Public Information Disclosure in State Islamic Institutes: Learning from Universitas Islam Negeri

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ABSTRACT

This study determined the public information disclosure implementation model at the State Islamic University of Walisongo in Semarang. This study used content analysis research, with the data originating from the website, the documents downloaded from the website related to public information disclosure activities at UIN Walisongo Semarang, and the developments uploaded on the website. The data analysis used content analysis through unitizing, sampling, recording-reducing, and inferring or drawing conclusions. The study results showed that the public information disclosure implemented by UIN Walisongo Semarang through the Information and Documentation Management Officer (PPID) institution had its services offline and online. A representative place was provided offline, and the PPID website was separated from the leading website online. The PPID website contained complete information regarding profiles and types of report information by existing regulations. The types of data and reports had institutional dimensions and institutional implementation. Furthermore, it was possible for mutually reinforcing linkages to occur, whereas a good and clean institution reflected an excellent and clean executor or vice versa. .

INTRODUCTION

The global significance of Open Government Data (OGD) is widely recognized and acknowledged by numerous governments, including Indonesia, which has implemented the Open Government Indonesia (OGI) project (Retnowati et al., 2018). Open government refers to a system of governance in which citizens have both the ability to access information, records, and processes, as well as the opportunity to actively participate in a significant manner. This concept extends beyond only providing access to information; it encompasses citizens engaging actively in government processes, promoting openness, and improving accountability (Lathrop & Ruma, 2010). OECD (2016) identifies three fundamental elements of open government: information transparency, public participation, and accountability assurance. These factors are crucial in establishing a comprehensive and adaptable system where governments actively engage individuals and openly disclose information, as depicted in Figure 1.
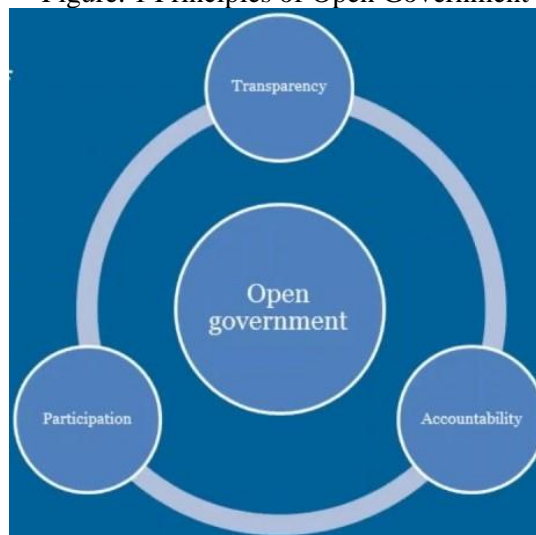
Figure. 1 Principles of Open Government

Figure 1 illustrates the necessary interconnectedness among the three components to support open government practices. Millard (2017) provides definitions for each component within this framework, highlighting their collective synergy that is crucial for promoting open government initiatives. The illustration underscores the importance of cohesion and collaboration among these components for the effective implementation of open government principles.

Figure 2 demonstrates that governmental transparency encompasses a wide range of areas, including service, engagement, and resources. This transparency is not limited to the public sector, but also extends to the private sector, social spheres, civil society, user communities, business entities, and all citizens. This portrayal underscores the need for widespread openness in various sectors and among different stakeholders, emphasizing that transparent governance extends beyond just the government and encompasses other domains. This highlights the interdependence of transparency and engagement among many societal participants and sectors. OGI strives to implement the regulations specified in Law No.12 of 2008 about Public Information Disclosure (KIP), which became effective in 2010. This disclosure encompasses several categories: intra-organizational sharing within private companies, inter-organizational dissemination within the government, external sharing of information from the government, and sharing of information with activists and organizations dedicated to public interests (Schwartz, 2019).

Figure. 2 A framework for open government
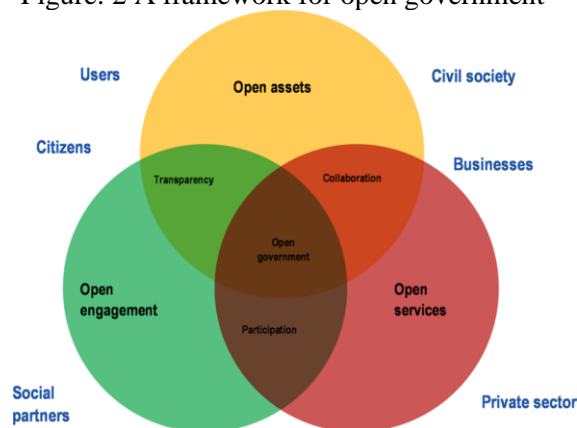
In order to promote transparency and accountability, it is imperative for civil society institutions, including both public and private Islamic religious universities, to actively endorse and facilitate the functioning of open government. Furthermore, since institutes receive funds from the State Revenue and Expenditure Budget (APBN)/Regional Revenue and Expenditure Budget (APBD), they should provide public access to information for the broader community. This is under the explanatory order of the *Public Information Disclosure Act* (UU KIP). Campus institutes are a vital medium for publicizing science and good governance as one of the objectives of the Public Information Disclosure Law so that individual behavior can be developed with accountability and transparency (Adelayanti, 2021; Jannah et al., 2020). Access laws play an essential role in reducing corruption in government institutions, making it difficult for officials to engage in unfair contracting practices (Roberts, 2002), reducing corruption in universities (Putra, 2017), as well as making existing policy instruments as the hopes and goals of society (McLendon & Hearn, 2006).

In the United States, legal provisions ensure that the public can access extensive information about the functioning of state universities, which are typically seen as government entities. This information includes financial details such as budgets and specific salary information for university officials, faculty, and staff (Horsley & Sun, 2014). Key tools promoting transparency in higher education include accreditation, ranking systems, and agreements ((Jongbloed et al., 2018). These tools provide insights into various aspects of university operations, including institutional governance, strategic planning, financial activities, human resource management, student affairs, and information management (Alcala & Markosyan, 2017). The importance of transparency in higher education is highlighted for several reasons: (a) it allows the public to hold state universities accountable for their use of taxpayers' money; (b) it helps prospective students and parents assess the educational value of institutions before committing to a specific program or university; (c) it enables prospective employers to evaluate the credibility of institutions from which potential employees graduate; and (d) it aids in assessing the academic caliber of potential employees (Turner, 2016).

In its implementation, good governance in institutions forms Information and Documentation Management Officers (PPID) from the implementation, management, and implementation of tasks in the higher education field so that stakeholders can access it (Surip & Pulungan, 2018). Institutes in Australia place great importance on disclosing information through annual reports. Most of its universities provide the relevant and detailed information required for stakeholders. Meanwhile, universities in Thailand provide annual reports that are not detailed, and no national form or standard to provide the required information (Sarntisart, 2021). Transparency in issuing annual reports plays a strategic role in making strategic decisions (Dixon & Coy, 2007).

In the long run, accessible institutional transparency is one of the keys to democracy (The Carter Center, 2005). In addition, transparency characterizes a democratic government

(Porumbescu et al., 2022). Governance transparency is a core issue of democratic principles and a prerequisite for bringing government closer to its citizens (Luhtanen, 2006). Transparency is a human right and essential to good governance. It strengthens democracy, reduces corruption, boosts credibility, and boosts efficiency (Neuman, 2002a, 2002b; Subhan, 2016). Open government is more than just a fad; having the potential to permanently change the entire understanding of political-administrative systems and influence the inner circle of democratic and constitutional governmental structures (Schmidthuber et al., 2021). Transparency, openness, and easy access to information are the solutions for running a democratic government (Birkinshaw, 2006). The impact, availability, and access to information will make citizens more informed and participatory in public affairs and public policy management (Chávez, 2015). Government disclosure and open data are the keys to becoming a more mature country in upholding democratic, participatory, and collaborative values. (Soegiono, 2017, 2018). Bureaucrats want to reduce decision-making errors, therefore they emphasize transparency in public information disclosure(Choi, 2018). The ingrained "mindset" and covert resistance of officials (Rachmiatie et al., 2015), insufficient institutional capability to initiate action, and constraints in the eagerness of stakeholders to promote the disclosure of information(Marquis et al., 2016). The Public Information Disclosure Law (KIP Law) is in line with the purpose of the Public Service Law to enhance community participation in creating public policies (Kristiyanto, 2016). Therefore, the continued presence of these barriers implies that institutions may not be providing the most efficient public services.

This presentation shows that educational institutions, significantly higher education, can be role models in managing public information disclosure. Nevertheless, our findings suggest that institutions' readiness to apply the Public Information Disclosure Law does not correspond to the specified requirement. (Tjoetra, 2018). Public information disclosure is not yet optimal because it is still limited to relying on the Internal Oversight Unit, which is not informed to the public (Munadi & Aisyiah, 2022). State universities have more complete and open information when compared to private universities. Universities with accreditation A have more complete information than universities with accreditations B and C (Sabandar, 2021). Also, the information disclosure of *State Universities with Legal Entity* status (PTN BH) is higher than *State Universities with Public Service Agency* status (PTN BLU) and *State Universities with Work Unit* status (PTN Satker) (Rahayu & Sudaryono, 2022). The number of institutes in Indonesia is vast and managed by various Ministries, of which there are approximately 4694 (Munadi, 2021). The Ministry of Religious Affairs supervises a range of institutions, including the State Islamic Institutes (PTKIN), which are quantitatively outlined in Table 1 below.(EMIS, 2020).

Table 1. Total PTKIN based on the Forms

Form	Total
Universitas Islam Negeri (UIN; the state Islamic universities)	30
Institut Agama Islam Negeri (IAIN; the state Islamic institutes)	24
Sekolah Tinggi Agama Islam Negeri (STAIN; the state Islamic academies)	5
Total	59

Table 1 shows that the highest number of PTKIN are in the form of universities, compared to other forms. Therefore, this study focuses on the most common forms. Of the thirty PTKINs, only UIN Walisongo Semarang is selected because it is included in the category of informative institutions in 2022 in the 3rd position in the Institute category nationally (Purwadi, 2022). This position is below the *Universitas Negeri Malang* (1st rank) and the *Institut Pertanian Bogor* (2nd rank) (Humas UIN Walisongo, 2022b). The Chancellor's statement reinforced this, "This award should be grateful because this is a monumental achievement, not only for UIN Walisongo, but also for the Ministry of Religious Affairs, which is the first time. Previously, the highest award was Towards Informative" (Humas UIN Walisongo, 2022a). The statement shows that in 2021 UIN Walisongo will be in the position of a Public Agency Towards Informative, and will experience an increase in rank in 2022 as an Informative Public Agency. Three years earlier, in 2020, it was ranked as a Quite-Informative Public Agency (Humas UIN Walisongo, 2022b). From the previously outlined information, there's a need for research concerning the implementation

approach of public information disclosure specifically at Walisongo State Islamic University Semarang.

METHOD

The study utilized content analysis methodology, using data obtained from the UIN Walisongo Semarang website. This dataset includes documents obtained from the website regarding public information disclosure operations, as well as any changes published on the site. The study was conducted from November to December 2022, and it continued until mid-January 2023. The study site chosen was UIN Walisongo Semarang, primarily because it has a dedicated website solely for public information sharing, which is different from its main website. Additional information can be found in the attached Table 2.

Table 2. The UIN Walisongo Semarang's Main and PPID Websites

Main Website	KIP Website
https://walisongo.ac.id/	https://ppid.walisongo.ac.id/

Table 2 demonstrates the university's commitment to effectively handling information disclosure, as seen by the distinct separation between the university's main website and its specialized section for public information disclosure. The university has made a deliberate effort to clearly and prominently disclose information to the public, as shown in this visual representation. The table serves as a visual representation of the institution's dedication and focus on clear communication, as seen by a dedicated portion specifically designed for this purpose.Source triangulation was utilized to ensure the credibility of the data. This strategy involved cross-referencing information from different sections of the website and papers available on the site. The reliability and correctness of the data were maintained by verifying information from multiple sources within the website's architecture.

The data analysis used content analysis with the stages stated by Krippendorf (2004) as follows: The first stage was unitizing, namely collecting data according to research interests through text; the second stage was sampling, which was the process of simplifying research or limiting existing units so that the same units were collected; the third stage was recording, which was done repeatedly without changing the meaning; the fourth stage was reducing, by looking at the frequency of statements containing public information disclosure in the recording process that had previously been made so that collected data was obtained through contingency techniques; The fifth phase consisted of drawing conclusions, which comprised assessing the data collected and condensed during the process on public information disclosure.

FINDINGS AND DISCUSSION

Findings

The public information disclosure processes at UIN Walisongo Semarang are overseen by the Information and Documentation Management Officer (PPID). Both offline and online services are available to them. Face-to-face services, which are not conducted online, follow a predetermined schedule specified in Table 3.

Table 3. PPID service schedule

Day/Activity	Time
Monday – Thursday	09.00 – 15.00
Break	12.00 – 13.00
Friday	09.00 – 15.00
Break	11.00 – 13.00

Table 3 outlines the operational schedule for PPID services, spanning five working days from Monday to Thursday, totaling six hours per day. This duration includes a one-hour break, resulting in four productive hours per day dedicated to service provision. Shorter working hours occur on Fridays because of the two-hour break. The working hours are served by personnel consisting of PPID Supervisors, Main PPID, Deputy 1, Deputy 2, Implementing PPID, Implementing PPID Deputy, Information Services Division, Complaints and Disputes Division, and Data Provider and Processing Division. An overview of online PPID activities through KIP completeness on the website, which is separate but connected to the main website of UIN Walisongo Semarang, can be seen below.
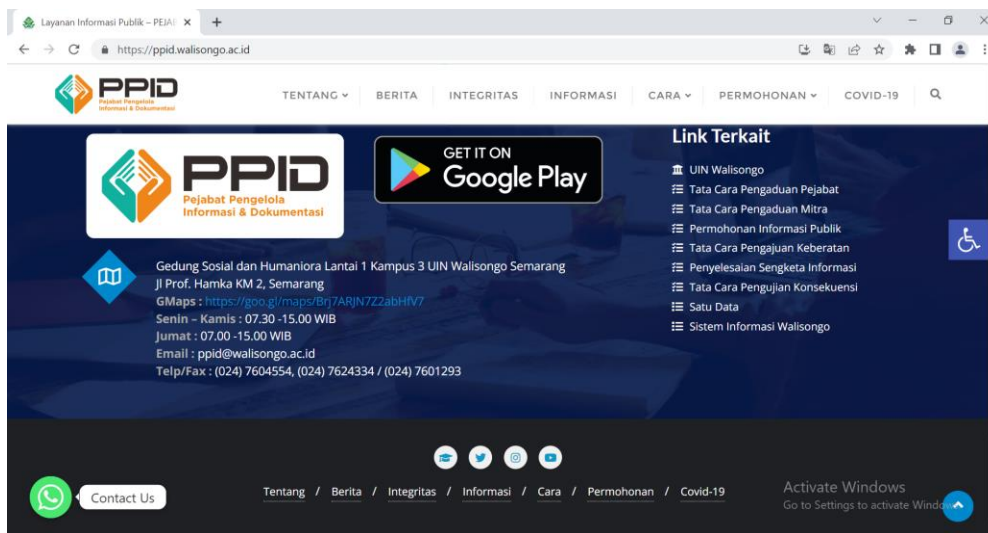

Figure. 3 The content of the PPID Website

Figure 3 illustrates the crucial function of the PPID website at UIN Walisongo Semarang in promoting extensive information disclosure for both internal and external audiences, including individuals with disabilities. The details of this facilitation are further explained in Table 4, presented below, highlighting the different aspects and inclusive features incorporated into the PPID website to guarantee accessibility and comprehensive information dissemination for diverse user groups, both within and outside the institution. Table 4 shows that only one social media platform, Instagram, has been used as KIP support. Other media are still general information, so they do not fully support the openness on the PPID website. The functionalities available on the website are outlined in Table 4 in the following format.

Table 4. The Supporting Facilities of the PPID Website

PTKIN	Social Media	Media for Disabilities People
UIN Walisongo Semarang	Main YouTube, main Twitter, main Instagram, main WhatsApp, main Website	Facilities for blind people.

Table 5. Features Available on the PPID Website

PTKIN	Website's Features
UIN Walisongo Semarang	Home, About (Information, PPID Profile, Vision and Mission, Duties and Functions, Organizational Structure, Regulations, and Draft Regulations), News, Integrity (P-1 Leverage Management of Change, P-2 Management Arrangement, P-3 Management System Arrangement Human Resources, P-4 Strengthening Accountability, P-5 Strengthening Oversight, and P-6 Improving the Quality of Public Services), Information, Procedures (Procedures for Official Complaints, Requests for Public Information, Procedures for Filing Objections, Resolution of Information Disputes, Procedures Consequences Testing), Requests (Complaint Form, Public Information Request Form, Objection Form to Public Information Request), and COVID-19.

Table 5 illustrates the comprehensive range of features, each encompassing sub-features, aimed at showcasing the performance of KIP at the research site. Every sub-feature contains detailed content, ensuring accessibility for individuals seeking specific information. In cases where desired information isn't immediately available, individuals can request it through written correspondence, online channels, or by visiting the research location directly.

Discussion

At Table 3, the availability of KIP resources that are informed to the user community is intended to prevent things like the findings of Rozikin, Harmini, & Wiradita (2020), who found that limited public knowledge regarding the duties and functions of the Information and Documentation Management Officer (PPID) means that information seekers often request information from other work units. Human resources who run PPID require expert resources related to archivists, librarians, and information technology, as found by Furika & Yurnaldi (2019) so that they are not dependent on the leaders in the structure. Table 4 shows that only one social media platform, Instagram, has been used as KIP support. Other media are still general information, so they do not fully support the openness on the PPID website. This finding is in line with the findings by (Akhmad et al., 2021), as well as the findings by Priambodo, Hastjarjo, & Sudarmo (2020), which show that public institutions have not fully utilized social media to provide more factual information related to KIP so that the public can access it to get information.

Figure 3 and Table 4 collectively indicate the role of social media in complementing the web platform and the PPID application, available for download through the Google Play Store. The research site aims to enhance transparency by fostering openness through both traditional (such as face-to-face interactions and correspondence) and contemporary (online platforms including websites catering to individuals with disabilities, particularly the visually impaired, and the PPID application) means. This implementation model for Public Information Disclosure (KIP) and PPID incorporates a spectrum of conventional and modern media channels, ensuring accessibility across all economic strata, thereby targeting the original and potential market niches of PTKIN. While the modern media avenues like online services, websites, social media, and the PPID application are geared towards the middle to upper economic market segments, the dominant market niche of PTKIN, the middle to lower economic segments, is also catered to through online and face-to-face services facilitated with accommodating spaces and facilities. The accessibility provided by PPID minimizes discrimination based on economic conditions or physical limitations, enabling broader participation in supporting institutional programs and fostering both quantitative and qualitative development. This aligns with the perspective presented by Shaffer (1994) suggesting that

increased participation and the involvement of diverse actors play a pivotal role in enhancing the quality of education.

Table 6 All of the openly informed types found align with the findings of Haldma et al. (Haldma et al., 2016). These three categories show the seriousness of institutes in developing transparency, their institutional accountability and institutional leadership, and carrying out obligations as part of civil society (Cornell et al., 2018). The results of this research are also in line with the findings of (Lina, 2019), where institutes entirely use network technology and electronic information technology to provide high-quality information disclosure services to the public harmoniously and efficiently. This becomes the foundation of work in building relationships and collaboration between institutes and stakeholders, as well as being a relational capital and improving institutional performance (Chatterji et al., 2022; Lee et al., 2020). The complete report displayed (table 7) on this website accommodates all the needs of institute stakeholders, both economic (customers, suppliers, investors, and shareholders), social (staff and community), and political (regulators and government) stakeholders. The reports are also integrated, combining the most material elements of information currently reported in separate reporting strands (finances, management commentary, governance and remuneration, and sustainability) in one coherent whole. According to Pujiningsih & Utami (Pujiningsih & Utami, 2022), this integrated reporting will increase the "value" of institutes and provide benefits for stakeholders, including students, government, community, and other stakeholders.

Regarding information disclosure from the official site, there are LHKPN reports for the Chancellor and Deputy Chancellor for 2020 to 2021. From an institutional perspective, there is the transparency of financial reports that have been audited from 2019 to 2021, budget realization reports from 2021 to 2022, and performance reports that are available from 2020 to 2021. All reports can be viewed and downloaded as a PDF. Data from this website can be obtained from the effectiveness and efficiency of the budget at the research location. The availability of reports on this website is in line with Tawai (Tawai, 2020), where an institution's website that provides complete information is a form of transparency needed by the public as information users. Meanwhile, budget realization reports, audited financial reports, and the Budget Work Plans on the website can show the state of higher education financial governance. The research findings and statements above differ from the findings of Rozikin etal. (Rozikin et al., 2020), where the list of public information displayed on the PPID website of one of the state universities in East Java still does not display public information as a whole.

Table 7 provides tangible proof of the institution's committed endeavors to combat unethical behaviors such as collusion and nepotism within its leadership. This is demonstrated by the availability of performance agreements, performance reports, and easily accessible State Officials' Wealth Reports (LHKPN) that provide detailed information on the wealth growth of institute leaders. These reports may be read, downloaded, and browsed. The transparency allows the community to closely examine the leaders' wealth advancement, which in turn promotes community supervision of the behavior of educational actors within the institution. This conclusion corroborates the findings of Roy and Miah, demonstrating how transparency and accountability enable education authorities, communities, and parents to actively oversee and discourage unethical actions (Roy & Miah, 2018).

The complete transparency of the research location information is in line with Onuoha (Onuoha, 2012), where that the level of transparency presented in accountant's reports show financial indicators, provides a direct assessment of the state of governance at the university, as well as a determinant of the efficiency of resource allocation and growth. In addition, the use of websites and social media applied to research sites is an embodiment of electronic governance to increase administrative transparency and performance efficiency. This leads to the internet as a powerful tool for student-centered university governance as it is seen as a client rather than a beneficiary (Koudiki & Janardhanam, 2017). The UIN model has the capacity to foster a culture of transparency and openness in society, specifically due to the influential role that universities play in molding civil society as cultural establishments. According to Bleiklie, universities' contributions can be effectively maintained for a long period of time (Bleiklie, 1999).

CONCLUSION

Walisongo State Islamic University Semarang implements public information disclosure through the dedicated Information and Documentation Management Officer (PPID) institution, providing both offline and online services. Offline services can be accessed at a specific physical location, while online services are available on the separate PPID website, which is different from the main website. The PPID website contains extensive information, ranging from institutional profiles to several report types that adhere to current rules. These reports and information include the organizational aspects and the personnel in charge of carrying out tasks, creating a mutually reliant relationship where the integrity of institutions reflects the behavior of their executives and vice versa.

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