Public Policy Communication in the Process of Implementing the Independent Learning Program for Remote Indigenous Peoples of Parigi Moutong Regency

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| Abstract | This study aims to determine public policy communication in implementing the Freedom of Learning policy in Remote Indigenous Peoples of Parigi Moutong Regency. This study uses a qualitative and case study approach conducted in West Lombok Village, Tinombo District, Parigi Moutong Regency. The research involved seven educational units, namely: 1) Ogopuyo Hamlet Independent Play Group, 2) Gianang Hamlet Remote Play Group, 3) Bolo Hamlet Bright Kindergarten, 4) Alkhairat Refugee Elementary School Gianang Hamang, 5) Babong Hamlet Remote Elementary School, 6) Yapintar Nature School, and 7) PKBM Mahakarya. The study results show that public policy communication in implementing the Freedom to Learn policy in the Remote Indigenous Peoples of Parigi Moutong Regency has not gone well. Socialization and assistance related to the Independent Learning Policy by regional policyholders are rarely carried out, hindering the development of an independent education system. Difficult communication access and remote geographical location are some of the factors hindering bureaucratic communication. In addition, implementing the Freedom to Learn policy at the PAUD, SD, and PKBM levels in West Lombok villages is not running to launch the policy. Communication in remote Indigenous communities faces unique barriers due to geographical, cultural, and technological limitations. Common obstacles faced include geographical distance, language and culture, limited access to technology, low levels of education, lack of awareness about the importance of communication, and mistrust or social problems. |

| Keywords | Policy Communication; Policy Implementation; Merdeka Belajar; Remote Traditional Communities |

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1. INTRODUCTION

Remote Indigenous Communities (KAT), as per Presidential Regulation Number 186 of 2014, are a group of people in a certain number who are bound by geographical, economic, and socio-cultural units

and are poor, remote, and socio-economically vulnerable (UU RI, 2003). Because of the problem of remoteness and poverty, KAT, as one of the people with social welfare problems, needs special treatment so that they can live on an equal footing with other Indonesian citizens. Referring to the Presidential Regulation, education is expected to be one solution to the social welfare problem in question.

Law Number 20 of 2003 concerning the National Education System mandates that every citizen of Indonesia has the right to obtain quality education on his interests and talents regardless of social status, economic status, ethnicity, religion, gender, ability, and others. Equal access and improvement of the quality of education will encourage the realization of a just and prosperous society imbued with Pancasila values. It is further stated that the principle of education implementation is carried out democratically, fairly, and non-discriminatory by upholding human rights, religious values, cultural values, and national pluralism (UU RI, 2003)

Minister Nadiem Anwar Makarim was inaugurated as a Minister by President Joko Widodo in 2019 and launched the Merdeka Learning program. Through the official website of the Ministry of Education and Culture, the independent learning policy is the first place to be socialized, which shows that the organization's website can be a place where public policy communication is disseminated in addition to the use of social media. This program was launched to realize the vision of an advanced Indonesia that is sovereign, independent, and has personality through creating Pancasila students (Aritonang, 2011). Until this article was written, the independent learning program had entered episode 22. Episode (1) with 4 main policies on independent learning, episode (2) independent campus, episode (3) changes in the mechanism for distributing and using school operational assistance funds, episode (4) driving organization program, episode (5) driving teacher program, episode (6) transformation of government funds for higher education, episode (7) driving school program, episode (8) vocational school center of excellence, episode (9) KIP Independent Lecture, episode (10) expansion of the scholarship program of the Education Fund Management Institute (LPDP), episode (11) Vocational Independent Campus, episode (12) Safe Schools to Shop with Siplah, Episode (13) Cultural Freedom with Indonesian Channels, Episode (14) Independent Campus from Sexual Violence, Episode (15) Independent Learning Curriculum and Platform, Episode (16) Acceleration and Increase of Early Childhood Education and Equality Education Funding, Episode (17) Regional Language Revitalization, episode (18) Cultural independence with Indonesian funds, episode (19) Indonesian education report card, episode (20) Teaching practitioners, episode (21) Higher education endowment, and episode (22) Transformation of state university selection.

Although the independent learning program has gained a strong legal footing, its implementation in Remote Indigenous Communities still faces several obstacles. Limitations in terms of internet access in remote areas should have been considered at the beginning as part of the policy-making process, where analyzing and managing communication is not limited to when the new policy of independent learning is announced to be implemented in all educational units (Gelders et al., 2007; Howlett, 2009; Joyce, 2003). The results of the initial research found that in remote Indigenous communities, there are still many children who do not go to school and children who drop out of school. There is a shortage of educators with qualifications and competencies that do not meet the standards, the slow information and communication of the independent learning program as a result of all information being released through the internet while the conditions in remote Indigenous communities, there is no electricity network and let alone the internet network(Bukhari, 2021; Duha & Dakhi, 2020; Elsera & Adhayanto, 2022; Rinto et al., 2021).

The emergence of this resistance is more due to the lack of understanding of the philosophy of independent learning programs among school residents and the community. This is due to the lack of information and socialization about the independent learning program. Another obstacle in implementing the Merdeka Learning program is the legal basis on which the implementation is still general and applied equally in each region. As a result, some regions can implement it, but not a few

have experienced obstacles. More operational regulations are needed, such as regional regulations, governor's regulations, regent/mayor regulations, decisions of the education office, or service models based on the characteristics and resources in each region, both in the form of human resources and financial resources. The success of policy implementation depends largely on the ability to utilize available resources.

The implementation of the independent learning program is highly dependent on attitudes, knowledge, flexibility, and creative abilities to solve problems and decentralize decision-making (Andari, 2022; Malik, 2018; Yovinus, 2018) to individuals, teachers, parents, and students in remote Indigenous community areas. There are many expectations from implementing the independent learning program, but various obstacles remain. Based on Decree number 034/H/KR/2022 concerning educational units implementing the independent curriculum in the 2022/2023 school year, there are 83 PAUD, 295 elementary schools, and 28 junior high schools in the Parigi Moutong Regency area which are designated as implementers of the independent curriculum. Based on this data, it can be seen that there is no single educational unit from remote areas at the PAUD and junior high school levels. In contrast, at the elementary school level, there are only five elementary schools out of 295 elementary schools as implementers of the independent curriculum. It is very interesting to analyze how the concept of the independent curriculum reaches areas that are geographically far from urban areas and do not have access to electricity and internet networks.

Public communication is activities and strategies aimed at the target audience (Billi et al., 2024; Dijkzeul & Moke, 2005; Gelders et al., 2007; Pülzl & Treib, 2017). (Roth, 2022) explains that public communication is the exchange of messages with several people within or outside an organization, face-to-face or through the media. Government communication is intended as a tool or instrument to implement policy objectives (Howlett, 2009). Continuous and open public communication can help maintain support and satisfaction from various stakeholders for the Merdeka Learning Program. By providing a platform to convey feedback, criticism, and aspirations, public communication allows the program to continue to adapt to the needs and expectations of the community, as well as build strong and mutually beneficial relationships between all parties involved. By understanding the importance of public communication in implementing the Merdeka Learning Program, a more effective and sustainable communication strategy can be developed to ensure the success and positive impact of this program for students, teachers, and society as a whole throughout the archipelago. By understanding the dynamics of public communication in remote community areas such as the Lauje Tribe's Remote Indigenous Community, it is hoped that more targeted and sustainable communication strategies can be developed to support sustainable development and community empowerment in similar areas.

An in-depth understanding of communication dynamics is crucial in bridging the information access gap and strengthening community participation in educational development, especially in remote Indigenous community areas (Amrozi & Cornelia, 2022; Dewi et al., 2020; Habibie, 2019; Taufik, 2013). First, with a good understanding of how indigenous peoples convey, receive, and understand messages, we can design communication strategies that suit local needs and characteristics. This helps overcome communication barriers that may arise due to differences in culture, language, or perception of education.

Understanding the dynamics of communication also allows us to adjust the media and communication channels used to reach as many members of society as possible, especially those who live in remote areas with limited access. Through local media, community meetings, or direct communication approaches, we can ensure that information about educational programs, such as the Merdeka Learning Program, is effectively conveyed to all stakeholders.

Finally, a deep understanding of communication dynamics allows us to encourage active community participation in educational development. By creating an inclusive and open communication space, we can invite input, aspirations, and support from various parties to make the

education development process more collaborative and responsive to the community's real needs. This improves the quality of educational programs and strengthens the sense of belonging and community involvement in efforts towards a more equitable and equitable education. Thus, a deep understanding of communication dynamics is an important aspect of implementing the Independent Learning Program in remote Indigenous community areas and the foundation for building mutually beneficial relationships between educators, students, and the community. This study itself uses two theories elaborated to find problems related to public policy communication in the process of implementing independent learning in remote Indigenous communities located in Parigi Moutong Regency, namely the communication theory proposed by Laswell (Mulyan & Isnaini, 2022) and the Policy Implementation Theory proposed by Edward III (1980).

The main problem that emerged from the implementation of the independent learning policy in the area of the Remote Indigenous Community (KAT) of the Lauje tribe, Parigi Moutong Regency, lies in the public policy communication process itself. This is based on observations that researchers have made that the difficulty of access to information and the lack of human resources needed to implement the independent teaching policy make the implementation process of the independent learning policy in the Lauje tribal KAT area difficult to realize. Based on these reasons, this study aims to determine public policy communication in implementing the Freedom of Learning policy in Remote Indigenous Peoples of the District Parigi Moutong.

2. METHODS

It is qualitative research with a qualitative approach of the case study type. It is expected to describe public policy communication in implementing the Freedom of Learning policy in Remote Indigenous Communities at the PAUD, SD, and PKBM levels in the Regency Parigi Moutong, Sulawesi Tengah, in detail and depth. The research focuses on the feelings, speech, writing, and behaviors of individuals, groups, communities, and organizations in certain contexts to obtain complete, comprehensive, and comprehensive information. The data collection technique was acknowledged by direct observation of implementing the Freedom of Learning policy in the field. In-depth interviews were conducted with the implementers of the Freedom of Learning program, namely teachers, officials, and community leaders who were directly involved in implementing the Freedom of Learning program policy in the Remote Indigenous Community of Parigi Moutong Regency. Informants are selected purposefully. Document review: Analyze official documents related to the Freedom of Learning policy and its implementation in the field. This research focuses on public policy communication conducted by the District Education and Culture Office Parigi Moutong in *Mengimplementasikan Kebijakan Merdeka Belajar Di Komunitas* Remote Customs located in the Village Lombok Barat, Tinombo District, Parigi Moutong Regency.

3. FINDINGS AND DISCUSSIONS

Result

Independent Learning Policy in the Remote Indigenous Community (KAT) of the Lauje Tribe in Parigi Moutong Regency

No.	Education Unit	Episode 1		Episode 5	Episode 7	Episode 12	Episode 15	Episode 19	Ket.
		RPP	AN	PGP	PSP	SIPLAH	IKM	PBD	
1	KB Merdeka Dusun	x	-	x	x	x	x	x	

No.	Education Unit	Episode 1		Episode 5	Episode 7	Episode 12	Episode 15	Episode 19	Ket.
		RPP	AN	PGP	PSP	SIPLAH	IKM	PBD	
	Ogopuyo								
2	KB Terpencil Dusun Gianang	x	-	x	x	x	x	x	
3	TK Anak Terang Dusun Bolo	x	-	x	x	x	x	x	
4	SD Alkhairat Terpencil Dusun Gianang	x	√	x	x	x	x	x	
5	SDK Terpencil Dusun Babong	x	√	x	x	x	x	x	
6	Sekolah Alam Yapintar	x	x	x	x	x	x	x	
7	PKBM Mahakarya	x	x	x	x	x	x	x	

Based on the image above, it is known that of the seven educational units as the object of research, there are only 2 (two) educational units that implement one episode of the independent learning program, although only some of them, namely SD Alkhairat Terremote Gianang and SDK Terteriot Babong which carry out the National Assessment (AN) which is one of the 4 (four) policy points in episode 1.

Assistance During the Assessment

The National Assessment of Independent Learning consists of three parts, namely the Minimum Competency Assessment (AKM), the Character Survey, and the Learning Environment Survey. The Minister of Education and Culture continued that AKM measures student achievement based on cognitive learning outcomes, namely literacy and numeracy. These two aspects of minimum competence require students to contribute to society, regardless of the field of work and career they want to pursue. "Focusing on literacy and numeracy skills does not diminish the importance of the subject because it helps students learn other fields of science, especially to think and digest information in written form and numerical or quantitative form.

Lauje children do not have access to or experience with computers at school but are expected to take computer-based assessments. Teachers are also not used to or trained in operating computers, so they only follow orders from their superiors. Because of this condition, during the pre-assessment process to the implementation of the assessment, children are housed at the teacher's house as a solution so that children can still participate in activities by implementing the Independent Learning Curriculum rules. Limited access to technology in schools implements pre-assessments up to assessments. Educators must teach students to hold a mouse and use a computer. This shows educators' need for direct assistance in overcoming technical difficulties students face.

Boarding at Other Schools

The obligation to participate in assessment activities as one of the requirements of the Independent Learning Curriculum also requires schools in the interior of the Lauje Tribe that have limited electrical networks to find other ways so that students can still follow it, one of which is by riding in another school that is very far from the school and the environment where the students live. Based on the results of an interview with one of the teachers, it is known that the teacher knows that the school where he teaches takes part in the National Assessment at SDN 1 Lombok, Tinombo District. However, he noted that the process was quite difficult for students because they had to travel from Mount Lombok Barat to the capital city of Tinombo District, which is 25 km away.

Integration of Education with Child Growth and Development Monitoring

The children of the Lauje tribe usually have a place to live quite far away. The distance between neighbors is quite far. Schools in rural areas are an area to gather children to learn and integrate by monitoring the development of children's growth and development. Integrating education with health provides efficiency benefits in monitoring children's growth and development. When children gather at school, health workers no longer need to go to their homes far from one resident's house. This reduces the time and energy required for individual monitoring in children's homes. School principals and village midwives' dual roles also open up the potential for cross-sector collaboration in monitoring children's growth and development. These two roles can complement and support each other in providing better attention to the health and education of children in the area.

The findings in other schools show that the teachers in the KB are posyandu cadres, which shows their dual role in providing health services to the local community. Information was obtained from Mrs. Elisabeth Mangadil, a village midwife overseeing toddlers' growth and development and often collaborates with all PAUD in West Lombok Village.

External Assistance Through the Hand of Hope Foundation

The Merdeka Ogopuyo Play Group (KB) carries out learning that liberates children by sending competent teachers accompanied by *the Feeding and Learning Center Program* initiated by the Tangan Pengharapan Foundation. The teachers who serve at KB Merdeka Ogopuyo are teachers sent by the Tangan Pengharapan Foundation, where they undergo a six-month training period before being assigned. As a result of the preparation of teachers before duty, it is clear in the field how they learn very happily. Children learn through nature; they explore their surroundings and engage in meaningful learning. For example, when they learn about the theme of my environment with the sub-theme of water, they will learn about the river and explore in such a way about water in the river while playing.

Furthermore, seeing how difficult it is to get good food and adequate nutrition in the KAT area, the Tangan Pengharapan Foundation has a program to provide nutritious food at least twice a week. This also attracts children to be diligent in going to school. Thus, the provision of food and nature-based learning systems in the Merdeka Remote KB in Ogopuyo Hamlet looks very consistent with the initial goal of the Independent Learning Program, which is to create a learning system that liberates all parties characterized by happy students in learning, happy teachers in teaching and parents are also happy in assisting their children, this is by the initial goal of the Independent Learning Program, namely meaningful learning, and fun.

The same thing also happened at the Yapintar Nature School Education Unit in Bolo Hamlet. Even though this school does not have *a Feeding and Learning Center Program*, learning is fun for children. All teachers at this school are scholars sent from various Christian universities as required for service tasks after completing their studies on campus. This foundation is supported by an entrepreneur concerned about education in remote areas, and community or private sector support is very important in advancing education in remote Indigenous communities (KAT) areas. The Education and Culture Office should be able to carry out the empowerment function by collaborating with various parties with

interests and concerns in advancing KAT in Parigi Moutong Regency.

Hindering Factors in the Implementation of Independent Learning

Implementing the Independent Learning program in remote areas is still a challenge that requires attention. The goal of Independent Learning is not only for those who have adequate access to resources but also includes how to bring access to these resources closer to those who do not have access, as experienced by students and educators living in remote areas in Parigi Moutong Regency, including 1) Limited Access to Technology; 2). Limited distance from the location of the assessment place; 3) Limited information and learning materials; 4). Lack of learning activities, as well as 5). Structural Challenges

Communication of Independent Learning Policy in the Remote Indigenous Community (KAT) of the Lauje Tribe, Parigi Moutong Regency

The communication process needs to be carried out so that a policy or program can be accepted and the benefits of a policy or program can be felt. Remote indigenous communities (KAT) lack access to educational needs. The theory of communication elements proposed by Laswell (in Mulyana, 2005: 69) will be used to see this. This includes **Source (*Source*):** Based on observations and interviews about who sent the message in the Freedom of Learning policy, namely the Ministry of Education and Culture, to all Kadis with the hope that it would be conveyed to all targets in the archipelago, including in the KAT area, but in reality, KAT did not accept and did not implement the Freedom of Learning policy. The Ministry of Education and Culture is important to ensure that the Education and Culture Office of Parigi Moutong Regency can oversee and deliver every episode launched for all education units. Similarly, at the Parigi Moutong Regency level, the Education Office, a regional apparatus organization responsible for education services, does not fully carry out its responsibilities. At the level of who conveys the message, this message is interrupted by the assistance of inspectors to the Education unit in the Remote Indigenous Community of West Lombok Village so that teachers do not receive the entire message material of the Freedom of Learning policy. *Message***:** In this section, it can be seen that the 6 (six) episodes that are the points of independent learning in this study do not understand the purpose and purpose of each episode of the independent learning program that should be implemented. This indicates that the implementation process of the independent learning program has not been carried out in terms of messages, and the essence of independent learning itself has not been conveyed properly. **Media (*Channel*):** Merdeka Belajar was launched through the YouTube channel of the Ministry of Education and Culture on December 11, 2019, and in front of all Heads of City Regency Education Offices throughout Indonesia. This channel has been viewed 303 thousand times. In addition to selecting the official social media of the Indonesian Ministry of Education and Culture, Minister Nadiem Makarim also included a circular letter in each launched episode. For example, in episode I, Circular Letter Number 14 of 2019 concerning the Simplification of Learning Implementation Plans has been issued. The findings show that the selection of social media channels is unreliable in remote Indigenous communities due to various limitations. Based on the author's observations and experiences on several occasions when he was in the area of the Lauje Tribe in West Lombok Village, this village does not have access to electricity or an internet network. **Receiver:** The Independent Learning Program is generally launched to change the national education system and direction fundamentally. Therefore, this program is aimed at all education *stakeholders* in Indonesia. This program was specifically launched to meet the needs of building human resources. The Merdeka Learning Program was launched to be implemented by Educational Institutions, and it is hoped that all policymakers will be actively involved. The Independent Learning Program Policy in Remote Indigenous Communities is targeted by the policy teachers, principals, students, parents of students, and supervisors/supervisors who are on duty in remote areas. The condition of these targets is a concern when conveying public policy information about the Merdeka Learning Program. Generally, teachers in the KAT area have graduated from high school or equivalent, as shown in the data in the appendix to the interview results. Hence, this situation is an obstacle to accessing Independent Learning programs such as the Driving Teacher program and the Driving School Program, which require a minimum S1 diploma. In addition to obstacles to academic

competence, there are also obstacles to the availability of supporting facilities such as laptops, smartphones, and internet network access that are not available. This condition is coupled with the low level of Information Technology literacy. **Effect:** Of the six episodes used by the author to measure the implementation of the independent learning program, only one was realized, namely the National Assessment. The implementation of the independent learning program through episode one is only carried out by two education units, namely SD Alkhairat Terremote Hamlet Gianang and SDK Terremote Dusun Babong. In principle, they carry out the National Assessment only as an obligation to fulfill the system built by the central government without understanding/understanding the meaning of implementing the National Assessment. Meanwhile, five educational units in the Lauje Tribe KAT of West Lombok Village, Tinombo District, namely the Ogopuyo Hamlet Independent Play Group, the Gianang Hamlet Remote Play Group, the Terang Children's Kindergarten in Bolo Hamlet, the Yapintar Nature School, and the Mahakarya PKBM have not implemented the independent learning program at all when reviewed from the six episodes set to measure the effectiveness of the independent learning program. This is caused by several factors, among others. There is a lack of socialization related to the independent learning program, so teachers in the five educational units have never heard of it. Logically, how do they want to teach/implement the independent learning program to students while they, as educators, do not understand the program or even know it? There are still many teachers who do not have the competence and skills to create creative, innovative, and interactive learning. Almost all teachers use the old teaching method monotonously by delivering material to students. Lack of access to learning due to the limited / unavailability of infrastructure/supporting facilities. So, it can be concluded that the independent learning program's implementation is ineffective in the KAT of the Lauje Tribe, West Lombok Village, Parigi Moutong Regency.

Discussion

Implementation of the Independent Learning Policy in the Remote Indigenous Community of the Lauje Tribe, Parigi Moutong Regency

In the results of the study, it has been seen that the independent learning policy implemented in several schools in the Remote Indigenous Community area located in West Lombok Village, Tinombo District, Parigi Moutong Regency, concerning six episodes of the independent learning program used was hindered by several obstacles. Edward III's policy implementation model (1980) will be used to look at implementing the policy of freedom of learning in remote Indigenous communities of the Lauje tribe.

Communication

Edward III (Ramdhani, 2017) explained that policy communication has three dimensions: 1). The transmission dimension requires that public policies are conveyed to policy implementers, policy target groups, and other interested parties directly and indirectly; 2). The clarity dimension requires that the policy that is communicated to the implementers, target groups, and other interested parties be clear so that they know what the purpose, objectives, objectives, and substance of the public policy are so that each of them will know what must be prepared and implemented to succeed the policy effectively and efficiently; 3). The dimension of consistency is needed so that the policies taken are not confused as to confuse policy implementers, group targets, and interested parties.

Implementing the independent learning policy in the remote Indigenous communities of the Lauje tribe experienced considerable obstacles in this part of communication. The Education and Culture Office of Parigi Moutong Regency could not provide clear information, which the teachers who taught in some schools did not understand. In the communication process, the participation of stakeholders can significantly affect the ability of the assessment to communicate scientific information (Joyce, 2003). The six episodes of the independent learning program that are the focus of this study are also not understood by the teachers, so the communication aspect does not go well. The obstacles in the communication process have also been seen in the research results. This is also influenced by several

things that became the initial findings of the research, such as the lack of resources, both human resources and facilities and infrastructure to support the implementation process of the independent learning policy in the area of the Lauje Tribe Remote Indigenous Community. In addition, the attitude of implementers who do not pay attention *to knowledge transfer* properly and structural conditions that do not support the implementation process of the independent learning policy.

Resources

Resources, i.e., designating each policy, must be supported by adequate resources, which are an important factor in the policy implementation. Edward III (Prabawati, Rahayu, 2017) further explained that these resources include human, budget, equipment, and authority.

The process of implementing the policy of independent learning in the remote Indigenous community of the Lauje tribe is very limited due to the lack of resources to support this. Teachers who do not have qualified educational qualifications lack the budget, facilities, and infrastructure that are not available to succeed in independent learning in remote Indigenous community areas. This has been seen in the sub-chapter of the research results, where the limitations in access to education include laptops used and the absence of the school building itself, which causes resources to be in the process of implementing the independent learning policy, not by expectations.

In addition, Edward III's policy implementation model (1980), which shows the relationship between each indicator, is also the cause of the difficulty of implementing the independent learning policy. Lack of resources causes communication not to run well, and this is also the main cause of freedom of learning in remote Indigenous communities, which is just a discourse and very difficult to realize. The Education and Culture Office of Parigi Moutong Regency should be able to solve this problem by allocating a special budget to remote Indigenous communities because budget limitations are also the cause of the implementation of the independent learning policy not running well.

Disposition

Disposition refers to the attitude of the implementer when implementing a policy. In this study, the attitude of the implementers or implementers of the independent learning policy in remote Indigenous communities seems to lack communication with those who receive the impact of the implementation process. The Education and Culture Office of Parigi Moutong Regency could not establish good communication. Also, the Education and Culture Office could not provide clear information, so information related to the six episodes of the independent learning program was not understood by teachers who teach in the Remote Indigenous Community of the Lauje Tribe.

Bureaucratic Structure

Bureaucratic structure points out that bureaucratic structure is important in policy implementation. This aspect of the bureaucratic structure includes two important things: the mechanism and the structure of the implementing organization itself (Edward III in Widodo, 2010). Policy implementation needs to be carried out using SOPs, which will support the proper implementation of the independent learning policy and can be accepted by all parties. However, in this study, it can be seen that this has not been realized properly. The main obstacle seen in the sub-chapter of the research results is structural challenges, which is the lack of communication from the Education and Culture Office of Parigi Moutong Regency to teachers who teach in the Remote Indigenous Community area and the Education and Culture Office as the first-level policy implementing agent in policy implementation   The independent learning program does not yet have rules or SOPs in the implementation of the independent learning program. Supposedly, public policies implemented by government institutions or organizations aim to change situations considered unsatisfactory or problematic so that the behavior of actors collectively can be directed through the implementation of collective goals (Billi et al., 2024; Roth, 2002).

Public Policy Communication in the Process of Implementing the Independent Learning Policy in Remote Indigenous Community Areas

In the Lauje Tribe's Remote Indigenous Community (KAT), the problem in implementing the independent learning policy lies in the communication aspect of the policy. Educational communication refers to the exchange of information, ideas, and knowledge between teachers, students, parents, and other related parties in learning and teaching (Muhammad, 2009). This concept involves various important elements to ensure effective message delivery and good understanding. The main goal of educational communication is to help students understand the subject well, motivate and inspire students to learn enthusiastically and provide feedback regarding their progress.

Teachers are the main communicators in educational communication, delivering the subject matter clearly and motivating students (Nofriyanti & Nurhafizah, 2019; Rusdiansyah, 2020; Sudardi, 2014). Students ask questions, discuss, and provide feedback to the teacher. Parents are involved in developing children's education, communicating with teachers, and supporting learning at home. Communication within remote indigenous communities can face several unique barriers caused by geographical, cultural, and technological limitations. Some of the common obstacles are related to communicating the Independent Learning KAT policy of the Lauje Tribe, West Lombok Village.

In the Lauje Tribe's Remote Indigenous Community (KAT), the problem in implementing the independent learning policy lies in the communication aspect of the policy. Educational communication refers to exchanging information, ideas, and knowledge between teachers, students, parents, and other related parties in learning and teaching (Rahmafitri, 2024; Sumarsono, 2019). This concept involves various important elements to ensure effective message delivery and good understanding. The main goal of educational communication is to help students understand the subject well, motivate and inspire students to learn enthusiastically and provide feedback regarding their progress.

Teachers are the main communicators in educational communication, delivering subject matter clearly and motivating students. Students ask questions, discuss, and provide feedback to the teacher. Parents are involved in developing children's education, communicating with teachers, and supporting learning at home. Communication within remote indigenous communities can face several unique barriers caused by geographical, cultural, and technological limitations. Some of the common obstacles related to the communication of the Independent Learning KAT policy of the Lauje Tribe, West Lombok Village: 1). Geographical distance; 2). Language and culture; 3) Limited access to technology; 4). Low level of education; 5). Lack of awareness about the importance of communication, as well as 6). Distrust or social problems.

(Billi et al., 2024) outlines a model for handling public policy problems, namely that public policies must be understandable and managed starting from the basic level or ordinary people, not only guided by quantitative data, and as far as possible, should not cause wrong or unclear interpretations of the content or outputs, in this case, problems that are qualitative and contextual and oriented to public policy. Therefore, to overcome the obstacles, steps that can be taken include using local languages in communication, a culture-based approach that understands and respects community norms, education on the importance of communication and technology, and efforts to improve access to better communication technologies. In addition, the involvement of Indigenous communities in the planning and implementing of communication programs is also important so that the solutions adopted are more relevant and sustainable.

Addition of Indicators in Laswell Communication Elements

Safitri et al. (2022) said that a good way to describe communication is to answer the following question: *Who Says What In Which Channel To Whom With What Effect*, where the statement can be five elements of communication that are interdependent with each other, namely Source, Message, Media,

Recipient, and Influence. However, the study's findings show that one indicator or aspect needs to be included and become an important point in the communication element, namely Context or Location or Region. So, in Laswell's theory, there are things added by researchers, which can be seen in the following table:

Table 1. Addition of the Concept of Communication Elements

Triggers	Definition	Derivatives of Communication Elements
Harold D. Lasswell	*Who Says What In Which Channel To Whom With What Effect*	• Sumber (*Source*) • Pesan (*Message*) • Media (*Channel*) • Penerima (*Receiver*) • Pengaruh (*Effect*)
Nurlina	*Who Says What, In Which Channel To Whom With What Effect And Where*	• Sumber (*Source*) • Pesan (*Message*) • Media (*Channel*) • Penerima (*Receiver*) • Pengaruh (*Effect*) • Tempat (*Location*)

The addition of the aspect of place or location is the researcher's finding because the public communication process in the implementation of the independent learning policy in the area of the Remote Indigenous Community (KAT) of the Lauje Tribe highlights more public communication failures caused by limited access and geospatial location. The KAT area of the Lauje tribe, which is indeed difficult to access, is one of the reasons why the independent learning policy implementation process is difficult. This problem is also seen directly by the researcher so that the researcher can conclude that the policy communicated will have different impacts according to the location where the policy is communicated.

Edward III's policy communication indicators that are the core aspect

Policy communication is an important point because in implementing policies where the location is difficult to access by transportation access and digital media access, direct policy communication to the parties who receive the impact of the implementation of a policy is very necessary. In the process of implementing the independent learning policy, the government plays an important role in using communication to support effective policy implementation and beneficial policy evaluation (Howlett, 2009), including without exception equality for those in remote areas, for example, by providing facilities and infrastructure for adequate free internet access in remote schools.

Policy communication in implementing the independent learning policy can be done easily if several elements are met, such as easy digital access (Rachman, 2022; Rianto, 2010). However, problems will arise if the media for conveying information is very limited and the lack of impact produced during the implementation of the independent learning policy. Policy communication is indispensable in implementing the policy of independent learning in remote Indigenous communities. Several points, including the Policy Implementation Area, need to be considered when running policy communication in independent learning. Policy communication can be important if the location or place where a policy is implemented requires intense communication between the implementer and the party who receives the impact of the implemented policy. As explained in the previous point, location is an aspect that greatly affects policy communication, so this also needs to be considered in order to implement a policy properly. Readiness to Receive the Policy Implemented In this part, the party that receives the impact

of the policy implementation process needs to have readiness in terms of resources, both human resources and adequate facilities and infrastructure in the policy implementation process, especially the independent learning policy. Access: The access in question refers to road infrastructure and electronic media that require telecommunication networks. The main problems seen in Remote Indigenous Communities are the difficulty of access to schools and the absence of networks that make it difficult for teachers and students to receive information related to the independent learning program socialized by the Ministry of Education, Culture, Research and Technology (Latifah & Najicha, 2022; Leonhardt, 2015; Leonhardt et al., 2020; Levitt, 1980; Lubis, 2007; Luqman et al., 2017).

Changes in Edward III's policy implementation model

Communication is not only a complement in the process of implementing a policy. However, communication can be the main aspect that, if not properly paid attention to, other aspects of Edward III's policy implementation model cannot run. Policy communication is an important point in implementing the independent learning policy. Because the Remote Indigenous Community area has a shortage of human resources, facilities and infrastructure, internet access, and access to a very remote location in conducting assessments, communication carried out by the Education and Culture Office of Parigi Moutong Regency is a crucial point in the success of the implementation process of the independent learning policy in the Remote Indigenous Community area, especially in the Lauje Tribe.

Edward III's policy implementation model emphasizes that the four aspects are interrelated. However, in this study, it can be seen that if a policy is implemented in remote Indigenous community areas that have a shortage of human resources and supporting facilities in the policy implementation process, then policy communication becomes a very important aspect and is the main point that is considered before other aspects. The study's findings also show that communication is not only an aspect related to resources, disposition, and bureaucratic structure. However, resources, disposition, and bureaucratic structure can run if there is a communication aspect. Researchers can conclude that policy implementation only requires communication because the other three aspects will appear when the communication process is carried out properly. It was also explained in previous research conducted (Silalahi, 2004) that one of the main obstacles to public policy communication in remote areas is the lack of technology and communication infrastructure. This is in line with the findings of this study that limited access to technology is one of the main obstacles to implementing the Freedom of Learning policy in remote Indigenous communities. Meanwhile, a study by (Aprima & Sari, 2022 Siregar, 2020) (2021) highlights the importance of understanding local culture in implementing education policies in remote areas, which is also an obstacle in this research, especially in language and cultural aspects.

4. CONCLUSION

Public policy communication in implementing the policy of freedom of learning in the Remote Indigenous Communities of Parigi Moutong Regency has not gone well. The local government, which is the implementer of a policy, cannot provide good communication and is accepted by Remote Indigenous Communities due to the lack of socialization and assistance on the learning education policy. This is also an obstacle in implementing the independent learning policy. However, field facts that show the difficulty of accessing the location are one of the factors that hinder public communication. This causes the program to be launched, which cannot be understood, and schools or teachers do not own the necessary instruments.

Communication within remote indigenous communities faces several unique barriers caused by geographical, cultural, and technological limitations. Some of the common obstacles are related to the communication of the Independent Learning KAT policy of the Lauje Tribe of West Lombok Village, including 1). Geographical distance; 2). Language and culture; 3). Limited access to technology; 4). Low level of education; 5). Lack of awareness about the importance of communication, as well as 6). Distrust

or social problems. These points make it difficult to communicate public policies in the Remote Indigenous Communities (KAT) of the Lauje tribe so that the policy of freedom of learning that should be able to improve the quality of education becomes meaningless.

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