



## SUPPORTING FACTORS FOR THE ESTABLISHMENT OF PUBLIC INFORMATION DISCLOSURE AT STATE HIGHER EDUCATION

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### Abstract

*Implementation of good governance in public bodies continues to be pursued in various ways, particularly at state universities. Public information disclosure through the Information Management and Documentation Officer (PPID) and Integrated Service Unit (ULT) is crucial for creating transparent and accountable governance. This study aims to identify supporting factors for successful public information disclosure implementation through these two programs. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis at four state universities with exemplary systems: Brawijaya University, IPB University, Malang State University, and Jakarta State University. The results reveal three key supporting factors: leadership commitment demonstrated through regular evaluation and direct involvement, sustainable innovation in service systems and infrastructure development, and stakeholder synergy between internal and external parties. This research contributes to developing effective public information disclosure strategies in higher education institutions.*

**Keywords:** *Integrated Service Unit; Public Information Disclosure; Public Universities*

### INTRODUCTION

One of the initial stages in promoting the quality of public services is to strive for transparency in public bodies. This goal gained legitimacy when Law Number 14 of 2008 concerning public information disclosure (KIP) mandated public bodies to disclose information to the public. (Retnowati, 2012) said that UU KIP is important to maximize government services to the public. Disclosure of public information encourages transparency so that the public can access information related to the performance that the government has held.

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The implementation of public information disclosure enables greater community participation in institutional oversight. Research (Febrianingsih, 2012) demonstrates that public access to information strengthens civil society's ability to monitor and evaluate governmental policies effectively. In higher education, this transparency becomes particularly significant as universities manage substantial public resources and serve diverse stakeholder interests. In addition, public information disclosure also encourages government administration that is accountable to the public. Not only control, (Cahya & Wibawa, 2019) said that this access to information also makes it easier for the public to know the mechanism and system for managing public resources carried out by the government. Therefore, government organizations within the scope of ministries, regional governments, and institutions must be careful in carrying out their obligations to provide public access to information, data, and documents as a form of good governance. This is like the public relations model formulated by J. Grunig, one of which discusses the two-way asymmetric model, namely when public relations has attempted to increase the effectiveness of the influence of messages conveyed to the public. However, the public must still position itself by organizational policies (Kriyantono, 2014). Meanwhile, ideally, public information openness must be achieved through the two-way symmetrical model formulated by Grunig, namely when public relations and the public can adapt to each other to create mutual understanding.

For state universities, public information disclosure extends beyond basic compliance to encompass their core mission of Tri Dharma - education, research, and community service. Jannah emphasizes that universities must transparently communicate their program outputs as part of their accountability in addressing societal challenges (Jannah et al., 2021). This transparency becomes crucial given the universities' role in managing public funds and shaping future generations. The urgency of public information disclosure in higher education is further highlighted by its role in preventing corruption. Putra argues that transparency is a critical preventive mechanism against financial misconduct in university management (Putra, 2017). Recent cases demonstrate this necessity - for instance, the alleged corruption in research funds at Tadulako University, amounting to IDR 980 million, and the case at Airlangga University involving the construction of their Teaching Hospital with estimated state losses of IDR 85 billion. These cases underscore the vital importance of robust information disclosure systems in university governance.

It all started with various corruption cases that occurred in tertiary institutions as a result of the lack of transparency in information management. This makes public oversight of higher education minimal due to the lack of information that the public can access (Putra, 2017). For example, corruption involving professors at Tadulako University, Prof. Dr. Sultan MSi and Fauzian Tendri Sisi, former treasurer of the Research Institute of Untad, for allegedly being involved in corruption in the 2013-2014 research fund of IDR 980 million (Maruto, 2023). Then, there is the former Chancellor of Airlangga University, Fasichul Lisan, who became a suspect in the alleged corruption case in constructing the Airlangga University Teaching Hospital, with a project value of around Rp. 300 billion, and state losses are estimated at Rp. 85 billion (Sedayu, 2016).

Despite its critical importance, implementing public information disclosure in higher education faces significant challenges. Research identifies two major categories of obstacles: fundamental understanding issues and technical-institutional barriers. Studies by Faizin and Mansur (2018), Kriyantono et al. (2015), and Tjoetra et al. (2022) reveal a pattern of implementation challenges across various institutions. At the fundamental level, understanding gaps pose significant barriers. Faizin and Mansur found that Information and Documentation Management Officers (PPID) often struggle to deliver optimal services due to leadership's limited comprehension of public information disclosure obligations. (Faizin & Mansur, 2018). This challenge is compounded by varying interpretations of disclosure requirements among university leaders, with some questioning the extent of information that should be made public (Tjoetra et al., 2022).

The leadership's limited understanding cascades into technical implementation challenges. Multiple studies (Kriyantono et al., 2015; Ratnasari et al., 2018; Engkus et al., 2019; Noor, 2019) document how inadequate leadership support manifests in insufficient budget allocations, limited infrastructure development, and weak human resource capacity. These technical barriers significantly impede universities' ability to establish effective information disclosure systems. Including the most dominant in terms of human resources, there is still a lack of understanding and cooperation in providing public information.

Against these challenges, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) continues encouraging efforts to realize KIP in various steps. For example, in the PPID Coordination Meeting for the Western region in 2020, four points of support were formulated by the Ministry of Education and Culture to encourage universities to achieve KIP. First, regarding the structure, duties, and functions of the PPID, the Directorate General of Higher Education is pushing for the issuance of a new legal product by the Ministry of Education and Culture that adopts the Minister of Research, Technology, and Higher Education Regulation number 75 of 2016 concerning public information services within the Ministry of Research, Technology, and Higher Education. Second, regarding coordinating all PPIDs related to public information services and information dispute resolution, the Directorate General of Higher Education will assist with special substances in higher education. ULT's function in supporting public information from Ministry PPID to UPT PPID will be optimized. Third, support efforts to link PPID page links in public universities and LLDIKTI with pages in Dikti. Fourth, the Directorate General of Higher Education will assist in coordinating, assisting, monitoring, and evaluating the implementation of public information disclosure in public universities. LLDIKTI will participate in the assessment and ranking of public information disclosure, held annually by the Central Information Commission (KI).

The Central Information Commission's annual assessment and ranking serve as the primary benchmark for evaluating public information disclosure across various institutions. Their evaluation system encompasses a broad spectrum of public bodies, from ministries and state-owned enterprises to universities. Assessment data from 2020-2022 reveals significant trends in higher education's information disclosure performance.

Table of Recapitulation of Public Information Disclosure Monitoring and Evaluation Results

Year	Not Informative	Less Informative	Quite Informative	Towards Informative	Informative
2020	31	12	24	9	9
2021	23	12	13	15	22
2022	100	8	4	12	25

Source: Central IC Annual Report 2020-2022

From the table at least two positive trends can be seen. First, the number of public universities that have been able to reach the informative category has continued to increase over the past three years. Second, even though the number of public universities in the non-informative category has increased drastically, this actually shows that public universities participating in this monitoring and evaluation have continued to increase, indicating awareness about reforming this sector is starting to expand. Based on the above developments, researchers who are part of the PPID development team at Surabaya State University are trying to identify supporting factors that can spur KIP performance to reach the informative category. So far, Unesa has still won the title of being quite informative for two years, 2020-2021 and has just reached the category towards being informative in 2022. This research wants to look at the practice of implementing PPID and ULT Development in several public universities in Indonesia which have achieved informative titles. Existing research subjects. Brawijaya University, IPB University, Malang State University, and Jakarta State University.

## METHODS

This research uses a qualitative approach with a case study method. The use of qualitative research is used to produce descriptive data in the form of written and oral data from the people observed (Bogdan & Taylor, 2002). The selection of a qualitative approach is used by the author to produce descriptive data and explore the meaning of a phenomenon that occurs. While the selected case study method is used to analyze cases that uniquely occur in one place. It is hoped that the case study method can also provide a description as a more detailed analytical material. This is due to the completeness of the source of evidence which comes from observation and systematic interviews (Yin, 2014). More specifically, the case study model used is a multicase case study. Selection of several objects is used to map patterns, analyze in more detail and vary.

In relation to this research, the data source was obtained by the author through observing and interviewing a number of universities, starting from the Public Relations, PPID and DIDK departments, such as Malang State University, Bogor University Agricultural Institute, Jakarta State University and Brawijaya University. The choice of these various campuses was due to the good management of public information, as evidenced by the acquisition of various Public Information Disclosure awards. So it is hoped that this research can produce an in-depth and detailed analysis regarding best practices for implementing Public Information Disclosure in Indonesian Universities.

Meanwhile, in qualitative research there is popular data analysis carried out based on the stages set by Max and Hubberman. The process of analyzing data from research consists of several stages based on the method, namely data reduction, data presentation, data verification and triangulation (Miles & Huberman, 1992) This consists of data reduction which aims to summarize and select discussions that are in accordance with the formulation of the problem in this study, presenting data in various forms to make it easy for readers to understand, either in the form of descriptive narratives, depictions through schemes, charts, tables or complementing information with pictures, verification through drawing conclusions from various that have been collected and processed and data triangulation in order to test the credibility of the data.

## DISCUSSION

This research identifies three key supporting factors for successful public information disclosure implementation in state universities, as illustrated in Figure 1. These factors - leadership commitment, sustainable innovation, and stakeholder synergy - work interdependently to create an effective information disclosure system.

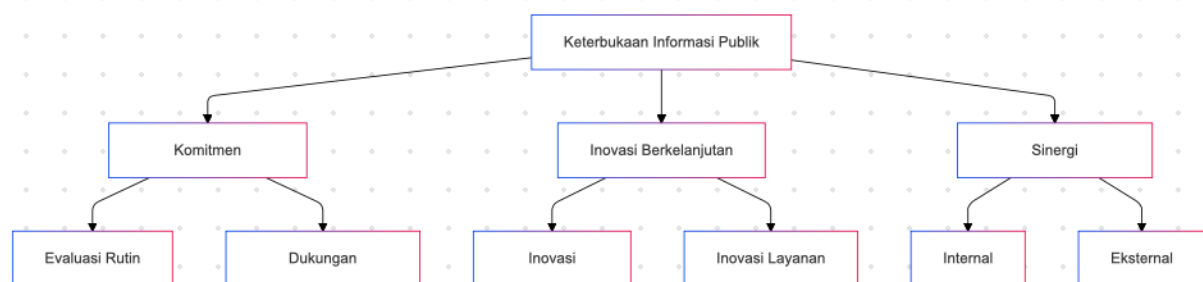


Figure 1. Supporting Factors Model for Public Information Disclosure in State Universities

As illustrated in Figure 1, the successful implementation of public information disclosure in state universities is supported by three interconnected factors: leadership commitment, sustainable innovation, and stakeholder synergy.

### **The Importance of Leadership Commitment**

Based on data obtained from observations and interviews from various State Universities in Java Island, which have received good predicates for Public Information Disclosure, the result is that awards obtained from various institutions, such as the Central Information Commission, are not only the result of the hard work of one person, but the PPID team continues to go the extra mile in optimizing easy access to information. In addition, the UM leadership, which consists of the Chancellor and Deputy Chancellor, strongly supports open access to information. So that the PPID management team is facilitated by various decisions issued by the leadership of UM. One clear evidence of the leadership's involvement in the management of PPID UM is the evaluations conducted every three months with all PPID members from units and faculties, led by the university's highest leadership, the Chancellor or Deputy Chancellor at UM. So, periodic evaluations are carried out every three months to produce innovations or improve the quality of the owned service applications.

This evaluation was carried out through the Self Assessment Questionnaire (SAQ) even before KIP announced that it would carry out the SAQ filling; the UM PPID team collected data from the evaluation results every three months based on the SAQ from the previous year. Because usually, the SAQ issued will not be very different from the previous year. When KIP issues the SAQ in the year of the award, only a reminder is given to each person in charge of the unit or faculty, and data can be collected. However, if it takes too long for the data to be obtained, the higher education leadership will directly intervene to help improve the unit or faculty concerned.

Meanwhile, at the Jakarta State University, this commitment was not only conveyed to the staff at the Jakarta State University but also published in a digital banner displayed on the [ppid.unj.ac.id](http://ppid.unj.ac.id) website with the message that Prof. Dr. Komarudin, M.Si as PPID Supervisor at Jakarta State University stated that he was able to provide services by established service standards. This commitment is added to a statement related to guarantees that Jakarta State University is ready to accept sanctions by applicable laws if it does not keep promises in this commitment. Likewise, the Bogor Agricultural Institute is committed to implementing PPID programs deployed directly by the leadership. As a result, various programs receive direct and regular support, direction, and evaluation from the leadership so that various innovations are born to realize the Bogor Agricultural University PPID tagline, which is informative, professional, and friendly. The leadership's commitment is also carried out by regularly opening opportunities for collaboration and public information management training to improve public information services at the Bogor Agricultural University.

It can be concluded that the leadership's commitment to public information disclosure can encourage the realization of transparent information issued by institutions to increase trust in higher education institutions. In addition, with full support from the leadership, it will encourage the realization of synergy between institutions within a higher education institution

to provide various information needed by the public. Building these relationships can consist of internal and external stakeholders. Internal stakeholders consist of students, staff, lecturers, and leadership in the scope of study programs, departments, faculties, institutions, and others. Internal stakeholders, in this case, have an important role, starting from employees and students becoming the important stakeholders who must be cared for by meeting their needs at work, such as clarity of regulations and decent income, as well as students who are not only used as objects but can also be mobilized to maximize the program through channeling the talents of Campus Putera Puteri in University PPID or becoming an extension of the PPID Team to expand socialization related to the PPID program. Meanwhile, external stakeholders can include data processing agencies, the government, and even other campuses to exchange information related to data management. The hope is that various collaborations with external parties can maximize public services within the Higher Education environment.

In this case, leaders have an important role to support, direct, and evaluate each section to work optimally to implement several programs, open opportunities for cooperation, and create innovations related to excellent public information services. Without leadership commitment, it will be difficult for the University PPID to carry out each program. Thus, leaders must have qualified knowledge and competence related to the Public Information Disclosure Law and are willing to seek cooperation and open learning opportunities for their employees to run the PPID program.

### **The Sustainable Innovation**

Various innovations to improve services are also often carried out by State Universities that have succeeded in getting good titles or champions from various competitions, as was done by the State University of Malang, which provided a UM Dashboard that contains all data related to quantitative reports from the number of lecturers, students, research and so on. It seems simple, but it is unthinkable when the public or the academic community needs a report from a higher education institution. This innovation makes it easier for the general public to read. With visual appearance being the main concern, the infographic data presented on the State University of Malang dashboard attracts public attention to obtain information. Meanwhile, at PPID Universitas Brawijaya, apart from being responsible for data information distributed to the public, they also have another task: receiving complaints and complaints from the public. So that the public would better know PPID UB as access to information that works quickly, efficiently, and effectively, as well as the Center for Information, Documentation, and Complaints (PIDK). The big task carried out by PIDK intersects with PPID; it is just that UB makes innovations to make it easier and known by the public as a center for data information and public aspirations. It is not without reason that PPID UB changed its name to PIDK UB, but

it has a bigger responsibility, namely as a recipient of public aspirations and complaints. PIDK was developed with greater responsibility so that the public could benefit directly from what they complained about. When they contribute to the institution's development, it will be easier to convey it to related parties because it is managed directly by the university. In addition, UB also opened UB Care, which can be used as a forum for aspirations and complaints from the public.

Meanwhile, at the State University of Jakarta, influencers from students play an important role in implementing the Public Information Disclosure Law. In this case, Public Relations of the Jakarta State University mobilized the Putra Putri Campus to become an extension of the PPID team at the Jakarta State University. They take turns carrying out tasks such as customer service and conducting several outreach to students so that the distribution of information can spread widely throughout the rectorate, faculties, departments, and study programs at UNJ. Apart from serving in the PPID environment, the UNJ Campus Son and Daughter also works as campus service ambassadors.

Infrastructure is also an important part of implementing innovation. At the Bogor Agricultural Institute, for example, PPID services are realized by providing adequate infrastructure, such as a spacious, coordinated, and comfortable central building, the ISC (Integrated Service Center) Building, used to carry out public services. Based on a visit from Unesa Public Relations at the ISC Building, the service was quite neat, and several students were waiting for their turn to get service. This means that the management of public services for the ISC Building has been carried out quite well. It was noted that 41 out of 160 types of services were carried out in the ISC Building. In addition, to maximize service, 10 admins are deployed to answer questions or requests for information from students or the public. Not only is the service to students and the public optimized, but the workers also receive quite good treatment. For example, when working hours require them to be completed late into the night, they will receive overtime pay. With the existence of this ISC Building, even students already know the flow of public information services they must follow if they want to get services. This innovation can be divided into face-to-face and digital infrastructure; its existence is important to realize as a channel to meet every public request or need as well as a means to capture, collect, document, and distribute data. Face-to-face infrastructure, for example, provides a special room to serve public information needs, and digital services can be realized through websites and applications. The ease of infrastructure is also an important point for providing excellent public information services.

Table 3. PPID Website Implementation in State Universities

University	PPID Website	Main Features	Digital Innovation
Universitas Negeri Malang	- <a href="https://ppid.um.ac.id">https://ppid.um.ac.id</a>	UM Dashboard (Quantitative data of lecturers, students, research)	Quarterly evaluation through SAQ
Universitas Brawijaya	- <a href="https://ppid.ub.ac.id">https://ppid.ub.ac.id</a>	PIDK (Information, Documentation and Complaints Center), UB Care	Integrated complaint system



University	PPID Website	Main Features	Digital Innovation
Universitas Negeri Jakarta	ppid.unj.ac.id	Digital banner of service commitment, Service standard guarantee	Campus Ambassador Program
IPB	- <a href="https://ppid.ipb.ac.id">https://ppid.ipb.ac.id</a>	ISC (Integrated Service Center) System	41 types of services from 160 total services

Source: Research Data, 2023

In the digital era, which is increasingly driving technological advances, it is also important to develop a system so that information shared and obtained by the public is easier to access. This is carried out to show the public that higher education institutions must participate in supporting technological developments; this must be demonstrated through action. One of them is realized by the easy accessibility of the owned website platform.

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## **CONCLUSION**

Based on the analysis of implementation practices at four state universities, this research concludes that successful public information disclosure in higher education requires a comprehensive approach with three key supporting factors. First, active leadership

commitment plays a crucial role, as evidenced by the direct involvement of university leaders in regular evaluations and program monitoring at successful institutions. The study found that universities with strong leadership support demonstrated better implementation of public information disclosure programs. Second, successful implementation relies heavily on synergistic collaboration between internal and external stakeholders. Internal stakeholders, including PPID officers, public relations departments, and information technology units, must coordinate to ensure effective information management. External collaboration with institutions like UIN Raden Fatah's Halal Center demonstrates how partnerships can enhance specific aspects of information disclosure, such as halal certification processes. This multi-stakeholder approach ensures comprehensive coverage of various information disclosure requirements. Third, sustainable innovation in infrastructure and service systems emerges as a critical success factor. The research reveals that universities achieving 'informative' status consistently invested in physical infrastructure (such as integrated service centers) and digital platforms (including user-friendly websites and information management systems). These innovations successfully adapt to advancing information and communication technology while effectively meeting public information needs. The findings suggest that these three factors - leadership commitment, stakeholder synergy, and sustainable innovation - work interdependently to create an effective public information disclosure system in higher education institutions.

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