

Strengthening Understanding of the 2020–2024 Bureaucratic Reform Agenda: A Perspective on the Policy Refinement under Ministerial Regulation of Administrative and Bureaucratic Reform No. 3 of 2023

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ABSTRACT

Bureaucratic reform is one of the Indonesian government's priority agendas for establishing governance that is effective, efficient, transparent, accountable, and oriented toward public service delivery. However, the implementation of bureaucratic reform continues to face several challenges, including a limited understanding of the policy direction underlying the reform agenda. This community service program aimed to enhance participants' understanding of the policy direction, strategic issues, and implementation of the 2020–2024 Bureaucratic Reform Agenda. The partner institution in this program was the Indonesian Association of Government Science Lecturers (ADIPSI). The program was conducted as a guest lecture during a socialization activity, delivered in a hybrid format comprising an offline session at Diponegoro University and an online session via a virtual meeting platform. A total of 74 participants from various universities and institutions across Indonesia attended the program. The implementation consisted of three stages: preparation, implementation, and evaluation. The evaluation employed pre-test and post-test instruments to measure participants' improvement in understanding and to collect feedback regarding the program. The results demonstrated that participants gained a better understanding of the objectives, policy direction, strategic issues, and achievements of the 2020–2024 Bureaucratic Reform Agenda. Therefore, this community service program represents one of the higher education sector's contributions to supporting the success of bureaucratic reform through strengthening policy literacy and continuously enhancing the capacity of the academic community.

Keywords: Community Service; Socialization; Bureaucratic Reform; Public Governance



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INTRODUCTION

Bureaucratic reform is one of the government's priority programs to establish governance that is effective, efficient, transparent, and accountable. Bureaucratic reform is not only directed toward restructuring governmental organisations but also encompasses improvements in work systems (Setyasih, 2023), enhancement of public service quality (Farhaini, Putra, and Aini, 2022), strengthening of performance accountability (Setyaningrum et al., 2024), and the development of a professional work culture that is responsive to the needs of society. Through bureaucratic reform, the government seeks to create a bureaucracy that is adaptive to changing circumstances (Fitriani Abbas, 2020). Furthermore, the focus of bureaucratic reform is aligned with the evolving strategic environment while ensuring the delivery of high-quality public services to the community (Rahadian, 2009). The Government of Indonesia has established the long-term direction of bureaucratic reform through the *Grand Design of Bureaucratic Reform 2010–2025* (PermenPAN-RB, 2023), which aims to achieve a world-class bureaucracy (Portillo, Bearfield, and Humphrey 2020). In its implementation, bureaucratic reform has undergone continuous refinement, including through the *2020–2024 Bureaucratic Reform Road Map* (Permenpan RB 2023), which emphasises the realisation of an impact-oriented bureaucracy (Mutiara Claudia Silitongaa 2025). This approach positions bureaucratic reform not merely as an effort to fulfil administrative performance indicators but also as a strategic instrument for generating tangible benefits for society through improved public service quality, accelerated national development, and enhanced national competitiveness (Daraba 2019).

Nevertheless, the implementation of bureaucratic reform continues to face numerous challenges (Dolonseda et al. 2024). Various evaluations indicate that bureaucratic reform initiatives across many government institutions remain primarily focused on fulfilling procedural and administrative requirements, resulting in limited improvements in public service quality and government performance (Habibi 2020). Moreover, rapid advances in digital technology, increasing public expectations regarding service delivery, and the growing complexity of development challenges require the bureaucracy to adapt and innovate continuously (Agus B, Sabran 2026). Previous studies have demonstrated that the success of bureaucratic reform is determined not only by government policies but also by the involvement of multiple sectors and stakeholders. Bureaucratic reform is inherently a complex process, as it depends on factors such as the quality of human resources and the support of various stakeholders (Prasojo & Kurniawan, 2008). Furthermore, bureaucratic reform serves as a critical instrument for developing a professional bureaucracy that is responsive to the needs of society (Denhardt and Denhardt 2000; Kusuma 2025; Levy 2016). Its successful implementation is also influenced by human resource capacity, organisational culture, and public participation in promoting improvements in governance (Yasa et al. 2021). In addition, it emphasises the importance of continuous socialisation and public education to ensure that diverse segments of society understand the policy direction of bureaucratic reform and can contribute actively to its implementation (Anugrah 2020).

Although government institutions and higher education institutions have widely organised various socialisation and dissemination activities on bureaucratic reform, most of these activities have primarily focused on delivering policy content without evaluating their effectiveness in enhancing participants' understanding. In addition, dissemination activities generally target specific groups, such as civil servants or academics, and therefore have not sufficiently engaged cross-professional participants, including lecturers, students, academics, and government practitioners, within a single learning forum. Consequently, there remains a lack of community service activity models that not only disseminate policy information but also measure changes in participants' levels of understanding as a basis for evaluating the success of the activities. Based on the results of coordination with ADIPSI as the activity partner, several key problems were identified: (1) participants' understanding of the changing policy direction of the 2020–2024 Bureaucratic Reform remained limited; (2) there was a lack of dissemination forums that brought together

academics, students, and government practitioners to discuss the implementation of bureaucratic reform comprehensively; and (3) there was no systematic evaluation of the effectiveness of socialization activities using measurement instruments administered before and after the activity. In this context, the academic community plays a strategic role as a disseminator of knowledge, a contributor to scholarly research, and a provider of evidence-based policy recommendations for the government. Consequently, lecturers, students, researchers, and public administration practitioners need to understand recent policy developments introduced by the Ministry of Administrative and Bureaucratic Reform. The Ministry has refined its bureaucratic reform policy through the issuance of the Regulation of the Minister of Administrative and Bureaucratic Reform of the Republic of Indonesia Number 3 of 2023, which amends Ministerial Regulation Number 25 of 2020 concerning the 2020–2024 Bureaucratic Reform Road Map. One of the most significant policy changes introduced by this amendment concerns the implementation framework of bureaucratic reform. Under Ministerial Regulation Number 25 of 2020, government institutions were required to implement bureaucratic reform based on eight areas of change: change management, policy deregulation, organisational restructuring, business process improvement, civil service human resource management, strengthening performance accountability, strengthening internal supervision, and improving the quality of public services. However, following the policy refinement reflected in the 2020–2024 Bureaucratic Reform Road Map, bureaucratic reform is no longer primarily assessed based on these eight areas of change. Instead, it emphasises the implementation of acceleration initiatives, which are designed to expedite the realisation of digital bureaucracy while ensuring the continuity of bureaucratic reform initiatives implemented in previous years. Accordingly, the guest lecture focused on explaining the fundamental differences between the previous and the revised bureaucratic reform policies (Setyaningrum, Dewi, and Kusuma 2024; Setyasih 2023).

The revised bureaucratic reform policy is expected to meet the expectations of the President, the public, and the business sector by delivering tangible, timely, and targeted outcomes in addressing contemporary governance challenges (Bewinda 2022). Bureaucratic reform is no longer viewed solely as an effort to improve governance within government institutions (upstream issues); rather, it is also intended to generate concrete impacts in addressing societal problems as part of the national development agenda (downstream issues). Consequently, the refined 2020–2024 Bureaucratic Reform Road Map adopts a double-track approach, consisting of General Bureaucratic Reform, which focuses on improving governance systems, and Thematic Bureaucratic Reform, which is directed toward resolving strategic development priorities and issues that directly affect society. Strengthening stakeholders' understanding of the direction of bureaucratic reform policy is therefore essential for the academic community and other relevant stakeholders, enabling them to contribute more effectively to improving governance through education, research, and community service activities (Levy 2016; Rudianto 2024). Nevertheless, comprehensive understanding of policy developments and the evolving implementation of bureaucratic reform remains limited. It should be continuously enhanced through educational programs and academic forums that involve government institutions, academics, practitioners, and the broader public (Sari et al. 2025). In response to this need, a community service program was organised as a guest lecture titled "Bureaucratic Reform for the 2020–2024 Period." The program aimed to enhance the understanding of lecturers, students, academics, and public administration practitioners regarding the policy direction, strategic issues, and implementation of bureaucratic reform in Indonesia. Through this guest lecture, participants were expected to develop a more comprehensive understanding of the role of bureaucratic reform as a foundation for establishing governance that is adaptive, professional, accountable, and oriented toward improving the quality of public service delivery.

METHODS

This community service activity employed a participatory socialisation method through a guest lecture combined with interactive discussions as a means of knowledge transfer on Bureaucratic Reform for the 2020–2024 Period. The activity partner was the Association of Government Studies Lecturers throughout Indonesia (Asosiasi Dosen Ilmu Pemerintahan Seluruh Indonesia/ADIPSI), while the participants comprised lecturers, students, academics, and government practitioners from various higher education institutions and government organisations across Indonesia. The activity was conducted in a hybrid format, consisting of an on-site session at Universitas Diponegoro and an online session delivered through a virtual meeting platform, with a total of 74 participants.

To assess the effectiveness of the activity, an evaluation was conducted using pre-test and post-test instruments administered before and after the delivery of the materials. The evaluation instruments were developed based on the substantive components of the 2020–2024 Bureaucratic Reform Road Map, covering five indicators: (1) the objectives of bureaucratic reform, (2) strategic issues in bureaucratic reform, (3) government digital transformation through the Electronic-Based Government System (SPBE), (4) strengthening performance accountability, and (5) the development of Integrity Zones. In addition, participants were asked to evaluate the implementation of the activity through an evaluation questionnaire covering the relevance of the materials, the delivery methods, and the benefits of the activity. The evaluation results were analysed descriptively by comparing the trends in participants' levels of understanding before and after the activity and interpreting participants' responses regarding the implementation of the community service activity.

RESULTS AND DISCUSSION

The community service program was successfully conducted with the participation of **74 participants**, including lecturers, students, academics, and public administration practitioners from various universities and institutions across Indonesia. The diverse academic and professional backgrounds of the participants reflect the growing interest in bureaucratic reform as a strategic instrument for improving the quality of governance. Beyond serving as a platform for disseminating information, the program also functioned as an academic forum that facilitated the exchange of knowledge, professional experiences, and critical perspectives regarding the policy direction and implementation of bureaucratic reform in Indonesia. The program was delivered through presentations and interactive discussions, providing participants with opportunities to deepen their understanding of bureaucratic reform policies, implementation progress, existing challenges, and alternative strategies for enhancing reform outcomes. The collaborative learning environment fostered throughout the program enriched participants' perspectives on the importance of collaboration among government institutions, higher education institutions, and society in supporting the successful implementation of bureaucratic reform. Consequently, the program contributed not only to improving participants' knowledge but also to strengthening their capacity to understand the principles of governance that are effective, efficient, transparent, accountable, adaptive, and oriented toward high-quality public service delivery. The learning process was highly interactive and encouraged active participation throughout the program. In addition to attending the presentations delivered by the invited speakers, participants actively engaged in discussion and question-and-answer sessions. These interactions served not only to clarify the materials presented but also to create an academic dialogue through which participants exchanged experiences, ideas, and perspectives on strategic issues related to the implementation of bureaucratic reform in Indonesia.

Participants' enthusiasm was reflected in their active involvement in raising questions, providing comments, and sharing institutional experiences. The discussion primarily focused on the implementation of bureaucratic reform policies across different levels of government, strengthening bureaucratic governance, accelerating digital transformation in public service delivery, implementing the Electronic-Based Government System (*Sistem Pemerintahan Berbasis Elektronik*, SPBE), developing a performance-oriented organisational culture, and strengthening institutional capacity to establish an adaptive, professional, and service-oriented bureaucracy. Participants also discussed several implementation challenges, including resistance to organisational change, inter-agency coordination, enhancing civil service human resource capacity, and the importance of leadership commitment in ensuring the success of bureaucratic reform. The dynamic discussions demonstrated that the topics presented were highly relevant to both academic needs and the practical realities of public administration. The program not only enhanced participants' conceptual understanding of the policy direction of bureaucratic reform but also broadened their perspectives on implementation practices across government institutions. As a result, the forum served as a collaborative learning platform that bridged academic knowledge and administrative practice while promoting a more comprehensive understanding of how effective, transparent, accountable, adaptive, and responsive governance can be achieved. The program also strengthened participants' understanding of the 2020–2024 Bureaucratic Reform Road Map, which emphasises the development of an impact-oriented bureaucracy (Riyadi, n.d.). To demonstrate the effectiveness of bureaucratic reform in supporting national development and increasing public trust, the policy framework adopts impact-based indicators related to improvements in national development outcomes and global competitiveness. In addition, outcome-based indicators are used to assess improvements in governance at both the intermediate and immediate outcome levels. These indicators were selected because they are considered more reliable and relevant for evaluating implementation performance and policy outcomes than conventional administrative compliance measures. The refined evaluation framework also promotes greater synergy, integration, and simplification of performance indicators to avoid duplication and to shift the focus from rigid procedural compliance toward measurable policy outcomes. Consequently, the bureaucratic reform performance indicators are designed to satisfy the **SMART** criteria—Specific, Measurable, Achievable, Relevant, and Time-bound—while maintaining a strong orientation toward outcomes rather than administrative processes (Tsani et al., 2024).

Following the program, participants demonstrated a deeper understanding of several strategic aspects of bureaucratic reform, including the simplification of organisational structures and administrative processes, strengthening government performance accountability systems, accelerating digital transformation through the implementation of the Electronic-Based Government System (SPBE), and fostering a work culture characterised by performance orientation, integrity, and high-quality public service. Participants also gained broader insights into the challenges associated with bureaucratic reform implementation and various strategies for improving governance effectiveness. This enhanced understanding is expected to support participants in applying bureaucratic reform principles within their professional responsibilities, academic research, and teaching activities. Beyond strengthening participants' knowledge and competencies, the program also served as an academic forum that facilitated the exchange of ideas, experiences, and best practices among lecturers, students, academics, and public administration practitioners. The interactive discussions reflected participants' strong interest in contemporary governance issues and demonstrated an increasing awareness of the importance of collaboration among stakeholders in advancing the bureaucratic reform agenda. Synergy among government institutions, higher education institutions, and society was recognised as a fundamental prerequisite for ensuring the sustainable implementation of bureaucratic reform policies. In this regard, higher education institutions occupy a strategic position not only as centres for knowledge creation but also as government partners in producing evidence-based policy recommendations, strengthening human resource capacity, and developing innovations that contribute to the

realisation of governance that is professional, adaptive, transparent, accountable, and oriented toward the public interest.

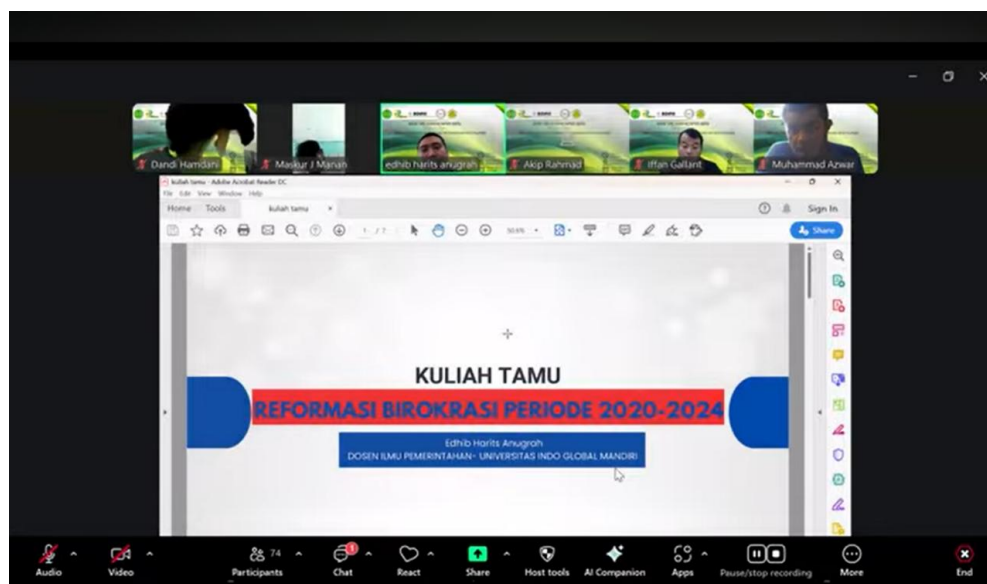


Figure 1. Implementation of the Socialisation Program

Source: Authors' documentation (2026)

Figure 1 illustrates the implementation of the socialisation program, which was conducted in a hybrid format involving participants from various regions across Indonesia. The program was implemented successfully and received positive feedback from participants, who considered the materials highly relevant to recent developments in government policy and the need to strengthen human resource capacity in the field of public administration.

Program Evaluation

Based on the evaluation conducted through questionnaires, participants expressed positive perceptions of the program. Most participants reported that the materials were easy to understand, highly relevant to their academic disciplines and professional responsibilities, and effective in broadening their knowledge of bureaucratic reform in Indonesia. The evaluation results also indicated an improvement in participants' understanding of the objectives of bureaucratic reform, the government's strategic reform priorities, and the achievements that have been realised through the implementation of the reform agenda. The evaluation of the activity was conducted to measure participants' level of understanding of the materials on Bureaucratic Reform for the 2020–2024 Period and to assess the effectiveness of the community service activity. The evaluation employed pre-test and post-test instruments administered to all participants before and after the delivery of the materials. The evaluation instrument consisted of 15 multiple-choice questions developed based on five main indicators: the objectives of bureaucratic reform, strategic issues in bureaucratic reform, digital transformation through the Electronic-Based Government System (SPBE), strengthening performance accountability, and the development of Integrity Zones.

The evaluation results indicated an increase in participants' level of understanding across all measured indicators. Before the activity, the average proportion of participants who answered the questions correctly was approximately 70.54%. Following the socialisation activity and interactive discussion, the percentage of correct responses increased to 89.19%. These findings indicate that the guest lecture method combined with interactive discussions was effective in enhancing participants' understanding of the materials presented.

Table 1. Comparison of pretest and posttest

	Participants Answering Correctly	%	Participants Answering Correctly	%
Objectives of Bureaucratic Reform	52	70.27	66	89.19
Strategic Issues in Bureaucratic Reform	51	68.92	65	87.84
Digital Transformation (SPBE)	53	71.62	67	90.54
Performance Accountability	52	70.27	66	89.19
Integrity Zones	53	71.62	66	89.19
Average	52	70.54	66	89.19

Source: data 2026

Table 1 presents a comparison of participants' understanding before and after the community service activity based on five key indicators of Bureaucratic Reform. The results demonstrate an increase in the percentage of correct responses across all indicators. The greatest improvement was observed in the Strategic Issues in Bureaucratic Reform indicator, which increased from 68.92% in the pre-test to 87.84% in the post-test. Meanwhile, the Digital Transformation (SPBE) indicator recorded the highest post-test score at 90.54%, increasing from 71.62% in the pre-test. Overall, the average percentage of correct responses increased from 70.54% in the pre-test to 89.19% in the post-test. These findings suggest that the combination of a guest lecture and interactive discussion contributed positively to enhancing participants' understanding of the 2020–2024 Bureaucratic Reform agenda.

Participants also expressed interest in attending follow-up programs focusing on more specialised topics, including digital government transformation, public service innovation, strengthening the Government Agency Performance Accountability System (*Sistem Akuntabilitas Kinerja Instansi Pemerintah*, SAKIP), and the development of Integrity Zones. These findings suggest that the program not only enhanced participants' knowledge in the short term but also stimulated their interest in further exploring issues related to governance and bureaucratic reform. Another important finding from the evaluation was participants' request for more comprehensive explanations of the indicators used in **Thematic Bureaucratic Reform**. Participants emphasised that these indicators require greater public attention because they are directly related to issues affecting citizens' daily lives. They also noted that discussions of thematic bureaucratic reform indicators are rarely provided in either university classrooms or public academic forums. Consequently, participants considered it essential to expand opportunities for public discussion and academic dissemination to strengthen understanding of the thematic bureaucratic reform framework. Furthermore, participants highlighted the need for practical training or short-course programs focused on preparing the latest Bureaucratic Reform Road Map. This need arises from the fundamental shift in the reform framework—from the previous model based on eight areas of change to the current approach comprising **General Bureaucratic Reform** and **Thematic Bureaucratic Reform**. This policy transformation has substantially altered the methodology for preparing bureaucratic reform road maps. Whereas the previous framework was structured around the eight areas of change, the current framework adopts **21 performance indicators**, including four major thematic priorities: poverty alleviation, investment promotion, digitalisation of government administration, and the acceleration of the President's priority programs. Participants therefore emphasised the importance of technical capacity-building activities to improve stakeholders' understanding of the revised planning framework and its practical implementation.

CONCLUSION

The community service program conducted through a guest lecture successfully achieved its primary objective of serving as a platform for education and knowledge dissemination on bureaucratic reform for academics and public administration practitioners. The program demonstrated that collaboration among higher education institutions, professional associations, and government practitioners is essential for enhancing understanding of bureaucratic reform and strengthening the role of the academic community in supporting good governance and national development. The community service activity conducted through a guest lecture on Bureaucratic Reform for the 2020–2024 Period demonstrated that a socialisation approach combined with interactive discussions can serve as an effective medium for disseminating public policy knowledge to lecturers, students, academics, and government practitioners. The evaluation results indicated an increase in participants' understanding of the substantive aspects of bureaucratic reform across all measured indicators. Thus, the activity not only produced an output in the form of policy socialisation but also contributed to enhancing participants' capacity to understand the direction and priorities of the bureaucratic reform policy.

In addition to strengthening policy literacy, the activity demonstrated that collaboration between higher education institutions and professional organisations can serve as an effective strategy for expanding the dissemination of policy information within the academic community. The community service model, which integrates material delivery, interactive discussions, and learning evaluation, has the potential to be replicated in other community service activities as an effort to strengthen human resource capacity development in the field of government and public administration. Beyond facilitating knowledge transfer, the program also provided a constructive forum for dialogue among stakeholders to discuss contemporary governance issues and the evolving direction of bureaucratic reform in Indonesia. Such initiatives contribute to strengthening the linkage between academia and public sector practice while fostering sustainable human resource capacity development in the field of public administration. Accordingly, similar community service programs should be implemented regularly to promote continuous policy literacy, encourage stakeholder collaboration, and support the effective implementation of bureaucratic reform.

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