

# Communication Audit of the School Snack Food Program of the Food and Drug Supervisory Agency in Yogyakarta

Wulandari<sup>a,1,\*</sup>, Basuki Agus Suparno<sup>a,2</sup>, Prayudi<sup>a,3</sup>

<sup>a</sup> Universitas Pembangunan "Veteran" Yogyakarta, Tambakbayan, Yogyakarta, 55281, Indonesia

<sup>1</sup> [wulandari@pom.go.id](mailto:wulandari@pom.go.id); <sup>2</sup> [basukiagus@upnyk.ac.id](mailto:basukiagus@upnyk.ac.id); <sup>3</sup> [prayudi@upnyk.ac.id](mailto:prayudi@upnyk.ac.id)

\*corresponding author

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## ABSTRACT

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Unsafe school children's snacks (PJAS) pose health risks and can cause various diseases. To address this, the PJAS Safety Intervention Program was introduced. The COVID-19 pandemic brought changes to the definition of PJAS and altered communication patterns in program delivery. This study evaluates the success of the program implemented by the Indonesian Food and Drug Authority Regional Office in Yogyakarta during the pandemic. It identifies factors inhibiting its effectiveness through a communication audit. The research used an evaluative qualitative method involving interviews with informants to assess planning and preparation and surveys with school community respondents to evaluate program communication. The study followed the General Guidelines for Communication Audits in Government Agencies. Results indicate that the program was effectively implemented and can be enhanced by improving communication dimensions. Key strategies include strengthening message delivery through direct engagement with policymakers, expanding media use by adding hardcopy materials, improving message clarity with comprehensive posters detailing program stages, and fostering public feedback through information sharing and participation mechanisms, particularly at junior and senior high school levels. Additionally, expanding promotional media can further optimize program outreach. The communication audit concluded that the PJAS Safety Intervention Program successfully met its objectives through effective management with minor, manageable obstacles. These findings suggest that the program can continue with improved communication strategies to enhance its impact.

*Pangan Jajanan Anak Sekolah (PJAS) yang tidak aman dapat menyebabkan berbagai macam penyakit. Salah satu upaya yang dilaksanakan untuk mengatasi permasalahan keamanan pangan adalah dengan Program Intervensi Keamanan PJAS. Kondisi Pandemi COVID-19 mengakibatkan redefinisi PJAS dan perubahan pola komunikasi pada pelaksanaan program. Penelitian ini bertujuan untuk mengevaluasi keberhasilan Program Intervensi Keamanan PJAS yang dilaksanakan oleh BBPOM di Yogyakarta pada masa Pandemi COVID-19 dan faktor-faktor apa yang menjadi penghambat berdasar hasil audit komunikasi. Metode penelitian yang digunakan adalah metode evaluatif dengan kualitatif melalui wawancara informan untuk menggali perencanaan dan persiapan dan survei komunitas sekolah untuk melihat tanggapan pelaksanaan program berdasar dimensi komunikasi yang mengacu Pedoman Umum Audit Komunikasi di Lingkungan Instansi Pemerintah. Hasilnya menunjukkan bahwa Program Intervensi Keamanan PJAS berjalan baik dan dapat terus dilanjutkan dengan mengoptimalkan performa pada dimensi komunikasi, yaitu proses penyampaian pesan dengan melaksanakan komunikasi secara langsung dengan pengambil kebijakan, media komunikasi dengan penambahan media hardcopy, kejelasan arti pesan dengan membuat satu pointers atau poster yang berisi tahapan program secara utuh, umpan balik publik dengan melaksanakan sharing informasi dan audiensi untuk mendorong partisipasi sekolah tingkat SMP dan SMA, dan model*

*komunikasi yang diterapkan dengan perluasan penggunaan media promosi program. Berdasarkan analisis hasil audit komunikasi Program Intervensi Keamanan PJAS yang dilaksanakan BBPOM di Yogyakarta di masa Pandemi COVID-19 ini dapat disimpulkan bahwa program ini berhasil dilaksanakan dengan baik, lancar dan sesuai dengan perencanaan. Program berjalan sesuai dengan yang diharapkan, hambatan yang timbul tidak signifikan dan dapat teratasi dengan pengelolaan yang baik.*

**Keywords:** evaluation, communication audit, COVID-19 Pandemic, Food Safety Intervention Program, Indonesian Food and Drug Authority Provincial Office

**Kata Kunci:** Evaluasi, audit komunikasi, Pandemi COVID-19, Program Intervensi Keamanan Pangan Jajanan Anak Sekolah, Balai Besar POM

## 1. Introduction

Law No. 18/2012 on Food states that food is the most important basic human need. Fulfilling it is part of the human rights guaranteed in the 1945 Constitution, and the state must realize the fulfilment of safe, quality, and nutritious food consumption.

Children are one of the most important groups to consider. They are the nation's next generation that will determine the quality of a country, so the state must ensure the safety of the food they consume to grow into a superior generation. At the same time, the productive children group is schoolchildren. The consumption habits of schoolchildren are food snacks obtained from school canteens and traders around the school.

During the pandemic, PJAS was redefined. Originally, PJAS was obtained only from canteens and traders around schools. Now, PJAS can be obtained from channels at schools, neighbourhoods around schools, homes, and/or e-commerce, always and anytime, at school and home, or other places.

Behavioural habits during snack time have also changed with the implementation of health protocols. If before the pandemic, the habit was enough to wash hands, it is added to wearing a mask, maintaining distance, reducing mobility, and staying away from crowds. The Indonesian Food and Drug Authority (Indonesian FDA) has surveyed school snacks that are often consumed and are still problematic, such as the group of coloured drinks from powdered beverages, syrups, ice groups (ice mambo, lollipops, ice candles, ice cendol, ice mix, ice grass jelly, ice coconut, and ice tea), jelly groups, jelly or gel products and cotton candy, and meatballs, *pentol*, *siomay*, *batagor*, cilok groups (BPOM, 2021).

The condition of PJAS in Yogyakarta based on the results of Indonesian FDA supervision in Yogyakarta in 2020, by testing chemical and/or microbiological parameters on 16 PJAS samples, showed that 13 samples met the requirements (MS) (81.25%) and three samples did not meet the criteria (TMS) (18.75%). The TMS samples consisted of 2 TMS samples of microbiological parameters (Annual Report of Indonesian Food and Drug Authority Regional Office in Yogyakarta, 2020).

As one of the technical implementation units (UPT) of the Indonesian FDA in the Special Region of Yogyakarta (DIY), the Indonesian FDA Regional Office in Yogyakarta is committed to supporting the President's Vision and Mission, namely in efforts to prevent non-communicable diseases and reduce stunting rates, one of which is through the School Snack Food Safety Intervention Program (PJAS).

PJAS Safety Intervention Program communication activities include cross-sector advocacy, food safety socialization, food safety technical guidance for school food safety cadres, provision of PJAS food safety education packages, monitoring of school food safety

empowerment, sampling and testing of PJAS, certification of schools with Safe PJAS and supervision of PJAS activities. The program covers schools from elementary school (SD) level to senior high school (SMA) level.

Several studies on communication audits of government programs have been conducted, including those by Trisnawati F et al. in 2019, which conducted an audit of the Jogja Learning Culture Program. The results of the input stage audit have gone well according to procedures, but there is still an understanding of the program that is not in line with planning. The output stage is considered smooth, although some obstacles are still found. At the outcome stage, it was found that the big goals of the program had not been achieved as expected, as the program's benefits were minimal (Trisnawati F., Lestari P., Prayudi, 2019).

Yeni Jelita's 2017 research states that communication audits are carried out internally and externally. Internally, they are done in planning and preparing using the Organizational Communication Profile technique. External communication audits are conducted by looking at public responses to implementing the Stop Drugs campaign. This aligns with the information theory used to see the flow of information in the organization, which is run by the characteristics of the people in Sergai Regency (Yeni Jelita, 2017).

The qualitative approach is based on the dimensions of communication in the internal and external parts according to the General Guidelines for Communication Audits within Government Agencies in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia (PermenpanRB) Number 27 of 2011. The difference with previous research is that this study conducted a communication audit using mixed methods during the COVID-19 Pandemic crisis.

The purpose of this study is to evaluate the success of the PJAS Safety Intervention Program implemented by the Indonesian FDA Regional Office in Yogyakarta during the COVID-19 Pandemic and what factors hinder the program based on the results of the communication audit. The scope of the communication audit covers schools that were intervened by the PJAS Safety Program by the Indonesian FDA Regional Office in Yogyakarta in 2020 and 2021.

As a study and approach, a communication audit is an in-depth and comprehensive study of implementing organizational communication systems that aim to increase organizational effectiveness. A communication audit is an analysis, assessment, and in-depth understanding of the organization's overall system and process of internal-external communication or specific programs to improve effectiveness, efficiency, and other benefits. According to Wilbur Schramm, a communication process must have at least three components: source, message, and receiver. Meanwhile, according to Harold Laswell, the components of a communication process are the source, message, channel, receiver, and effect.

Communication audits in Indonesia have been regulated in the General Guidelines for Communication Audits within Government Agencies as stipulated in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform of the Republic of Indonesia (PermenpanRB) Number 27 of 2011. The guidelines state that communication audits are conducted on 14 (fourteen) dimensions of communication. In this study, researchers used 5 (five) dimensions that have the most influence on the program's implementation: the message delivery process, the communication model established between government

agencies and the public, communication media, clarity of message meaning, and public feedback.

## 2. Methodology

This type of research is evaluative research (Evaluation Research) and uses the communication audit method. Evaluation research is used to see and analyze program performance as well as to analyze program success. This research uses structured interviews, questionnaire surveys, and document studies based on the dimensions of communication in PermenpanRB number 27 of 2011, namely the process of delivering messages, the communication model established between government agencies and their public, communication media, clarity of message meaning, and public feedback. Informant interviews were conducted to explore program planning and preparation, and school community surveys were conducted to see responses to program implementation.

This study's evaluation target (object) is the PJAS Safety Intervention Program implemented by the Indonesian FDA Regional Office in Yogyakarta during the COVID-19 pandemic, namely 2020 and 2021. This study collected primary data through interviews and surveys, while secondary data were collected from books, reports, and terms of reference. Qualitative data is descriptive narratives from document studies and interviews with 12 internal (hall officers) and external (cross-sector and school community) resource persons/informants. Quantitative data is numerical data from a survey of 132 school community respondents (principals, teachers, students, school committees, canteen workers, parents). The sample size was calculated using the Slovin Formula, and the sampling technique was used using simple random techniques.

The subjects of this study are informants and respondents involved in the PJAS Safety Intervention Program of the Indonesian FDA Regional Office in Yogyakarta. Informants were selected purposively, namely, parties with a wealth of information and can provide information about implementing the PJAS Safety Intervention Program, especially those implemented during the COVID-19 Pandemic. As a reinforcement of information, in addition to interviews with informants, a survey was also conducted with a questionnaire to respondents. Randomly selected respondents are school communities exposed to the PJAS Safety Intervention Program in 2020 and 2021.

To increase the trustworthiness of the communication audit conducted, researchers delivered the results to program planners for follow-up. This valid communication audit can continuously improve program performance during the pandemic and the new normal era.

## 3. Results and Discussion

The research was conducted from April 3 to 28, 2022, and the results obtained, including data on the characteristics of informants on the internal and external parts, are presented in Table 1.

**Table 1.** Informant Characteristics

Informant Data/Interview Date	Position/Age	Program/Role Exposure	Education/Institution
Informant 1 ER, female	Program Coordinator/ PFM Associate Expert	Since 2018 Communicator	S1Food Technology

Informant Data/Interview Date	Position/Age	Program/Role Exposure	Education/Institution
April 28, 2022	52 Years		Indonesian Food and Drug Authority Regional Office in Yogyakarta
Informant 2 HSW, female April 28, 2022	Program Manager/ PFM Junior Expert 42 years old	Since 2019 Communicator	S2 Pharmacy Indonesian Food and Drug Authority Regional Office in Yogyakarta
Informant 3 RA, female April 28, 2022	Program Support Staff PFM First Expert 39 years old	Since 2011 Communicator	Master of Public Health Indonesian Food and Drug Authority Regional Office in Yogyakarta
Informant 4 YS, male April 3, 2022	Headmaster 50 years	2021 Communicator	Master of Education SDN Karanganyar/Head of K3S Ngemplak
Informant 5 DR, female April 6, 2022	Headmaster 39 years old	2021 Communicator	S2 Muhammadiyah 1 Middle School, Prambanan
Informant 6 SY, male April 3, 2022	Headmaster 55 years	2020 Communicator	S2 Krapyak Wetan Elementary School, Bantul
Informant 7 FM, female April 3, 2022	Headmaster 52 years	2020 Communicator	S1 Kyai Mojo Elementary School Yogyakarta
Informant 8 SN, female April 3, 2022	Teacher/Canteen Manager 32 years	2020 Communicator	High school or equivalent Kyai Mojo Elementary School Yogyakarta
Informant 9 SS, female April 3, 2022	Teacher/Canteen Manager 57 years old	2020 Communicator	S1 Krapyak Wetan Elementary School, Bantul
Informant 10 AT, female April 3, 2022	Cross-sector 40 years	2020 Communicator	S1 Sleman Health Service
Informant 11 DL, female April 4, 2022	Cross-sector 42 years old	2020 Communicator	S1 Yogyakarta City Youth and Sports Educational Office
Informant 12 AP, male April 4, 2022	Cross-sector 40 years	2020 Communicator	S1 Yogyakarta City Health Office

The evaluation results from interviews in the internal and external sections are presented in Table 2.

**Table 2:** Evaluation results through interviews

Dimensions	Evaluation results
1. Message Delivery Process	<p>Messages are carried out according to the program's technical guidelines during the pandemic: offline, online, and a combination. In this process, targets and program planning are already set.</p> <p>Officers, as communicators, are experienced and equipped with technical and communication skills.</p>

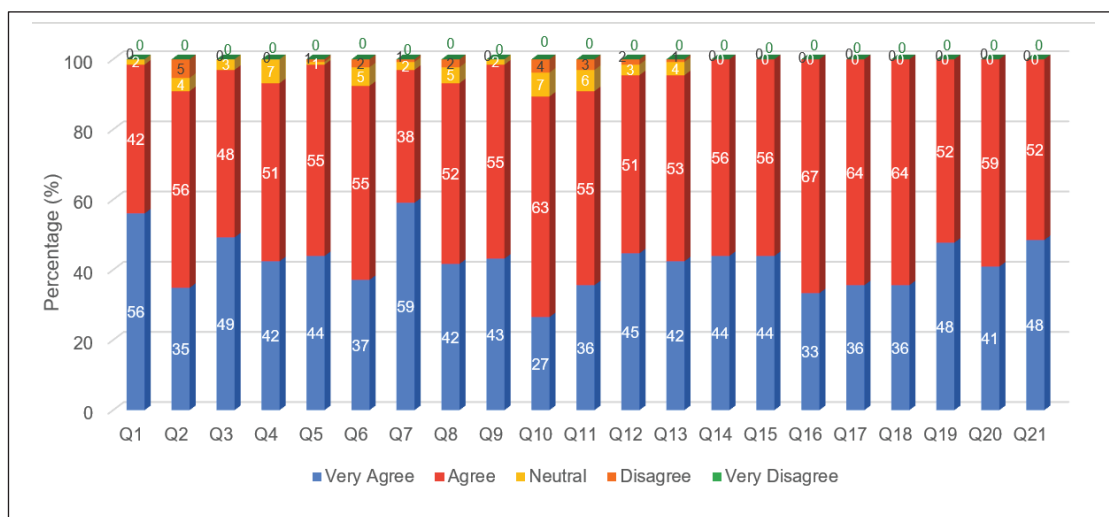


Dimensions	Evaluation results
2. Communication Media	<p>The obstacles faced are limitations due to the pandemic, namely PPKM policies, cross-sectors having other activities (vaccination), different perceptions of the program, and officers not meeting directly with policymakers (through intermediaries).</p> <p>The media used varied: offline meetings, mobile laboratory car operations, online (kulwhap, zoom), <i>softcopy</i>, and <i>hardcopy</i> in the form of leaflets, posters, x banners, and videos.</p> <p>There has been a selection of communication media and adjustments; for example, kulwhap is chosen for delivering material to participants who are far away and have signal constraints, while technical guidance that requires detailed explanations is carried out offline.</p> <p>Technical guidelines are available for each stage of activities, but there are no general guidelines in the form of a book that contains comprehensive guidelines for program activities from A to Z.</p> <p>The design of communication media has been attractive by adjusting to the target audience's characteristics, primarily children.</p>
3. Clarity of Message Meaning	<p>The pre-post and activity questionnaires showed an increase in scores. The message/content of the material was explicit enough, according to the objectives to be achieved, and it was easy for participants to understand and apply.</p> <p>The material has been adapted to the pandemic conditions/redefinition of PJAS, including snacks consumed by children at school, in the neighborhood, and at e-commerce.</p> <p>There was a slight distortion of the message, namely that some participants did not understand the program's purpose (community empowerment), thinking that capital assistance was also provided to build a school canteen.</p> <p>Materials and surveys were delivered in <i>hardcopy</i> and <i>softcopy</i>; some participants had difficulty understanding the material in softcopy (Google).</p>
4. Public Feedback	<p>All participants have implemented food safety practices and conducted follow-up actions after attending the program.</p> <p>Some schools volunteer to replicate unintervised schools.</p>
5. Communication model applied between Indonesian FDA Regional Office in Yogyakarta and its public	<p>Schools that innovate in PJAS safety are included in national-level competitions. The elementary school level has received national achievements, while the junior and senior high school levels have not.</p>
6. The communication model applied between Indonesian FDA Regional Office in Yogyakarta and its public	<p>Internal communication runs smoothly under one coordinator, while communication with the public runs smoothly through social media and <i>WhatsApp</i> groups.</p> <p>Officers are open to receiving suggestions from questionnaires, evaluating activities, and paying attention to PPKM policies.</p> <p>There was a slight disruption of internal communication in the form of scheduling officers who clashed with other activities; besides that, the program's implementation sometimes retreated due to changes in the technical guidelines.</p> <p>A slight disruption in external communication comes from the changing PPKM policy.</p>

In addition to the interview procedure, the researcher used a questionnaire to evaluate the external part, namely the relevant cross-sectors and the school community exposed to the PJAS Safety Intervention Program. The questions in the questionnaire were arranged as many as 21 questions by asking for answer options. The distribution of 132 questionnaires was carried out to schools that had been intervened in 2020 and 2021 in Yogyakarta City, Sleman Regency, Bantul, Gunungkidul, and Kulon Progo offline and through the *Google form* link, with the characteristics of the respondents presented in Table 3 and the evaluation results presented in Graph 1.

**Table 3.** Informant Characteristics

No.	Description	Frequency (f)	Percentage (%)
1	Related Cross Sectors	7	5
2	School Community:	125	95
	-The principal/teacher	53	42
	-Student	54	43
	-Canteen manager	11	9
	-Parents/school committee	7	6
	Total	132	100



**Figure 1.** Graph of evaluation results through questionnaires

Based on the evaluation presented in Figure 1, the Validity test results on the PJAS Safety Intervention Program research are valid through a significant test of 0.05, with the results of the value of  $r_{\text{count}} > r_{\text{table}}$  (0.171). The reliability test results in this study are Cronbach's alpha value of  $0.927 > 0.80$ , which indicates that all 21 items are reliable and that all tests consistently have strong reliability. The Likert Scale Score results are a Total Index of 87.06% (strongly agree/very good), presented in Table 3.

The internal communication audit of the PJAS Safety Intervention Program showed positive results. The program was successfully implemented well, smoothly, and by plan. Meanwhile, the external communication audit was in line with the program objectives. PJAS Safety Intervention Program participants have implemented the messages and objectives well. Obstacles that arise are not significant and can be resolved with good management.

Only a small number of respondents who gave an opinion disagreed or hesitated due to information related to the program that was not fully understood.

**Table 3.** Likert Scale Index Calculation Results

Dimensions of Communication	Percentage	Respondent's statement
Message delivery process	95,5%	I agree and strongly agree
Communication media	96,6%	Agree and strongly agree
Clarity of message meaning	98,9%	Agree and strongly agree
Public feedback	100%	Agree and strongly agree
The model applied between Indonesian FDA Regional Office in Yogyakarta and its public	94,9%	Agree and strongly agree

In the dimension of the message delivery process, the communicator (message sender) plays a vital role in the PJAS Safety Intervention Program, especially in controlling the course of communication. According to Yasir in Introduction to Communication Science, a communicator must have communication skills. A good communicator must possess general communication skills, namely listening and reading (receptive or receptive ability) and speaking and writing skills (producing or productive ability). In addition, a communicator must also have wealth in the form of insight or ideas and be full of creativity. To achieve success, communicators must consider three characteristics: credibility, attractiveness, and power (Yasir, 2009).

Communicators who are used as messengers in the PJAS Safety Intervention Program have expertise in drugs and food, namely having educational backgrounds of pharmaceutical graduates, food technology graduates, and public health graduates who know how to choose safe medicines and food for consumption. This expertise makes cadres and school communities, as recipients of messages, believe in the team's integrity (Badan POM, 2021).

Communicators in this program are hall officers with more than 2 (two) years of experience implementing the program. The primary communicator and the person in charge have experience implementing the program since 2019. Based on the evaluation of the dimensions of the message delivery process, communicators in the PJAS Safety Intervention Program have met the criteria of good communicators, namely, having good communication skills, credibility, attractiveness, and power.

In the dimension of communication media, in the process of extension or program delivery, it is an extension tool that serves as an intermediary to connect the extension agent with the target so that the message or information will be more precise. According to Dayana in Extension Communication and Innovation Adoption states that in extension, various media or extension aids are known, such as objects (samples, models, imitations), printed matter (brochures, leaflets, books, posters, and comics), projected images (slides, films, videos) and graphical symbols in the form of graphs, maps, and so on (Dayana, 2011).

Based on the term of reference (TOR) of the PJAS Safety Intervention Program published by the Food and Drug Administration, food safety education packages can be provided through printed and digital materials, such as food safety education games,



audiovisuals, print media, and PJAS peddlers' sanitary hygiene equipment (Badan POM, 2021).

The communication media used in the PJAS Intervention Program at the Indonesian FDA Regional Office in Yogyakarta are pretty diverse and have met the criteria for extension media in the FDA's TOR in the form of Food Safety Books, COVID-19 Multipurpose Books, Viral Canteen Comic strips, Leaflets Choosing Safe PJAS Food, Posters Avoid Indiscriminate Snacking, Posters Get Used to Washing Hands with Flowing Water, Educational Game of Food Safety Snakes and Ladders, Banners Check KLIK and 5 (five) Keys to Food Safety, gimmicks and school canteen sanitation hygiene equipment (aprons, hats, masks, food tongs, gloves).

Based on researchers' observations, some schools have difficulty accessing materials and surveys in *softcopy* on *Google Drive* or links that are not easy to understand, so they need to be made in *hardcopy*. The method of implementing socialization and technical guidance is carried out using online methods (webinars, zoom meetings, kulwhap, and kulgram) or face-to-face by paying attention to health protocols and or a combination of both according to the development of COVID-19 Pandemic zoning conditions according to each district/city in DIY. The methods used are presentations, simulations, and discussions.

Achieving effective communication is not an easy process in the dimension of clarity of message meaning. In addition to the communicator, the form and technique of presenting the message are also factors that determine the success of the persuasion efforts. The clarity of the message's meaning must be arranged so that there is no gap of doubt in conveying. The message structure is needed to organize the messages to be communicated. Messages to be delivered by PJAS Safety Intervention Program communicators are prepared through field technical instructions. Through technical guidelines, it is known that messages will be prepared and delivered in all stages of the program.

Based on the evaluation results on the dimension of clarity of message meaning, the PJAS Safety Intervention Program has fulfilled the aspects of message authenticity (origin), mode, *physical character*, message preparation, and novelty, as stated by Liliweri in Multipurpose Communication. The message in the program, in the form of material content, is relatively straightforward, and the objectives are to be achieved, and participants easily understand it. Participants can understand the messages conveyed and then apply them without significant distortion or deviation of messages (Liliweri, 2011).

Some participants have even forwarded their knowledge to other schools not exposed to the program. Participants' understanding is measured based on the results of filling out questionnaires and the increase in knowledge from each activity's pre and post-test scores. The material is very much in line with the program objectives, which are to empower the school community and has been adapted to the pandemic conditions and the redefinition of PJAS, which includes snacks consumed by children at school, in the residential environment, and e-commerce.

According to the TOR, participants quickly understood the material because they were exposed to it several times during each stage. However, there was a slight distortion of the message, namely, not understanding the program's purpose, namely, community empowerment. Some thought that capital assistance was also given to build a school canteen.

In the feedback dimension, the impact and benefit of this program are to increase the independence of the school community and ensure the fulfilment of PJAS needs to be consumed in safe, quality, and nutritious conditions. Based on the evaluation, the success of

the PJAS Safety Intervention Program in DIY Province is also evidenced by the achievement of Level 1 / Level 2 certified schools and several achievements that schools in DIY Province have achieved at the national level.

Achievements that have been made at the national level in the last 2 (two) years are the first winner of the POM Safe Food School Competition in 2019 by SD Muhammadiyah Condong Catur Sleman and the third winner of the POM Committed and Innovative School Competition in 2020 by SDN Krapyak Wetan Bantul. The number of schools that have been intervened A, B and C by Indonesian Food and Drug Authority Regional Office in Yogyakarta from 2011 to 2020 are Sleman Regency with 300 (58.71%) schools, Bantul Regency with 262 (72.18%) schools, Gunungkidul Regency with 452 (96.37%) schools, Kulon Progo Regency with 195 (57.69%) schools Yogyakarta City with 164 (100%) schools.

Feedback determines the success of communication and can illustrate whether communication is going well. The feedback dimension of the PJAS Safety Intervention Program has met the criteria, which include Audience Coverage, Audience Response, Communication Impact, and Process of Influence, as stated by Suryanto in Introduction to Communication Science (Suryanto, 2015).

The intensive interaction between hall officers and participants through Whatshap groups increases the response or feedback from participants; this is in line with the theory of interpersonal communication, which states that the delivery of messages by one person and the recipient of other messages or a small group of people has various impacts and opportunities to provide immediate feedback.

The results of supervision through PJAS testing by the Indonesian Food and Drug Authority Regional Office in Yogyakarta show that in 2021, the number of PJAS that do not meet the requirements has decreased compared to 2020. The PJAS Safety Intervention Program in DIY has successfully achieved several quality targets. However, the success of the PJAS Safety Intervention Program can still be improved in terms of the number and quality of distribution and the type of school (public schools and religious-based schools).

Regarding the number and quality of distribution, Yogyakarta City, Bantul Regency, and Sleman Regency still dominate, compared to Gunungkidul and Kulon Progo Regencies. More intensive communication efforts are needed so that other districts can increase their participation in the PJAS Safety Intervention Program, for example, by holding special activities in the targeted districts or conducting special hearings with the leaders of the agencies where the schools are based, namely the Education Office and the Ministry of Religious Affairs.

In the dimension of the BBPOM communication model in Yogyakarta with the public, the evaluation results in general, the program can be carried out well as planned. Based on the report on the PJAS Safety Intervention Program of the Indonesian Food and Drug Authority Regional Office in Yogyakarta in 2021, the Indonesian Food and Drug Authority Regional Office in Yogyakarta carried out program supervision implemented the previous year. This supervision stage is carried out to ensure that schools that intervened in the last year remain committed to implementing food safety practices. Schools that remain committed to implementing food safety practices can be issued Level 2 Safe PJAS Certificates.

The communication model in this PJAS Safety Intervention Program is a two-way communication model in the internal part and community empowerment communication in the external part. The community empowerment communication referred to here is the

empowerment of the school community. According to Indardi in Community Empowerment Communication, community empowerment communication is a more focused study of development communication. Community empowerment communication is a study of communication in development activities emphasizing the importance of community involvement or community participation. Communication processes in community empowerment emphasize transactional and interactive processes rather than linear ones (Indardi, 2016, pp. 106-108).

The communication model of community empowerment in the PJAS Safety Intervention Program strengthens previous research entitled Children and School Snacks: School Children Health Empowerment Program in the Perspective of Local Government, conducted by Triwijayati et al., which states that empowering children to consume snacks at school is an effort to ensure that children can make informed consumption decisions and are protected from the dangers of unhealthy snacks (Triwijayati. et al., 2016).

Based on the results of this study, a follow-up was carried out in the form of:

- a. Schedule the PJAS Safety Intervention Program, systematically implementing officers with other program-implementing officers so there are no clashes. If the appointed officer is absent, they can be replaced immediately.
- b. Formulating program implementation schedules and targets by considering the agendas/busy schedules of the school community and cross-sectors and developing COVID-19 and PPKM policies.
- c. Initial agreements and commitments are made in writing with participants, especially policymakers, and attachments contain a summary of the stages of program implementation from start to finish.
- d. Conduct hearings with the Department of Education and Ministry of Religious Affairs and/or *share* activities and visits to schools that have successfully implemented the PJAS Safety Intervention Program.
- e. Appoint participants in national-level competitions one year in advance, especially at the junior and senior high school levels, to be well prepared.
- f. Implement program publications by creating infographics, posters, videos, or leaflets containing a summary of the PJAS Safety Intervention Program's implementation, objectives, benefits, and successes and disseminating them to the public through websites, television, radio, and other public media.

The limitation of this study is that data collection through interviews has not involved parents, school committees, child health organizations, or activists. Parents or school committees can provide feedback on the implemented program, while organizations or child health activists can support it.

## 7. Conclusion

Based on the analysis of the results of the communication audit of the PJAS Safety Intervention Program implemented by the Indonesian FDA Regional Office in Yogyakarta during the COVID-19 Pandemic, it can be concluded that the internal part shows positive results where the program is successfully implemented well, smoothly, and by planning. The audit results resulted in a good assessment of the dimensions of the message delivery process, communication media, clarity of message meaning, public feedback, and the communication model applied between the Indonesian FDA Regional Office in Yogyakarta and its public.

The external communication audit states that the program is running as expected, and participants have implemented it well to realize safe PJAS. The obstacles that arise are insignificant and can be resolved with good management. Factors that inhibit the program include some parties still lacking awareness of the importance of inter-institutional communication, community participation in the habits and mindset of the importance of safe snacks, uneven compliance with policies, and still limited access to information/technology in some areas.

Based on the study's results, the following recommendations can be made to improve the program's implementation: On the internal side, information related to the PJAS Food Safety Intervention Program can be conveyed directly to policymakers. Comprehensive guidelines or posters containing a summary of the program are necessary. On the external side, sharing achievements and equalizing targets is essential. A follow-up communication audit is required to be conducted on implementing the PJAS Safety Intervention Program, which has implemented the recommendations from this study.

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