

**IMPLEMENTARY COMMUNICATION REGARDING THE POLICY OF ARTICLE 18 PARAGRAPH 9 IN THE REGULATION OF THE MINISTER OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY NUMBER 53 OF 2023 BY UNIVERSITIES**

**Sagita Intan Cahyany<sup>1</sup>, M. Syukron Anshori<sup>2</sup>**

Universitas Teknologi Sumbawa

sagitacahyany@gmail.com<sup>1</sup>, syukron.anshori@uts.ac.id<sup>2</sup>

**Keywords**

Policy communication, implementation, information

**Abstract**

The successful implementation of the policy of the Minister of Education, Research and Technology Regulation Article 18 Paragraph 9 Number 53 of 2023 is influenced by the delivery of information and communication by policy actors. By applying policy implementation theory, this research will examine the factors that influence the dimensions of communication, such as communication distribution, clarity of information, and consistency, and then provide a better understanding of the importance of communication in building cooperation in higher education programs, providing input and recommendations for legislators. Moreover, And other educational institutions are increasing information dissemination efforts and expanding the scope of their programs. This research aims to determine how implementers carry out information implementation, clarity, and consistency through communication studies. The research used is qualitative with a descriptive approach carried out through observations and interviews for three months at three universities in Sumbawa Regency with informants determined through purposive sampling, intended to provide an accurate picture of a particular situation or the relationship between various actual phenomena. Regularly. Information has been provided, but the implementation still needs to run optimally; this can be seen from the uneven delivery of information to technical implementers. The provision of information could have been better. Namely, the central institution still needs to conduct direct outreach to the targets or target objects by implementing technical UPTs. Meanwhile, academic parties at the University are waiting while studying the aims and objectives of the policy. It is hoped that central institutions will optimize the delivery of information and communication.

*Corresponding Author:* Sagita Intan Cahyany

Email: [sagitacahyany@gmail.com](mailto:sagitacahyany@gmail.com)



**INTRODUCTION**

A person's potential and skills can be better understood through formal education. Indonesia established a 12-year or universal education program as ordered in Minister of Education and Culture Regulation No. 80 of 2013 (Margiyanti & Maulia, 2023). From shifts in school curricula to the emergence of the Independent Campus program at universities, the Indonesian education system has dynamically kept up with the times. This ensures Indonesian education constantly improves and keeps up with the ever-changing world. The education system, especially universities in Indonesia, has a vital role in forming superior human resources, especially in development and social and economic welfare. The reason is that higher education is closely related to preparation for work. (Marlinah, 2019) .

According to (Rahmat, 2021), Indonesia has made significant progress in education reform, especially in equal access to higher education. This is especially true in places like

Sumbawa Regency, West Nusa Tenggara, where students no longer have to travel long distances to attend University; instead, local institutions are increasing their offerings in line with government mandates, drawing on a variety of disciplines, including health, religion, and technology. On the other hand, many graduates find themselves unemployed. This could be caused by a lack of skills in the workforce, an excess of job supply relative to the number of graduates, or new technological developments that have changed the function of Human Resources (HR) in certain operations (Adriyanto et al., 2020).

University graduates are expected to have a strong understanding of general and specific problem-solving abilities and the ability to adapt to new situations and changes. This is outlined in Article 18, paragraph (9) letter A Permendikbudristek number 53 of 2023, which regulates the main competencies of study programs. However, the graduate scheme is based on the final assignment (SKRIPSI), which has several improvements. This includes a lack of role models and a long process in the research stage, the assumption that the thesis only fulfills the requirements without truly understanding them, and the tendency for cases raised during writing to become repetitive or repetitive. Students who have completed this final assignment are considered capable of obtaining a degree and ready to enter the world of work. Reality shows that many education graduates still need to be accommodated in the world of work. Their numbers tend to increase from year to year. The increase in employment opportunities is relatively minor compared to the increase in university graduates yearly. The job opportunities available each year are around 300-400 thousand. Meanwhile, there are around 1.2 million college graduates every year. The slight increase in employment opportunities is closely related to the economic growth rate, which ranges from 5% to 7% (Handayani, 2015).

Earning a college degree will facilitate problem-solving. As part of its mission, education can allow every student to think and behave exploratively, constantly seeking further information (Mariati, 2021). This process must also encourage creativity and innovation capabilities and foster disciplined, efficient, and productive work habits. In this way, they are expected to be able to work independently or create their jobs. Seeing that phenomena like this continue to occur, policymakers should make severe and structured movements. Education in Indonesia, especially significantly higher education, faces a new era of change that includes administration, mechanisms, and theory. This provision is contained in the Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) Number 53 of 2023 concerning Quality Assurance in Higher Education. The main point of the new regulations is a form of simplification that still guarantees superior quality of human resources (HR) and brings development. This action also provides more expansive space for higher education institutions, especially regarding graduate competency standards. Higher education institutions can set graduation standards according to the agency's or region's quality needs.

Since "Independent Campus" has exciting programs such as MSIB, Independent Study, Independent Entrepreneurship, Teaching Campus, etc. Effective strategies must continue to be developed along with rapid development, focusing on the primary education segment. Furthermore, the Final Assignment section also began to experience educational transformation, which initially only focused on scientific research (Thesis) and has now developed into various types of prototypes, projects, or other similar forms of final assignments. Alternative forms include Collaborative Projects, Portfolios, Internships and practical fields, Product prototypes, and Scientific Publications (Hasan et al., 2023). Regarding this provision, it is stated in Article 18 Paragraph 9 of Permendikbudristek No. 53 of 2023, which states that study programs in undergraduate or applied graduate programs ensure the achievement of graduate competencies through the provision of final assignments, which can be in the form of a thesis, prototype, project, or other similar form of final assignment. Individually or in groups, implementing a project-based curriculum or

other similar forms of learning and assessments can demonstrate the achievement of graduate competencies (Sanusi et al., 2023).

This significant change not only provides benefits for students but also strengthens the quality of higher education in Indonesia. With the new ministerial regulation, it is hoped that it can provide a more transparent legal umbrella regarding this policy to support innovation and diversity in the learning process in higher education. The Minister of Education, Culture, Research and Technology, who formalized this regulation, said that this step was in line with the government's vision to advance the quality of higher education and increase the competitiveness of graduates at national and international levels. Giving students more choices in determining their final assignments is hoped to create graduates better prepared to face challenges in the real world. Apart from that, it is also believed that this policy can support industry and innovation in Indonesia because students will have more opportunities to be involved in practical projects that can contribute to the country's technological and economic development. This is a positive step towards more diverse, inclusive, and adaptive higher education in Indonesia.

After the researcher understood the research concept, the researcher realized that there was a form of simplification outlined in this policy: diversity became the essence of each higher education institution having the freedom to set graduation standards according to the agency's or region's quality needs. The main point in the new regulations is a form of simplification that still guarantees superior quality of human resources and brings development. This action also provides more expansive space for higher education, especially regarding graduate competency standards.

After the issuance of Minister of Education, Culture, Research, and Technology Regulation No. 53 of 2023, which aims to guarantee the quality of higher education, the 26th Independent Learning Episode, Transformation of National Standards and Accreditation of Higher Education, was launched by Nadiem Anwar Makarim, minister of education, culture, research and technology (Mendikbudristek) on 29/08/2023 regarding Quality Assurance in Higher Education stated the following "National Standards for Higher Education have now become simpler. Simplification of regulations occurs in the scope of standards, graduate competency standards, and learning and assessment process standards so that universities can focus more on improving the quality of the tri dharma of higher education."

Through the implementation stage, a policy that has been formulated certainly has goals or targets that must be achieved. The definition of policy implementation is an action carried out by stakeholders, whether individually, in groups, or agencies, to achieve the goals as formulated. The implementation process will only begin when the goals and suggestions have been determined. Then, the program was prepared (Sos, 2020). The stipulation of Article 18 Paragraph 9 of Permendikbudristek No. 53 of 2023 opens official implementation activities for higher education institutions under it. Sumbawa Regency has several private universities, some based on Technology, Health, Religion, and General Affairs. Each of these universities certainly has different academic standards.

Communication is one element that significantly influences a good implementation process. Where the communication process is appropriate, and the content of the message is good. The implementers and students channel the approach or form of communication used, which impacts the implementation of sound policies. There are no facilities for communication links in all directions in an activity, so it will be challenging to know what has been achieved and how there are obstacles in implementing work. Communication is a source of information for the Higher Education Technical Implementation Unit in Sumbawa Regency in informing various policies or treatments. Communication in the policy implementation process is intended so that the government and implementers can understand each other, show attitudes, and respond to the policy implementation process.

Poor communication between the government and the implementers will only create ineffective policy implementation. The benefits of implementing good communication in the policy implementation process will also be able to provide information and know the consequences that will occur now and in the future so that the government and companies can determine alternative steps or plans that can be used during the policy implementation process. This research refers to the theory put forward by George Edwards III, which states that the success of policy communication can be seen through transmission, clarity, and consistency.

An educational policy program that wants to develop and progress must be able to channel its aims and objectives to implementers or the public as a necessity that must be implemented. This aims to enable the public to decide to follow policy changes and actively participate in developing these educational institutions. Besides developing quality, educational institutions also need productive public relations activities based on a clear vision and mission (Mundiri, 2016). To maintain relations with an agency, we can instill trust in all parties who help the program's success. In other words, building programs is not only done through internal parties but also requires the participation of external parties. Then, communication can mediate between implementers, the community, and institutions, channeling information to each other and maintaining closeness between the two parties. The development of an institution depends on the community. In order to achieve these goals, policy legislators must make great efforts in planning and implementing sustainable communication processes. This is important to face communities and institutions with diverse characters and backgrounds.

Therefore, adequate and appropriate communication is needed to arouse implementers' enthusiasm to participate in the widespread policy programs issued by the Minister of Education and Culture. Communication links are part of the planning and management needed to achieve the desired goals (Banafaa et al., 2023). A communication is successful if both parties, namely the sender and recipient of information, can understand each other (Lani, 2021). Therefore, the researcher intends to research the Dimensions of Communication by Implementers of Article 18 Paragraph 9 concerning Quality Assurance in Higher Education in Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Higher Education in Sumbawa Regency. The background of this research is to find out the extent and how legislators use communication in developing cooperation with universities and linking it to communication theory. Policy implementation theory with the communication dimension is a concept that explains how actions or the distribution of new information can spread among members of a social system (Giuffrida & Dittrich, 2015).

In the context of this research, the Minister of Education and Culture acts as a policy maker who runs programs for universities. This research aims to understand the dimensions of communication carried out to disseminate information about programs and influence the acceptance and adoption of innovation by related parties, such as universities and policymakers. By applying policy implementation theory, this research will examine the factors influencing communication dimensions, such as communication distribution, clarity of information, and consistency. The goal is to find out how communication is established. Hopefully, this research can better understand the importance of communication in building collaboration in higher education programs. Apart from that, the results of this research can also provide input and recommendations for legislators and other educational institutions in improving efforts to disseminate information and expand the scope of their programs. The assumption underlying research on communication by legislators in implementing the latest policies with several universities in Sumbawa Regency is that legislators need effective communication to build cooperation with universities for programs. Good cooperation can significantly benefit legislators and universities by improving the reputation and quality of education and providing access to successfully disseminating other information. The latest

policies and programs at this University have made researchers interested in conducting research with the title "Communication of Implementers Regarding Policy Article 18 Paragraph 9 Concerning Quality Assurance in Higher Education in the Regulation of the Minister of Education, Culture, Research and Technology Number 53 of 2023 by Universities in Sumbawa Regency. "

Researchers formulated the points in this problem formulation to make finding solutions to research problems easier so that the following steps are more focused, precise, and successful. So, in this research, the researcher explains how communication dimensions such as transmission, clarity, and consistency are implemented by implementers of Article 18 Paragraph 9 concerning Quality Assurance in Higher Education in the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 which universities in Sumbawa Regency carry out.

Based on the problem formulation above, this research aims to describe how the transmission, clarity, and consistency of communication occurs for implementers regarding Article 18 Paragraph 9 concerning Quality Assurance in Higher Education in the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 carried out by universities in Sumbawa Regency.

## RESEARCH METHODS

Qualitative research with a descriptive approach was employed to offer a comprehensive understanding of the communication practices surrounding Article 18 Paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 by Higher Education institutions in Sumbawa Regency. This involved data collection efforts, primarily through interviews with implementers of the policy from three strata: Sumbawa University of Technology, Samawa University, and Griya Husada Sumbawa Stickers, all supervised by the Higher Education Service Institute (LLDIKTI 8). The research spanned approximately three months, with over a month dedicated to data collection and two months to data processing and thesis presentation, initiated from the issuance of the research permit in October 2023.

## RESULTS AND DISCUSSION

Communication dramatically determines the success of achieving implementation goals. Effective implementation occurs when decision-makers already know what they are going to do. Knowledge of what they will do can work well if communication goes well so that every policy decision and implementation regulation must be transmitted to the appropriate personnel department. Apart from that, the policies communicated must be precise, accurate, and consistent. Communication is needed so that policymakers will be more consistent in implementing every policy that will be implemented in society. Edward III put forward three communication indicators that can be used to measure the communication success of an implementation (Sperber et al., 2022), namely:

### **Transmission of information communication Permendikbudristek Article 18 Paragraph 9 No 53 of 2023**

Communication is one of the factors that can influence effective policy implementation, according to George C. Edward. Communication in this research aims to adjust or implement policies to make them more effective. Edward III (Tahir, 2014) said that it is essential for those responsible for carrying out this communication to know that the transmission of these regulations is accurate and correct so that students and the entire academic community can understand.

Three aspects of policy communication transmission, clarity, and consistency were identified by Edward III (Tahir, 2014). In its scope, communication between Dikti 8 and the Higher Education Technical Implementation Unit is generally carried out as letters (Kemal & Rosyidi, 2019). Letters can come from the Minister of Education and Culture and Higher

Education, which are then sent to higher education institutions below, known as vertical downward communication, which flows from top to bottom. Correspondence from the Minister of Education and Culture and Higher Education, which is then sent to universities, is generally used to contain circulars and announcements, orders or assignments, requests or applications, invitations, decisions, and so on. The smoothness of correspondence communication can be seen from the accuracy or delay in the time a letter reaches the intended party and the provision of feedback from the intended party. Information is transmitted from leaders to policymakers and then transmitted to students to meet clear indicators that it becomes consistent for universities in Sumbawa Regency by the Regulation of the Minister of Education, Culture, Research, and Technology Article 18 Paragraph 9 No 53 of 2023. However, the clarity of this transmission can affect the consistency of implementation.

As Chairul Hudaya said in an interview with researchers as follows: *"UTS is a pioneering university, where I, myself as the Chancellor of UTS, was a resource person together with the Minister at that time when the Minister of Education and Culture Regulation number 53 of 2023 was launched, as a resource person and of course the person who knew the most because I received the information first that this Minister of Education and Culture Regulation would come out and I "I already know what the leaks are, I was also asked for a response by the Ministry of Education and Culture regarding the UTS response."*

In contrast to Chairul Hudaya, Syahdi Master said the opposite: *"So far, we tend to wait first for clarity. We are worried that we will make rules, but they will not necessarily comply, so it is better to wait. The obstacle so far is that we need to understand what a prototype is. The rules in the minister's presentation are that a prototype makes a new frame but has yet to be validated. So, he only makes it based on theory. For example, he makes a lawn mower; if based on that, it means he only makes a prototype even though it has not been tested. That is explained in the ministerial regulations, but to what extent the prototype in question is, we have yet to determine. "We do not know that far yet; looking at the new period since its publication, perhaps there will be further information from the regional government regarding this matter; until now, we are still waiting."*

Responding to the same thing, informant Desy Fadhillah said: *" Regarding the policy of Permendikbudristek 53 on 18 August 2023, we already know about it, and we are studying it, so the points in it, such as Article 18 Paragraph 9 in question, have not been implemented, it is possible that next year it could be implemented, but at this time we are still referring to the curriculum because if we implement a ministerial regulation like that, we have to review it again to see whether it is urgent to carry it out or not. So far, we have only reached the stage where we know about the update and will discuss it in the academic senate; only after that will we prepare guidelines and distribute them to the respective faculties and study programs. "*

After conducting research by interviewing resource persons who are technical implementers from each University and supported by examining existing correspondence documents, no general letters were received in the flow of correspondence between the Minister of Education and Culture and Higher Education wh, which were then sent to the University, in Sumbawa Regency.

The implementers found out about this policy through the amendments in the 2023 Minister of Education and Culture Regulation or by watching directly/indirectly the launch of the Merdeka Belajar episode on the Minister of Education and Culture's YouTube channel. There is a difference in the weight of information received by implementers due to the unevenness or lack of centralized distribution of information. The distribution of information regarding the form of the scheme referred to in the policy is not yet known in detail so that the implementers are still waiting for further socialization or counseling

actions carried out by legislators to the Higher Education Technical Implementation Units under them, the implementers also do not yet understand the implementation mechanism correctly, for this reason it is hoped that In the future, the process of distributing information and communication can be carried out to smaller areas and clearly so that all aspects of implementation are easy to understand. With this, the researcher knows that the process of transmitting or distributing communications from legislators carried out by the central government to the technical UPT implementing higher education needs to go better.

### **Clarity of information communication Permendikbudristek Article 18 Paragraph 9 No 53 of 2023**

A policy can be implemented as desired, so implementation instructions must not only be accepted by policy implementers, but also the communication must be clear. Unclear communication messages regarding policy implementation will encourage wrong interpretations and may even conflict with the initial message. Effective policy implementation requires policymakers to have explicit knowledge and skills to carry out the necessary steps. Much of the policy clarity process is influenced by frameworks and mechanisms. A mechanism, usually a Standard Operating Procedure (SOP), exists to implement the policy. Regular procedures (SOPs) serve as a pathway for all policy implementers to follow, ensuring that policy objectives remain intact throughout the implementation process. Clear communication is needed to ensure supervision and prevent procedures from becoming too complex and cumbersome.

Clarity of information that should be available in implementing the Regulation of the Minister of Education, Culture, Research, and Technology Article 18 Paragraph 9 No. 53 of 2023 concerning Quality Assurance in Higher Education is well organized and available by the Central Government, meaning that all forms and types of information are available and provided from the highest level. The highest level is the Ministry and the lowest is the Higher Education UPT. This institutional availability is intended so that each institution has clarity regarding its respective duties and authorities in implementing the Regulation of the Minister of Education, Culture, Research and Technology, Article 18 Paragraph 9 No. 53 of 2023 concerning Quality Assurance in Higher Education operationally. The clarity of the tasks and workload of each agency will make it easier for other agencies to carry out their duties. Standard Operating Procedures (SOP) are a necessary structural aspect of every organization.

In this case, Chairul Hudaya, Ph. said, *"The current UTS is related to the thesis in the rector's regulations that were made in 2020. Namely, the rector's regulations related to undergraduate programs have stated that the final assignment is in the form of scientific writing, thesis, and student competitions, So if the student competition has entered the national level, it can be recognized without a thesis, it can also be recognized by the thesis by creating a project, scientific book, business plan, patented product, national level presentation or other final work. By the research guidelines that apply in the faculty, if the faculty already has rules that stipulate, yes, yes, you can. The technical rules are in the faculty; the faculty has the authority to do and decide like that, especially for scientific work that is at the national level; you no longer need to take a thesis but still write in its format, such as a work report. "Things like that are allowed to be recognized, so in essence, UTS allows final project schemes other than theses."*

*" There are many considerations that must be formulated first regarding the points of this article. The University needs to dissect it first, and then later, it will be formulated or included in the general rector's regulations to be followed by the faculties and study programs below. However, for now, we have allowed an alternative scheme. Thesis: It is just that the official rules for adapting this policy from the University are still being discussed and will be determined as soon as possible. "*

Technical implementers are waiting for clarity regarding the scheme; the University

does not dare to take progressive steps, considering that the understanding of the scheme has yet to be explained in detail.

As stated by Syahdi Mastar, *"To get there, we need first to formulate guidelines, because these regulations are new, no new follow-up has been issued regarding what the prototype is like, what other tasks/schemes we do not know yet, we just found out. It is limited to just issuing candy, and there will be derivative regulations. We at this Campus have prepared educational guidelines that adapt to this. However, they are still temporary because we still need to learn the central government's aims and desires. "Later, we will make an SOP when we understand the policy clearly; of course, the SOP that will be made later will be an SOP according to campus needs and the quality of education we have formulated ."*

The following informant, Desy Fadhilah, gave a similar statement: *" Here what I understand is that with the publication of the policy, the final scheme, which was previously a thesis, can now be in any form, such as a report or project. We are considering feasibility and quality assurance a lot. "The decision will be made in the academic senate, which will, of course, be discussed; we will review this later and decide in the senate forum first. "*

The policy implementers expressed almost the same information; from the interviews above, it can be concluded that the clarity of communication regarding Policy Implementation in Article 18 Paragraph 9 of the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 regarding Higher Education in Sumbawa Regency is still not clear enough. There needs to be immediate follow-up carried out by central institutions because if the goals and objectives of a policy are clear and do not change, then policy implementation can run effectively if the implementation process is carried out with full readiness, guidance, and good communication with full responsibility. The process of readiness, coaching, and good communication will encourage implementers to further improve their exemplary service to targets. Based on these findings, excellent and focused implementation of the policy of the Regulation of the Minister of Education, Culture, Research, and Technology Article 18 Paragraph 9 No. 53 of 2023 concerning Quality Assurance in Higher Education requires clear information and good cooperation as well as regular coordination between central institutions and the UPT below, it can be seen From the informant's statement that he is willing to follow changes in central institutions, it is just that the certainty of this is not yet apparent so there is no progress action yet to be implemented.

### **Consistency of information communication Permendikbudristek Article 18 Paragraph 9 No 53 of 2023**

If policy implementation is to be practical, orders and implementation information must be consistent. Even though the orders conveyed to policy implementers have an element of clarity, if they are contradictory, they will not make it easier for policy implementers to carry out their duties well. The disposition or attitude of policymakers greatly influences consistency in implementing public policy. Effective policy implementation requires policymakers to have the knowledge and skills to take the necessary steps. A significant implication for successful policy implementation is policy implementers' academic tendencies/attitudes. When those in charge show favor towards a policy, it is a sign that the policy has support and is likely to be carried out by the wishes of those who make the decisions. It will be more challenging to bring policies into action when the actions or viewpoints of those implementing them differ from those of the decision-makers.

Policy implementers' behavioral tendencies or characteristics play an essential role in realizing policy implementation that aligns with the goals or targets. Important characteristics that policy implementers must possess include honesty and high

commitment. Honesty directs implementers to remain within the program that has been prepared. In contrast, high commitment from policy implementers will make them always enthusiastic in carrying out their duties, authority, functions, and responsibilities by established regulations.

Chairul Hudaya said, *"As the head of the University, I will immediately establish official regulations related to this, which will later be used as guidelines by the faculty. Currently, together with the team, I am discussing, following up, and formulating. Usually, we schedule this in meetings or conferences with the academic field. UTS is a pioneering tertiary institution, where I, as UTS rector, was a resource person together with the minister at that time when the Minister of Education and Culture Ministerial Regulation number 53 of 2023 was launched, as a resource person and of course, the person who knew the most because I received the information first that this Minister of Education and Culture Regulation would come out and I already had it. Knowing what the leaks were, I was also asked for a response by the Ministry of Education and Culture regarding the UTS response. UTS and the entire University academic community welcome the Minister of Education and Culture Regulation."*

Then, *"Regarding the latest regulations from the Minister of Education and Culture, 18 August 2023, the Campus is still in the socialization stage. Our Campus has never once opposed anything given by the government. I still remember when I was just appointed rector in 2020, many campuses opposed MBKM and contradicted policy updates from the government; I see that the reason may be because they do not understand the aims and objectives, so they spend time and energy focusing there. Before the class of 2020 entered in September 2020, we held a series of curriculum meetings and adjusted courses; there were new courses that adapted to current developments, such as data science and financial literacy. "UTS will respond positively, and as soon as possible, we will make adjustments,"* he continued.

When putting policy into action, the policymaker's mindset is critical. Policy consistency will be successful if the implementer is committed to following directions. Failure to do so will result in an unsupportive attitude.

The following informant, Syahdi Mastar, emphasized: "Essentially, we still use the thesis system. "Of course, as an agency centered on LLDIKTI, our commitment is always to follow the procedures issued and adopted by our agency culture."

According to researchers, policy implementers are committed to complying with current regulations. However, it may require further outreach from central agencies before they can begin their work, so it is essential to provide them with clear information to take progressive action immediately. The UPT is still on standby and does not dare to take direct action because this is important for order, security, and public order.

Desy Fadhillah explained: *"God willing, we will comply with the existing Ministerial Regulations. Coincidentally, we are under the LLDIKTI institution, so we will carry it out if we are obliged. If it needs to be reviewed, we will review it again depending on which aspects we want to replace, what the output will be, and whether replacing the thesis could bring progress or something."*

Research shows that universities in Sumbawa Regency follow the regulations the Minister of Education, Culture, Research, and Technology set. This means they are committed to providing high-quality higher education and meeting implementer expectations. The University is responsible for ensuring that all policy enforcement staff understand and comply with the regulations and that they will pass this knowledge on to future students. This is an example of the response of policy implementers who carry out their duties as directed by the center. Due to differences in character or perspective between executives and policymakers, the policy implementation process will be ineffective.

From the interviews above, it can be concluded that the clarity of communication

regarding Policy Implementation in Article 18 Paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency is not yet wholly consistent, because even though the policy orders have been contained in the Minister of Education, Culture and Research and Technology Regulation, there needs to be follow-up. It should be carried out as soon as possible by the central institution because if the goals and objectives of a policy are clear and do not change, then the policy can run effectively if the implementation process is carried out with full readiness, guidance, and good communication with full responsibility. The readiness, coaching, and good communication process will encourage implementers to improve their exemplary service to targets further.

### **Policy Communication**

In this subpoint, the researcher will discuss the results of research regarding the Implementation of Policy Article 18 paragraph 9 of the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 on Higher Education in Sumbawa Regency which is contained in the previous subpoint, by adapting it to the theories in focus: research, namely the implementation model of George C. Edward III. Implementation will be effective if the policy objectives are understood by the individuals responsible for achieving the policy objectives. Clarity of policy objectives thus needs to be communicated appropriately with implementers. Consistency or uniformity of objectives needs to be communicated so that implementers know the exact objectives of the policy. Communication in organizations is a very complex and complicated process. Besides that, different sources of information will also give rise to different interpretations.

For implementation to be effective, those responsible for implementing a decision must know whether they can do it. , All implementers must accept Policy implementation and clearly and accurately understand the aims and objectives of the policy. If policy implementers need clarification about what they are going to do and if they force it, they will not get optimal results. More communication to implementors is seriously affecting the implementation of policy Article 18, paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency. Researchers will describe it into 3 (three) indicators contained in policy communication factors according to George C. Edward III. The discussion regarding these communication factors is as follows:

#### **a. Transmission**

In the process of submitting Information on Policy Implementation Article 18 paragraph 9 of the Minister of Education, Culture, Research and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency by the Government, the implementing agency admitted that it had not received written and detailed technical guidelines, this needs to be done immediately so that the policy can be transformed in a comprehensive manner appropriate at each level of educational unit. The implementing agencies learned about the new policy through online media at the launch of the 26th Merdeka Belajar regarding the Transformation of National Standards and Higher Education Accreditation. This information was conveyed during the Vocational Fest conference and the Merdeka Belajar Festival. Furthermore, from the presentation of data with informants, it was stated that this had only been carried out at the study and review stage. The delivery of information by the three universities was carried out in the form of conveying or transmitting information from the leadership to the policy implementers and then forwarding it to students with plans to hold meetings with the relevant community or academic senate—clear explanation to all implementing officers. The transmission occurs by the expression of George C. Edward III, which states that public policy is not only conveyed to policy implementers but also to policy target groups and other parties who have an interest, either directly or indirectly, in the policy and with appropriate delivery. Good.

Transmission in policy is that those who implement decisions must be able to know what is being done, and policy decisions and orders are followed. According to Edward III, transmission is the first requirement for effective policy implementation, namely that policy implementers must know what they have to do. Policy decisions and orders must be passed

on to implementers before they are followed. Therefore, before implementers can implement a policy decision, they must be aware that a decision has been made and an order for its implementation has been issued.

Implementation of socialization is also an obligation that must be carried out to ensure that technical implementers carry out their responsibilities by regulations regarding implementing policies. As a legislator, the Minister of Education and Culture must provide outreach to universities directly and indirectly (via letters). However, legislators only disseminate information by publishing the latest policies and YouTube channel broadcasts. Policy socialization needs to be implemented in writing by the Minister of Education and Culture, and policy socialization is not done directly to socialize policies. The Minister of Education and Culture should conduct direct outreach to universities so legislators can see firsthand how to absorb this information.

This research shows that the policy of article 18, paragraph 9 concerning guaranteeing the quality of higher education in Permendikbudristek number 53 of 2023 transmitted by legislators to higher education technical implementation units still needs to be improved. The policy of Article 18, paragraph 9 concerning guaranteeing the quality of higher education in Permendikbudristek number 53 of 2023 is transmitted to companies indirectly. Socialization still needs to be carried out. The researcher concluded that the transmission indicators of Policy Implementation Article 18 paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency are not good enough because the information submitted by the central institution is not yet complete and structurally detailed to the technical implementers below it.

#### **b. Clarity**

The clarity of Policy Implementation of Article 18 Paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency needs to be improved. This is because the policy targets already know in general the existence of Policy Article 18 Paragraph 9 of Minister of Education and Culture Regulation No. 53 2023 Concerning Quality Assurance in Higher Education. This happens because the implementor needs to conduct counseling through internal visits/meetings with the UPT below. Direct delivery is considered the most effective and correct way of carrying out socialization that is given directly to the target or target object so that with direct notification, technical implementing officers can directly ask about what they still do not understand about Policy Article 18 Paragraph 9 Minister of Education and Culture Regulation No. 53 of 2023 concerning Quality Assurance in Higher Education.

This is by George C. Edward III's argument that if policies can be implemented as desired, then the implementation instructions must not only be accepted by policy implementers, but also the policy communication must be clear to the policy targets (Putra et al., 2018). The researcher concluded that the indicators of clarity in the Implementation of Policy Article 18, paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency had yet to run optimally. This can be seen from the socialization method, which is carried out indirectly so that information is not correctly conveyed to all parties. So even though policy implementing officers already know about this policy, many still need to understand it fully, bearing in mind that the implementation of Policy Article 18 paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency is considered to require a relatively long time so that the targets or goals can be indeed achieved.

As a legislator, the Minister of Education and Culture has not socialized the policy Article 18 paragraph 9 Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 regarding Higher Education in Sumbawa Regency. However, the Minister of Education and Culture Number 53 policy has officially stated it in 2023. However, some universities still need to learn what must be implemented from the existing policy. Hence, universities still need to implement these policies. Legislators should monitor or supervise universities more in absorbing information towards implementing policies. The

results of this research show that the policy of Article 18 Paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency needed to be communicated or socialized well to universities. Universities also cannot clearly understand the policy's final scheme policy.

### **c. Consistency**

Based on interviews and data related to communication consistency in Policy Article 18, paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023, researchers observed that it could be said that it was not good because many implementing officers were still unclear (Berardi et al., 2021). This confuses implementing parties in the field. The conditions that occurred did not follow George C Edward III's statement that orders must be consistent for effective policy implementation (Kapti et al., 2019).

One factor that influences policy implementation is the consistency of information and implementers. Policy implementers' behavioral tendencies or characteristics play an essential role in realizing policy implementation that aligns with the goals or targets. Essential characteristics that policy implementers must possess include honesty and high commitment. Based on the research data, it can be observed from the informant's statement which states that the implementation attitude in the Implementation of Policy Article 18 paragraph 9 of the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 towards Higher Education in Sumbawa Regency is quite good.

Based on the above, the researcher concludes that if the implementers are committed to a policy, in this case, meaning there is support, it is likely that they will implement the policy as desired by the policymaker (Pülzl & Treib, 2017). Likewise, suppose the behavior or perspectives of implementers differ from those of. In that case, for decision-makers, implementing a policy becomes increasingly tricky. However, when a policy is implemented, there must be thorough socialization and counseling from policymakers. Because of the implications that will occur in implementing Policy Article 18 paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency in the future if there is no direct response and socialization by, the central institution.

Implementing a policy will run well if the procedural information as a guide to implementing the policy that has been made runs consistently. Implementation of Policy Implementation Article 18 paragraph 9 of the Minister of Education, Culture, Research and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency should be regulated and distributed as basic work procedures or Standard Operational Procedures (SOP). Basic work procedures or standard operating procedures (SOP) are needed in implementing a policy. Basic work procedures are procedures or standards that are used as a reference in implementing a policy. With basic work procedures, policy implementation can be done by previously established plans. This was stated by George C. Edward III, who said that by using SOP, implementers can utilize the available time and standardize the actions of implementers within the organization to achieve information consistency.

In general, the desired hope is clarity through more outreach or counseling for universities in the Sumbawa Regency. Based on the informant's explanation, this can be done using standard operating procedures as technical policy implementation guidelines. The consistency of information from the highest level, namely the central institution, to the lowest level, namely the Higher Education UPT, means that each appointed institution has its duties and authority in implementing the Policy Regulations Article 18 Paragraph 9 of Minister of Education and Culture Regulation No. 53 of 2023. The clarity of tasks and workload from central institutions makes it easier for the UPTs below them to carry out their duties and implement actions to become uniform and consistent.

### **Inhibiting factors and supporting factors**

Implementing Policy Article 18, paragraph 9 of the Minister of Education, Culture, Research, and Technology Regulation Number 53 of 2023 regarding Higher Education in Sumbawa Regency is a form of policy to facilitate and simplify the final graduate scheme for students. In achieving successful implementation of these services, there are certainly supporting and inhibiting factors for the implementation of Policy Article 18 Paragraph 9 of Permendikbudristek No. 53 of 2023 concerning Quality Assurance in Higher Education as follows:

As stated by informants in this research, the supporting factor for communicating this regulation to the public is the availability of organizing parties to review, study, formulate, and translate the policy at the University. Apart from that, consistency and commitment guarantee that the higher education organizing unit is willing to follow the direction of the central institution in implementing policies. The inhibiting factor is delivering information, which is carried out indirectly through socialization or counseling. The effectiveness of implementing this policy is supported by the excellent attitude of its implementers so that it can speed up policy implementation. On the other hand, the need for more explanation regarding the new scheme in the policy hampers the implementation process. The inhibiting factor is the need for coordination in information delivery from central institutions to technical implementation units. Consistent delivery of information needs to be made so that policy implementation stays consistent with the policy goals and objectives.

### **CONCLUSION**

Based on the research results that have been described, it can be concluded that the communication dimension in the Implementation of Policy Article 18, paragraph 9 of the Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Higher Education in Sumbawa Regency in the transmission carried out by policy implementers in providing information has been carried out. However, its implementation still needs to run entirely optimally. This can be seen from the uneven distribution of information to technical implementers. The provision of information could have been better; the central institution has yet to reach the targets or target objects directly in the form of technical implementing UPTs. Meanwhile, also related to the clarity of communication information, academic parties at the University are waiting while studying the aims and objectives of the policy. This is proven by the actions of implementers who are only at the stage of studying and planning discussions with the academic senate. In this case, policy implementers are always ready and responsible for implementing the regulations issued as expected by instructions from the center. The attitude of implementing activities is required to cooperate reasonably with related agencies, and research informants are also committed to implementing policies according to central institutions' direction. This is because the existing system can run systematically or by the rules; basically, this is left entirely to the University and the respective faculties. Since the aim of making policies is to adapt to the standard needs of study programs, the policy-implementing units need to understand the concept fully, so implementation has yet to be carried out.

### **REFERENCES**

- Adriyanto, A., Prasetyo, D., & Khodijah, R. (2020). Angkatan Kerja dan Faktor yang Mempengaruhi Pengangguran. *Jurnal Ilmu Ekonomi & Sosial Unmus*, 11(2), 463440. 10.35724/jies.v11i2.2965
- Banafaa, M., Shayea, I., Din, J., Azmi, M. H., Alashbi, A., Daradkeh, Y. I., & Alhammadi, A. (2023). 6G mobile communication technology: Requirements, targets, applications, challenges, advantages, and opportunities. *Alexandria Engineering Journal*, 64, 245–274. <https://doi.org/10.1016/j.aej.2022.08.017>

- Berardi, L., Bucerius, S., Haggerty, K. D., & Krahn, H. (2021). Narcan and Narcan't: Implementation factors influencing police officer use of Narcan. *Social Science & Medicine*, 270, 113669. <https://doi.org/10.1016/j.socscimed.2021.113669>
- Giuffrida, R., & Dittrich, Y. (2015). A conceptual framework to study the role of communication through social software for coordination in globally-distributed software teams. *Information and Software Technology*, 63, 11–30. <https://doi.org/10.1016/j.infsof.2015.02.013>
- Handayani, T. (2015). Relevansi lulusan perguruan tinggi di Indonesia dengan kebutuhan tenaga kerja di era global. *Jurnal Kependudukan Indonesia*, 10(1), 53–64. <https://doi.org/10.14203/jki.v10i1.57>
- Hasan, M. R. D., Hanafi, I., & Eliana, E. (2023). Kepemimpinan Transformasional, Pembelajaran Organisasi Dan Efikasi Guru Sekolah Dasar.
- Kapti, P. T. E., Kamil, M., & Salahudin, S. (2019). Implementation of the Integrity Zone Development Program towards a Corruption-Free Area and a Serving Clean Bureaucracy Region. *Journal of Local Government Issues (Logos)*, 2(2), 134–148. <https://doi.org/10.22219/logos.Vol2.No2.134-148>
- Kemal, I., & Rosyidi, U. (2019). Management of Lecturers Resource Development at Higher Education. *International Journal of Higher Education*, 8(5), 246–256.
- Lani, O. P. (2021). The Role of Communication in The Buying and Negotiation Process. *Alfuad: Jurnal Sosial Keagamaan*, 5(1), 30–41. DOI: <http://dx.doi.org/10.31958/jsk.v5i1.2012>
- Margiyanti, I., & Maulia, S. T. (2023). Kebijakan Pendidikan Implementasi Program Wajib Belajar 12 Tahun. *Jurnal Pendidikan Dan Sastra Inggris*, 3(1), 199–208. <https://doi.org/10.55606/jupensi.v3i1.1509>
- Mariati, M. (2021). Tantangan pengembangan kurikulum merdeka belajar kampus merdeka di perguruan tinggi. *Seminar Nasional Teknologi Edukasi Sosial Dan Humaniora*, 1(1), 749–761.
- Marlinah, L. (2019). Pentingnya peran perguruan tinggi dalam mencetak SDM yang berjiwa inovator dan technopreneur menyongsong era society 5.0. *Ikraith-Ekonomika*, 2(3), 17–25.
- Mundiri, A. (2016). Strategi Membangun Branding Image Dalam Meningkatkan Daya Saing Lembaga Pendidikan. *Jurnal Pedagogik: Jurnal Pendidikan*, 3(2), 58–72. <https://doi.org/10.33650/pjp.v3i2.125>
- Pülzl, H., & Treib, O. (2017). Implementing public policy. In *Handbook of public policy analysis* (pp. 115–134). Routledge.
- Putra, A. E., Mindarti, L. I., & Faturahman, B. M. (2018). Policy Implementation of City Park Utilization in Malang City. *MADANI Jurnal Politik Dan Sosial Kemasyarakatan*, 10(2), 30–49.
- Rahmat, M. (2021). Membangun Visi-Misi Upi Sebagai Universitas Pendidikan Yang Religius. *Universitas Pendidikan Indonesia*.

Sagita Intan Cahyany<sup>1</sup>, M. Syukron Anshori<sup>2</sup>

Implementer Communication Regarding the Policy of Article 18 Paragraph 9 in the Regulation of the Minister of Education, Culture, Research and Technology Number 53 Of 2023 by Universities

Sanusi, A., Asbari, M., & Ardiansah, A. (2023). ASN dalam Pendidikan Tinggi: Transformasi dan Akreditasi. *Journal of Information Systems and Management (JISMA)*, 2(5), 57–61. <https://doi.org/10.4444/jisma.v2i5.636>

Sos, J. P. S. (2020). Implementasi dan evaluasi kebijakan publik. Unisri Press.

Sperber, N. R., Miech, E. J., Clary, A. S., Perry, K., Edwards-Orr, M., Rudolph, J. L., Van Houtven, C. H., & Thomas, K. S. (2022). Determinants of inter-organizational implementation success: A mixed-methods evaluation of Veteran Directed Care. *Healthcare*, 10(4), 100653. <https://doi.org/10.1016/j.hjdsi.2022.100653>

Tahir, A. (2014). Kebijakan Publik dan Transparansi Penyelenggaraan. Pemerintahan Daerah. Bandung: Alfabeta.