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Communication Deficit in the People's School (Sekolah Rakyat) Policy: Government Communication Strategies and Social Media Amplification in Indonesia

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Abstract. The People's School (*Sekolah Rakyat*) policy aims to break the intergenerational cycle of poverty through free boarding education for children from the poorest households in Indonesia. This study examines how the Ministry of Social Affairs communicated the policy and how sentiment and media attention within the Ministry's monitored channels changed from December 2025 to July 2026. A convergent parallel mixed-methods design combined monthly social-media and media-monitoring records with interviews with the Head of the Public Relations Bureau, 19 public-relations staff, and 45 educators, together with a questionnaire administered to 160 students in the Greater Jakarta area. Monthly monitoring volumes ranged from 1,240 to 5,200 records, totaling 26,190 over eight months. Negative sentiment peaked at 35% in April 2026, when recruitment procedures, eligibility criteria, and procurement were prominent issues, whereas positive sentiment rose to 70% in June and 73% in July as the Ministry increased human-interest content on its official channels. Interviews describe an administrative communication model that relied on internal bureaucratic channels and a reactive, firefighting response once criticism peaked. Because the design is observational and the data are bounded to Ministry-owned channels and monitoring outputs, these patterns are interpreted as channel-specific temporal associations rather than causal changes in national public opinion. The study concludes that emotionally framed content may complement but cannot replace transparent and accessible procedural information, and that public relations units should plan risk communication before high-stakes social policies are launched.

Keywords: Emotional Narratives, Government Communication, Policy Communication, Public Relations, *Sekolah Rakyat*.

1 Introduction

Education serves as a crucial instrument for breaking the intergenerational transmission of poverty. In Indonesia, state intervention aimed at alleviating extreme poverty is implemented through the national strategic policy known as *Sekolah Rakyat* (People's Schools), as stipulated in Presidential Regulation Number 120 of 2025. This policy establishes a free, boarding-based educational scheme, complete with digital facilities,

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daily necessities, and character-building programs. Its primary target beneficiaries include children from impoverished families—specifically those in the first and second deciles of the National Single Socio-Economic Data (*Data Tunggal Sosial dan Ekonomi Nasional*, DTSEN)—as well as vulnerable groups, street children, and communities residing in 3T regions (*tertinggal, terdepan, terluar*): underdeveloped, frontier, and outermost areas. Normatively, the governance of the selection process and the operations of *Sekolah Rakyat* are designed to be free from fraud, corruption, collusion, and nepotism (*korupsi, kolusi, dan nepotisme*, KKN). This is ensured through derivative regulations, including Minister of Social Affairs Regulations (*Peraturan Menteri Sosial*, Permensos) No. 7 of 2025 (as amended by Permensos No. 13 of 2025) and No. 9 of 2026, as well as Minister of Social Affairs Decrees (*Keputusan Menteri Sosial*, Kepmensos) No. 183/HUK/2025 [1], No. 189/HUK/2025, and No. 32/HUK/2026 [2].

However, the implementation of this high-stakes social policy faced serious challenges during its initial dissemination phase. The government's reliance on an "administrative communication model"—a closed communication approach utilizing internal bureaucratic channels, such as *Program Keluarga Harapan* (PKH) facilitators, social workers, regional social services agencies, and village or sub-district officials—led to a "communication deficit" within the public sphere. The public faced an information gap regarding the student enrollment process, the DTSEN-based eligibility criteria, registration deadlines, and the absence of academic testing. The lack of a massive public awareness campaign in national mass media between December 2025 and April 2026 created a void of reliable information. This vacuum was filled by panic, speculation, and negative narratives concerning budgetary disparities and issues surrounding the transparency of procurement for facilities. The monthly media-monitoring reports of the Ministry of Social Affairs record a rise in negative sentiment that peaked at 35% in April 2026 [3].

The policy timeline must be distinguished from the subsequent communication timeline. President Prabowo Subianto inaugurated the 166 pioneering *Sekolah Rakyat* sites on 12 January 2026 in Banjarbaru [4]–[6]; the event also marked the groundbreaking of 104 permanent school sites. This January milestone preceded the April 2026 negative-sentiment peak. During May–July 2026, the Ministry's monitored communication activity included human-interest and documentary-style content, while implementation and media attention continued to evolve. The monitored dataset shows a subsequent increase in positive-sentiment share in June and July. These events are temporally associated, but the observational design cannot establish that emotional media content caused the rebound or rule out other explanations, including implementation progress, facility developments, procurement clarifications, and changes in media attention.

In the study of public communication and policy governance, this phenomenon shows a research gap. Previous research on government social media communications has focused more on disaster crisis situations or regular policies [7], [8]. There is still limited literature that dissects how communication deficits that arise from administrative communication models in high-value social policies can be intervened and restored through emotional media amplification strategies [9], [10]. Public emotion

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and narratives of concern are proven to be able to create instant legitimacy, but risk leaving gaps in public understanding of technical policy procedures.

Based on these dynamics, this study aims to (1) analyze the characteristics and underlying causes of the communication deficit during the initial socialization phase of the *Sekolah Rakyat* policy, which stems from the use of an administrative communication model; (2) map shifts in sentiment and media coverage within the monitored channels from December 2025 to July 2026; and (3) assess how emotional media amplification and public relations activities were associated with the recovery of the policy's image and legitimacy.

This study employs a convergent parallel mixed-methods approach that combines quantitative data from social-media and media-monitoring records with in-depth qualitative interviews. The quantitative component is bounded to the official communication channels of the Ministry of Social Affairs and to the monitoring records documented in the Ministry's monthly reports, so it does not constitute a representative sample of all Indonesian citizens or of all public conversations about *Sekolah Rakyat*. The study therefore examines communication performance and the online responses observable within these channels rather than nationwide public opinion.

2 Methods

2.1 Research Design

This study employs a Convergent Parallel Mixed Methods Design to compare quantitative and qualitative findings [11]–[13]. The quantitative component describes monthly changes in monitored-record volume and the distribution of positive, neutral, and negative sentiment within the defined source boundary. The qualitative component explores how communication practices were planned and experienced by institutional and grassroots stakeholders. Since the design is observational, the analysis identifies temporal co-occurrence and plausible interpretations; it does not estimate the causal effect of a communication strategy or rule out concurrent influences such as school openings, expansion of locations, facility improvements, procurement clarifications, policy implementation, and changes in media attention.

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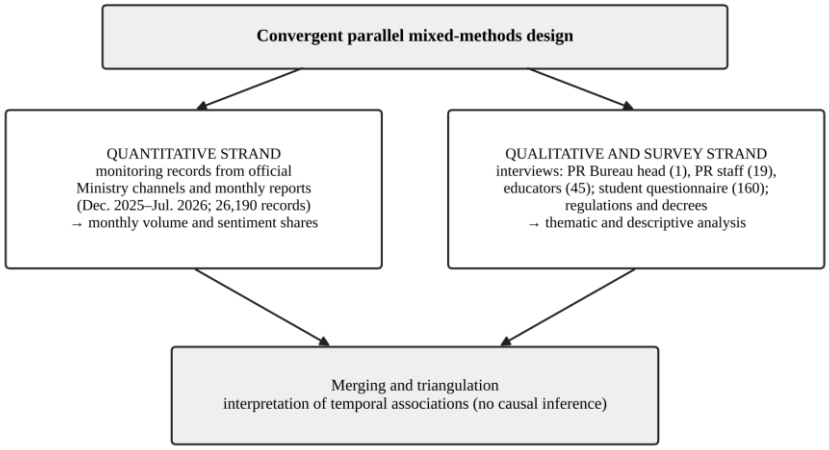


Fig. 1. Convergent parallel mixed-methods design used to study the communication of the *Sekolah Rakyat* policy.

2.2 Scope of the Social Media Data

The social-media analysis is restricted to the official Ministry of Social Affairs accounts and channels (including @kemensosri on Instagram and Facebook) and to the monitoring records explicitly identified in the Ministry's monthly media-monitoring reports. This restriction was designed to examine the Ministry's own communication outputs and the responses captured around them; it does not include a systematic crawl of all public accounts, all mentions of *Sekolah Rakyat* on the Indonesian internet, or all independent news and social-media conversations unless such items appear in the monthly reports. The dataset is therefore a bounded, channel-specific dataset rather than a probability sample or a nationally representative measure of public opinion, and this scope is taken into account when interpreting the sentiment percentages.

2.3 Respondents

Public-relations personnel and educators were selected through purposive sampling. The 160 students form a school-based sample from participating *Sekolah Rakyat* sites in the Greater Jakarta area (Jabodetabek: Jakarta, Bogor, Depok, Tangerang, and Bekasi), and no claim of probability representativeness is made. Table 1 summarizes the respondent groups.

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Table 1. Research respondents

Respondent category	N	Sampling technique	Criteria and characteristics	Purpose of data collection
Head of the Public Relations Bureau, Ministry of Social Affairs	1	Purposive	Key decision-maker for the Ministry's public-relations communication strategy	Orientation of communication policy, rationale for the administrative communication model, and handling of narrative crises
Public Relations Bureau staff, Ministry of Social Affairs	19	Purposive	Responsible for media monitoring, social-media content, and press releases	Daily issue management, obstacles in disseminating the PPDB process, and execution of media amplification
Sekolah Rakyat educators	45	Purposive	Teachers at participating *Sekolah Rakyat* sites in Jabodetabek	Field perspective on outreach to parents and on implementation at school level
Sekolah Rakyat students	160	School-based sample	Elementary, junior high, and senior high school students in Jabodetabek from households in deciles 1–2 of DTSEN or street children	Beneficiary responses on facilities and perceptions of the recruitment process
Total	225			

2.4 Data Collection and Analysis Matrix

The integration of quantitative and qualitative data is structured through the matrix in Table 2.

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Table 2. Quantitative–qualitative data collection matrix

Data type	Parameters and indicators	Data source	Collection technique	Analysis	Output
Quantitative (social media and monitoring)	Monthly volume of monitored records; sentiment shares (positive, neutral, negative); distribution by platform (X, Instagram, Facebook, YouTube, TikTok); engagement rate	Official Ministry channels (@kemensosri) and monthly media-monitoring reports [3], [14]–[21]	Social-listening/API extraction and review of monthly monitoring reports	Descriptive frequencies and percentages; sentiment classification; trend visualization	Monthly pattern of sentiment and volume
Qualitative (public relations)	Reasons for choosing bureaucratic channels; obstacles in translating the PPDB decree; strategy for handling critical issues	Head of the Public Relations Bureau and 19 public-relations staff	In-depth interviews; review of internal public-relations documents	Thematic analysis [22]; transcription and coding in NVivo 14	Explanation of how the administrative communication model emerged
Field perspective (interviews and questionnaire)	Clarity of registration guidelines; effect of facilities on students; perception of DTSEN-based selection	45 educators and 160 students in Jabodetabek	Semi-structured educator interviews; student questionnaire	Descriptive counts and percentages; thematic analysis	Perspectives on outreach and implementation at school level
Regulations and policy documents	Legal certainty of selection without tests; DTSEN data accountability; core public-relations functions	Presidential Regulation (*Peraturan Presiden*, Perpres) 120/2025; Permensos 7 and 13/2025, 9/2026; Kepmensos 183 and 189/2025, 32/2026	Documentary research; inventory of legal norms	Descriptive qualitative content analysis	Contrast between technical regulations and their public communication

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2.5 Validity Testing and Data Triangulation

Qualitative credibility was assessed through source triangulation (public-relations personnel, educators, students, and policy documents) and method triangulation [11], [23]. For the quantitative component, data cleaning is distinguished from validation of the sentiment classifier. Monitoring records were screened for duplicate or noisy entries and spam. Until these details are confirmed, month-to-month differences in sentiment percentages are treated as exploratory automated classifications rather than validated measures.

3 Results

3.1 Quantitative Dynamics of Public Sentiment and Issue Volatility (December 2025 – July 2026)

The monthly monitoring volumes in Table 3 range from 1,240 to 5,200 records, and the eight monthly values sum to 26,190 records for December 2025–July 2026. The sentiment percentages are distributions within each month's classified records, and the results describe the bounded monitoring dataset rather than Indonesian public opinion as a whole. Fig. 2 shows the monthly trend.

Table 3. Monthly monitored records, sentiment shares, and dominant issues on the Ministry of Social Affairs' monitored channels, December 2025–July 2026

Period	Monitored records	Positive (%)	Neutral (%)	Negative (%)	Dominant issues
Dec. 2025	1,240	78	18	4	Launch of the *Sekolah Rakyat* concept; initial policy announcement
Jan. 2026	1,850	82	13	5	Inauguration of 166 pioneering sites and groundbreaking for 104 permanent sites (12 January)
Feb. 2026	2,100	75	15	10	Opening of registration and recruitment; confusion over technical criteria
Mar. 2026	3,200	60	20	20	Document screening; complaints about transparency and the registration process
Apr. 2026	4,100	45	20	35	Peak of the communication deficit; procurement of equipment and footwear; construction delays
May 2026	3,900	50	25	25	Ministry clarification; internal logistics audit and crisis response
June 2026	5,200	70	18	12	Continued implementation and more human-interest content
July 2026	4,600	73	17	10	Evaluation and continued implementation
Total	26,190	—	—	—	Sum of monthly counts

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Sources: monthly media-monitoring reports of the Ministry of Social Affairs [3], [14]–[21]. Percentages are shares of classified records within each month.

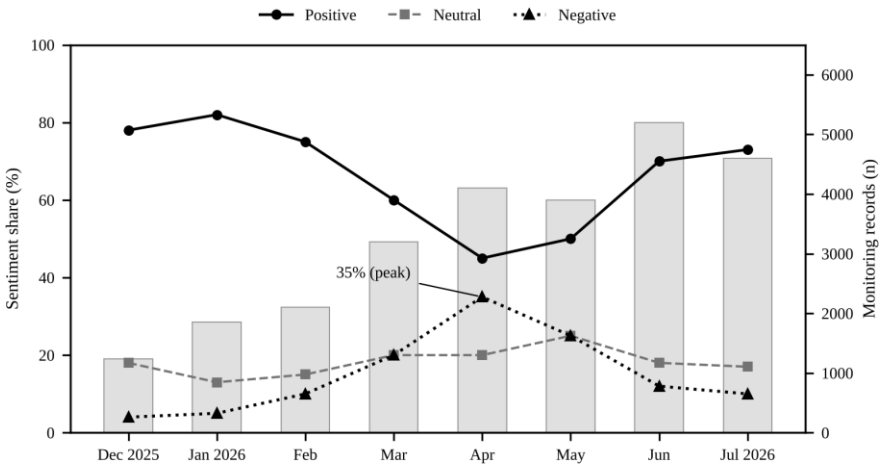


Fig. 2. Monthly sentiment shares (lines) and monitored-record volume (bars), December 2025–July 2026, based on Table 3.

3.2 Mapping of Communication Deficits during the Initial Socialization Phase (December 2025 – April 2026)

Empirical data indicate that from December 2025 to January 2026, public sentiment was highly positive (78%–82%), as the public responded favorably to the initial proposals for alleviating extreme poverty. However, between February and April 2026, positive sentiment dropped sharply, reaching a low of 45%, while negative sentiment surged, peaking at 35% in April 2026.

The increase in negative sentiment coincided with the period in which questions about recruitment procedures, eligibility criteria, procurement, and construction were prominent in the monitored material. Interviews with Ministry public-relations personnel provide contextual evidence that communication practices and the availability of procedural information were perceived as challenges. However, the observational design does not establish that a communication deficit caused the sentiment change. Other concurrent developments—including policy implementation, registration activity, school construction, procurement debates, and changes in media coverage—may also have contributed.

The root of the problem of socialization failure stems from the technical regulations contained in the Decree of the Minister of Social Affairs (Kepmensos) Number 189/HUK/2025 concerning the guidelines for new student admissions (*Penerimaan Peserta Didik Baru*, PPDB) to People's Schools. Even though the decree specifically regulates that recruitment is carried out without academic tests and refers to DTSEN

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[24], the public does not receive this information directly. As a result, widespread confusion has emerged:

(1) Unclear procedures: The public remains uninformed about when registration opens, whether it is based on a quota system for regular schools, and what the verification mechanism is for confirming a student's status within the "decile 1–2" category of DTSEN.

(2) Information vacuum: The absence of official information has been filled by wild speculation on social media, criticisms regarding budgetary waste, and a controversy over the cost of student supplies—such as footwear—amounting to tens of billions of rupiah, all of which have been seized upon by critical online accounts [25].

3.3 Reactive Public Relations Communication Pattern (Firefighting Approach)

The analysis of qualitative interviews with the Public Relations Bureau of the Ministry of Social Affairs reveals that the public relations work pattern during the "communication deficit" phase is reactive ("firefighting") rather than proactive and strategic.

Table 4. Comparison of the Ministry of Social Affairs' public-relations communication patterns for the Sekolah Rakyat policy

Evaluation indicator	Reactive pattern (firefighting) observed	Proactive-strategic pattern
Channel Orientation	Relying on an administrative communication model (internal instructions, social workers, and government agencies)	Implement an omnichannel, transparency-based public engagement model from the outset.
Regulation Dissemination Mechanism	Waiting for the crisis and public confusion to reach a peak before issuing a clarifying statement.	Communicate the details of the Ministry of Social Affairs' technical guidelines for the student admissions process (PPDB) in a simple manner before registration opens.
Response to Logistics/Budget Issues	Take responsive action (damage control) after the shoe budget polemic goes viral in the media.	The publication of detailed and open information regarding specifications and the procurement of goods
Crisis Management Style	Focusing on extinguishing issues ("firefighting") through self-defensive press statements.	Carrying out reputation risk mapping and organizational agenda listing

Public Relations Bureau staff acknowledged that they had not devised a risk communication scenario prior to the program's launch. When negative issues—specifically concerning logistics transparency and confusion surrounding recruitment—reached a peak in April 2026, the PR team reacted by issuing a clarifying

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press release and conducting unannounced inspections. This "firefighting" approach served only to temporarily quell the unrest, failing to address the root cause: a communication deficit at the grassroots level.

3.4 Changes in Sentiment and Communication Activities (May–July 2026)

After the April 2026 peak, the negative-sentiment share fell to 25% in May, 12% in June, and 10% in July, while the positive share rose to 70% in June and 73% in July (Table 3). During this period the official @kemensosri account made greater use of human-interest and documentary-style content. This sequence is a temporal co-occurrence and does not by itself show that the communication strategy produced the change.

The inauguration of the 166 pioneering *Sekolah Rakyat* sites took place on 12 January 2026 in Banjarbaru, together with the groundbreaking for 104 permanent sites [4]–[6]. This event is therefore treated as an early policy milestone rather than as a May–July intervention, and the discussion of May–July focuses on the communication outputs and contemporaneous implementation developments without assigning a causal effect to the inauguration.

The chronology is as follows: on 12 January 2026, the 166 pioneering sites were inaugurated and construction of 104 permanent sites began; from February to April 2026, discussion of registration and selection grew and negative sentiment rose; in May 2026, the Ministry issued clarifications and conducted a crisis response; and in June–July 2026, positive-sentiment shares increased alongside continued communication and implementation. The content published on the official channels during May–July fell into three types, summarized in Fig. 3:

Emotional Narrative from the Leader: The screening of an emotional moment featuring President Prabowo Subianto, who became visibly moved while watching a recorded testimony from a prospective student living in extreme poverty.

Field Outreach Visuals (On-the-Ground Visits): Short video documentation (Reels/Shorts) showing social workers and the Minister of Social Affairs visiting the homes of prospective students—located in slum areas, among street children, and in 3T (frontier, outermost, and underdeveloped) regions—to seek permission from their parents.

Student Testimonials and Grand Facilities: Content that highlights the contrast between the initial circumstances of students—who were at risk of dropping out of school—and the impressive facilities of the boarding school, including free uniforms, digital resources, and nutritious meals provided to them.

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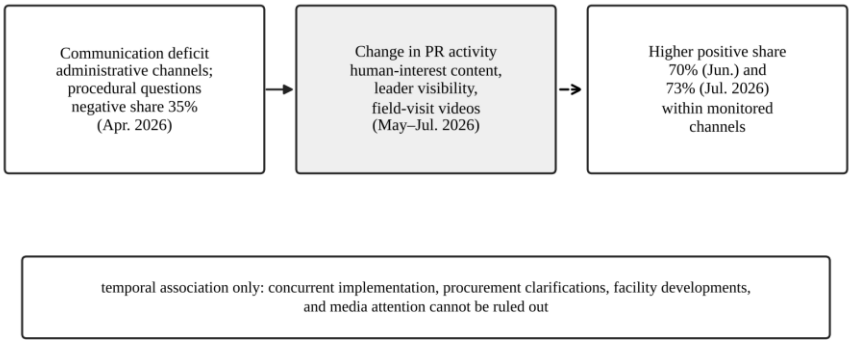


Fig. 3. Conceptual sequence of communication phases and sentiment shares; the link between phases is a temporal association only.

The monitored dataset shows that the share of positive sentiment was 70% in June and 73% in July 2026, following the increased use of human-interest content and leadership visibility on official channels. This temporal association is consistent with the possibility that emotionally framed content contributed to more favorable responses within the monitored channels. Nevertheless, the study has no counterfactual comparison group and cannot isolate the effect of this communication strategy from concurrent events, including the continued expansion of school locations, changes in facilities, ongoing policy implementation, procurement clarifications, and fluctuations in media attention. The findings are therefore interpreted as an association, not proof that emotional media amplification caused the increase in positive sentiment.

3.5 Voices from the Grassroots: Field Triangulation of Educators and Students

Interviews and field surveys conducted with 45 educators and 160 students at *Sekolah Rakyat* (People's Schools) in the Greater Jakarta (Jabodetabek) area reinforce the findings from the data triangulation analysis:

Educator feedback (N = 45): 82% of the participating educators reported that parents and guardians experienced confusion during the initial outreach phase, which corresponds to approximately 37 of 45 educators. Hidden costs and academic entrance examinations were raised as examples of this confusion.

Student feedback (N = 160): all participating students (160 of 160) reported gratitude and pride. Because a uniform response may reflect social desirability, acquiescence, the presence of teachers or researchers, or limited response options, it is reported as a response pattern among the participating students rather than as evidence of unqualified approval.

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The questionnaire and interview guide are not reproduced in this article. The percentages above are therefore item-level self-reports or emergent themes rather than validated psychological constructs, and the presence of school staff during administration may have increased socially desirable responding.

The field findings provide contextual evidence about the experiences reported by the participating educators and students; they do not establish that public-relations strategy was the sole source of early communication problems or exclude implementation-related factors. The student sample is geographically limited to participating Jabodetabek sites. Unless a documented national sampling frame and probability selection across regions are available, the findings cannot be generalized to all *Sekolah Rakyat* beneficiaries, particularly students in remote, frontier, and disadvantaged (3T) regions. The 100% student response should also be interpreted cautiously because social-desirability and acquiescence effects cannot be ruled out from the information currently reported.

4 Discussion

4.1 Narrative Vulnerability within the Administrative Communication Model in Affirmative Policy

The empirical findings of this study indicate that the Ministry of Social Affairs' reliance on an "administrative communication model" during the initiation phase of the *Sekolah Rakyat* (SR) program systematically created a "communication deficit" within the public sphere. The use of internal bureaucratic channels—involving social workers, *Program Keluarga Harapan* (PKH) facilitators, and local government agencies—resulted in the isolation of information. Consequently, the public failed to gain a technical understanding of Presidential Regulation Number 120 of 2025 and the Minister of Social Affairs' Decree Number 189/HUK/2025, which outline the guidelines for student admissions (PPDB) to *Sekolah Rakyat*. This phenomenon reinforces the thesis of Macnamara [10] regarding a "Strategic Communication Gap," wherein the failure to design inclusive public communication for high-stakes policies creates a narrative vacuum—one that is rapidly filled by speculation, rumors, and the distortion of information.

In an international context, the vulnerabilities of the "administrative communication model" identified here resemble those reported elsewhere: Radebe et al. [26], writing on public sector communication in South Africa, argue that top-down communication relying primarily on administrative instructions struggles to foster public trust. When the public is denied transparent access to information regarding the inclusion and exclusion criteria for aid recipients (such as the decile 1–2 categorization in DTSEN), they tend to suspect the presence of nepotism and the wasteful use of public funds. The failure of the Ministry of Social Affairs' public relations (PR) division to effectively translate the technical aspects of the PPDB (Student Admissions) policy—as mandated by the Ministry's own decree—corroborates the findings of Hidayat and Dariyanto [27] in their study of policy communication in poverty alleviation. They observed that

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regulatory documents, while rigorously drafted and accountable on paper, lose their sociological legitimacy when government PR practitioners act merely as conduits for bureaucratic directives rather than as facilitators of public engagement. In the case of the *Sekolah Rakyat* (People's School) initiative, the "communication deficit" that peaked in April 2026—marked by a 35% negative sentiment—demonstrates that legal accountability within a regulation does not automatically translate into public understanding or acceptance in the absence of a proactive public communication strategy.

4.2 The Epistemological Dilemma of Emotional Media Amplification: Restoring Legitimacy vs. Neglecting Procedural Education

The shift in the Ministry of Social Affairs' public-relations communication strategy toward human-interest and emotionally framed content coincided with a rise in the positive-sentiment share to 73% by July 2026 in the monitored dataset. This pattern may be consistent with the proposition that affective narratives can encourage empathetic responses. However, because the study is observational and lacks a counterfactual design, the increase cannot be attributed exclusively to the communication strategy. The continued expansion of SR sites, changes in facilities, policy implementation, procurement clarifications, and wider media attention are plausible concurrent explanations. The results should therefore be read as temporal associations that generate hypotheses for further testing.

However, from an academic perspective, the strategy of "emotional media amplification" presents an epistemological dilemma in public communication. These findings echo the analysis of crisis leadership by Boin et al. [28] and the argument of Prasodjo [29] that transparency underpins government legitimacy. On the one hand, emotional exposure can mobilize empathy and quickly improve a government's standing; Basha et al. [30] show that social media has broadened political participation worldwide, which also widens the reach of affective, empathy-driven narratives

On the other hand, the study by Zumofen et al. [31] on the use of social-media influencers in public-sector communication shows that such strategies carry risks for credibility and accountability. Emotional media amplification dampens public criticism regarding a "communication deficit" by shifting public attention away from technical-procedural matters toward humanitarian concerns. Consequently, the root issues—such as the public's lack of understanding regarding the DTSEN selection mechanisms, the transparency of procurement processes, and the registration criteria—remain unresolved. When new critical issues arise—such as the controversy surrounding the procurement of footwear in May 2026, or criticisms regarding militarization voiced by the SETARA Institute and Amnesty International in June 2026 [32]—the public once again experiences disappointment, as their foundational understanding of the policy was never built upon a basis of systematic information transparency.

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4.3 Institutional Fatigue Resulting from Reactive Communication (Firefighting Approach)

The results of the qualitative analysis, which identify a reactive ("firefighting") working pattern within the Ministry of Social Affairs' public relations (PR) division, offer a significant theoretical contribution to the literature on public sector crisis management. In a study on "organizational listening", Taiminen [33] argues that public sector PR should function as an early-warning mechanism—conducting environmental scanning to map communication risks before policies are launched. The Ministry of Social Affairs' PR division's preoccupation with post-crisis "damage control" reflects a phenomenon known as "institutional fatigue." The PR team is forced to constantly expend energy clarifying issues that have escalated precisely because of a "communication deficit" they themselves created during the initial phase.

The study by Chen et al. [7] on government social media during the COVID-19 crisis shows that the way institutions communicate shapes citizen engagement, which supports a permanent shift from an "administrative communication model" to a "public engagement model." In the case of the *Sekolah Rakyat* (People's School) initiative, government public relations should not use "emotional media amplification" as a substitute for information openness; instead, it should integrate such empathetic narratives with technical transparency grounded in interactive, data-driven systems (such as the use of the *Cek Bansos*—Social Assistance Check—application and a Command Center).

Thus, the integration of the empirical findings from this research confirms that, to ensure the sustained legitimacy of affirmative social policies, the government must move beyond a reactive approach. Public relations efforts should combine clear technical regulations—such as the Ministry of Social Affairs' decrees regarding school admissions (PPDB)—with open, participatory public channels. This would prevent a "communication deficit" from the outset, reducing the need to rely on emotional appeals via social media.

5 Conclusion

This research documents an association between the Ministry's early reliance on administrative communication channels, stakeholder-reported information gaps, and a rise in negative sentiment in the bounded social-media monitoring dataset. The monthly monitoring table records the highest negative-sentiment share in April 2026 (35%). Given the observational design and the limited source boundary, the study cannot establish that the communication model alone caused this pattern. Implementation developments, registration procedures, procurement controversies, construction progress, and media attention may also have influenced the monitored discussion.

The period in which the Ministry increased human-interest and documentary-style content on its official channels coincided with a higher positive-sentiment share in the monitored dataset, reaching 73% in July 2026. This association is suggestive but not causal: the study cannot separate the contribution of communication content from the simultaneous inauguration and expansion of SR locations, facility developments, policy

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implementation, procurement clarifications, or other media events. Emotional narratives may complement, but cannot substitute for, transparent and accessible procedural information.

Methodological limitations. The social-media corpus is limited to Ministry-owned channels and the monitoring outputs specified above; it should not be treated as representative of the Indonesian population. The monthly counts sum to 26,190, but the unit of analysis and the final number of classified records remain to be verified. In addition, until independent human validation and classifier-performance metrics are documented, automated sentiment labels should be interpreted cautiously. Finally, the observational time-series design cannot establish that communication activities caused the observed sentiment changes or rule out concurrent policy and media developments.

DECLARATIONS

Author Contributions

Conceptualization, K.S.D.; methodology, K.S.D. and Z.; data collection, K.S.D., Z., and N.F.S.M.; formal analysis, K.S.D.; writing—original draft, K.S.D.; writing—review and editing, Z. and N.F.S.M. All authors have read and agreed to the published version of the article.

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Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this article.

Research Ethics and Informed Consent

Participants were informed of the purpose of the study and of their right to withdraw, and identities are not disclosed.

Data Availability Statement

Aggregated monthly monitoring data are reported in Table 3. Interview transcripts and questionnaire responses are available from the corresponding author upon reasonable request, subject to protection of participants' identities.

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