



Policy Implementation of the Beasiswa Pendidikan Indonesia (BPI) Program by the Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemdikbudristek)

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Abstract: The study in this research aims to determine the implementation of the Beasiswa Pendidikan Indonesia (BPI) program policy organized by the Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemdikbudristek) with a series of research using descriptive-qualitative methods through interviews and documentation studies. The research targets were the Pusat Layanan Pembiayaan Pendidikan (Puslapdik) and teachers in Indonesia. From the research activities carried out, it was found that, in general, most people in this case (teachers and education personnel) were aware of the BPI program initiated by Kemdikbudristek. However, there are still some problems that must be of particular concern to Kemdikbudristek to be followed up to disseminate the advantages of the BPI program as a form of active steps to solve educational problems by providing the widest possible opportunity for teachers and education personnel to continue competence in certain scientific fields in order to develop academic and technical abilities in Higher Education through participation in the selection of the BPI program. Therefore, the government needs to make measurable efforts by conducting routine and consistent socialization activities in conducting a holistic public introduction to the BPI program through meetings with program implementers and including training for teachers and education personnel such as; partnering with the Education community in the society.

Abstrak: Kajian dalam penelitian ini bertujuan untuk mengetahui implementasi kebijakan program Beasiswa Pendidikan Indonesia (BPI) yang diselenggarakan oleh Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemdikbudristek) dengan rangkaian penelitian menggunakan metode deskriptif-kualitatif melalui wawancara dan studi dokumentasi. Sasaran dalam penelitian yakni Pusat Layanan Pembiayaan Pendidikan (Puslapdik) dan guru di Indonesia. Dari kegiatan penelitian yang dilakukan ditemukan fakta empiris bahwa secara umum, sebagian besar masyarakat dalam hal ini (guru dan tenaga kependidikan) telah mengetahui adanya program BPI yang digagas oleh Kemdikbudristek. Namun, masih terjadi beberapa persoalan yang harus menjadi perhatian khusus oleh Kemdikbudristek untuk ditindaklanjuti menyebarluaskan keunggulan program BPI sebagai bentuk langkah aktif untuk menyelesaikan permasalahan Pendidikan dengan memberi kesempatan seluas-luasnya bagi guru dan tenaga kependidikan untuk melanjutkan kompetensi pada bidang keilmuan tertentu agar dapat mengembangkan kemampuan akademis dan teknis di Perguruan Tinggi melalui keikutsertaan dalam seleksi program Beasiswa Pendidikan Indonesia. Oleh karena itu, pemerintah perlu melakukan upaya terukur dengan melakukan kegiatan sosialiasi rutin dan konsisten dalam melakukan pengenalan publik secara holistik mengenai program BPI melalui pertemuan dengan para pelaksana program dan mengikutsertakan pelatihan-pelatihan kepada guru dan tenaga kependidikan seperti; bermitra dengan komunitas Pendidikan di dalam masyarakat.

A. Introduction

The government, through the Ministry of Education, Culture Research and Technology or Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemdikbudristek), launched a new idea in overcoming the changing times in the digital era, namely making a policy in the national education system known as "Merdeka Belajar". Quoted from the website <http://merdekabelajar.kemdikbud.go.id> informs that the independent learning policy initiated by the Minister of Education and Culture has a series of programs summarized in each episode, including: episode (1) four main points of the independent learning policy, (2) independent campus, (3) distribution and use of BOS funds, (4) driving organization program, (5) driving teacher, (6) transformation of government funds for higher education, (7) driving school program, (8) vocational high school center of excellence, (9) smart indonesia card or Kartu Indonesia Pintar (KIP) independent college, (10) expansion of the scholarship program for the Education Fund Management Institution or Lembaga Pengelolaan Dana Pendidikan (LPDP), (11) vocational independent campus, (12) safe school shopping with SIPLah, (13) cultured independence with the Indonesiana channel, (14) a campus free from sexual violence, (15) an independent curriculum and an independent teaching platform, (16) accelerated and increased funding for early childhood education and equivalency education, (17) revitalization of regional languages, (18) cultured independence with Indonesiana funds, (19) Indonesian education report cards, (20) teaching practitioners, (21) university endowments, (22) transformation of public university entrance selection, (23) quality reading books for Indonesian literacy, and (24) an enjoyable early childhood to primary school transition.

Of the 24 episodes, one of the programs aimed at fostering an independent spirit of learning is providing educational justice to all Indonesians through the LPDP scholarship program expansion program (Episode 10). LPDP is a public service agency for endowment funds, especially in the field of education, managed by the Ministry of Finance or Kementerian Keuangan (Kemenkeu). LPDP and Kemdikbudristek collaborate to expand the programs' scope and target by making a new breakthrough, namely the Indonesian Education Scholarship or Beasiswa Pendidikan Indonesia (BPI) program. The Kemdikbudristek Indonesian Education Scholarship, or BPI Kemdikbudristek, is an Indonesian government scholarship program managed by the Ministry of Education and Culture through funding from LPDP. The objectives of the BPI Kemdikbudristek program include: 1) improving the qualifications of prospective vocational high school teachers, cultural actors, prospective lecturers of new state universities, lecturers education personnel of state universities, 2) helping outstanding students and students living in the Nusantara Student Dormitory to obtain higher education degrees, and 3) helping Indonesian citizens pursue education abroad. The BPI program offers scholarship programs for S1, S2, and S3 levels and non-degree programs (BPPT, 2023).

The urgency of the BPI program is to become a driving force in improving the academic and practical skills of teachers and education personnel through higher education (BPPT, 2023). The basis for the emergence of this policy is the increasingly expensive cost of

education, which causes teachers to be unable to improve their skills. In addition, the presence of the Education Expansion Policy (BPI) is a big challenge for policymakers (the government) in improving the quality of teachers and education personnel (Oktaviani & Aliyyah, 2022).



Figure 1. Data on the Increase in the Number of Teachers in Indonesia

The data in the graph shows an increase in the number of teachers from year to year, so a strategy is needed to improve the quality of Indonesian teachers. This is closely related to the Indonesian Education Scholarship or Beasiswa Pendidikan Indonesia (BPI) program intended by the Ministry of Education, Culture and Research for Indonesian teachers and education personnel to develop their teaching skills through knowledge gained from education in higher education. Therefore, a study of the policy implementation of the BPI program is very important and must be carried out immediately to become a future solution by producing qualified teachers and education personnel.

An in-depth study of the BPI Program policy implementation is needed as a first step in solving the problems faced by teachers and education personnel in Indonesia. Policy implementation is a study of public policy that leads to the implementation of a policy. Policy implementation is a way to achieve a policy's goal (Manyo'e, 2022). Then, Dunn defines policy implementation as a form of implementation and control of the direction of policy action until the achievement of policy results (Ade & Idrus, 2014). Meanwhile, Van Meter and Van Horn limit the understanding of policy implementation as actions taken by individuals (or groups) of government and private organizations to achieve the objectives set out in previous policy decisions (Oktamia & Fauziah, 2018). Therefore, it is not uncommon for policy implementation to be politically charged with the intervention of political actors. Implementation as 'to provide the means for carrying out; to give practical effects to'. In addition, policy implementation provides the means to carry out something and has a certain impact (Hidayat, 2021). Policy implementation is often made by policymakers (using top-down and button-up approaches). The top-down model is a logical thinking approach involving participation and mobilization from the top (Government) to the bottom (people).

Meanwhile, the button-up model is a thinking logic approach from the bottom (the people) to the top (the government). When associated with this research, the BPI program

policy for teachers and education personnel uses a top-down approach to achieve national education goals. The top-down policy implementation model was developed by Edward III known as the direct and indirect impact on implementation (Hidayat, 2021).

To determine a policy's success, four (4) factors are related to policy implementation. The four factors include: 1) communication, the process of conveying policy information from policymakers to policy implementers (Haris, 2017). In addition, communication is a way of transmitting information on a policy that will be implemented in society precisely, accurately, and consistently. The clarity in communication aims to achieve the expected policy results. 2) Resources; availability of information and supporting facilities such as; information technology devices, office equipment, and sufficient financial resources for implementation that support programs and activities. 3) Disposition; attitudes and desires of various parties to support a policy in the form of tendencies or factors that have important consequences for policy implementation. Suppose the implementers have a positive tendency or attitude or there is support for policy implementation. In that case, there is a high probability that the initial decision will implement policy. On the other hand, if the implementers are negative or reject the policy implementation due to conflicts of interest, the policy implementation will face serious obstacles, and 4) bureaucratic structure; procedures in the organizational structure that guide the implementation of policies and become one of the institutions that most often even entirely implement activities. Bureaucracy exists in government structures and private organizations, educational institutions, and so on (Mursalim, 2017). The successful implementation of the Kemdikbudristek BPI program must be distinct from these four factors.

Table 1. Number of Applicants for BPI Program in 2021-2022

Year	Target Applicant	Applicant	Description
2021	2000	2175	1948 domestic scholarship recipients, 217 overseas scholarships, and 10 double degree recipients. (https://www.kemdikbud.go.id , 2021)
2022	4000	3735	-
Total	6000	5910	

Source: <https://puslapdik.kemdikbud.go.id>, 2022

From this data, there are findings that BPI applicants are fewer than the expected target. However, according to the statement of the Secretary General of the Ministry of Education, Culture, and Research quoted from the page <https://itjen.kemdikbud.go.id>, it is known that since 2021, BPI has succeeded in financing 6,236 recipients with a proportion of 89.1 percent studying domestically and 10.9 percent studying abroad. The data gap found by Puslapdik and the statement of the Secretary-General of Kemdikbud is an analysis that must be carried out in depth. Some of the important issues in the implementation of the BPI

program were raised in Abdul Kahar's interview as Head of Puslapdik with prospective BPI scholarship applicants through the YouTube channel (<https://youtu.be/JnmfDn0VWy>), among others; understanding of prospective applicants (Teachers and Education Personnel) on registration technical instructions to the data entry process on the BPI program account, incompleteness in completing BPI scholarship registration (submit), lack of knowledge related to each category chosen (because there are several program categories offered for teachers and education personnel, namely; Master's Scholarships for Domestic and Overseas Academic Universities, Master's Scholarships for Domestic and Overseas Vocational Universities, Master's Scholarships for Domestic and Overseas Educators and Education Personnel, Master's Scholarships for Cultural Performers, Domestic and Overseas Advanced Indonesia Scholarships), and non-sequential knowledge of the BPI scholarship program categories which caused confusion to applicants when registering for scholarships. as well as applicants' lack of understanding about the LOA required as a condition of receiving a BPI scholarship (each type of BPI scholarship program has specific criteria or requirements that must be completed by the applicant).

Therefore, the study of the implementation of the BPI program policy by the Ministry of Education, Culture, and Research needs to be examined more thoroughly in order to overcome the problems faced by applicants (Teachers and Education Personnel) in efforts to improve the quality of academic and technical competence of teachers and education personnel through higher education, thus providing wider access to pursue and complete higher education, both domestically and abroad.

Several previous studies have raised similar issues regarding the implementation of scholarship program policies using the Edward III analysis model, such as research conducted by Roziqin and Yusuf regarding policy implementation in the Bidikmisi scholarship program with a case study at Diponegoro University (Roziqin & Yusuf, 2019). Then the research conducted by Tasyak related to the implementation of the One House One Bachelor scholarship program policy in community empowerment in Ponggok Village, Klaten Regency (Tasyak, 2022) and also research conducted by Utami on the implementation of the regional scholarship program for students in Lamandau Regency (Utami, 2021). So, it can be concluded that in the research to be conducted by researchers, there are differences (state of the art) or elements of novelty or gaps found from previous relevant studies, namely this research focuses more on the implementation of policies related to the Indonesian Education Scholarship (BPI) program launched by the Ministry of Education and Research.

Based on the description above, the purpose of conducting research on "Policy Implementation of the Beasiswa Pendidikan Indonesia Program (BPI) by the Ministry of Education Culture Research and Technology or Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemdikbudristek)" is to find out the implementation of the BPI program policy from the perspective of the formulation of the policy implementation model according to Edward III. Then, the benefit of this research is to contribute scientifically to implement the BPI program policy and provide recommendations for policymakers in streamlining the implementation of the program policy.

B. Method

The stages of research were carried out using descriptive-qualitative methods. According to Bogdan and Taylor (Nainggolan et al., 2023), qualitative is a procedure in research that produces descriptive data in the form of written or spoken words from the respondents observed. So that this method aims to make descriptions, images, and analyses systematically, factually, and accurately the facts, properties, and relationships between the phenomena being investigated (Hasibuan et al., 2020). Therefore, researchers use descriptive-qualitative methods to describe, illustrate, analyze, and present in depth according to the data, facts, information, and realities found regarding implementing the BPI program policy by Kemdikbudristek (Tusti et al., 2019).

In finding the information needed, the data collection technique used in this study was a Google form containing interview questions distributed to key informants about implementing the BPI program policy collected by researchers from prospective applicants (Teachers and Education Personnel). The data collection technique uses purposive sampling to know the uptake of BPI scholarship recipients who are followed specifically by teachers and education personnel. The data sources used in this study include primary data sources, namely the Head of the Center for Puslapdik Kemdikbudristek (Mr. et al.) and registrants of the teacher and education personnel program. Then secondary data sources include the episode 10 independent learning policy document (expansion of the Education Fund Management Institution (LPDP) scholarship program), the Kemdikbudristek BPI program guide module, and others. The data analysis technique uses the Miles & Huberman model (Setyawan & Srihardjono, 2016).

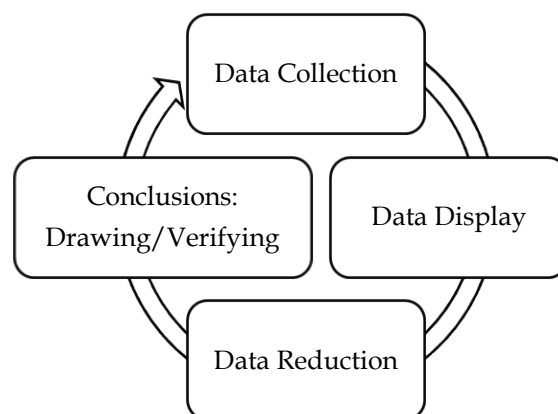


Figure 2. Miles & Huberman Data Analysis Technique

Based on this figure, the data analysis technique above based on this research is carried out in several stages as follows; 1) collecting all documents related to the BPI policy (both in the form of interview results and documentation studies), 2) reviewing the results of research findings by grouping the research data needed, 3) describing research data by paying attention to the focus and objectives of the research, and 4) making a final analysis in the form of a research report.

C. Result and Discussion

Result

The Ministry of Education, Culture, Research, and Technology or Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemendikbudristek) opened an Education Scholarship program for educators and personnel known as BPI. The presence of the BPI program is a form of effort to develop the academic and technical abilities of teachers and education personnel in the education unit. This program is a breakthrough welcomed by the wider community for cultural actors, teachers, and students. However, the reality that occurred found several problems related to the emergence of the BPI program, as follows:

Table 2. Interview Results via Google Form

No.	Aspect	Indicator	Informant Information
1.	Communication	Submission (socialization) of information about the existence of the BPI policy from Kemdikbudristek to the local government (Dinas Pendidikan)	According to the results of interviews with informants, most of them are aware of the BPI program held by the Ministry of Education and Culture. The informants' opinions stated that the BPI scholarship is jointly managed by the Education Fund Management Agency (LPDP) and the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) through the LPDP Program Expansion aimed at postgraduate studies. Others have just heard of this scholarship program and need to learn more about BPI. Informants consider the BPI scholarship as supporting the improvement of teacher/lecturer education and are also intended for students who want to continue their education at the S1, S2, and S3 levels. Others know that the BPI Scholarship is a government program. The implementation of socialization should be routinely carried out to facilitate Indonesian education to increase our education rate, especially for people who are not financially able but have the desire and ability and academic achievement so that the distribution of Indonesian education will be better in the future.
2.	Resources	Availability of information and supporting facilities related to the BPI program	The interview results stated that informants knew about the BPI program from various supporting facilities through MGMP, then official notification through the office and MKKS. Most informants get information and supporting facilities regarding BPI through online news, Kemdikbud's website, and social media such as Instagram.
3.	Disposition	The process of implementing the BPI	The interview summary shows that the requirements still need to be completed in

No.	Aspect	Indicator	Informant Information
		program selection followed by teachers and education personnel	preparation for the BPI program because many administrative requirements must be met. However, some did not participate in the selection because they were not interested in participating in BPI. While others said, they were interested in starting to prepare the complete registration file. Applicants are very careful in reading and understanding all the requirements listed to be selected as one of the people who get the scholarship program.
4.	Bureaucratic Structure	Process for engaging teachers and education personnel to be selected as BPI recipients	Engaging teachers and education personnel to be selected as BPI recipients is first to register or create an account to register for the program and second to fill out the form sheet by following the requested procedures. Then wait for the results of the administrative selection. If we have passed the administrative selection, we follow the interview selection process determined by the party concerned. After waiting for the results and being declared a pass, then wait for instructions from the scholarship program organizer for further instructions. Informants also argue that the Standard Operating Procedures (SOP) that are made must be able to advance and produce better outputs. Then another SOP is known to need to prepare a Letter of Acceptance / LOA at the intended university, which is a superior campus and is not receiving other scholarships. Then some informants state that the SOP is adjusted to the existing technical guidelines.

In general, most people in this case (teachers and education personnel) are aware of the BPI program initiated by Kemdikbudristek. However, there are several issues that must be of particular concern to the Ministry of Education and Research to be followed up, such as periodic socialization activities to be able to disseminate the advantages of the BPI program as a form of active steps to solve educational problems by providing the widest possible opportunity for teachers and education personnel to continue competence in certain scientific fields in order to develop academic and technical abilities in Higher Education through participation in the selection of the Indonesian Education Scholarship program.

Discussion

Basiswa Pendidikan Indonesia or BPI program was launched on April 22, 2021 by the Ministry of Education, Culture, Research, and Technology or Kementerian Pendidikan Kebudayaan Riset dan Teknologi (Kemendikbudristek). The BPI program allows the wider

community to participate in degree and double-degree scholarship programs. Degree scholarships are intended for undergraduate/postgraduate students consisting of; prospective vocational teachers, cultural actors, advanced Indonesian scholarships, archipelago student dormitories or Asrama Mahasiswa Nusantara (AMN), and Stipendium Hungaricum (Top-up). Meanwhile, double degree scholarships are intended for S2 level students, which include; PTA (Perguruan Tinggi Akademik or Academic College) education, PTV (Perguruan Tinggi Vokasi or Vocational College) education, education and education personnel, cultural actors, advanced Indonesian scholarships, *Stipendium Hungaricum* (Top-up). At the same time, double degree scholarships are intended for doctoral students, including PTA Education, PTV Education, education and education personnel, LPTK lecturers/teacher professional education, cultural actors, and *Stipendium Hungaricum* (Top-up) (BPPT, 2023).

These various programs provide opportunities for all cultural actors, teachers, and students to increase their capacity through the use of the Education Endowment Fund managed by the Education Fund Management Institution or Lembaga Pengelola Dana Pendidikan (LPDP) so that more people can continue their education to a higher level to improve their competence. BPI program beneficiaries, as many as 6,236 students, have felt the presence of BPI, greatly supporting the progress of education. However, the implementation of the BPI program is also inseparable from several problems faced by the community, as summarized in the research findings as follows;

First, the implementation of the BPI program policy experiences obstacles in the process of delivering information (communication). Communication is an important indicator that cannot be separated in any condition, as well as the position of communication in implementing a policy product (Setyawan et al., 2021). The BPI program is a government policy product that must be delivered and disseminated to the community as a policy target. In this case, the policy targets are cultural actors, teachers, and students. The policy targets are "communicants" or those who receive messages. Based on the research results, the most important thing in delivering information is "communication". One form of communication is to conduct socialization activities to the target of the policy to be implemented (BPI Program). In the BPI program socialization activities, the central government plans to introduce the scholarship expansion program to revive the independent curriculum through socialization to the Education Office, Higher Education Institutions, and Education Units. The implementation of the BPI program policy needs to be socialized so that the wider community understands the registration procedures for the scholarship program by reading the guidelines on the website <https://beasiswa.kemdikbud.go.id>. This information is important to understand prospective applicants for the BPI scholarship program to pass the scholarship selection. Thus, communication is an important aspect of implementing a policy so that the public receives information from what has been determined by the policymaker (Kemdikbudristek).

On the other hand, the socialization of the BPI program was not well implemented due to the lack of direct socialization carried out by the Kemdikbudristek, so the

Education Office, Universities, and Education Units did not have sufficient knowledge to participate in the expansion of the scholarship program, which indirectly had an impact on the small number of applicants for scholarship programs (one of which was a scholarship program for teachers and education personnel). This shows that there needs to be more thorough communication from policymakers to implementers. In the opinion of Edward III (Rahayu et al., 2021), there are three important aspects of communication: transmission, clarity, and consistency. Transmission here is conducting socialization to all local governments, in this case, the local education office. Furthermore, the aspect of clarity in communication carried out by policymakers requires a clear and systematic mechanism so that it can be understood by policy targets (teachers and education personnel). The implementation of socialization must be routinely carried out to realize the goals of national education, namely, to produce smart and noble resources and to create an equitable distribution of education for the entire community at large with the provision of this BPI scholarship. Therefore, every policy implementation must pay attention to effective communication so that the message/information to be conveyed can be received and understood by the policy target. The policy implementation process from the top level (policymakers) to the policy targets should be carried out continuously (continue), thus reducing misunderstandings in the interpretation of the guidelines given in relation to the BPI program. Therefore, every policy made must be easy to understand, accepted, and implemented by each individual (Roring et al., 2021).

Furthermore, the second aspect in supporting success in implementing policies is resources. The resources referred to in this BPI program are the BPI program applicants (implementers). In order to support the achievement of the objectives of expanding the BPI scholarship, it is necessary to have a budget that ensures that the implementation of the BPI program can be carried out properly. To analyze the implementation of the BPI program according to Edward III (Setyawan et al., 2021), four indicators of necessary resources are used, namely, policymakers (Kemdikbudristek), Education offices, Universities, and Education Units. The readiness of these resources is a major thing that greatly affects the success of a policy, including; clarity of orders or directions from each policy actor according to the authority given, related to the limits of duties and functions that can be carried out, as well as the availability of facilities and infrastructure supporting the BPI program scholarship expansion policy.

Furthermore, the research findings show that the availability of information sources for the BPI program is often obtained through: activities carried out by teachers in the education unit through the Subject Teacher Conference / MGMP, then official notification through the Education office and MKKS. The rest can be accessed through online news, Kemdikbudristek's website, and social media such as Instagram and social media that explain the BPI program. Although the policy content has been communicated clearly and consistently, implementers need more resources to implement to run effectively. These resources can be human resources, namely implementor competencies and financial

resources. Resources are an important factor for policy implementation to be effective. Without resources, policies only remain on paper as documents (Roring et al., 2021).

Then the third aspect of implementing the BPI Program policy is disposition. Disposition is part of the attitude of policy implementers, which means that if you want the policy to run effectively, the implementer not only knows the policy but also must have the ability to implement it (Hidayat, 2021). The research results show that the preparations made by applicants for the BPI scholarship program will still need to complete the administrative requirements for registering for the scholarship program. However, from the analysis of the interviews, it was also found that some teachers and education personnel were not interested in participating in the selection, especially with the many procedures that must be followed. Others said they were interested in preparing the complete registration documents for the BPI scholarship program. The applicants were very careful in reading and understanding all the requirements listed to be selected as one of prospective student recipients of the scholarship program. In line with these findings, a disposition is the main thing that supports the success of a policy. Disposition means a character and characteristics the implementor possesses, such as; commitment, honesty, and democratic nature (Haris, 2017). If the implementor has a good disposition, he can carry out the policy well as the policymaker desires. When the implementor has a different attitude or perspective from the policy maker, the policy implementation process will also be ineffective (Hidayat, 2021; Roring et al., 2021).

Finally, the BPI program can run well if implemented if the bureaucratic structure in carrying out the policy takes into account the rights and obligations of policymakers and implementors. The last aspect that affects policy implementation's success rate is a short bureaucracy that can facilitate the selection and acceptance process by summarizing all activities in standard operating procedures (SOP) (Setyawan et al., 2019). So that at this stage, one must be prepared precisely and correctly with technical instructions in the selection process for receiving BPI scholarships. The existence of standard operating procedures (SOP) for BPI scholarship acceptance must be considered carefully and thoroughly so that applicants understand what to do and avoid during the selection of the BPI scholarship program. In addition, what is equally important is the efforts made by policymakers (Kemdikbudristek) in giving responsibility to the policy implementation committee so that they can describe the entire series of programs and oversee the selection process for BPI scholarship admissions by delegating authority according to their abilities in each activity carried out. As the Policy Implementation Committee, the Education Office, Universities, and Education Units have duties and functions in providing public services that respect the rights of BPI scholarship program applicants (teachers and education personnel) (Kusuma & Simanungkalit, 2022). Thus, the research findings show that the BPI recruitment activity process is still not running as it should because there are still many who do not understand the SOP in the BPI program guidelines on the website <https://beasiswa.kemdikbud.go.id> and those spread on social media related to the BPI program scholarship selection process. So, in general, the bureaucracy determines whether a policy's

implementation can run, so every policy implementation requires clear procedures or standard procedures (standard operating procedures or SOP) as a guide to action for each implementor. A shorter organizational structure will tend to weaken supervision and create red tape, namely complicated and complex bureaucratic procedures, which ultimately cause organizational activities to be inflexible (Roring et al., 2021).

Based on the analytical study that has been described, the BPI program as a whole has been running well. However, there are still various problems that make enthusiasts or applicants for the BPI scholarship expansion program show less community participation than the expected amount because the socialization is not routine and structured and the fulfillment of administrative requirements that many prospective applicants need to understand. This is important information for the Ministry of Education and Culture to address the existing problems through direct socialization activities immediately and involving the education community by partnering in the expansion of information and communication to beneficiaries (the wider community) so that the scholarship expansion program to improve the academic and technical abilities of teachers and education personnel can be followed and interested as a whole.

D. Conclusion

Based on the description of the analysis results, the implementation of the BPI program policy carried out by Kemdikbudristek is overall quite good. However, the communication process in implementing the BPI program has yet to be implemented optimally due to the lack of knowledge about BPI and direct socialization. In addition, the information resources for implementing the BPI program have been running well and are easily accessible because everything is available online through the Kemdikbudristek website and social media.

Furthermore, Kemdikbudristek needs to finalize the readiness of applicants in fulfilling the administrative requirements that must be followed. Then, the BPI recruitment process still needs to run properly because the applicants need to understand the SOP written in the BPI program guide. Therefore, the government needs to make measurable efforts by conducting routine and consistent socialization activities in conducting a holistic public introduction through meetings with program implementers and including training for teachers and education personnel such as; partnering with the education community in the community.

Thus, researchers hope to contribute new knowledge in formulating a policy that positively impacts the wider community. It requires a strategic plan to clear standard operating procedures from policymakers and policy implementers to realize national education goals.

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