts of increasing the frequency of featuring a variety of Indonesian interests. It also has to preserve the balance between the public's taste for entertainment and the needs of an actively building and developing nation. Thus informative and guiding programs are presented in an entertainment form (Harmoko, 1984).

In percentage, the ratio between the different kinds of programs, according to the new program pattern, is as follows: News/Information 27%, Educational and Religion 25%, Culture and Entertainment 46%, and miscellaneous 2%. The expansion of TVRI's software covers quality improvement, increase of the contents, material and presentation of the broadcast programs, perfection of TVRI's organization and working system, and upgrading of the employees' abilities and skills by education and practical training at the center in Yogyakarta (Arifin, 1984).

Harmoko (1984) said that Indonesian television had achieved significant progress during 23 years of its existence. The progress was achieved through the process of

continued struggle. The television medium in Indonesia is expected to develop its infrastructures and at the same time to transmit and communicate the message of development work that has been successfully accomplished as well as work that still needs improvement. In short, the medium should enhance its functions in the fields of information, and education in order to contribute to the success of national development.

Great efforts have been made to improve Indonesian television programs, including rural programs. The performance of the programs has been enhanced through a better programming policy. As Indonesia is deep in the process of development, the guiding principles of its pragmatic Five-Year Development Plan have had a strong impact on the selection of the programs. News and features aimed at encouraging development and the spirit of unity are considered high priority, while sensationalism and exploitation of destructive incidents are discouraged. Encouraging participation in development is viewed as one of the prime objectives of programming policy. Thus television in Indonesia is not only a vehicle of entertainment, but is a means for education and information dissemination aimed primarily at its more than 65,000 villages scattered throughout the country (TVRI, 1985).

Prior to 1 April 1981, TVRI operated as a government-owned facility that was financed primarily from commercials.

Although this was lucrative, it became increasingly apparent that it did not serve the country's best interests at this stage of its growth. The government felt that TV programs should encourage development without presenting the picture of goods and services that were out of reach of the majority of viewers. It was felt that the introduction of modern living with all its luxuries could result in a dangerous clash with the way of life of the community (TVRI, 1982).

President Suharto (1984) contended that "in rapid development, the role of radio and television becomes more important, not only as a means of conveying information from the government, but to disseminate and urge the spirit of development and as a means of social communications. In order to better utilize television broadcasts for the orderly implementation of development programs and to avoid unpleasant side-effects towards the spirit of development, all commercial broadcasts after April 1, 1981, should be discontinued (TVRI, 1984).

TVRI's structure provides for an integrated network with its center located at Jakarta Station. Eight additional regional stations contribute to the network and produce their own local programs. The TV directorate in Jakarta, under the Ministry of Information, contributes substantially to network programming, news and technical staffs for local programming needs. The Jakarta Station takes its news from a centralized

News Department which is located in the Senayan complex in Jakarta.

Situated in the busy area of the Senayan Sports Stadium near the main thoroughfare leading to Jakarta's business district, TVRI-Jakarta has become a familiar landmark to the city's residents. As the center and focal point of Indonesia's television network, Jakarta produces 80% of all monthly programs, including 120 titles that are presented three or four times a month (TVRI, 1985).

Indonesian children are taught to appreciate and participate in cultural activities from the age of four or five, and music forms an important part of education. Children dance, sing and act without self-consciousness in front of cameras. There are also puppet shows, story telling time and playlets. Each of the network's stations produces its own children's program for its specific areas, but links up with the Jakarta station during the daily cartoon showing, which is imported from the United States. Indonesia's art and music arose out of its diverse ages-old culture and customs; its music, drama and dances mirror the essence of each area and reflect themselves in the state motto: *Bhinneka Tunggal Ika* (Unity in Diversity). The country believes that traditional cultures must be preserved so that the innate dignity of each area is not lost amid the technological and materialistic advancement of the modern society. Television

plays an active role in support of this aim. In addition to daily presentations of both popular and traditional music, TVRI schedules regular programs contributed by regional production centers as well as by the Jakarta station.

Although adherents to Islam total 88% of the population, Indonesia acknowledges all religions, guarantees freedom of worship and encourages religious harmony. Religious programs encompass Islam, Christianity, Buddhism and Hinduism, with both daily and weekly presentations of religious sermons, music, customs, traditions and dramas. In addition, every day at the time of the Islamic call to prayers at sunset (Mahgrib) and evening (Isyak), TVRI interrupts its regular programs on one channel to present a short film depicting this religious obligation.

TVRI tries to reduce dependence on foreign-produced movies by boosting its own production. In 1976 TVRI was able to produce movies for television at the rate four per year. In line with the increase of facilities and personnel, in quantity as well as quality, the movies produced by TVRI increased from 12 per year at the end of the 70s' to 16 at the end of 1982. TVRI also produces one-act dramas and plays at the rate of once a week.

Other time slots in TVRI's Program Schedule are devoted to general entertainment, featuring a variety of programs, such as Pelangi (the rainbow), which utilizes unusual camera

techniques in its fast-paced presentation of songs, interviews, comedy acts and short quizzes; and Chandra Kirana (The shining light), whose director employs some of the latest electronic equipment to achieve unusual visual effects.

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