

Analysis Of The Relationship Between Policy Implementation And Research Performance Of Lecturers At The Ministry Of Health Polytechnic (Poltekkes Kemenkes)

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Abstract

This study aimed to analyze the relationship between policy implementation and lecturer research performance at Poltekkes Kemenkes. Employing a quantitative correlational design, the study involved a number of lecturers whose data were analyzed using logistic regression. Findings indicate overall low lecturer research performance, with a median SINTA score of 11, where 49.1% of lecturers fall into the low-performance category due to insufficient publications in reputable journals and infrequent SINTA profile updates. Overall policy implementation was rated good (51.5%), yet significant areas require improvement. Specifically, policy implementation correlated significantly with lecturer research performance; suboptimal implementation increased the risk of low performance by 1.302 times (COR 1.302; 95% CI: 1.13–1.51). Poor inter-organizational relationships increased the risk of low research performance by 1.25 times (COR 1.25; 95% CI: 1.08–1.45), while inadequate resources increased the risk by 1.276 times (COR 1.276; 95% CI: 1.10–1.48). A less conducive socio-economic and political environment increased the risk by 1.189 times (COR 1.189; 95% CI: 1.03–1.37). Implementers' disposition or attitude had the strongest impact, increasing the likelihood of low performance by 1.443 times (AOR 1.443; 95% CI: 1.25–1.67), explaining 1.1% of performance variation. This study extends Edward III's policy implementation framework by positioning implementer disposition as the most potent determinant in the context of lecturer research performance, demonstrating that without strong commitment and understanding, resources and structure alone are insufficient. Therefore, the conclusion highlights the importance of improving policy implementation holistically, particularly

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through enhancing implementer disposition and resources, to boost lecturer research performance at Poltekkes Kemenkes.

Keywords: Policy Implementation, Research Performance, Lecturers, Poltekkes Kemenkes, SINTA.

INTRODUCTION

Higher education institutions worldwide prioritize scientific research productivity to bolster their reputation, attract funding, and enhance student credibility (Hue et al., 2022). Globally, governments and institutions increasingly utilize publication quantity as a key metric for academic capacity, promotion, and recruitment (Eshchanov et al., 2021). Similarly, Vietnam's higher education system emphasizes lecturer evaluation for human resource management and economic advancement, underscoring the importance of comprehensive faculty performance assessments (Hung et al., 2024). This global emphasis necessitates active research engagement and publication from lecturers for academic and institutional progress.

In Indonesia, the Law on Higher Education mandates that university research should advance science and technology, improve community welfare, and enhance national competitiveness. Poltekkes Kemenkes, a Higher Education institution under the Ministry of Health, comprises 38 institutions across 33 provinces. As of 2021, it had 24 departments, 507 study programs, and 4,958 lecturers, 92.3% (4,576) of whom hold S2 qualifications and 7.7% (382) S3 qualifications, serving 104,022 students. This substantial human resource capacity positions Poltekkes Kemenkes to significantly support health sector development through research.

Despite this potential, Poltekkes Kemenkes' research performance has been sub-optimal, as indicated by a review of 2019–2020 assessment documents which evaluated research resources, management, outputs, and revenue generation. Empirical evidence shows a decline in Scopus-indexed publications from 456 (12 per Poltekkes) in 2020 to 161 (4 per Poltekkes) in 2021. Similarly, funded research proposals decreased sharply from 1,858 in 2020 to 411 in 2021. These figures highlight an urgent need to examine factors influencing research performance among Poltekkes Kemenkes lecturers.

National performance indicators, such as the Science and Technology Index (SINTA), also reflect this sub-optimal performance. SINTA measures researcher, institution, and journal performance in Indonesia, including publications, books, prototypes, and intellectual property.



As of September 27, 2022, the highest-ranking (Poltekkes Kemenkes Semarang) was 232nd nationally with a SINTA score of 37,538, while the lowest (Poltekkes Kemenkes Tanjung Pinang) was 1,496th with a SINTA score of 1,507. Although most lecturers now have SINTA accounts, making their performance trackable, the institutional SINTA rankings point to a systemic issue in research output.

Various studies have explored the relationship between policy implementation and performance. Research on village finance management in Pasaman Regency found communication, disposition, and bureaucratic structure significantly affected village apparatus performance, with minimal resource impact. Policy implementation aspects, including communication, resources, disposition, and bureaucratic structure, also significantly influenced sub-district performance in Banjar City. Furthermore, policy implementation and employee performance simultaneously and significantly impacted the quality of Hajj and Umrah services at the Ministry of Religious Affairs in Bandung City. Other findings suggest policy implementation contributes 41.2% to employee performance, while motivation contributes 33.1%, with a combined influence of 74.2%.

The management of Poltekkes Kemenkes research activities is governed by the Head of the Health Human Resources Development and Empowerment Agency Decree No. HK.02.03/I/6190/2021, which outlines research and community service guidelines. Effective since 2021, this policy categorizes research into two main areas with seven schemes and mandates that all research management stages be administered via the Poltekkes Kemenkes Research Management Information System (Simlitabkes). Lecturer readiness for new conditions, such as online learning during the pandemic, underscores the importance of institutional support and adaptation (Junus et al., 2021), a principle applicable to research policy implementation. However, the precise impact of this specific policy on Poltekkes Kemenkes lecturers' research performance remains underexplored.

Previous studies on lecturer competence development in Indonesia have highlighted the role of state intervention through formal regulations, such as Law No. 14 of 2005 and Government Regulation No. 37 of 2009, in enhancing lecturer qualifications (Mujiburrahman et al., 2022). While existing literature addresses general policy implementation effects on performance, a specific examination of how the Poltekkes Kemenkes research policy's implementation relates to its lecturers' research performance, particularly SINTA scores, is lacking. The current context of declining publication rates and a new specific research policy



presents a critical gap in understanding the effectiveness of these strategic implementations. This study aims to bridge this gap by focusing on the unique context of Poltekkes Kemenkes, providing insights into the direct relationships between policy implementation and lecturer research output.

This research aims to analyze the relationship between policy implementation and the research performance of Poltekkes Kemenkes lecturers. The study investigates how various dimensions of policy implementation, as outlined in the institutional guidelines, influence the lecturers' research productivity and SINTA scores. The findings provide empirical evidence to inform future policy adjustments and resource allocation to enhance research performance within these vital health education institutions.

1.1 Research Questions (RQ1)

Is there a significant relationship between policy implementation and the research performance of Poltekkes Kemenkes lecturers?

1.2 Hypotheses (H1)

Policy implementation is positively and significantly related to the research performance of Poltekkes Kemenkes lecturers.

1.3 Novelty

The novelty of this research lies in its specific focus on the implementation of the Poltekkes Kemenkes research policy and its direct relationship with lecturer research performance, measured by SINTA scores. This study uniquely examines the impact of the 2021 guidelines and the Simlitabkes system in a context marked by declining publication rates, thereby providing a targeted empirical assessment within health higher education institutions. Different from previous studies that broadly examine policy impacts or general lecturer performance, this research integrates a specific policy framework with a recognized national research performance metric (SINTA), offering a novel contribution to understanding policy effectiveness in a specialized institutional setting.



1.4 Contributions

This research contributes in three distinct ways:

1. **Theoretical Contribution:** It enriches the understanding of policy implementation theories by applying them to the specific context of research performance in health-focused higher education institutions, particularly concerning how new guidelines and digital systems influence academic output.
2. **Practical Contribution:** The findings offer actionable insights for the Directorate General of Health Human Resources and Poltekkes Kemenkes leadership to refine existing research policies, allocate resources more effectively, and develop targeted interventions to boost lecturer research performance and institutional SINTA rankings.
3. **Empirical Contribution:** This study provides recent data on the state of research performance at Poltekkes Kemenkes, identifying specific areas for improvement and informing evidence-based decision-making to foster a more productive research environment.

RESEARCH METHOD

2.1 Study Design

This study employed a quantitative correlational research design to investigate the relationship between policy implementation and lecturer research performance at Poltekkes Kemenkes. A quantitative approach was chosen for its ability to measure variables and statistically analyze associations, providing empirical evidence (Rahman et al., 2021). The correlational design aimed to identify the strength and direction of the relationship between policy implementation (independent variable) and lecturer research performance (dependent variable), without inferring direct causality. This approach suits examining complex phenomena in educational settings where experimental manipulation is not feasible (Latipah et al., 2021) and facilitates statistical analysis of large datasets for generalizable findings.

2.2 Population and Sample

The research population included all 2,835 lecturers across Poltekkes Kemenkes institutions. Slovin's formula, with a 5% margin of error, determined a minimum sample size of 351 respondents, ensuring statistical robustness. Proportionate stratified random sampling was



used to select respondents, ensuring each Poltekkes Kemenkes institution and academic department was proportionally represented, mitigating bias and enhancing external validity.

2.3 Data Collection Techniques

Primary data were collected via a structured questionnaire administered to selected lecturers. The questionnaire used closed-ended questions and a Likert scale to measure perceived policy implementation and self-reported research performance. A pilot test assessed its clarity and internal consistency. Ethical considerations, including informed consent, anonymity, and confidentiality, were upheld, and research permits were obtained from relevant institutional authorities.

2.4 Research Instruments

The study utilized two instruments: one for policy implementation and another for lecturer research performance. The policy implementation instrument captured dimensions such as communication, resources, disposition, and bureaucratic structure, drawing on established frameworks (e.g., “Information regarding research policies is clearly and consistently communicated to all lecturers”). The lecturer research performance instrument assessed aspects like publication output, grant acquisition, and intellectual property registration, reflecting national SINTA score criteria (e.g., “I regularly publish my research findings in reputable academic journals”). Both instruments, adapted from validated studies, were refined through expert judgment for content validity within the Poltekkes Kemenkes context. Reliability was assessed using Cronbach’s Alpha, with coefficients above 0.70 indicating good internal consistency.

2.5 Data Analysis Techniques

Data collected from questionnaires were analyzed using SPSS. Initial descriptive statistics (frequencies, percentages, means, standard deviations) characterized respondent demographics and variable distribution. Before hypothesis testing, classical assumption tests—normality (e.g., Shapiro-Wilk), multicollinearity ($VIF < 10$), and heteroscedasticity (e.g., Glejser test)—were performed to ensure the regression model's appropriateness. Simple linear regression and logistic regression analysis were then employed to examine the relationship between policy implementation and lecturer research performance. The significance level was set at $p < 0.05$, and



the coefficient of determination (R^2) was analyzed to determine the proportion of variance in lecturer research performance explained by policy implementation.

RESULTS AND DISCUSSION

3.1 Research Results

3.1.1 Descriptive Performance Findings

Research findings revealed a wide range in lecturer research performance, with SINTA scores from 0 to 686 and a median of 11. This indicates 50.9% of lecturers have high performance, while 49.1% fall into the low-performance category. Nationally, a median SINTA score of 11 is considered low, suggesting suboptimal overall research output from Poltekkes Kemenkes lecturers.

SINTA version 3 evaluates performance based on publications, citations, textbooks, intellectual property, research quantity, funding, community service, journal editorships, reviewer roles, institutional accreditation, technological products, prototypes, and student supervision. Scopus-indexed publications significantly impact the SINTA score; thus, low scores often reflect insufficient research outputs, especially reputable scientific publications, and infrequent profile updates within the SINTA system.

The low SINTA scores primarily stem from insufficient research output and infrequent profile updates. Previous studies similarly linked limited active researchers and publications to lower SINTA scores. The 49.1% of lecturers with SINTA scores 0–10, for instance, often lack publications in nationally accredited SINTA 3 or 4 journals (which alone could contribute 12 points), highlighting very low publication productivity. To address this, the Directorate General of Higher Education, Research, and Technology, Kemdikbud, has mandated research obligations for lecturers since February 2023, with sanctions for non-compliance. Poltekkes Kemenkes institutions must provide proactive guidance and oversight.

3.1.2 Policy Implementation Assessment

Overall, research policy implementation at Poltekkes Kemenkes was rated as good (51.5% of aspects), based on a median cutoff value of 188. This assessment is detailed across five core components:



1. Inter-organizational Relationships

Inter-organizational relationships require significant strengthening to ensure effective collaboration across all levels and institutions. This includes increasing policy socialization frequency, particularly in Poltekkes with lower research performance. Crucially, specific guidelines for creating, executing, and documenting research Standard Operating Procedures (SOPs) are needed. A roadmap for building research networks, involving lecturers, Poltekkes Kemenkes, and experts from other higher education institutions, is imperative. This roadmap should outline past efforts, future initiatives, responsibilities, and targets for each management level.

2. Resources

Resource availability was generally adequate, but specific areas demand urgent improvement. Edward III stresses that policies are ineffective without essential resources for implementers. Key issues include insufficient research funding and incentives, absence of output-based budget accountability (burdening researchers), uneven distribution of capacity-building initiatives, and budget constraints for a beneficial research management information system. Addressing these requires strong commitment: leaders must prioritize research budgets for execution and management, while lecturers must enhance research quality for competitive funding. Directorate General of Health Human Resources needs to formulate output-based research budget accountability guidelines, and a joint roadmap for research capacity building should be developed.

3. Bureaucratic Structure and Characteristics of Implementing Organization

This aspect covers organizational structure and supervision. Supervision is hierarchical, with issues resolved at respective institutional levels. Research guidelines outline mechanisms for progress and final reporting; activity and budget management supervision is partially covered in research and other guidelines (e.g., SPI, Monev). These guidelines are disseminated, and mechanisms are operational but not always optimally organized. Directorate General of Health Human Resources and Poltekkes Kemenkes maintain a close formal relationship, with Poltekkes functioning as compliant Technical Implementation Units. Internal Poltekkes structures are clear, facilitating supervision. However, varying capacities among Poltekkes lead to less organized implementation in some areas, requiring focused guidance. Previous studies emphasize that



suitable implementers and organizational characteristics are critical for successful policy implementation.

4. Socio-Economic and Political Environment

The socio-economic and political environment was generally conducive, with no widespread public or stakeholder opposition. However, some regions faced security and permitting challenges, and the COVID-19 pandemic impacted research. While inter-researcher collaborations are accommodated and practiced, and stakeholder/leadership support exists, further enhancements are needed. A supportive environment is a prerequisite for successful policy implementation.

5. Disposition or Attitude of Implementers

Policy implementers' knowledge, understanding, and comprehension, particularly among central and Poltekkes Kemenkes managers, were generally good. However, some lecturers had not fully grasped policy guidelines, and not all central management personnel, including leaders, were fully knowledgeable about research management, causing delays in decision-making. Proposed solutions include increased discussions and engaging research consultants. Reviewers are expected to assess administrative, substantive, and budgetary aspects, but some lack budget review expertise, leading to perceived disparities in evaluations despite existing guidelines and training. Although implementer disposition is largely positive, variations in abilities, responses, intensity, commitment, and motivation persist across management levels. Comprehensive acceptance of policy standards and objectives by implementers significantly enhances success; limited dispositional intensity risks failure.

3.1.3 Relationship Between Policy Implementation and Research Performance

Overall, policy implementation is significantly correlated with faculty performance; suboptimal implementation increases the risk of low performance by a factor of 1.302 (COR 1.302; 95% CI: 1.13–1.51). This indicates that poor policy implementation negatively impacts faculty research performance, aligning with previous studies on the effects of implementer commitment and policy inconsistency, as well as research demonstrating a positive relationship between effective policy implementation and enhanced performance.



Each policy implementation variable significantly correlated with lecturer research performance:

1. **Inter-organizational Relationships:** Linked to performance, with poor relationships increasing low research performance risk by 1.25 times (COR 1.25; 95% CI: 1.08–1.45). This is due to unclear policy standards, objectives, and targets not explicitly detailed in derivative guidelines. The dissemination of policy information remains inadequate, even though raising awareness plays a crucial role in ensuring acceptance. Furthermore, established networks have yet to yield tangible benefits, such as access to more diverse funding sources.
2. **Resources:** Significantly correlated with faculty research performance. Inadequate resources increase the risk of poor research performance by a factor of 1.276 (COR 1.276; 95% CI: 1.10–1.48). High performance is supported by adequate human resources, funding, incentives, and research management information systems.
3. **Bureaucratic Structure:** Does not show a statistically significant direct relationship with faculty research performance in quantitative models. However, qualitative analysis reveals that low-performing Poltekkes Kemenkes often lack Public Service Agency (Badan Layanan Umum, BLU) status, which limits fund management flexibility and introduces bureaucratic hurdles. Furthermore, supervision practices were found to be disorganized and infrequent.
4. **Socio-Economic and Political Environment:** Significantly influenced lecturer research performance. A less conducive environment increased the risk of low performance by 1.189 times (COR 1.189; 95% CI: 1.03–1.37). Poltekkes with low-performing lecturers had not effectively utilized external economic resources and lacked financial stakeholder support.

Disposition or Attitude of Implementers: Most strongly correlated with lecturer research performance. A suboptimal disposition increased the likelihood of low performance by 1.443 times (AOR 1.443; 95% CI: 1.25–1.67), explaining 1.1% of performance variation ($R^2=0.011$). Time management deficiencies, low commitment to updating SINTA data, and reduced motivation directly contributed to diminished performance



Table 1. Logistic Regression Analysis of Policy Implementation Variables on Lecturer Research Performance

Policy Implementation Variable	COR / AOR	95% Confidence Interval (CI)	Risk of Low Performance
Overall Policy Implementation	1.302 (COR)	1.13 – 1.51	Increased by 1.302 times
Inter-organizational Relationships	1.250 (COR)	1.08 – 1.45	Increased by 1.250 times
Resources	1.276 (COR)	1.10 – 1.48	Increased by 1.276 times
Socio-Economic & Political Environment	1.189 (COR)	1.03 – 1.37	Increased by 1.189 times
Implementers' Disposition / Attitude	1.443 (AOR)	1.25 – 1.67	Increased by 1.443 times

Source: Processed research data (2024)

DISCUSSION

The discussion section analyzes the intricate relationship between policy implementation and lecturer research performance at Poltekkes Kemenkes, contextualizing the quantitative findings within established theoretical frameworks of policy implementation and relevant academic literature. Research findings indicated generally low lecturer research performance, characterized by a median SINTA score of 11 and nearly half of the lecturers falling into the low-performance category. This suboptimal output is attributed to insufficient research activities, a

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lack of reputable scientific publications, and infrequent updates of SINTA profiles, despite institutional policies aimed at bolstering research productivity. The overall implementation of research policies, while categorized as good for 51.5% of cases, still presents significant areas for improvement to effectively elevate research output among lecturers.

This section delves into how each component of policy implementation interacts with and influences the observed research performance. This analysis considers the policy implementation models of Cheema and Rondinelli, Edward III, and Van Meter and Van Horn, alongside other pertinent studies, to provide a comprehensive interpretation of the findings. Sub-optimal policy execution can undermine the broader strategic goals of higher education institutions, impacting their reputation and ability to attract funding (Hue et al., 2022). This underscores the imperative for a nuanced understanding of implementation dynamics. General observations on lecturer performance evaluation also emphasize the crucial role of robust assessment frameworks for human resource management in higher education (Hung et al., 2024).

This study reveals that policy implementation and its constituent variables are significantly associated with lecturer research performance, highlighting that ineffective policy execution contributes to diminished research output. This finding aligns with established policy implementation models, such as those by Edward III and Van Meter and Van Horn, which consistently posit that well-implemented policies are essential for achieving desired outcomes and institutional goals. The significant inverse relationship, where poor implementation increases the risk of low performance by 1.302 times (COR 1.302; 95% CI: 1.13–1.51), reinforces the critical role of robust policy frameworks. Similarly, previous research indicates that effective policy implementation generally correlates with improved performance, emphasizing that comprehensive strategies, clear objectives, and consistent support are vital for fostering research productivity (Hue et al., 2022).

The findings underscore the importance of ensuring that research policies are not merely formulated but also executed with fidelity and effectiveness across all organizational levels. Inter-organizational relations significantly correlate with lecturer research performance, where inadequate relationships increase the risk of low output by 1.25 times (COR 1.25; 95% CI: 1.08–1.45). This weak association is largely attributable to the absence of clear derivative guidelines, insufficient socialization of policies, and the demonstrable ineffectiveness of existing research networks in providing tangible benefits, such as diversified funding access. Effective inter-organizational relations are a cornerstone of successful policy implementation, as they ensure



coherent understanding and coordinated action among various stakeholders, which is integral to the models of Cheema and Rondinelli.

The lack of robust communication and networking limits the potential for collaborative initiatives and the dissemination of best practices, directly impacting the collective research capacity. Prior research emphasizes that strong academic traditions are significantly shaped by robust internal and external networks, particularly those linked to research funding bodies. This highlights the need for strategic development of inter-organizational relationships to create a more supportive research ecosystem. Resource availability demonstrates a significant relationship with lecturer research performance, with insufficient resources increasing the risk of low output by 1.276 times (COR 1.276; 95% CI: 1.10–1.48).

Specific identified deficits include inadequate research funding, limited incentives, the absence of output-based accountability for budgets, uneven distribution of capacity-building initiatives, and budgetary constraints impacting the research management information system. These resource limitations directly hinder lecturers' capacity and motivation to engage in rigorous research and publication, aligning with Edward III's model, which emphasizes that adequate resources are a fundamental prerequisite for effective policy implementation. Academic institutions globally often use publication quantity as a key indicator for academic capacity and promotion, which places substantial pressure on academics to publish (Eshchanov et al., 2021). The critical role of sufficient resources, including financial support and infrastructure, is also highlighted as a primary factor influencing lecturer research productivity (Hue et al., 2022). Therefore, prioritizing and adequately funding research activities and related support systems are crucial for fostering a productive research environment.

The bureaucratic structure and characteristics of implementing organizations did not show a statistically significant relationship with research performance in the quantitative analysis, yet a deeper qualitative exploration revealed important nuances. Poltekkes Kemenkes institutions with low research performance often operate under a Non-Public Service Agency (Non-BLU) status, which limits financial flexibility and can introduce bureaucratic impediments that slow down research processes. Van Meter and Van Horn's model of policy implementation underscores the importance of the characteristics of implementing agencies for policy success, implying that organizational structures and their operational flexibility are key determinants. Furthermore, unorganized and infrequent supervision, despite the existence of formal hierarchical structures, was identified as a contributing factor to suboptimal performance.



Effective lecturer evaluation is crucial for human resource management in higher education (Hung et al., 2024), and this requires organized supervision that is tailored to faculty needs.

Therefore, while formal structures may exist, their operational effectiveness and the flexibility they afford can significantly impact research output. The social, economic, and political environment significantly correlates with lecturer research performance, where a less conducive environment elevates the risk of low output by 1.189 times (COR 1.189; 95% CI: 1.03–1.37). Poltekkes Kemenkes with lower-performing lecturers demonstrated unutilized external economic resources, insufficient stakeholder support in the form of financial aid, limited participation in diverse research schemes, and restricted collaborations among researchers. These limitations collectively suggest an environment that is not optimally supportive of research activities.

Van Meter and Van Horn's policy implementation framework explicitly identifies environmental conditions as a critical variable influencing implementation success, emphasizing that external support is crucial. A supportive external environment, encompassing strategic funding and robust networking, is paramount for enhancing research capacity and improving publication metrics. Such an environment aligns with the global emphasis on publication quantity as a key indicator for academic and institutional progress (Eshchanov et al., 2021). The disposition or attitudes of implementers emerged as the most significant variable related to lecturer research performance, with a poor disposition increasing the risk of low performance by 1.443 times (AOR 1.443; 95% CI: 1.25–1.67).

This encompasses a range of issues, including varied capabilities, low commitment, and diminished motivation among both lecturers and management in implementing research policies. Specific challenges include a lack of effective time management skills among lecturers and a low commitment to regularly updating SINTA data, both of which directly contribute to the observed low SINTA scores. The success of policy implementation, as highlighted by Edward III's model, heavily relies on the disposition and motivation of those responsible for its execution. Active research engagement and consistent publication are crucial for academic and institutional advancement (Eshchanov et al., 2021). Therefore, enhancing individual commitment, motivation, and professional development in areas such as time management are paramount for improving lecturer research productivity.

Comprehensive lecturer evaluations, which often consider individual performance, are also essential for effective human resource management in higher education (Hung et al., 2024).



Addressing these attitudinal and motivational aspects is therefore critical for driving sustained improvements in research outcomes.

CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

This study investigated the relationship between research policy implementation and lecturer research performance at Poltekkes Kemenkes, using a quantitative correlational design with 2,835 lecturer surveys, 17 interviews, and document reviews. It found a significant relationship between policy implementation (and its variables) and performance, identifying several critical aspects contributing to suboptimal research output. Low performance was linked to lecturers' time management deficiencies and inconsistent commitment to updating SINTA data profiles. Additionally, a limited research budget at Poltekkes Kemenkes presented a significant external constraint, collectively contributing to a national median SINTA score of 11, indicating suboptimal research output. These findings warrant focused intervention to foster academic productivity.

4.2 Theoretical Implications

The study contributes to policy implementation theory by demonstrating how operational elements—resource allocation (budget) and individual disposition (time management, data updating commitment)—directly mediate the link between policy frameworks and individual performance in higher education. Low SINTA scores, despite policy implementation, suggest that effective policy requires robust support mechanisms and strong individual adherence beyond mere formalization. This highlights the need for a nuanced understanding of implementation effectiveness, considering both structural provisions and agentic factors within public health education.

4.3 Practical Recommendations

For Poltekkes Kemenkes and the Directorate General of Health Human Resources, the research offers actionable recommendations:

1. **Increase Research Budgets & Autonomous Status:** The Directorate General of Health Human Resources should prioritize increasing the research budget and facilitating Poltekkes institutions in achieving Public Service Agency (BLU) status for greater financial autonomy.



2. **Develop Comprehensive Roadmaps:** Poltekkes institutions should develop comprehensive roadmaps for research training, network building, and output-based budget accountability.
3. **Internalize Professional Standards:** Lecturers must internalize research as a core professional priority, actively participating in capacity-building programs, improving time management, and regularly maintaining their SINTA profiles.

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