

The Effect of Communication and Resource on Policy Implementation: Empirical Study from Indonesia

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Abstract

This study investigates the influence of two key factors, namely communication and resources, on policy implementation in the educational environment. The main objective of the research is to examine the impact of communication and resources on policy implementation, with a specific emphasis on the moderating role of resources in the relationship between communication and policy implementation. The method utilized in this research is partial least squares structural equation modeling (PLS-SEM), analyzing data from 324 research samples obtained from 9 schools in Indonesia. The research results indicate that communication has a significant and positive influence on policy implementation, while resources do not have a significant positive impact on policy implementation. A more interesting finding is that resources cannot enhance the positive influence between communication and policy implementation. This finding contributes significantly to our understanding of the complexity of factors influencing policy implementation in the educational environment, particularly from the interaction perspective between communication and resources. The implications of this research can form the basis for the formulation of more effective and contextual policy strategies in the future.

Keywords: *resource, communication, policy implementation, merdeka curriculum.*

1. INTRODUCTION

The success of policy implementation heavily relies on the quality of communication established among stakeholders. Clear and effective communication aids in conveying policy objectives, overcoming potential barriers, and building consensus among involved parties. Open and transparent interactions also help identify potential issues early on, facilitate the exchange of necessary information, and enhance shared understanding of the necessary steps for successful implementation.

In addition to communication, the role of resources in the policy implementation process cannot be ignored. Adequate funding, a sufficient workforce, and supportive infrastructure are key factors influencing the ability to execute policies efficiently. Sufficient resources enable adaptation and adjustments needed during implementation, providing support for necessary changes. Conversely, resource shortages can pose serious obstacles, hindering policy implementation and reducing its chances of success. Thus, a

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synergistic integration of effective communication and resource optimization forms a crucial foundation for achieving successful policy implementation.

Based on several research findings, it is evident that communication has a positive and significant impact on policy implementation in various contexts. For instance, in the implementation of the Waste Bank policy in Indonesia, a study highlighted suboptimal implementation, particularly in terms of stakeholder communication. This research emphasized the importance of effective collaboration and public-private participation to enhance the success of policy implementation (Fatmawati et al., 2022).

Similarly, in the context of the Direct Cash Assistance Program in Indonesia, research underscored the vital engagement between village governments and communities through effective communication for program success (Mamonto et al., 2021). Furthermore, a study on human development policy implementation in the health sector emphasized the crucial role of communication through policy socialization and focus group discussions as determining factors for policy implementation success (Rizkyansah & Rahayu, 2021).

In the context of population administration policy, research found that inter-organizational communication significantly impacts service quality, especially in the issuance of death certificates (Sudrajat et al., 2021). Finally, in the implementation of online learning, research has highlighted the importance of accurate and consistent communication and interaction among policy actors to ensure successful implementation (Anggraeny et al., 2021).

On the other hand, several research results suggest that resources have a positive and significant influence on policy implementation. For example, a study at the Deputy for Information Technology of the State Intelligence Agency indicates that resource-based views, strategic management information systems, and strategic policy have a positive effect on personnel performance (Purwanto et al., 2022).

In the context of addressing traffic congestion issues, a study on the implementation of the Traffic Forum suggests that human resource competence and disposition have a positive impact on the effectiveness of policy implementation (Indarto, 2023). Meanwhile, a study on the adoption of electronic health records (EHR) in Texas hospitals found a positive relationship between EHR and care quality, with EHR moderating quality management and hospital performance (Malhan et al., 2022).

Overall, these research results imply that the management and utilization of resources, such as human resources, institutional factors, and organizational culture, play a central role in the success of policy implementation. Appropriate management strategies for these resources can lead to improved performance, better decision-making, and increased efficiency in various organizational contexts.

However, research on the influence of communication and resources on policy implementation in the field of education is still scarce. While numerous studies have explored these factors in various fields, there is a limited focus on how effective communication and resource optimization specifically shape and impact educational policy implementation. In this context, further research is needed to delve into the unique dynamics between communication, human resources, and other influencing factors in the educational policy implementation process. This is essential for identifying barriers, opportunities, and optimal strategies to achieve sustainable success in educational policy implementation.

Therefore, upcoming research will assess the moderating impact of resources on the relationship between communication and policy implementation, particularly in the context of implementing the Merdeka Curriculum in Indonesia.

2. LITERATURE REVIEW

Communication and Policy Implementation

Recent studies have shed light on several crucial aspects of educational policy implementation influenced by effective communication. Firstly, collaboration among stakeholders such as communities, entrepreneurs, and the government has proven to be crucial for the success of waste management policy implementation, as illustrated in a study in Indonesia on waste bank policy (Fatmawati et al., 2022; Nirmala et al., 2023). Additionally, the analysis of internet media opinions has emerged as a vital tool in aiding government departments to understand the dynamics of media opinions and guide decision-making in the context of implementing education policies, as seen in the case of the "double reduction" policy. The importance of communication and collaboration among education stakeholders has also been evident in addressing challenges and strategies related to the implementation of student learning burden reduction policies, as revealed in a study in China (Li et al., 2022). Through these various findings, it can be concluded that effective communication plays a central role in designing and implementing education policies successfully. Based on the arguments above, the hypothesis of this research is

H1: Communication has a positive influence on policy implementation.

Resource and Policy Implementation

The influence of resources on the implementation of education policies can be examined from various perspectives. For example, a study conducted in Pakistan (Farooqi & Forbes, 2020) examined policy implementation in the education sector introduced by the Musharraf local government reforms between 2001 and 2009. The study found that, while extensive structural decentralization did occur, in practice, it was more limited, leading to what they termed enacted management discretion. In this scenario, local managers overcame weak organizational capacity, resource constraints, and increased bureaucratic control from higher tiers of the provincial government to manage and deliver educational services. These studies highlight the importance of communication in the implementation of education policies. Based on the arguments above, the hypothesis of this research is

H2: Resource has a positive influence on policy implementation.

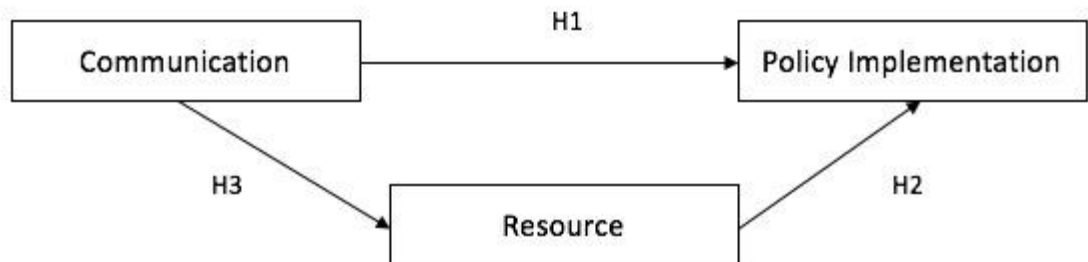
Communication, Resource and Policy Implementation

The impact of resources on policy implementation can be examined in various contexts, including the field of education. For instance, a study conducted in Bungoma County, Kenya, investigated the effects of human resource capacity on the implementation of the Early Childhood Development and Education policy (Bledsoe, 2019; Njikang, 2020). The study revealed that, despite having a sufficient number of qualified and trained Early Childhood Development and Education (ECDE) teachers and headteachers, there was a shortage of non-teaching staff. Another study conducted in Pakistan explored the implementation of policies in the education sector introduced through the local government reforms under Musharraf between 2001 and 2009 (Farooqi & Forbes, 2020). The study found that while there was extensive structural decentralization, in practice, it was more limited, leading to enacted management discretion. In this scenario, local managers overcame weak organizational capacity, resource constraints, and increased bureaucratic control from higher tiers of provincial government to manage and deliver educational services. These studies suggest that the availability and management of resources play a crucial role in the implementation of policies in the education sector. Based on the arguments above, the hypothesis of this research is

H3: Resources are able to moderate the positive relationship between communication and policy implementation.

The research model, illustrated in Figure 1, introduces the research hypothesis. This investigation seeks to offer a thorough comprehension of how resources moderate the impact of communication on policy implementation.

Figure 1. The Research Model



3. RESEARCH METHODOLOGY

Research Design

This study utilizes a quantitative approach to examine the connections between variables and quantify phenomena in percentage form within predetermined groups. The primary data collection tool employed in this research is a specially designed questionnaire to measure the variables of interest. The Likert scale measurement (ranging from 1: strongly disagree to 5: strongly agree) was applied during the data collection process. The distribution of questionnaires took place among teachers and staff in SCK and SCB schools in Indonesia, and a total of 324 individuals, covering the entire research sample, willingly participated in completing the questionnaires.

Population and Sample

This study focuses on a population of 552 teachers from SCK and SCB schools across Indonesia, with a sample size of 324 individuals. Data collection occurred from January to May 2023, with 76 male respondents (23.5%) and 248 female respondents (76.5%). Educational backgrounds of the respondents include high school (2.5%), diploma 1 (0.3%), diploma 3 (2.2%), bachelor's degree (83%), master's degree (11.7%), and doctoral degree (0.3%).

Respondents represent various regions, with proportions for SCK Bogor (13%), SCB Pandaan (3.4%), SCB Surabaya (21.6%), SCB Tangerang (11.1%), SCK Don Bosco (5.6%), SCK Ambon (11.4%), SCK Jakarta (14.5%), SCK Manado (13.6%), and SCK Samarinda (5.9%). Regarding positions, respondents include 0.6% Heads of School, 5.9% School Principals, 4% Vice Principals, 7.4% Kindergarten (TK) Teachers, 30.9% Elementary School Teachers, 22.5% Junior High School Teachers, 12% Senior High School Teachers, and 16.7% in other positions.

Data Collection

The data collection for this research was conducted through a research questionnaire designed to explore respondents' perceptions regarding three main variables: communication, resources, and policy implementation. The questionnaire was carefully formulated and structured before being distributed to research participants from nine schools across various locations in Indonesia. By involving respondents from diverse schools, this study aims to gain a representative and holistic insight into the roles of communication, resources, and policy implementation in the educational context. The gathered data from these questionnaires will be comprehensively analyzed to investigate the relationships and impacts of these variables within the research model.

Data Analysis

To analyze the gathered data, this study utilizes the structural SEM technique, specifically employing PLS analysis (Schuberth et al., 2023). The reflective PLS approach is employed in evaluating the collected data. Convergent validity is assessed by measuring the correlations between indicators and latent variables through an examination of loading factors. In the PLS framework, loading factors should ideally surpass a value of 0.600 to ensure that the indicators authentically represent the intended latent variables (Hair Jr. et al., 2017).

Hypothesis testing is executed by scrutinizing the path coefficients, where a value less than 0.050 implies a significant relationship between the variables under scrutiny (Jr. et al., 2017). Conversely, if the path coefficient value exceeds 0.05, the relationship between the variables is deemed not significant. The outcomes of this hypothesis testing offer a comprehensive insight into the degree to which the variables contribute to the research model and whether these contributions hold significance in the context of elementary and junior high school education in Indonesia.

4. RESULT

Measurement Model

The explanation in the measurement model section is focused on two critical aspects, namely validity and reliability. Validity is measured through factor loading values, which are expected to meet a minimum standard of 0.500, as well as Average Variance Extracted (AVE), which also has a minimum standard of 0.500. Factor loading reflects the extent to which each indicator represents the measured construct, while AVE illustrates how much variance in the measured construct can be explained by its indicators.

Reliability, on the other hand, is evaluated through two main indicators, namely Cronbach's alpha (CA) and composite reliability (CR), which are expected to achieve a minimum standard of 0.700. CA and CR provide an overview of the extent to which indicators in a construct are consistent in measuring the same construct. In addition, the validity and reliability values recorded in Research Table 1 indicate the level of accuracy and consistency of the measurement instrument used. Thus, the results of this evaluation provide confidence in the reliability and validity of the data obtained through the use of the questionnaire in this study.

This research also reveals an R square value of 0.427 for the resource variable. This finding suggests that the variation in the communication variable can account for 42.7% of the variation in the resource variable. Furthermore, the R square value for the policy implementation variable is 0.634. This implies that the variation in the communication and resource variables can account for about 63.5% of the variation in the policy implementation variable. These findings provide a deeper understanding of the extent to which communication and resource variables contribute to the variation in policy implementation within the context of this study.

Table 1. Measurement model

Construct	Factor Loading	CA	rho_a	CR	AVE	R2
Policy Implementation		0,928	0,934	0,938	0,541	0,634
IMPL1	0,799					
IMPL2	0,780					
IMPL3	0,726					

Construct	Factor Loading	CA	rho_a	CR	AVE	R2
IMPL4	0,714					
IMPL5	0,835					
IMPL6	0,661					
IMPL7	0,793					
IMPL8	0,617					
IMPL9	0,728					
IMPL10	0,759					
IMPL11	0,753					
IMPL12	0,756					
IMPL13	0,598					
Communication		0,942	0,947	0,952	0,713	-
COMM1	0,868					
COMM2	0,835					
COMM3	0,821					
COMM4	0,965					
COMM5	0,915					
COMM6	0,850					
COMM7	0,741					
COMM8	0,851					
Resource		0,921	0,934	0,937	0,680	0,427
RESO1	0,728					
RESO2	0,901					
RESO3	0,813					
RESO4	0,826					
RESO5	0,873					
RESO6	0,816					
RESO7	0,803					

Structured Model

The results of hypothesis testing are presented in Table 2, with data collected from 324 teachers and staff across 9 schools in Indonesia. Hypothesis 1 (H1), asserting that communication has a positive and significant influence on policy implementation, is accepted. This is substantiated by a p-value of 0.000, indicating strong statistical evidence supporting the hypothesis. On the other hand, Hypothesis 2 (H2), positing that resources have a significant impact on policy implementation, is rejected. This can be observed from the p-value of 0.069, suggesting insufficient statistical evidence to support the hypothesized relationship.

Table 2. Path Analysis

Path Analysis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
H1: Komunikasi Implementasi ->	0.560	0.553	0.061	9.222	0.000	Support
H2: Sumber Daya Implementasi ->	0.145	0.140	0.080	1.825	0.069	Not Support
H3: Komunikasi -> Sumber Daya	0.653	0.658	0.046	14.194	0.000	Support

Moderating analysis

The moderation effect was assessed using the Sobel test, conducted online at <https://quantpsy.org/sobel/sobel.htm>. The results of the Sobel test calculations are presented in Figure 3.

Figure 2. Sobel Test Result

Input:	Test statistic:	Std. Error:	p-value:
a 0.653	Sobel test: 1.79790438	0.05266409	0.07219216
b 0.145	Aroian test: 1.79353101	0.05279251	0.07288806
s _a 0.046	Goodman test: 1.80230989	0.05253536	0.07149666
s _b 0.080	Reset all	Calculate	

Based on the results of the Sobel test, the p-value obtained is 0.072. This indicates that resources are unable to moderate the relationship between communication and policy implementation. The significance of this lies in the fact that the p-value exceeds 0.050. Consequently, Hypothesis 3 (H3), which posited that resources can moderate the relationship between communication and policy implementation, is rejected. The findings suggest that, statistically, resources do not play a moderating role in influencing the connection between communication and policy implementation in this study.

5. DISCUSSION AND IMPLICATIONS

This research underscores the clear and significant influence of communication on policy implementation. In addition to this, an analysis was conducted to explore the potential moderating role of resources in the relationship between communication and policy implementation using the Sobel test. The significant p-value ($p = 0.072 > 0.050$) of the results, however, indicated that resources are unable to moderate this relationship. Consequently, these findings affirm that the influence of communication on policy implementation remains consistent without the moderating effect of resources. In the context of this study, this implies that resources do not significantly impact the relationship between communication and policy implementation.

The pivotal role of communication in policy implementation is well documented in academic research. Numerous studies have highlighted the significance of effective communication in the successful execution of various policies. For example, a study on waste management policies in Indonesia emphasized collaborative communication between community stakeholders, entrepreneurs, and the government as crucial for success (Fatmawati et al., 2022). Similarly, research on the Nigerian National Communication Policy stressed the need for collaborative efforts between the

government and the media to drive development, especially in rural communities (Suleiman, 2018). Furthermore, a study on ICT policy implementation in rural South Africa emphasized the importance of clear communication and collaboration among various stakeholders for effective policy and regulation implementation (Chisango & Lesame, 2017). Collectively, these studies support the idea that communication plays a pivotal role in the successful implementation of various policies.

While research suggests that resources can significantly impact policy implementation, their influence varies based on factors such as context, involved actors, and specific policies being implemented. Key findings from different studies support this concept. Firstly, insider activists can influence policy implementation by providing resources, such as ready-to-use content and model programs, to organizations. This has the potential to ensure that organizations fulfill their commitments or policies (Buchter, 2021). Secondly, the implementation of policies, programs, or management approaches can differ based on the institutional system and the agency of actors within the system. A robust approach to understanding how microdynamics shape meso conditions in organizations and networks is by focusing on supporting innovation and learning (Colquhoun, 2017).

Moreover, in the context of school food and nutrition policies, understanding interactions between different system levels and stakeholder roles can inform the development of relevant policy strategies that better support healthier school food environments (McIsaac et al., 2019). Lastly, in the case of cohesion policy implementation in Slovakia, political and administrative barriers can significantly influence policy success. Factors such as procurement evaluation, methods for setting criteria for project evaluation, and inadequate feedback for applicants can impact the speed of the entire evaluation process (Sipikal, 2015).

In summary, resources can play a crucial role in policy implementation, but their impact depends on various factors such as context, involved actors, and specific policies being implemented. Understanding these factors and their interactions can help improve the effectiveness of policy implementation.

6. CONCLUSION AND RECOMENDATION

This study aims to evaluate the impact of communication on policy implementation. The main findings of this research indicate that communication has a significant influence on policy implementation. Furthermore, the study also delves into the moderating role of resources in the relationship between communication and policy implementation. However, the results show that resources are unable to moderate the relationship between communication and policy implementation. Therefore, the conclusion of this study asserts that resources do not significantly affect the connection between communication and policy implementation. These results contribute significantly to understanding the factors influencing the success of policy implementation, particularly in the context of the relationship between communication and resources.

The research results indicate that communication has a significant and positive influence on policy implementation, while resources do not have a significant positive impact. Another interesting finding is that resources cannot enhance the positive influence between communication and policy implementation. This finding contributes significantly to our understanding of the complexity of factors influencing policy implementation in the educational environment, particularly from the interaction perspective between communication and resources. Recommendations focus on developing more effective communication strategies, exploring factors that can strengthen the link between communication and resources, involving relevant stakeholders, and gaining a deeper understanding of resource allocation and management.

Further studies can delve into other variables contributing to educational policy implementation to enhance insights and develop more effective policies.

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