

Local Government Policies Analysis: Implementing Curriculum Changes in VUCA Era

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ABSTRACT

The implementation of educational policies in the current era requires changes that are so fast and uncertain, and policy issues are so complex and ambiguous. The existing condition of the research is local governments' readiness to prepare agile and innovative educational policy formulations in welcoming the "making Indonesia 4.0" roadmap. Educational issues in the regions experience many challenges based on empirical phenomena, which: 1) the direction of the secondary education curriculum formulation which still has various interpretations from stakeholders, where Aceh has a social culture with other communities in Indonesia, the Qanun on the implementation of education requires complex problems from the formulation of strategic programs of the local government. Besides these problems, what is very important is the formulation of teacher professionalism improvement programs in preparing the present and future superior generations. The sources of data or references used are books, journals, proceedings, and others which are generally referred to as library research. This research is qualitative research with a descriptive analysis of the formulation of educational service policies in secondary education. The determination of informants was determined by purposive sampling, through in-depth interviews and Focus Group Discussions,

observation, and documentation studies. The result of this research is that education policy in the current era demands rapid program transformation and applies equally to general education and vocational education, producing pilot project outputs.

Keywords: Implementation; Government's Program; VUCA

1. INTRODUCTION

We ask This COVID-19 has led to social restrictions and work-from-home policies aimed at preventing an increasingly significant spread[1]. This policy indirectly encourages the implementation of rapid digitalization of social infrastructure. The existence of society 5.0, which accelerates the expansion of human cognition and physical functioning, as well as the seamless construction and utilization of big data in conjunction with the digitalization of social infrastructure, However, some people may not be able to adapt well to the rapid digitization of social systems[2]. As a result, Covid-19 was a significant, multifaceted shock with sufficient capacity for destabilization and disruption to lead to a paradigm-shifting and path-breaking policy shift. Policymakers are more likely to change education systems and listen to outside advice during profound crises like the ones being described[3]. Furthermore, the digitalization of the social environment is not only related to the mental health

domain but also the question of existential readiness for how society adapts to the New Normal [4]. In particular, some people may have mental health problems due to "technological pressure" [5] related to rapid changes in social systems in the process of digitizing social infrastructure. In addition, stress due to COVID-19-related issues can initially be traumatic for some people and lead to chronic anxiety or sleep disturbances [6]. In this article, we mean to add to the discussion on these lines of epistemic and specialized change, viewing at the Coronavirus pandemic as a mark of speed increase in (and convergence between) the epistemic reexamining of the twentieth century school structure and the digitalization of training. In point of fact, the pandemic has accelerated the digitalization of educational policy and practice ecology in Indonesia and around the world. In a world where social distance has become the norm, digital platforms and technologies have provided and continue to provide an emergency solution for enabling a form of distance education [7].

In the most actual and factual context of the application of VUCA in the world of education in Indonesia, one of them is by changing the teacher's mindset, understanding the Indonesian education road map, and trying to implement the self-learning program that was proclaimed by the Ministry of Education and Culture. Changing the paradigm of thinking (mindset) is done by reconstructing educational services for students based on the philosophy of educational thought. Furthermore, teachers are encouraged to continue to carry out change initiatives, and carry out work and concrete actions that can contribute to the improvement and progress of our national education. Teachers are also required to understand the educational roadmap that is being formulated at least to understand the vision of Indonesian education. The vision of Indonesian education in 2035 as stated in the draft document for the 2020-2035 Indonesian Education Roadmap is to develop Indonesian people to become superior lifelong learners, continue to develop prosperously, and have a noble character with Indonesian cultural values and Pancasila.

Equally important is that all parties are working together in cooperation, collectively and collaboratively to carry out the transformation of Indonesia's national education. The transformation of Indonesia's national education as we know refers

to 4 important points, namely first, infrastructure and technology. Second, policies, procedures, and funding. Third, leadership, community, and culture. Fourth, curriculum, pedagogy, and assessment. Hopefully, the world of Indonesian education will get better, be able to compete, be competitive and have quality and be on par with other nations

This chronic stress can also cause people to fall into alcohol abuse and drug dependence. On the other hand, as we move into the post-COVID-19 era, people may develop mixed feelings of relief and gratitude as survivors, or frustration, anger, and disbelief over COVID-19-related issues. There will also be people who can gain personal growth and spirituality as they overcome this type of stress through their mental resilience [8]. In the COVID-19 era, there is "volatility," i.e., it is not clear when the second and third waves of the pandemic will hit, and there is "uncertainty" that its emergence and spread are unpredictable. In addition, the COVID-19 pandemic is "complex" because not all transmission routes can be traced, and because most infections are subclinical infections, the symptoms are "ambiguous" and the response is indirect. Thus, the issue related to COVID-19 is true of "VUCA" itself, which began to be used in the business industry in the 2010s to describe situations such as [9] "It is difficult to predict the future because of the rapidly changing social environment."

Therefore, the global COVID-19 pandemic will force the general public to learn the mindset of the "VUCA" era. The outbreak of the COVID-19 pandemic has created the ultimate world of "VUCA", and the way of life in the VUCA era is the basis of the strategy to deal with the COVID-19 problem. Furthermore, because the real economy and individual mental health are closely linked, the impact of the pandemic on the real economy cannot be ignored. Moreover, the COVID-19 pandemic is a medium-to-long-term battle against the "invisible enemy." Thus, it will test society's ability to adapt to irreversible social changes toward the New Normal. In the modern world, global higher education faces uncertainty due to globalization, the contemporary use of technology, and VUCA, which describes a chaotic, turbulent, and rapidly changing educational environment, which is the new normal in global higher education [10]. These external factors require global higher education institutions to respond quickly to changes. Collectively, they also need institutions to

anticipate changes and adapt to them quickly and efficiently by having effective strategies and practices[11].

2. Literature Review

This study is motivated by the existing condition of the Making Indonesia 4.0 roadmap, which demands the transformation of educational policy formulations to suit the abilities and competencies according to the 21st Century Skills needs. Where students are required to be skilled in critical thinking in solving problems, creative and innovative, and have communication and collaboration skills[12]. In finding, managing, and conveying information and skillfully using information and technology, including Leadership, Digital Literacy, Communication, Emotional Intelligence, Entrepreneurship, Global Citizenship, Problem Solving, Team-working[13]. The three issues of education in Indonesia today are character education, vocational education, and innovation [14]. The term 4.0 stems from a project initiated by the German government to promote the computerization of manufacturing [15]. This era is known as the digital revolution and the era of disruption. The term disruption is a fundamental and fundamental change in innovation because the change is so massive in the field of technology in every aspect of people's lives.

According to RISTEKDIKTI, The characteristics of the Disruption Era can be explained through (VUCA) which is a massive change, fast, with a pattern that is difficult to predict (Volatility), Rapid change causes uncertainty[16], The occurrence of complex relationships between factors causing change (Complexity), the lack of clarity in the direction of change that causes ambiguity (Ambiguity)[17]. In this era, information technology has become the basis or basic of human life, including in the Indonesian education sector, the VUCA Era has enormous challenges, ironically when the world is faced with technological disruption that demands strategic policies from the central government, local governments are required to be able to become turbines. the driving force in responding to these fast-paced and sudden changes, but unfortunately education policies are still surrounded by the interests of groups and ruling elites who do not show identity from the direction of education that accommodates the local wisdom

of the Indonesian nation, as well as regional cultural wisdom[16].

Based on the empirical phenomena and existing conditions above[18], the VUCA Era becomes a big challenge for the regions to prepare themselves in formulating Agile and innovative policies to encourage the birth of breakthroughs in educational services in Aceh Province[19]. The focus of this research is to formulate policy programs for local government education services, as well as the inhibiting and supporting factors faced by local governments in formulating and analyzing education problems[6].

Policy formulation is how to develop options or alternatives to solve these problems and who participates in policy formulation[20], then whatever happens in this stage will determine the success or failure of the policies that have been made in the future[11]. The VUCA situation requires policymakers to have a clear long-term vision yet be flexible and adaptive with a short duration of response. Value and outcome become the guide for decision-making. The long-term vision is still held as a guide by the leader. However, an adaptive approach must still be used in decision-making in the field. Thomas R. Dye on the formulation of the Group Theory Model, which relies on the policy as a point of balance[21]. The essence of the idea is that interactions within groups that compromise will produce a balance, as well as strengthen compromise is the best in producing public policy. The indicators of this model are:

- a) Formulate the rules of the game between interest groups
- b) Arrange compromise and balance interests
- c) The formation of a compromise in policy
- d) Reinforcing compromises

David Easton develops systems work in terms of policy formulation. In this system model, public policy is seen as a response from a political system to the expectations and demands that arise from the environment which is a condition or condition that is outside political boundaries[1]. Political forces that arise from within the environment and affect the policy and political system are seen as inputs in the policy and political system, while the results issued by the policy and political system are the outputs of a policy and political system itself[22]. The indicators of this model are the political preferences of elites, top-down, presence of public

administrators as policy implementers, conservatives, and the status quo[23].

3. RESEARCH METHODS

The research location is at the Aceh Provincial Education Office. The academic reason for choosing the location is because North Aceh Regency is the district that produces the most driving teachers in Aceh province in improving education governance, professionalism, and optimal use of digital in facing the challenges of industry 4.0. and the VUCA era

Parameters Observed/Measured

The studies analyzed in this research are related to local government education service policies from curriculum formulation, learning methods, and the availability of access to educational services in the Vuca Era, and how collaboration between actors. The focus of this research is on the direction and strategy of curriculum formulation in secondary education and the strategy for improving the quality of education in Aceh, by referring to the model of Bryson, David Easton, and Paine Naumes [24].

Data Collection Techniques

This study uses the theory of Robert K. Yin[25], with a case study research approach that was equipped with several data collection techniques to achieve the research objectives. The data was collected by revealing the phenomena that focus on the research. It uses triangulation techniques by combining data collection techniques: Observation, Focus Group Discussion, in-depth interviews, and documentation studies. The method used was descriptive-qualitative analysis, as well as exploratory qualitative. The approach was used to find out collaboration in formulating educational curriculum policies used at the provincial and district levels of North Aceh

4. RESULTS AND DISCUSSIONS

Volatility refers to turbulence, or unpredictability, that has increased over the past thirty years with a corresponding increase in the intensity and duration of events [26]. Several additional factors have contributed to the increasing turbulence in the world of global higher education, including the rise of the digital economy, connectivity, trade[27] liberalization policies around the world, increased competition, and global innovation. In the twenty-first century, volatility has shifted global higher

education's mission to ensure that everyone will be able to adapt to changes in the global labor market and continue to be employable [28]. Higher education has seen the emergence of additional colleges, either in the form of for-profit universities or other universities in the market, which has decreased the demand for classes and has brought increased volatility to previously stable markets [29]. Uncertainty, or a lack of predictability in both problems and events, as well as a lack of stability, makes it impossible for leaders to use the past as a guide to predict future events. For example, budget reductions have led to the loss of faculty and the specter of increasing performance demands for student success. Barret (2017) suggests that volatility creates situations where, despite a lack of information, the underlying causes of events and their effects are known[30].

Global higher education organizations in the twenty-first century have to manage enormous complexity. Three administrative domains are critical to success: (1) global higher education organizations are becoming less autonomous; (2) their environments are becoming more complex, and (3) global higher education organizations are becoming more reliant on technology. Complexity can be said to create uncertainty because of the many possible interactions and outcomes. Examples include rules and regulations for higher education abroad or even states with their unique laws and regulations, cultural values, or educational regulations.

Ambiguity has been defined as the obscurity surrounding an event and its meaning, or the cause behind the occurrence of things that are unclear and difficult to understand. Ambiguity in VUCA can be conceptualized as the inability to accurately identify threats and opportunities before they become doomed. There is no precedent, so leaders face "unknown unknowns"[31]. A large amount of data leads to a lack of clarity, which results in a phased approach to problem-solving, failing to address the larger underlying cause underlying the visible problem. For example, the twin challenges of increasing costs of information technology and the need to avoid technological obsolescence are daunting for global universities in the VUCA world[32].

Today's students have grown up with technology in their daily lives; computers, cell phones, online games, and social media. Therefore, they expect some technology in everything they do. These tech-

savvy students often combine full-time work with part-time study; they are referred to as breadwinner students. Financial considerations demand quality teaching for students to be employed in an increasingly competitive market (Nicotra & Patel, 2016). As always before, teaching involved imparting knowledge and teaching students to think. Currently, educators are asked to make a paradigm shift. They are required to teach students to think, but instead of imparting knowledge, they must now help students understand where and how to find knowledge, most often using technology. Educational systems were once the point of access to new information and knowledge. Now the internet and social networking technologies offer unparalleled resources so that the information and knowledge acquired in the classroom seem obsolete. Thus, the focus should be on flexibility, learning, and developing new knowledge, not specific solutions. In the drive to be globally competitive, most universities, large and small, are facing the challenges of globalization and VUCA through learning with technology.

Technology ushers in a new era in education and provides global connectivity that restructures educational, social, economic, and cultural life. Understanding new information and communication technologies are very important for higher education system administrators from local, national, and global perspectives. Technological transformation in education provides a global focus, thereby intensifying global linkages between educational institutions. Although technology has not created international universities, all of them are conceptually and realistically affected by globalization, both in terms of education (teaching) and resources (students). Technology is not a consistent universal phenomenon but can vary according to management, policy, and government needs. Continuously expanding technological networks based on broadband internet and other information and communication technologies (ICTs) are enabling unprecedented scale and flexibility in inter-subjective human association, spanning cities and countries with diverse cultures and economic development levels. Common applications also enable the transfer of complex data that is essential for knowledge-intensive production. Standards for the use of technology in global higher education have been described by accrediting organizations and institutions.

However, these standards are not always applied consistently.

As technology becomes more powerful, faster, and less expensive, there is a greater need to emphasize the effective and efficient use of technology and less need to emphasize technical and practical features. The focus of technology should be on developing learning abilities and capacities rather than the accumulation of a set of skills, creating a need that ensures students can apply to learn rather than accumulating stored knowledge: knowing how rather than knowing what (Baltaci & Balci, 2017). As technology evolves, the world has changed in terms of technology, and higher education is evolving towards a global delivery, information, and accommodation platform to meet the changing dynamics of the global economy.

Globalization and the proliferation of digital technology have accelerated during the last decade. Today's technology provides the means to obtain more information with more efficiency than ever before. Data and information are more readily available and more quickly accessible today, but that doesn't mean they're more widely used. Developing learning methods and expanding e-learning activities allow students to access, create, and recreate content. In this VUCA world, higher education requires a rethinking and restructuring of the way it is taught. Over the past decade, technical innovation has transformed the skills and knowledge needed to succeed in the workplace and society, especially with online learning. Consequently, preparing technically educated and skilled individuals is of great economic importance in a global society and requires significant attention from educators and employers. Global higher education institutions around the world provide students with the knowledge and skills necessary to function in a global society with multiple benefits and challenges.

If this phenomenon first hung in the realm of business and information technology, now we can see the same thing in the domain of education. As has been widely reviewed by experts in their fields, the current global education world is facing what is called the technology and information gap between digital immigrants (old teachers who learn technology) and digital natives (students who enjoy and use technology), where most of the existing teachers are still fairly stuttering in dealing with technology-speaking students.

These old teachers often find it difficult to change the teaching and learning paradigm, find it difficult to adapt to the latest teaching trends and fast-growing digital-based learning media, feel threatened by technology, and feel indecisive about changing. The most cliched reason is: I'm old and want to retire. and perhaps already feel comfortable with the existing atmosphere. But actually, teachers must be willing and able to change that mindset because change is eternal. Teachers must be willing to be open to changing times because teachers are lifelong learners. Teachers are role models and agents of life change.

Changes and difficulties that may arise should not be feared because, behind the difficulties, there must be a way. Behind change, there must be convenience. There is always some sort of neutralizing "serum". In his book, *Leaders Make the Future: Ten New Leadership Skills for an Uncertain World*, Bob Johansen, who is also a researcher at the Institute for the Future, offers solutions to overcome this VUCA world, also with VUCA (vision, understanding, clarity, and agility). This VUCA recipe can be applied in the world of education as follows. Volatility (unexpected rapid change) can be accommodated by implementing a clear vision. What is to be achieved in the future is determined today. The teacher must determine what the monthly, semester and yearly programs will be. Teachers must ensure that all material is on track, contextual, and in sync with the latest trends. Uncertainty (difficult to predict) is compared with a good understanding of what causes it. This is generally related to the character of students. As a result, teachers must evolve into facilitators who listen to, read, and see different points of view from their students. Teachers must recognize their learners' styles because recognizing students as a whole is a must.

Furthermore, the complexity experienced by students in learning is overcome by the willingness of educators to respond more, not be reactive, and clarify any existing problems to create clarity in making decisions.

And lastly, ambiguity (confusion/indecision) in learning can be resolved with the agility (agility/flexibility) of the teachers by looking at existing solutions. The agility (read: wisdom) of teachers in providing the best solution for students' doubts correlates with the maturity of an educator and his "flying hours," which can only be obtained from the willingness of teachers to continue

learning, both individually and collaboratively with anyone and anywhere.

The essence is that educators must be adaptive to all kinds of educational dynamics, including the latest developments in the world of technology (education digitization). The teacher must always be on; he/she cannot be off.

Volatility, uncertainty, complexity, and ambiguity may be just some of the phenomena that happen to plague the world today. There will be other phenomena in the future. For that, it is our duty, not only educators, to be prepared because change is certain and eternal.

The indicators used in the formulation of integrated curriculum policies include the stages of policy formulation, models of policy formulation, actors in policy formulation, and values and interests that underlie the behavior of actors in policy formulation. The research analysis shows that the formulation of integrated curriculum policy in basic education in Aceh province is a combination of various models of public policy formulation, namely institutional, elite and public choice models.

Research data and field findings show that the formulation of agile and innovative education service policies in the VUCA era in the curriculum formulation process is adjusted to the Directives of the President of the Republic of Indonesia in achieving educational goals as stated in Presidential Regulation Number 122 of 2020 concerning Updating the Government's Work Plan 2021 which is embodied in Priorities National 3 (PN3), Improving Quality and Competitive Human Resources, in Priority Program 4 (PP4) Improving Equality in Quality Education Services, and Priority 5 (KP5) Improving Education Governance. Aceh Province is included in the category as a pioneer area, so one of the programs is to catch up with education through the readiness to implement a prototype curriculum as an option for the National curriculum.

The government's policy formulation in providing education in the 4.0 Industrial Revolution Era is interpreted through the Making Indonesia 4.0 roadmap policy. This policy is a step to accelerate the realization of the national vision that has been set to take advantage of opportunities in the era of the fourth industrial revolution. Whereas an effort to make Indonesia included in the top 10 countries that have the strongest economy in the world in 2030 (Satya, 2018). The road map program is

getting Indonesia 4.0. is improving the quality of human resources, where human resources are a very important aspect in realizing the successful implementation of Making Indonesia 4.0. So the basic program is carried out to form quality human resources through reshuffling the direction of the education curriculum with more emphasis on the STEAM method (Science, Technology, Engineering, the Arts, and Mathematics), the direction of curriculum change is more emphasized on aligning the national education curriculum with industry needs. As the development focus of expertise in the field of 21st-century education currently includes creativity, critical thinking, communication, and collaboration or known as 4Cs.

The curriculum implemented is divided into two categories, namely the independent curriculum and the 2013 curriculum. The independent curriculum is divided into two, namely the independent curriculum changes and the independent curriculum shares. For high school, the curriculum itself is changing. The independent curriculum changes mean that schools in the implementation of learning are guided by the regulations of the Ministry of Research and Technology and other government regulations. Because the human resources and natural resources are not ready to implement an independent sharing curriculum, which is considered an independent school and able to share innovations and developments regarding education with other schools.

This independent curriculum requires all parties related to schools to be able to adapt according to the development of the era in the 4.0 era. Given the freedom to develop and innovate individually by learning through various digital sources and building networks for human resource development in schools. In the past, teachers only prepared RPP (Material) while now it is more about using digital devices.

Based on data findings in the field that show the curriculum formulation is adjusted through the classification of the incoming class for students who are already in class XI and XII are still implementing the K13 curriculum, while class X students are starting to apply an independent curriculum (independently changing), where the principal and the school curriculum formulation team actively carry out socialization to the teacher council in interpreting and understanding changes in the implementation of curriculum policies.

Discussion

The actors or parties involved in the curriculum formulation process at the regional level are the headmasters, the curriculum team, the teachers and staff, as well as the education office which refers to the Minister of Education and Culture Regulation No. 56 of 2022 concerning the independent curriculum. Each party, as the headmaster, curriculum team, supervisors, teachers, mover teachers, and staff have played an active role in the implementation of the independent curriculum. The active teacher in the development of learning by creating innovative learning models both theoretically and practically. Teachers are encouraged to take part in capacity-building training through online media to improve their skills in the digital era which requires educators to be more creative and innovative with the objectives of implementing an independent curriculum.

The program is fully supported by students from the implementation of digital-based learning by using smartphones at certain times according to the direction of the teachers. While the supervisory actors in curriculum formulation are carried out by the school office and supervisor, so the supervisors provide guidance. In the formulation of the curriculum, it is also emphasized that the unique potential of Aceh is included in local content subjects.

The process of building communication between networks is practiced through the use of digital-based learning implementations (such as the Teacher Room Application for students, and the special Independent Learning Application for teachers provided by the Ministry of Education and Culture to make lesson plans, learning innovations, and others). Ongoing communication with the Aceh Education Office regarding this issue. Especially with the branch of the provincial education office as an extension of the Aceh education office in the district/city.

There are five components of education stakeholders, that is: local communities, parents, students, the state, and managers of the education profession, and some summarize them into 3: schools, government, and society.

The curriculum policy implemented by the Aceh provincial education office, especially in senior high schools, is an integrated curriculum. There is a national curriculum, religion, and local wisdom. That's what we planned. The Prototype Curriculum is provided as an additional option for educational

units to restore learning during 2022-2024. In developing the prototype curriculum, the Ministry of Education and Culture conducts the preparation and development of the curriculum structure, learning outcomes, learning principles, and assessments. However, in practice, educational units are given the authority or flexibility to achieve learning outcomes in each phase

CONCLUSIONS

Based on the conclusions described above, the formulation of educational services in the 4.0 era has not been comprehensively interpreted by decision-makers, especially in the field of education, where many problems and challenges in the regions are related to the unavailability of educational services in each region, and still confuses in implementation. programs by policy implementers

Suggestion. The need for a comprehensive study of values that are integrated into the formulation of curriculum directions in the 4.0 revolution era by not ignoring the potential and local wisdom of each region, it is hoped that synergy between actors at the regional level in understanding and interpreting local wisdom can be accommodated in the education curriculum in this era. 4.0 based on digitization

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