A Multiple Case Study Approach Investigating Sustainable Indonesian School Adaptation in Unstable Public Policy Times

by

Sabilil Muttaqin

*Thesis
submitted to Flinders University
for the degree of*

Doctor of Philosophy

College of Education, Psychology and Social Work

May 2020

Abstract

Indonesia's reformation era in 1998 triggered popular unrest manifesting in social, cultural, economic, and political contexts within the country. These external events, together with other inter-related factors within organisations, have engendered in some organisations the need to adapt and adjust their structures/design in order to remain competitive. Adaptation and adjustment challenges also present in schools. Here, the governance structure of Indonesian schools fosters further change complexity to their situational context because they are governed by two Government Ministries: the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan/'Kemdikbud'*) and the Ministry of Religious Affairs (*Kementerian Agama/'Kemenag'*).

Within Indonesia's educational context, continually changing environmental conditions are made even more problematic for schools because political and public policy instability regularly enters their organisational life and educational projects. The reasons for this are multifarious and nuanced as to how they impact schools working in particular contexts, including: (1). Regular and significant curriculum change policies in recent years; (2) Public policy change and expectations for addressing change at the school level within very short time frames; and (3) How an ever-changing policy environment is made more complex for those schools located in geographically isolated locales within large scale logistical considerations for the 363, 029 schools that must adapt, adopt or fail.

This research is an investigation into the nature of organisational sustainability in Indonesian schools. It investigates the adaptation process of three different types of schools in Indonesia operating within times of unstable public policy. The research endeavoured to disclose the key organisational components of the selected case study schools and their responses to considerable flux in public policy. The study examines the possibility of integrating key aspects of learning from change situations into systemic approaches to the organisational design of schools in Indonesia. Using a multiple case study approach, the study sought answers to the following research questions: 1) How do schools respond to turbulent situations? 2) How do schools adjust to extreme flux in their internal and external contexts? 3) What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design? 4) Does flux force schools to change their structure/organisational design?

The findings indicate that key dimensions of Dynamic Capability, which was first proposed by Teece (1997), and adapted by many scholars such as Zahra et al. (2006), were orchestrated in unique ways across the three schools. The depicted important actions implemented by the schools, corresponded with dimensions of dynamic capability, namely, sensing, seizing, and transforming. The cross-case analysis of the findings suggested that the area of adaptation for these schools could be formulated within the following phases: a) questioning and understanding the situation; b) identifying and defining school identity in order to guide adjustment efforts; c) maximizing communication, network, and school resources; and d) insights into the school structure.

This study highlights the significance of particular approaches to organisational design that features dynamic capabilities and substantive capability to help schools manage their resources in order to successfully adapt within unstable environmental periods. However, there are certain organisational contexts that are idiosyncratic from one school to another, calling into play the overarching need for school leaders to always understand the nature of their school organisation and the presenting change agenda, requiring a contextual application of the model.

Table of Contents

List of Tables/Figures/Appendices

1. Tables/Figures

2. Appendices

Declaration

I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

Signed

Date   : 23/12/2019

Acknowledgements

ALHAMDULILLAH (praise be to Allah).

Studying overseas, in particular at Flinders University of South Australia, has been quite a tremendous experience for me. I have experienced a lot of things from good to bad, from tough to easy, from tears to laughter, due to different lifestyle and academic environment. However, four years have passed, and I am at the end of the journey with relief and pride. This would never have happened if there was no support, help, and hard work. Therefore, I would like to express my gratitude to all the parties and people who have supported both my study and personal life while in Adelaide.

Firstly, sincere thanks to Dr. Michael Bell and Dr. Andrew Bills for all the guidance, support, and supervision in the process of writing up this thesis. They have been very kind and helpful to provide comments and feedback to every bit of the research, not to mention they immediate respond to all my queries. Thanks.

Secondly, I want to express my gratitude to all participants from the three selected schools for helping me during the data gathering process. I also want to thank the Project Management Unit (PMU) of 5000 Doctors from The Ministry of Religious Affairs for the sponsorship and scholarship that has enabled me to have this wonderful experience. My special thanks and appreciation to Abby Sesterka for her help in the editorial process. To all my brothers and sisters at Kajian Islam Adelaide (Adelaide Islamic Study Community), you guys have made my live fun and wonderful. Thank you very much.

Lastly, love and sincere thanks to my beloved family, Bunda Isti, Kakak Mirza, Neng Zaara, and Adek Rizwan for all the support and care during my hard times in Adelaide. Also important is my family in Indonesia; thanks for the prayers, love, and support. Last but not least, I want to appreciate all my friends and colleagues both in Adelaide and Indonesia who have been very helpful and supportive to me.

Once again thank you all very much.

1 Introduction

1.1 Introduction

This chapter provides an overview of this research. It begins with the background of the study, followed by the rationale and the significance of the research. Following on, the aim and scope of the research are elaborated, and the research questions are stated. The organisation of the study is explained before this chapter is summarised.

1.2 Background

Some authors have suggested that a 'good' educational institution is one that seeks to create and nurture outstanding educational outcomes (C. A. Brown, 2014; Efird & C.-K. J. Lee, 2014). Reading across the scholarly literature, the definition of a 'good' school and its contribution to student outcomes is widely contested (Stewart, 2012; Sturges, 2015; Zierer, 2013). Some scholars focus on the aspect of teaching and learning; they define a good school/educational institution as one that helps students advance their knowledge, both conceptually and practically (Urbanovič & Balevičienė, 2014). However, some scholars have prioritised assessment results, asserting that a good school is a school that helps its students obtain the best results in assessments such as the national examination, PIRLS, PISA and TIMMS (Urbanovič & Balevičienė, 2014). Further still, some literature suggested the importance of service delivery. In this instance, a good school is a school that is able to manage its resources in order to address all stakeholders' needs (Bonnor, 2012; A. Brown, 2011; Hopson, 2008; Nedelcu, 2008). Regardless of the agreed definition, a good education requires educational stakeholders to plan, guide and act across the various modalities of an educational institution in order to achieve the main goal of education, which, according to some authors and the Organisation for Economic Co-operation and Development (OECD), is to further the economic and social prosperity of the country (Astakhova et al., 2016; DeVillar, 2014; OECD, 2015) in the sense that the education system evolves in accordance with the changing social and economic environment. For this reason, Indonesia has a complex history of educational change and development.

Since the reformation (*reformasi*) era began in 1998 which was marked by the fall of the Suharto regime and subsequent democratisation, Indonesia has experienced turbulent social, economic, and political periods (Bunnell, Miller, Phelps, & Taylor, 2013). This era triggered popular unrest that manifested across social, cultural, economic, and political

contexts within the country (Bunnell et al., 2013; Parker & Raihani, 2011). The events that were triggered by *reformasi*, together with other factors such as exponential growth in information technologies and the impact of globalisation, have continued to create unstable environmental conditions for government and private organisations (Gellert, 2014; Harvey, 2006 ; OECD, 2008). These inter-related contextual features have forced some organisations to adapt and adjust their structures and organisational design (Ito, 2011; Mappiasse, 2014; OECD, 2015). These challenges have also impacted schools, to which we now turn.

The governance structures of schools contribute further complexity to their situation. In Indonesia, there are seven types of schools: (1) national (non-religious based) government schools, (2) vocational government schools, (3) private (non-religious based) schools, (4) private vocational schools, (5) Islamic government schools, (6) private (religious based) schools, and (7) international standardised schools. These schooling types are governed by two Government Ministries; The Ministry of Education and Culture (MoEC) and the Ministry of Religious Affairs (MoRA). The Ministry of Education and Culture has wider authority than Ministry of Religious Affairs, as it regulates almost every aspect of school management, teaching and learning processes, and school activities, particularly in the national (non-religious based) and vocational government schools. On the other hand, Islamic government schools are required to align their policies with both ministries; particularly in relation to curriculum design. Apart from these two school categories, the private schools, both religious and non-religious based, have a choice of operating under either of the two aforementioned ministries. Thus, all Indonesian schools have to synergise their programs in accordance with government agendas which are often changing, particularly when a new government official is appointed. Moreover, the two ministries in charge may have different agendas and interests. In this instance, the decision-making processes are often lengthy as a result of negotiation. In short, all Indonesian schools must accommodate factors in establishing their programs: the two ministries (MoEC and MoRA), a foundation board (for private schools), school core values, organisational resources, and the changing market (parents, students, business entities). Therefore, Indonesian schools are highly susceptible to, and impacted by, their environment.

1.3 Rationale and Significance of the Research

Indonesian schools operate within a complex and turbulent context that requires constant adaptation. The uncertainty of the national context, in terms of national politics,

tends to create uncertainty in government regulation. For instance, before the implementation of the 2013 curriculum (K-13), a competency-based curriculum was instituted from 2004. Across the 363,029 schools in Indonesia (MoEC, 2016), the roll out of this mandated curriculum orientation had only just been completed when another official curriculum decree, the KTSP (*Kurikulum Tingkat Satuan Pendidikan*), was mandated and implemented within two years following the previous curriculum. In 2013, the K-13 curriculum entered the public policy arena with some schools piloting its implementation. In 2014, K-13 was formally rolled out in all schools in Indonesia. However, toward the end of 2014, the government announced a new policy which reimposed the old curriculum (KTSP) across the educational landscape (MoEC, 2014).

The last case of curriculum change (from KTSP to K-13) is the most significant change in the history of curriculum policy in Indonesia (Imam, 2014; Loeziana, 2016). Not only because it has been rolled out, withdrawn, and reimposed, but also the significance of the changing aspects. The changes cover all aspects of the curriculum including administration, curriculum structure and content, pedagogy, and assessment (Anzar, 2016; Choirul, 2019; Salwa, 2016). Schools were faced with relatively new aspects of curriculum. Although some schools, particularly those that are situated in big cities, are fast in adapting to the changes because of the ease of information access and availability of resources, such adaptation remains a challenge for most schools in Indonesia (Imam, 2014; Loeziana, 2016).

Pedagogically, teachers and students are required to adjust to a newly designed teaching method that is more inquiry based and student centred (Anzar, 2016; Choirul, 2019; Salwa, 2016). To some extent, this is good for both teachers and students. However, some teachers who are new to this teaching method may find it difficult to fully comprehend and implement. As a consequence, they have to undertake training to familiarise themselves with new methods. This means that they have to leave their classes and organise substitute lessons. This type of transition also happens in the area of assessment. In fact, the assessment area has been one of the most significant factors for teachers and school leaders because the previous curriculum (KTSP) was mainly based on summative assessment, while the new curriculum (K-13) emphasises on both formative and summative assessment (Anzar, 2016; Choirul, 2019; Salwa, 2016). This also leads to substantial workloads for teachers and school leaders, both administratively and intellectually.

Based on the above issues, in the Indonesian context, flexible and adaptive organisational design and processes are crucial to ensure organisational sustainability in terms of providing appropriate responses to fluxes in public policy. Given the number of schools impacted by this policy flux, it is important to understand the key organisational capabilities that enable appropriate responses. It can be argued that sufficient understanding of these organisational capabilities can help Indonesian schools to flourish in the face of contextual change. More importantly, considering the context of this research and the absence of prior studies, there are number of factors which bolster the significance of this research. First, there is a gap in the literature about how Indonesian schools adapt to change and the factors that enable successful adaptation. Second, there are more than 350,000 school leaders and school boards charged with change management in response to flux with no research to support them. Third, policy makers can benefit from understanding the ways in which schools manage change and, therefore, shape policy decisions accordingly. Fourth, gaining an understanding to support schools to adapt is a critical part of sustaining a quality education with a sense of continuity and reliability for the hundreds of thousands of students in schools across Indonesia today.

1.4 Aims and Scope of the Research

Many studies have noted that organisational dimensions and components are inter-related and concentrated together in very different ways that are influenced by nuanced contexts contributing significantly to the success of organisational performance (Baraldi, Gressetvold, & Harrison, 2012; Buchanan & Dawson, 2007; Daft, 2010). This study attempts to understand the nature of organisational sustainability in Indonesian schools. This research also seeks to identify the components (key organisational capabilities) that contribute to sustainability and growth of those schools. The core focus is on how schools respond to environmental flux.

The research would be beneficial and valuable for schools and educational systems to better understand the nature of schools' responses within environmental flux. Moreover, it is hoped the research will contribute significantly to formulating school organisational designs and processes that offer flexibility. Therefore, the aim of this research is to:

1. Better understand the nature of schools' responses within changeable contexts;
2. Identify the organisational components that contribute to schools' responses to achieve sustainability;

3. Frame and formulate the elements of schools' organisational sustainability;

4. Theorise the nature of sustainable school organisational design within changeable contexts; and

5. Provide recommendations for potential organisational design frameworks for schooling systems and policy makers.

To fulfil these aims, this research explored three different types of high schools within two intersecting regions, namely, Jakarta and Tangerang. The three types of schools were: 1) a national (non-religious based) government high school (SMAN); 2) an Islamic government high school (MAN); and 3) an Islamic private high school (MAS).

1.5 Research Questions

The research questions that will be addressed by this research are as follow:

1. How do schools respond to turbulent situations?
2. How do schools adjust to extreme flux in their internal and external contexts?
3. What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design?
4. Does flux force schools to change their structure/organisation design?

1.6 Thesis Structure

This research is organised into nine chapters. The details of the chapters are as follow:

Chapter	Title	Focus
1	Introduction	General overview of this research.
2	Literature Review	Issues around the study of organisation, particularly issues related to how organisations deal with changing contexts.
3	Methodology	Description of the methodology used in this study.
4	In Case Analysis of School 1	In-case analysis of case 1 (school 1), analysis of interview data from respondents relating to the main ideas in the research questions.
5	In Case Analysis of School 2	In-case analysis of case 2 (school 2), analysis of interview data from respondents relating to the main ideas in the research questions.
6	In Case Analysis of School 3	In-case analysis of case 3 (school 3), analysis of interview data from respondents relating to the main ideas in the research questions.
7	Cross Case Analysis	Responses from the three schools are compared to identify similarities, differences, tensions, emerging questions and key presenting themes of interest for discussion.
8	Discussion: The Findings and The Literature	Four important ideas formulated in the previous chapter will be discussed further in alignment with the literature.
9	Conclusion	Conclusion and recommendations.

1.7 Chapter Summary

This research, using multiple case studies, is an investigation into the nature of organisational sustainability in Indonesian schools in the context of unstable policy environments. Using a multiple case study approach, it endeavours to disclose the key organisational components of three selected schools and their response to considerable public policy flux. Furthermore, the research examines the possibility of learning from and integrating the key aspects of the contributing components of organisational sustainability into systemic approaches to the organisational design of schools in Indonesia.

2 Literature Review

2.1 Introduction

This chapter discusses and explores how organisations deal with changing contexts. It also provides information regarding the context of the cases examined, namely, the Indonesian education system. The chapter starts by discussing and reviewing the literature, then concludes with the gaps and tensions in the literature in relation to this research.

2.2 Literature Review

All schools in Indonesia are situated within a neoliberal policy environment that shapes and influences what they can and cannot do. Neoliberalism presents as a dominant political and economic development ideology that promotes the 'hand of the free market' to determine approaches to economic productivity and global competitiveness. It is an ideology that features in public policy design and practice (Harvey, 2005, 2006). The ideology of neoliberalism positions the role of government as a protector of the free reign of the marketplace (Harvey, 2005). Market rule has now coupled with state intervention (what was known as Keynesian economics in the post-World War Two era) as a core component of institutional governance (Blossing, Imsen, & Moos, 2014; Bockman, 2013).

2.2.1 The workings of Neoliberal ideology

Neoliberal ideology has infiltrated public policy assumptions, design and implementation in Indonesia over the last 20 years (Bunnell & Miller, 2011; Gellert, 2014). It has spurred new power relations between the market, the state, and the social institutions of the state. Government policy action construed within the market logics of efficiency, competitiveness, accountability and profitability (Bockman, 2013) influence how politicians, business leaders and high-level bureaucrats define 'good' and 'responsible' government in Indonesia. Therefore, any discussion of organisational or structural change in schools must also encompass an awareness of how neoliberal ideology influences the various ways policies are foisted upon schools, and their consequent impact upon schooling purposes and values, schooling responses to new policy, and possible policy side effects.

The liberalisation of social and economic relations, acknowledging layered complexity and cultural nuance presenting in different geographical locations, has shaped, and continues to shape, government priorities in Indonesia. All organisations, both public and

private, must address the macro and micro workings of the marketplace and, in doing so, find approaches to innovation for organisational sustainability (Ball, 2015; Montgomery, 2015).

Market liberalisation therefore continues to impact the strategic work of organisational leaders, who often present as the key conduits and 'shock absorbers' of external environmental change, and what must be addressed internally to respond to change (Ben-Ner, Kong, & Lluis, 2012; Boonstra, 2013; Feldman & Pentland, 2003). In considering organisational change, organisational leaders must be attentive to key elements or components of their organisations that can be adjusted in order to create more favourable and stable organisational conditions (Collins, 2002; Dunphy, Griffiths, & Benn, 2007; Parrish, 2010). In other words, astute and informed sustainable and productive organisations will continually utilise their resources to innovate towards their determined organisational goals within any market-based society (Hyslop-Margison & Sears, 2006).

Neoliberalism, in its various manifestations, has impacted the Indonesian educational sector and continues to do so. This includes influence over organisational management priorities, forms and approaches to professional development, curriculum design and orientation, schooling purposes, approaches to accountability, dominant pedagogical practices and resourcing allocations for teaching and learning. Moreover, in recent years, neoliberal public policy has been directed at a schools' leadership and management domains, calling for leaders' compliance with new policies within increasingly explicit rules governing school behaviour. Within the realm of accountability, increasingly sophisticated measurement regimes are being used to quantify school success, or lack thereof, and defining and distinguishing a 'good' principal from 'poor' one, and a 'good' teacher from a 'bad' one.

In the Indonesian context, a notable neoliberal public policy ideology features in the National Education System Law No. 20 of 2003. This policy stated that all schools in Indonesia should adopt a School Based Management (SBM) system. This system delegates authority to schools to manage their own resources and stakeholders in order to meet government standards. Greater accountability is, therefore, expected of the principal and school community for the achievement of acceptable schooling outcomes. Furthermore, the government imposed another policy, the National Education Standard (PP No. 19 2005), that specifies eight essential criteria for a good and effective schooling system. In this regard, schools are being forced to respond and adhere to regulations in line with the government's agenda. Thus, the question arises, what is schooling in Indonesia actually for?

In recent years, SBM has appeared to facilitate greater autonomy for principals but, in actual fact, it has increased principals' accountability to the bureaucracy for appropriate management of government funding allocations and student results (Bunnell et al., 2013; Mappiasse, 2014; Neilson, 2013). SBM is inspired by neoliberalism within a logic of more explicit accountability and efficiency (Blossing et al., 2014; Bunnell et al., 2013), delivered and controlled by the central bureaucracy rather than by schools.

2.2.2 Neoliberalism and the purpose of schooling

Neoliberal ideology is endemic across the OECD in the education realm. Public schools in Australia, for instance, according to Campbell and Sherington (2009), are becoming more like private firms that must compete against each other for more privileged, high social capital students who bring with them a propensity to achieve higher grades, thereby creating a more competitive market positioning for the successful 'market savvy' school. This phenomenon highlights how some schools are becoming more attuned to the workings of the education marketplace rather than prioritising an equitable and inclusive education for all students, disadvantaged and privileged alike. In other words, the education marketplace works to weaken some schools' commitment to a quality education for all young people, because disadvantaged and high needs students can be seen by some educational leaders as detrimental to their market brand or school image in the community, therefore negatively impacting future enrolments. Schooling purpose is, therefore, not always focused on equity and inclusion for all, but a quality education for students who, by virtue of their demographic, improve the brand image of the school within the market. Within this market-based ideology (neoliberalism), parents are positioned as customers and students as potential clients, with decisions about choice of school being made in a consumer context like food choices in a supermarket (Connell, 2013). In this sense, schools are becoming more like a commodity or product to be purchased on the open market.

Determining the purposes of schooling has been, and still remains, an area of scholarly, political and philosophical contestation and consideration (Labree, 1997; Sadovnik, Cookson, & Semel, 2013; Spring, 1991). According to leading scholars, in the last 100 years, arguments have coalesced across three pillars of contention, each of which contributes to the various manifestations of schooling (Ebert, 2008; Sadovnik et al., 2013). These pillars can be loosely described as social, economic and political schooling purposes. The scope of the social pillar moves from social control through to social mobility and includes preparation of students for social roles (OECD, 2012, 2015; Sadovnik et al., 2013). The economic pillar

considers the broader objective of improving workforce quality in the interests of national growth and prosperity, and for promoting greater life opportunity in terms of access to good future careers for the individual (Sadovnik et al., 2013). The debate around the political pillar of schooling purpose has been ongoing since the early 1990s. It can be described as an effort to educate students about the values of being a good citizen who is active and well informed (Bellamy & Goodlad, 2008; OECD, 2012; Sadovnik et al., 2013).

In the context of Indonesia, research literature on schooling purpose is very limited, but can be examined from the formal legislation within the national education system. The Indonesian National Education Act (2003), Article 3, Number 20/2003, stated that the Indonesian education system's objective is to address three main schooling purposes: "social (creating faithful, pious, and creative citizens), economic (creating knowledgeable and skilful citizens), and political (nurturing democratic, responsible, and noble character)".

The schooling objectives articulated in the National Education Act apply to all schools, but many private schools expand upon those specified objectives to include aspects that are often unique and valued by their particular institutions. This may include gaining financial benefit, spreading certain cultural or religious teachings, and preserving valued culture and skills. Therefore, within the discussion of schooling objectives, we should consider that most Indonesian schools aspire to achieve the three national schooling purposes mentioned, but with significant caveats. For example, some schools endeavour to sustain what they stipulate as their values and ideals, while others adjust their original purposes in response to the various pressures of neoliberalism, often exerted by government through policy impacting organisational life. Given the purposes of education as outlined by the National Act (2003), I question how might schooling purposes be managed in terms of a school's responsiveness to flux in their environment?

2.2.3 Organisational change and adaptation

Given the investigative intent of this study and the lack of research on how Indonesian schools respond to fluctuating environments in terms of their organisational design, an exploration of research undertaken on non-educational organisations is helpful. This cannot be directly applied to schools, but it does offer insight as to the kinds of questions that might be asked of schools experiencing environmental flux in relation to this work.

A dominant assumption within organizational studies is a view that change is an ever-present necessity for organisational development (Ben-Ner et al., 2012; Boonstra, 2013;

Daft, 2010). Furthermore, change in organisations is an ever-present reality and can be undertaken in various ways because organisations are composed of structures, resources, cultures, markets and stakeholders, each of which are inter-related and intertwined in their development (Collins, 2002; Dunphy et al., 2007; Parrish, 2010). Organisational sustainability and development is dependent upon appropriate changes being made to these or some of these components to meet with external or internal environmental flux (Ben-Ner et al., 2012; Boonstra, 2013; Daft, 2010).

Organisations, regardless of their size, state or culture, are situated within conditions that influence and shape their organisational behaviours (March & Simon, 1993; Shafritz & Ott, 2005; Zahra, Spienza, & Davidsson, 2006). These conditions may also determine the choice of strategies or even the purposes of an organisation (Daft, 2010; Narayanan & Nath, 1993; Wiklund, 1999). Most studies on organisational development concur that organisational contexts have a significant effect on organisational performance and sustainability (Ambrosini, Bowman, & Collier, 2009; Eisenhardt & Martin, 2000; Helfat & Peteraf, 2003, 2015; Zollo & Winter, 2002).

Organisations require capacity for adaptation, adjustment and change. In this regard, some studies stress the importance of leadership (Hamel, 2000; Seah & Hsieh, 2015; Skordoulis & Dawson, 2007; Tourish & Hargie, 2003; Yulk, 2009) in leading the change. Other studies focus on the importance of organisational culture to create or initiate change among other components (Boonstra, 2013; D'Aveni, 1999; Schein, 1993). Other studies in the realm of organisational change highlight the need for leaders to deeply understand their context and identify the factors which enable or hamper any change initiative (Block, 1987; Buchanan & Boddy, 1992; Cooper & Sawaf, 1997; Guest & King, 2001; Mohr & Julie, 2005; Nonaka & Konno, 2000; Pfeffer, 1982; Reed & Hughes, 1992).

Beyond these approaches, the importance of organisational design as a key ingredient to responsive change when needed has been well theorised (Burns & Stalker, 1994; Tsoukas & Chia, 2002; Waldersee, Griffiths, & Lai, 2003). Significant organisational redesign is an arduous process and draws heavily on human and financial resources (Collins, 2002; Mintzberg & Waters, 1985; Waldersee et al., 2003). Thus, appropriate organisational design is a substantial consideration in terms of ensuring the long term sustainability of the organisation (Griffin, Cordery, & Soo, 2015; Heckmann, Steger, & Dowling, 2016; Král & Králová, 2016). Therefore, organisational design lies at the heart of this inquiry.

11

Daft (2007) proposed a comprehensive definition of organisational design that describes it as a formal, guided process by which management must achieve an appropriate combination of differentiation and integration of the organisation's operations in response to the level of uncertainty in its external environment. Through the design process, organisations act to improve their capacity and performance in order to optimise service delivery (Cooperrider & Godwin, 2012; Daft, 2010; Narasimha, 2000).

Furthermore, Daft (2010) highlighted two important dimensions of organisational change agendas that should always be taken into consideration: the structural dimension and the contextual dimension. The structural dimension is an organisational structure in terms of its internal systems and characteristics, analysing patterns in the organisation to provide basic information. Structural dimensions include: formalisation (written documentation and guidelines around organisational behaviour and activities), specialisation (whereby certain employees are responsible for certain tasks, defining the division of labour), hierarchy of authority (span of control which describes levels of power within organisations), centralisation or decentralisation (authority to make decisions), professionalism (formal education and training of employees), and personnel ratio (the ratio between the number of people in each department compared to the total number of employees) (Daft, 2010; Mintzberg & Waters, 1985; Randolph & Dess, 1984).

On the other hand, the contextual dimension is "a set of overlapping elements that underlie an organization's structure and work process" (Daft, 2007, 2010). Contextual dimensions shape and influence organisational structure. These include: organisational size and available technology (e.g., tools, techniques, and actions used to transform inputs into outputs), the environment (elements external to the organisation that may affect the organisation's performance: the changing marketplace, associated legislation, socio-political conditions, stakeholders, competitors), goals and strategies, and organisational culture (Daft, 2007, 2010).

Most organisational theorists argue that organisational design evolves in response to changes in the contextual dimension, particularly the organisational environment (Cooperrider & Godwin, 2012; Daft, 2010; Griffin et al., 2015). One of the most well-known organisational theories, formulated by Weber and Taylor, highlights the bureaucratic and mechanistic design of organisations (Mintzberg & Waters, 1985; Morgan, 1989; Shetty, 1972). Other organisation theories outline a model of organisational design that resembles living

organisms adjusting to the changing environment (Daft, 2010; Randolph & Dess, 1984; Szilagyi & Wallace, 1990).

Mechanistic design is characterised by the use of closed systems and formal structures, while organic organisation is based on open systems with flexible structures. Similarly, in terms of tasks, organic organisation has fewer structured tasks in comparison to mechanistic organisations. Scholars have argued that mechanistic organisations tend to base tasks on habitual operations, while organic organisations prefer to develop problem solving systems that are based on the uncertainty of the external environment (Morgan, 1989; Narayanan & Nath, 1993; Robbins & Barnwell, 1998). Thus, the dichotomy of organisational design lies between mechanistic and organic design. However, it is important to consider that some organisations may, in fact, employ both strategies.

2.2.4 Investigating elements of organizational adaptation in design

Internal core capability for the betterment of the organisation is a significant contributor to organisational sustainability (Augier & Teece, 2009; Eisenhardt & Martin, 2000; Sune & Gibb, 2015; Teece, 2016). This is known as 'dynamic capability' (i.e., the capability to be dynamic as a core feature of an organisation) (Teece, 2009, 2012; Teece, Pisano, & Shuen, 1997). Although prior studies have proposed variations on this concept, it was Teece who introduced the term 'dynamic capability'. Initially, dynamic capability was understood as the firm's ability to integrate, build and reconfigure internal and external competencies to address rapidly changing environments (Eisenhardt & Martin, 2000; Helfat et al., 2007; Teece & Pisano, 1994). The concept signifies the ability of an organisation to correct, integrate, and redevelop its internal and external skills and resources in response to environmental change or organisational needs (Teece, 2009; Zahra & George, 2002; Zollo & Winter, 2002).

Research on dynamic capability is quite extensive. Some scholars elaborated the theoretical aspects, including proposing different understandings of dynamic capability (Eisenhardt & Martin, 2000; Teece, 2009; C. L. Wang & Ahmed, 2007), elements of dynamic capability (Eisenhardt & Martin, 2000; C.-H. Wang, Liu, Cheng, & Huang, 2016; C. L. Wang & Ahmed, 2007; Wohlgemuth & Wenzel, 2016), and connecting dynamic capability with other organisational concepts (Lin, Su, & Higgins, 2016; Reijsen, Helms, Batenburg, & Foorthuis, 2014; Tallott & Hilliard, 2016). However, most research on dynamic capability has been conducted in the private sector business environment. This begs the question; can we find

something similar that is applicable to the organisational work in school contexts? How can we best understand dynamic capability and its components in relation to schools?

Apart from the discussion on the theoretical aspects of dynamic capability, other scholars focused their efforts into answering questions concerned with the practicality of the concept, centring their studies on examining the role of dynamic capability in shaping organisational development and sustainability (Breznik & Lahovnik, 2014; Chen, Kerr, Tsang, & Sung, 2014; Jiang, Mavondo, & Matanda, 2015; Ljungquist, 2014; Sune & Gibb, 2015). Other scholars identified different aspects that should be included to fully understand dynamic capability, such as substantive capacity and organisational learning, while others proposed some exceptions and exclusions, such as the indirect effect of dynamic capability upon organisational competitive advantage (Ambrosini et al., 2009; Eisenhardt & Martin, 2000; Helfat et al., 2007; Zahra et al., 2006; Zollo & Winter, 2002). In this regard, would the concept of dynamic capability be applicable to understanding schools' responses toward ever-changing policy or community demographics? Is it possible to frame schools' responses toward the dynamic capability frameworks?

Zahra et al (2006) noted that other scholars positioned a different focus on understanding dynamic capability, arguing that the different understanding occurred because of the idiosyncratic nature of dynamic capability which is unique and difficult to replicate (Giniuniene & Jurksiene, 2015; Tallott & Hilliard, 2016; Teece et al., 1997; Wohlgemuth & Wenzel, 2016). However, most studies base their understanding of dynamic capability on two key concepts (Giniuniene & Jurksiene, 2015; Wohlgemuth & Wenzel, 2016): the definition proposed by Teece et al. (1997) and that of Eisenhardt and Martin (2000). The core component of dynamic capability, as proposed by Teece and colleagues (1997), is ability to integrate, build, and reconfigure organisational competencies. Eisenhardt and Martin (2000) understand dynamic capability as a specific strategic process such as product development, alliancing, and strategic decision making (Eisenhardt & Martin, 2000; Giniuniene & Jurksiene, 2015; Wohlgemuth & Wenzel, 2016). Each of these approaches suggests a focus on what types of organisational design in schools are most responsive to their stipulated purposes of schooling and the ways the components of schools are adjusted as the context shifts.

With regard to the above, it is important to consider the definition of dynamic capability proposed by Giudici and Reinmoeller (2012). They described dynamic capability as "the capacity of an organization to purposefully create, extend, and modify its resource base"

(Helfat et al., 2007 cited in Giudici and Reinmoeller, 2012, p. 4). This definition synthesised two main definitions in the literature; Teece et al. and Eisenhardt and Martin. It incorporated important elements that have been noted by Teece et al., namely, capacity to create, extend, and modify, also asserting that dynamic capability is deliberately created through specific strategic processes (Eisenhardt & Martin) which exclude incidental problem solving (Helfat et al., 2007; Tallott & Hilliard, 2016; Wohlgemuth & Wenzel, 2016). In regard to the above elaboration, do the components of dynamic capability have applicability and practical application in school contexts? Would this framework be beneficial for schools and how does a school modify its resource base?

Another aspect of dynamic capability that has been discussed by both Teece et al. and Eisenhardt and Martin is the formulation of dynamic capability. All agreed that the formulation of dynamic capability is created through systemic and routinised processes, involving two important organisational elements; strategic and operational. However, they have different perspectives on the degree to which routines should be applied in the process of formulation. Wohlgemuth and Wenzel (2016) stated that the formulation of dynamic capability according to Teece et al. requires routinisation at both strategic and operational levels. In contrast, Eisenhardt and Martin proposed less strategic than operational level routines (Wohlgemuth & Wenzel, 2016).

2.2.5   Dynamic capability and substantive capability

One of the most important contributions in the literature around dynamic capability is the work of Zahra et al. (2006). Their study noted that some prior studies confused the issue. They claimed that one of the reasons for this confusion is correlating dynamic capability with organisational performance and competitive advantage. However, there are also some studies that suggest dynamic capabilities have significant correlation with, and make significant contributions to, organisational performance. This assumption has created confusion because other studies have proven that high dynamic capability does not always have a causal relationship to competitive advantage (Zahra et al., 2006). Moreover, the Zahra et al. (2006) study provided an extensive review of the literature concerning dynamic capability concepts and their relationship to other organisational elements, including organisational learning, organisational environment, and organisational performance.

Another important contribution of the Zahra et al. (2006) study is the clear elaboration of the difference between dynamic capability and substantive capability. After

exposing and mapping various studies of dynamic capability, Zahra and colleagues arrived at the following understanding: "… dynamic capabilities as the abilities to reconfigure a firm's resources and routines in the manner envisioned and deemed appropriate by the firm's principal decision-maker(s)…" (Zahra et al., 2006. p. 924). Meanwhile, substantive capability is understood as:

> … an 'ordinary' (substantive) capability as the organization's ability to produce a desired output (tangible or intangible), and a dynamic capability as the higher-order ability to manipulate their substantive capabilities. The distinctions we add are: (1) to tie the definition not necessarily to financial performance but to the ability to reconfigure as desired; and (2) to make explicit the role of decision-makers in enacting and directing such capabilities … (Zahra et al, 2006. p. 924).

The above explanation of substantive capability may present as a key conceptual contribution to better address the misunderstanding where substantive capability was confused for dynamic capability. Moreover, the study also mentioned gaps in the literature including that most studies were conducted on established ventures, whereas limited studies examined newly established organisations (Zahra et al., 2006). It is important to acknowledge that in a recent publication, Teece (2019) defined a concept similar to substantive capability as 'ordinary capability'. However, this study chose to use the term 'substantive capability' because the above-mentioned capability is important and critical to an organisation. Therefore, labelling it as 'ordinary capability' indicates lack of significance of the idea. In addition, in relation to the import of this study, no studies thus far have investigated the notion and manifestations of dynamic capability in schools.

2.2.6 Elements of dynamic capability

In more recent elaborations of the concept, Teece (2007, 2009, 2014a), who is aware that the nature of dynamic capability is idiosyncratic, proposed three main components of dynamic capability: sensing capability, seizing capability, and transforming capability. Sensing capability is understood as the capability of assessing and identifying internal and external opportunities. It can be seen through the routines of scanning and exploration. Seizing capability is associated with the capability of embracing opportunities and orchestrating them within suitable contexts. Transforming capability enables an organisation to undertake continuous renewal. It helps the organisation to manage and reconfigure assets and resources as well as maintain responsiveness for sustainability.

Apart from the three elements of dynamic capability proposed by Teece as described above, Hou (2008) proposed other elements integral to dynamic capability. He identified that

dynamic capability has four core elements namely: sensing capability, relationship capability, absorptive capability, and adaptive capability (H.-J. Chang, Hou, & Lin, 2013; Hou, 2008). One of the focuses of developing sensing capability is to create high customer value (H.-J. Chang et al., 2013; Slater & Narver, 1995). A good sensing capability can be achieved through continuous effort to collect customer needs data and identify potential competitors (H.-J. Chang et al., 2013; Slater & Narver, 1995). Pavlou (2006) added that sensing capability can enhance "resource development capability through confirmation, propagation and market information leverage actions" (Pavlou 2004 cited in H.-J. Chang et al., 2013, p. 54).

Relationship capability is the ability and capability to use and enhance available resources to ensure stakeholders are sustainably invested in the goals of the enterprise or organisation (Blyler & Coff, 2003). Further, Blyler and Coff (2003) stated that stakeholders are a critical element of any enterprise because the organisational environment is always uncertain, thereby acknowledging that stakeholders in the organisational chain are also ephemeral (Eisenhardt & Martin, 2000). In this regard, maintaining this relationship capability is crucial (Luo, 2000, 2002). Maintaining relationship capability is mainly achieved through acquisition of resources, knowledge, and techniques used to obtain, integrate, and re-arrange the resources in alignment with organisational environments (Adler & Kwon, 2002; Blyler & Coff, 2003; Money, Gilly, & Graham, 1998).

In the early stage, absorptive capability involves the process of analysing knowledge that has been obtained through knowledge acquisition (scanning and exploring). Absorptive capability includes exploration and leverage of knowledge, assimilation of new knowledge with the current knowledge and practices, and transformation of the knowledge to boost organisational performance (Zahra & George, 2002; Zahra & Nielsen, 2002; Zott, 2003).

To some extent, through adaptive capability, resources will be aligned in accordance with organisational occurrences or environmental changes. Adaptive capability mainly pertains to analysing organisational processes, asset utilisation, and development pathways. It can also configure new resources for the organisation, or reconfigure available resources, as well as acquire or relinquish organisational resources. Apart from synergising organisational resources as a system, adaptive capability also considers the process of individual's adaptation through knowledge conversion and reconfiguration as an important contributor to the betterment of the organisation which may also contribute to an organisation's sustainability (Adner & Helfat, 2003; Helfat & Peteraf, 2003; Luo, 2000).

Jiao, Wei, and Cui (2010) argued that dynamic capability has four important elements, namely environmental sensing capabilities (Lawson & Samson, 2001; Prahalad & Hamel, 1990), change and renewal capability (Helfat & Peteraf, 2003; Zollo & Winter, 2002), technological flexibility capabilities (Collis, 1994; Ianisti & Clark, 1994), and organisational flexibilities capability (Chandler, 1990; Nelson & Winter, 1982; Zollo & Winter, 1999). Further, their study summarised that the above capabilities will help a firm or organisation identify and respond to changes efficiently and effectively. Similarly, the capabilities will allow an organisation to innovate, and transform and possess, flexible technology systems and organisational structure.

Figure 2.1: Illustration of dynamic capability components proposed by key theorists

Teece (2007, 2009, 2014)	Hou (2008)	Jiao, Wei, and Cui (2010)		CODE
sensing capability	environmental sensing capability	sensing capability	relationship capability	ERSC
		absorptive capability		
seizing capability	change and renewal capability	adaptive capability		SARC
transforming capability	technological flexibility capability			TORC
	organizational flexibility capability			

Legend: Environment Relationship Sensing Capability (ERSC); Seizing Absorptive Relationship Capability (SARC); Transforming Organizational Relationship Capability (TORC)

Figure 2.1 above summarises different components of dynamic capabilities that have been proposed by various theorists. The components have been aligned with the interview questions in order to answer the research questions of the study (see Appendix 1). It should be noted that the explanation and the explication of the concepts are similar to Teece's conceptual work. In this regard, this study chooses to base its analysis on Teece's (2007; 2016; 2017) concept of dynamic capability.

2.2.7 Practical proof of dynamic capability

Some studies on dynamic capability have supported its significant value to organisational performance and survival. For example, a study by Singh, Singh Oberoi, & Singh Ahuja (2013) examined the relationship of dynamic capability to strategic flexibility in large and medium scale organisation in India. The study provided four important contributions to the understanding of dynamic capability: First, the study identified and examined some important dimensions of dynamic capability and strategic capability to maximise organisational performance; second, the ability of an organisation to compete and survive is not only determined by its ability to use the existing resources, rather, the organisation needs to adjust and adapt their ability to reshape and develop their organisational capability in response to the changing environment; third, the findings of this study provide a useful insight for organisational practitioners to adopt and implement the results in order to respond more effectively to organisational circumstances; and, fourth, the study facilitates opportunity to develop the concept of dynamic capability to foster strategic flexibility (C.-C. Chang & Kuo, 2013; H.-J. Chang et al., 2013; Rodenbach & Brettel, 2012; Singh et al., 2013).

Jiao, Wei, and Cui (2010) presented different aspects of dynamic capability. They examined the relationships between entrepreneurial orientation, dynamic capability, and elements of organisational learning. The study found that entrepreneurial orientation (the characteristics of innovation, autonomy, proactivity, risk taking, and competition initiative) of a firm may contribute significantly to the enhancement of dynamic capability (Danneels, 2008; Helfat & Peteraf, 2009; Narayanan, Colwell, & Douglas, 2009). Furthermore, the study discovered that the role of organisational learning components also generates and fosters the existence of dynamic capability of the organisation. The process incorporates continuous effort of key organisational actors to seek, gain, retain, reproduce, and share necessary knowledge from networks and stakeholders (Hertog, Aa, & Jong, 2010; C. L. Wang & Ahmed, 2007).

2.2.8 Dynamic capability as a key component of effective organisations

The above review of organisation studies, particularly with regard to organisational change and organisational development, have signified some important aspects of organisational sustainability: First, organisations are highly influenced by organisational contexts or occurrences; second, one method of coping with organisational occurrences is organisational adaptation; third, the chance of achieving sustainability is higher when the organisation understands itself well through the design process; and, fourth, some

organisational core elements, such as dynamic capability, could be considered positive contributors to the effectiveness of organisational sustainability and development. Thus, research on understanding the nature of these core components and their role in the formulation of organisational design in unstable environments can be potentially valuable. Further studies on dynamic capability within different contexts and settings, such as schools, can provide important theoretical improvements for the benefit of academics and organisational practitioners.

2.2.9   Organizational ideology

Apart from the above explanation of organisation studies including organisational design and sustainability, it is important to position this study within variations of organisational ideology present in the literature. Among them are studies which base their analysis on postmodern theories. These studies attempt to deconstruct common understandings of organisational concepts and propose different meanings from various vantage points (Kilduff, 1993). A good example of this is a proposal by Tsoukas and Chia (2002) on the concept of 'organizational becoming'. They believed that the process of organisational design is not limited to a certain point where the design has been created. Rather, they understood that organisations will continuously design their entity because it is inter-related to other aspects and stakeholders that constantly change in accordance to other influential aspects (Tsoukas & Chia, 2002). They further stated that dominant components of an organisation that are usually static can also be a source of change (Tsoukas & Chia, 2002).

Aside from postmodern positionings, some studies have based their analysis on social constructionist theories. These studies focus on how organisational occurrences are perceived through socially constructed reality (Buono, 2015; Newton, Deetz, & Reed, 2011; Nistelrooij & Sminia, 2010). Apart from these aforementioned analytical perspectives, a modernist view of organisational studies also presents. This view focuses on performance analysis in order to address certain organisational issues for pragmatic purposes. This epistemological perspective is often focused on pragmatic efforts to achieve better organisational performance (Cruickshank, 2012; Pugh, 1966).

2.2.10 Gaps and tensions in the organisational literature

Despite the plethora of extensive studies on organisational change and adaptation, there are some scholarly gaps that can be identified: First, limited studies have practically examined organisational core components such as dynamic capability; second, most studies

have involved large or multinational firms and newly established firms are underrepresented in the literature; third, limited research has been done on educational institutions, particularly schools, in relation to dynamic capability; and, fourth, such a study has not been conducted in Indonesia where the educational context has been volatile in recent times.

As has been outlined in the introduction and literature review, this research is undertaken in the educational setting, particularly in Indonesian schools. This setting is entirely different from the situation from which the dynamic capability perspective originated, and most of the research has been conducted (the corporate setting). Apart from the differences in management aspects between schools and corporates, the vision and mission (or purpose in the school context) are another major aspect that distinguish the two contexts. Corporates are more profit oriented, while schools are more public/community service oriented. Albeit, some literature argued that schools are becoming more like corporates.

Another important aspect is cultural differences. Dynamic capability originated from, and is based on, Western culture, while this research is situated in Indonesian-Javanese culture. Western culture is viewed as more individualistic and less bureaucratic (Rosenmann, 2016; Xu, Chen, & Xu, 2018). In contrast, Indonesian-Javanese culture is perceived as more communal, considerate to others' feelings, and bureaucratic in nature (Irawanto, Ramsey, & Ryan, 2011; Kuncaraningrat, 1985). These cultural differences affect how people perceive authority and power relations (Irawanto et al., 2011; Sholih & Ahmad, 2018). Westerners tend to act and express more freely (Rosenmann, 2016; Xu et al., 2018), while Indonesian-Javanese people tend to be more compliant (Sholih & Ahmad, 2018). Both cultural backgrounds, to some extent, reflected and affected organisational behaviour of the respective cultures (Irawanto et al., 2011; Sholih & Ahmad, 2018).

In regard to the differences and tensions in the setting and culture, this research is intended to be more exploratory in nature. It aims to explore, elucidate, and establish some foundational and fundamental assumptions and information from participants about the adaptation process of Indonesian schools during unstable public policy times.

2.3 Chapter Summary

This chapter has highlighted key research literature insights pertaining to the study of organisations and organisational change. It has also acknowledged the dominant concepts

used by scholars to understand and perceive organisational adaptation. Most of the literature suggested that organisations should adapt to change in order to develop and achieve sustainability. I contend that this also applies to schools. More importantly, the review of the literature highlighted the adaptation framework of dynamic capability that may be beneficial following research-informed analysis and adaptation as an effective framework to deal with environmental flux in Indonesia. The framework suggested that, in order to be sustainable in a volatile situation, organisations should maintain three important capabilities: sensing, seizing, and transforming. Moreover, from my analysis of the organisational literature, I contend that more research in this area is needed and may prove to be highly valuable, particularly in the Indonesian context, because of the paucity of research undertaken in this area. In addition, research on dynamic capability in educational settings, namely schools for the purposes of this study, is particularly limited and warrants deliberate and rigorous research.

3 Methodology

3.1 Introduction

The previous two chapters outlined the background of this research and highlighted relevant conceptual material as established within the literature. This chapter elaborates the methodology that underpins this study. It covers the research design, population and sample, data collection, data analysis, limitations and delimitations, the quality of the study, ethical considerations, and will conclude with chapter summary.

3.2 Research Design and Methodology

This study sought to understand the nature of organisational sustainability in Indonesian schools and identify the components (key organisational capabilities) that contribute to sustainability and growth of the schools being studied. Given the aim of the study, and the fact that the literature that contributes to this field was established based on research in the Western corporate sector, it is important to establish some of the foundational aspects pertaining to the context of schools in Indonesia. Thus, this research emphasises the exploratory nature of the phenomenon; the study interrogates the context using qualitative methods and inductive analysis of data (Creswell, 2013; Punch, 2006, 2014a) while assuming the ontology is an objective reality grounded in biosocial beings operating in an environment, rather than a social construction.

In explaining research methodology, Crotty (1998) proposed four important components that should be clearly understood prior to conducting research: epistemological aspects, theoretical perspectives, methodology, and research methods.

3.2.1 Epistemology and ontology

The term epistemology refers to "a philosophical background for deciding what kinds of knowledge are legitimate and adequate" (Gray, 2014, p. 17). Importantly, epistemology may relate and state the position of the researcher and the researched (discourse/subject) (Hussey, Hussey, & Tomkins, 1997). Crotty (1998) argued that epistemology can be classified into three categories: subjectivism, constructionism, and positivism. Subjectivism perceives reality as the projection of human imagination (Kim & Donaldson, 2018; Newton et al., 2011), while constructionism understands reality as something that is socially constructed rather

than discovered (Gray, 2014). Crotty (1998) stated that constructionism refers to an epistemology that focuses on "the collective generation and transmission of meaning" (p. 58).

Different from subjectivism and constructionism, positivism assumes the existence of objective reality that is independent of the subjects. Moreover, the positivist paradigm maintains that subjects (researchers) are required to comprehend the objective reality concerned (Crotty, 1998; Cunliffe, 2011). This objective reality could be understood through examination of relationships or cause-effects in order to identify a unified reality or regularity governed by certain structures or guiding beliefs (Crotty, 1998; Cunliffe, 2011; Newton et al., 2011). For the purpose of uncovering the key elements that contribute to sustainable adaptation in Indonesian schools in response to unstable public policy, positivism is used as the epistemological stance for this study.

Quantitative methods are most commonly used within a positivist epistemological lens because one of the assumptions of positivism is that reality can be understood through reliable and valid measurement (Cunliffe, 2011; Kim & Donaldson, 2018; Newton et al., 2011). However, positivism has also been used as the epistemological stance for qualitative research (Beverland & Lindgreen, 2010; Cowling, 2016; Harreveld, Danaher, Lawson, Knight, & Busch, 2016; Paley, 2001). This study attempts to explore and identify the 'objective reality' of the adaptation process of the three case study schools through the perspectives of teachers, and school leaders, and the analysis of documents. Thus, positivism serves the purpose of this study because the processes of adaptation comprise an independent reality that is understood to be working to support the survival and sustainability of these three schools. This reality is accessed in a preliminary, exploratory way through the stories, opinions and perspectives (Cowling, 2016; Kim & Donaldson, 2018; Paley, 2001) of those who work in these schools.

The study explored the impact of the unstable and rapidly changing policy based on the views of select stakeholders in the three schools, namely, teachers, vice principals, and principals. To some extent, constructionism could be considered as an appropriate epistemological stance to underpin this study because the main phenomenon of this study, which is adaptation to contextual flux, could be treated as social response arrived at/through groups of social agents working in a coherent/collaborative fashion with one another. In this sense, the concept of adaptation to flux could be considered as a socially constructed reality that is created through routines, interpretation, and improvisation of stakeholders (Crotty, 1998; Cunliffe, 2011).

Reading across the literature of organisation studies, particularly organisational design, indicates that social constructionist approaches to organisational design remain nascent (Burr, 2015; Camargo-Borges & Rasera, 2013; Cunliffe, 2008; Fleetwood, 2005; Hastings, 2002; Holt & Mueller, 2011; Newton et al., 2011; Yu & Sun, 2012). In this instance, positivism would better serve the main purpose of this study because the collectivist, centralised, bureaucratic roots of Java, the cultural context where this study is conducted (Irawanto et al., 2011; Kuncaraningrat, 1985), are better served by models that reduce uncertainty and provide clarity as to how and what to do. In this instance, as social constructionism is criticised for its lack of theory production (Buono, 2015), this study employs a pragmatic-positivist approach to achieve its main purpose. It is also important to notice that one of the main points to be achieved by pragmatism is serving the continuous sense of responsibility to govern the world in accordance with pragmatic concerns (Hastings, 2002; Holt & Mueller, 2011). Moreover, the advocates of dynamic capability, such as Teece, work from a positivist framing of the world. Therefore, the existing theory is founded in the stance that there is an objective reality that is independent from the subject and is captured in the models under consideration. This reality also has its own rules which presume that the subject must learn and interpret or manipulate them.

3.2.2 Strategy

This research uses multiple case studies as a strategy to answer the research questions (Pettigrew, 2013; Pettigrew, Woodman, & Cameron, 2001; Remenyi, 2012). According to Punch (2014), case studies involve four main characteristics: 1) bounded system, 2) clear identification of the case, 3) explicit attempt to preserve the wholeness of the case, and 4) using multiple sources of data and data collection methods (Punch, 2014b). Moreover, this study can be regarded as a multiple case study as proposed by Stake (1994) because it examined three cases to obtain clearer understandings of the nature of the phenomenon (Houghton, Casey, & Murphy, 2012; Punch, 2014a, 2014b; Remenyi, 2012).

Multiple case study is used in this research for a number of reasons: First, the research is intended to identify, investigate, and clarify the boundary between the case and the contexts; second, the nature of the research is to look at the factors contributing to the phenomenon and, in this sense, conducting this research in multi case study enabled the researcher to obtain rich, deep and thorough understandings of the phenomenon; and, third, the thorough understanding enabled the researcher to identify and formulate the main contributing factors into a framework to better understand the phenomenon.

3.3 Population and Sample

The population pool for the study is all schools in Indonesia because all of them have had to contend with the dramatic contextual changes. A purposive sampling method was used to select from this pool (Anderson, 1998; Creswell, 2012, 2013, 2014; Punch, 2006, 2014a). In this regard, this study has drawn from three different types of high schools in the regions of Jakarta and Tangerang, Indonesia. The selection of the three schools is based upon three main school categories in Indonesia: national (non-religious based) government schools, Islamic government schools, and Islamic-based private schools.

High schools were selected because they have a significant transitional role into tertiary educational institutions in Indonesia and, thus, are high-stakes environments. Students must achieve sufficient results in the national examination (passing grade component) in order to graduate and continue to tertiary study. Moreover, as high-stakes institutions, high schools are required to be responsive to curriculum change because lack of responsiveness may influence both students and schools in the sense that neither will be able to fulfil the national standard.

The purpose of selecting different types of schools was to see and understand the different nature of organisational survival. In addition, observing three different types of schools enables the researcher to portray different organisational contexts and responses to the changing environment. This allows the researcher to gather richer data and background to understand the organisational survival at play. Studying different types of schools also increases the possibility that research findings may be applied to different organisational backgrounds and contexts.

The three types of schools were selected because they are the most common types of schools in Indonesia, thus, they represent a greater number of schools. The three selected schools were all high-performing schools, had adapted successfully, and had leaders with considerable experience. Therefore, the three schools were considered reliable sites with experience of the phenomenon being studied. The selection process started with collecting information (including information about school performance) and identifying schools that fell within each type/category. Information about the schools was gathered from their websites and potential schools were contacted for availability. The schools to respond first to the researcher's approach were selected.

3.4 Data collection

Data were gathered through interviews, focus group discussions, and observation. The interview and focus group discussions involved principals, vice principals and teachers from the selected schools. Interviews with principals and vice principals were more focused on the management aspects of the schools and questions for teachers focused more on the effects of management policy and its impact on the teaching and learning process.

The study used semi-structured and open-ended questions to guide the process (see Appendix 7). In addition, concept reconstruction was used in the focus group discussions. Technically, concept reconstruction involves capturing concepts and ideas during the interviews which are then reformulated and conceptualised by the researcher. Further, the concepts are presented to the focus group in order to clarify the participants' understanding as well as extend understandings of the concepts (Cohen, 2000; Merriam, 2014; Roller, 2015).

Observation is another important data collection technique that was used in this research. Observation was focused on, but not limited to, managerial and pedagogical aspects of the selected schools. It was conducted in the targeted schools, with particular attention to activities that correlate directly with the schools' responses toward changing policy, such as principals' and vice principals' decisions, policy execution, and teachers' development activities. In addition, observation adopted some of the techniques outlined by Cohen, Manion, and Morrison (2000), including: a) brief notes of key words/symbols; b) transcription and more detailed written observations that form a comprehensive account of what has happened; c) reconstruction of conversation; d) description of the physical settings, behaviour, and activities happening at the events; and, e) description of the researcher's activities and behaviour (Cohen, 2000, p. 311).
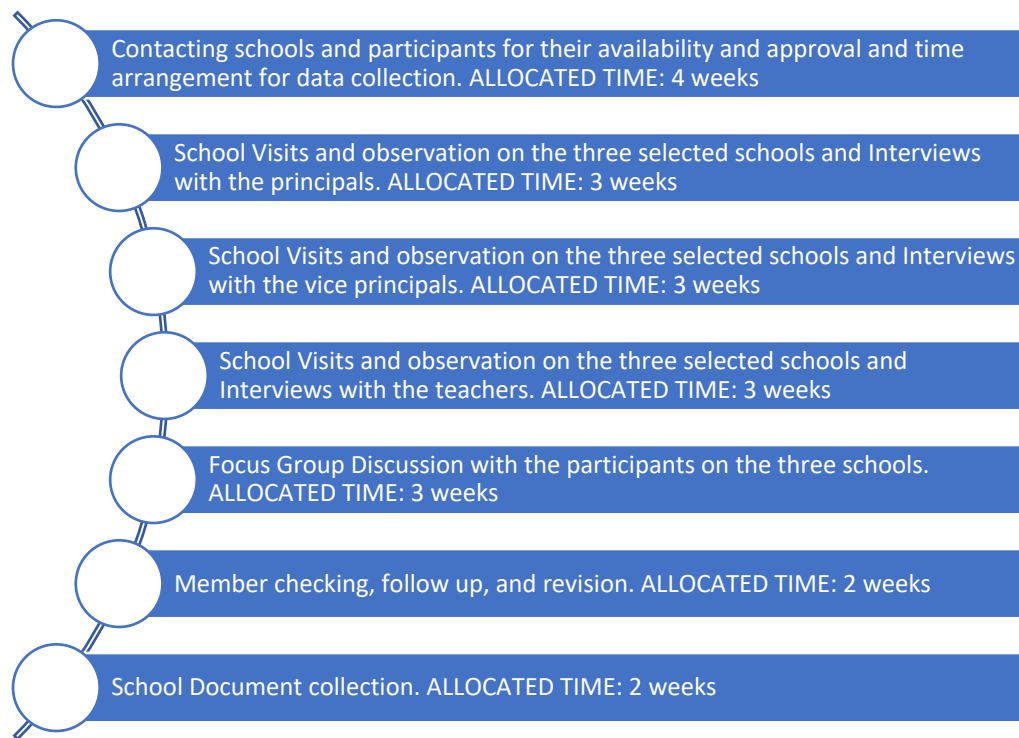
Figure 3.1: Timeline Diagram of Data Collection.

Apart from interview and observation, this study also examined and evaluated key documents from the targeted schools. The documents included national curriculum (artefacts) and other related policy documents, and strategic planning documents. The documents were cross-referenced with the interview results. Moreover, the data collection artefacts were specifically aligned with the case of curriculum change and its impact on school organisation and organisational performance, which is the appropriateness of teaching and learning processes and results.

In addition, all interviews were audio recorded, translated, and transcribed. With regard to the translation, the researcher translated the interview data that address the key research questions. The analysis was based on the original language of interview and key components were translated to formulate the findings. In some cases, interview notes were also used to help the researcher structure ideas that arose during the interview process.

3.5 Data analysis

The nature of this qualitative study positions the researcher to simultaneously collect and analyse the data. The analysis process begins with classifying research subjects, events, and other properties associated with the research problem (Anderson, 1998; Creswell, 2012,

2013, 2014; Punch, 2006, 2014a). Following this, analysis of data gathered from the field using the analysis method proposed by Miles and colleagues (Miles, Huberman, & Saldaña, 2014). This method involves three main components: data reduction, data display, and drawing/verifying conclusions (Creswell, 2014; Miles et al., 2014; Punch, 2014b).

Following the step-by-step analysis, the three components were considered as concurrent streams. Thus, the three components occur and interact continually throughout the process of analysis of the interview and focus group discussion data (Creswell, 2014; Punch, 2014b). Data reduction is an initial process that involves editing, segmenting and summarising the data. The researcher organised and analysed the data through coding and memoing, disclosing (themes, clusters and patterns), conceptualising, and explaining (Creswell, 2014; Punch, 2014b). Data display mainly involves organising, compressing, and assembling information. This analysis component is important because qualitative data are often voluminous, bulky, and dispersed. Drawing/verifying conclusions is regarded as the logical process to be undertaken after reducing and displaying the data. However, in qualitative research, answers could be discovered in the middle of data analysis and may become vague as the process continues. Therefore, this final analysis component is exercised throughout the analysis process in order to sharpen and finalise the proposition until it becomes a valid conclusion (Creswell, 2014; Punch, 2014b).

Technically, the analysis was carried out in three layers. First, the responses gathered from interview and focus group discussion were analysed case per case (in case analysis). The analysis was based on the responses conveyed by respondents upon eight main interview questions that were created prior to the data collection stage. The analysis constructed the main themes conveyed by the respondents. Second, the in-case analysis results were then classified into main themes and compared (cross-case analysis). The cross-case analysis highlighted the similarities, differences, tensions, emerging questions, and key presenting themes of interest for discussion. Third, the formulated findings in cross analysis is discussed and analysed in accordance with available literature in order to elucidate the main values offered by this research. This is pertinent to leaders and policy makers as well as to the contribution to the literature in general.

3.6 Limitations and Delimitations

There are several limitations of this study: 1) Time constraint, as the data collection had to be carried out over a period of six months; 2) the use of qualitative exploratory

methods required to establish the potential application of the theory in the context limits the generalisability of the study (Creswell, 2014; Wiersma, 1995); and, 3) the thesis document is limited to a maximum of 100,000 words. With regard to the above limitations, this study focused on three types of schools in the regions of Jakarta and Tangerang. It was also more strongly focused on the central government educational policies rather than local government policies.

3.7 Quality of the Study

The quality of qualitative study is often subject to scrutiny in terms of its reliability, validity, and generalisability (Creswell, 2009, 2013; Punch, 2006, 2014b). To address this matter, this study adopts four criteria, as proposed by Guba (cited in Shenton 2004): credibility, transferability, dependability, confirmability, which will be further discussed in the following section. Moreover, as this study has adopted a positivist stance, qualitative methods have been used to establish the potential credibility of an application of a positivist theory to Indonesian schools. Thus, using a thorough investigation into the context and phenomenon is an important effort to establish indications of how the selected schools manage flux. The resultant findings, inductively through open coding and checking for evidence of potential areas of question, are aligned with the conceptual framing for the study. Thus, the use of qualitative methods to establish the quality of the study is appropriate to the task at hand.

3.7.1 Credibility

A study's credibility (Shenton, 2004) is concerned with the ways by which the research addresses the problem and alignment of the findings with the phenomenon being researched. In order to ensure credibility, this research employs critical measures proposed by Guba (cited in Shenton, 2004): purposive sampling, multiple viewpoints, member checks, thick description of the study, and debriefing.

- *Purposeful sampling technique* was used in deciding the school. This study involved three different schools. Firstly, all schools in the region were identified and classified according to type. One school was then selected at random from each of the different types of schools. A random sampling technique was also used for selecting teacher participants, with three to five teachers from each school involved in the study chosen through random selection.

- *Triangulation* was also used to enhance the credibility of this study. Triangulation, in this case, refers to the use of different sources of data, different types of informants, and different types of sites. This study used interviews, focus group discussions, and documents as the main sources of data. In terms of informants, three different groups of participants were involved: principals, vice principals, and teachers. In addition, this study investigated three different types of schools in Jakarta and Tangerang, Indonesia.

- This study also employed *member checking* to strengthen the credibility of the study. The interview transcriptions were sent to the interviewees who were asked to read and to review the transcript to ensure accuracy in capturing their intended meaning. Moreover, member checking can also be used during the process of interview, particularly when certain dialogue corresponds with a theory or framework that has been investigated by the researcher (Shenton, 2004).

- *A thick description of the phenomenon* being studied was produced in the interests of credibility. Specifically, this study elaborated the internal and external context of each institution being studied. Detailed responses and occurrences addressed by the participants in regard to the phenomenon being studied will be elaborated.

- *Frequent debriefing* was also used to help the researcher shape the research toward more credible findings. Through frequent debriefing with supervisors and peers as critical friends, this study was subjected to different thinking and perspectives to enrich and expand those of the researcher. Additionally, the researcher actively sought disconfirming evidence and outlier data when developing the themes and categories. Such debriefing also involved peers to check the translation of interview questions and results as interviews were conducted in the Indonesian national language of *Bahasa Indonesia*.

3.7.2 Transferability

The transferability of this study has been ensured by providing sufficient background information about each institution and the context being studied. The background outlined the number of institutions being studied, any relevant restriction, the number of participants involved, data collection methods employed in the study, the number and duration of data collection sessions, and the period during which data collection took place.

3.7.3 Dependability

The dependability of this study was ensured by the use of overlapping methods such as interviews, group discussions, and observations. The result of data collection from different

sources were analysed and cross-checked thoroughly. Moreover, the dependability of this study was enabled through detailed and in-depth description of the methodology used in the study. In doing so, the possibility of replicating the study is enhanced.

3.7.4 Confirmability

To ensure the confirmability, measures were undertaken. An objective elaboration of the shortcomings, in terms of methods and potential impacts, was addressed. A detailed description of the methods was provided to assist readers to understand how the findings were constructed and formulated.

3.8 Ethical Statement

This research was approved by the Social and Behavioural Research Ethics Committee of Flinders University, under the project number 7546.

In order to avoid coercion in participant selection, the researcher approached principals and vice principals for recommendations of teachers to potentially be included in the study. Following that, the researcher individually contacted the teachers for their availability. This first contact included explanation of the overview of the study. If teachers then agreed to participate, they contacted the researcher with the signed consent form.

3.9 Chapter Summary

Considering the nature of the phenomenon being studied, this research employs qualitative methods using multiple case study as the primary strategy to answer the research questions. This research selected three types of high schools in Indonesia as case studies: 1) a national government school, 2) an Islamic government school, and 3) an Islamic private school. The data were collected through interviews, focus group discussions, observation, and document analysis. As an exploratory study, this research acknowledges some limitations and delimitations, as outlined in Section 3.6, namely, time constraints, the use of qualitative methods, and the restriction in terms of word limit.

4   In-Case Analysis of School 1

4.1 Chapter Introduction

In the previous chapter, the analysis of the study was divided into two positionings: in-case analysis and cross-case analysis. This chapter, and the following two chapters (chapters five and six), present the in-case analysis of the study. This chapter begins with the profile of School 1, which is a national public school in the district of Tangerang. The profile includes the social and geographical information, school vision and mission, and an overview of the school's program. The chapter continues with an analysis of participant responses. The analysis is based on interview data aligning with the main themes of the research questions.

4.2 School 1 Profile

Content removed for privacy reasons

4.2.1   School history, and social and geographic information

Content removed for privacy reasons

4.2.2 School vision and mission

4.2.2.1 Vision

Nurturing qualified and well-behaved pupil who master and integrate knowledge, technology, and environmental awareness which enable them to compete in the global arena.

4.2.2.2 Mission

1. Creating role model pupils who are intelligent, creative, innovative, and well behaved, as well as able to enhance both academic and non-academic skills that help them to compete in national and global arena.

2. Preparing students with various life skills in regard to multiple intelligence principles as well as acquiring knowledge and technological capabilities that support environmental awareness.

3. Creating a school culture which integrates information and technology into teaching and learning activities through the digital classroom program.

4. Applying international standardised quality assurance.

5. Enabling students to be the part of global community where they are able to cooperate individually or collectively in national or international events.

4.2.3 School program

This school has two significant educational programs: academic and non-academic. In terms of the academic program, this school has two main programs positionings, namely, the regular and accelerated program. Both regular and accelerated programs are designed for all students who pass the enrolment selection test. However, entry into the accelerated program involves a more rigorous selection process and additional requirements to the regular program. Generally, students with high academic capabilities enrol in the accelerated program.

The non-academic program, known as the extracurricular program, is intended to help students to enhance or learn different skills in accordance with their hobbies or interests. School 1 has various types of extracurricular programs, and has been successful in some competitions at the district and national level, such as National Science Competition. A summary of statistical information about the school is presented in Table 4.1 below.

Content removed for privacy reasons

4.3 In-case Analysis Based on Interview and Research Questions

The in-case analysis of this study will be based on the responses of participants during the interviews and focus group discussions. This stage involves grouping and cropping

some of the interview questions from the field research. The participants' responses are displayed and grouped into key interview questions that align closely to the research questions informing the study. A matrix of participant responses will also be displayed to summarise data relevant to each question, covering issues raised by participants as well as providing a clearer picture for the reader. However, it is important to note that a key question asked considers the realm of curriculum change. Presented below are the responses of the participants grouped in eight main questions.

4.3.1 Responses to Question 1: What do you think of the fast-changing government policy? How did the people (teachers, management, parents, students, other stake holders) in your school respond to the changes?

In regard to the above question, teacher 1 (A/2/1) stated that the school was actually experiencing a difficult time, especially for the teachers. She said:

> This matter of new policy implementation, for me, it is like we are doing things while running. But, fortunately we have enough help and resources. We also have curriculum development team in our school. So, we are very lucky.

She (A/2/1) also said that, "… Although it was tiring, both mentally and physically, we still have to do the adjustment in accordance with the change…" and (A/2/1) further commented:

> To my knowledge, the Government was indeed too easy to make a statement (policy). For example, the current K-13 curriculum. Before, it was KTSP curriculum. Then it was changed into KTSP, then back again to K-13… Recently, there is a new policy about school zone. Well, for me it was actually an old matter. What government should do is actually how to control the implementation of the policy, not always creating new policy…

Teacher 2 (A/2/2), when asked the same question, stated that whatever policy is issued by the government, should be implemented by the school.

> The fact that this school is a government school and even a reference school, then whenever a new policy occurred we have to follow the procedure. So, we were very shocked at that time. Fortunately, the headmistress proposed a good solution by conducting several trainings about the policy.

In addition, she (A/2/2) also added an extreme case where the school experienced a policy change within days.

> There was even an extreme case where the assessment model was changed within the time of days. We were panicking at the time. Some parents were also confused. However, we are lucky to have such a good leader that came up with a good solution. In addition, we also have a good IT [information and technology] team.

Further, she (A/2/2) explained that most of the curriculum changes happened gradually and the school was notified when there were further adjustments. In many cases, the government provided a number of training sessions concerning the change. However, she added an interesting point:

> Well, we've got data about the previous model of RSBI [international standardized school model] that were not used as the case of policy change. However, we still keep that data just in case the policy changes again and the data will be useful again.

Thus, based on her (A/2/2) experience of such rapidly changing policy, she keeps unused materials in case they prove useful in the future. This can be interpreted as the school implementing an informal 'just in case' strategy to adjust or respond to the changing situation where the teachers (the school) collect and retain knowledge (information/data) in the turbulent policy environment.

Before discussing curriculum, Teacher 3 (A/2/3) made a comment regarding a previous event that happened when she was new to the school.

> ... even before that case, there was a case of RSBI (international standardized school model) policy withdrawal. So, everyone was confused at that time. They were questioning about the standards that have been programmed for the RSBI. Should it be downgraded to national or local standard?

She (A/2/3) then explained that the school management decided that the school should maintain the RSBI standard (international standardised school model), with or without government support. In the case of curriculum 2013 (K-13), she knew that many schools were still considering and adjusting. However, this school chose to implement the change immediately.

> I was amazed that our school directly implement the curriculum just after it was launched. I thought that was a brave decision because the change was significant and substantial. Not only the content, the implementation comes to the way how the subjects were organized and delivered such as subject package and moving class programs.

As the result of this decision, she (A/2/3) commented that:

> ... internally, we were very shocked with the change. So, there were some pros and some cons to the decision. However, as you might know, we have no choice but to accept the decision because we are government employees working in a government school. We were struggling in the beginning, especially with administrative matters, but eventually we became accustomed to it and able to do it. Our leader motivated us with stages in achievements. So, we followed her suggestions and rhythm.

Moreover, she (A/2/3) mentioned a parents' perspective regarding this matter:

37

> Parents… what I noticed is that many parents were a bit unhappy with this change. One of the reasons is that their children were coming home too late. They were also complaining about the homework that the children have. So, the parents were concerned about the children's fitness and wellbeing. They were worried that the children were overburdened.

In short, she (A/2/3) explained that the school always followed and implemented any government policy issued, although the school had made some specific internal adjustments in response to policy change.

A different perception was raised by Teacher 4 (A/2/4). She perceived government policy change as being quite normal, stating that, "in the case of policy change, I can accept anything … the change itself, in any case, whether curriculum or whatever is actually the same. That is according to me. I am someone who can accept anything". She (A/2/4) further said:

> The principal asked all the teachers to work hard and fast. Personally, I could keep up with that and eventually everyone could keep up with the new policy. As far as I know, there is no government policy that we deny because I believe that all programs are actually intended for the betterment of the students. I think people are not used to the new policy. For example, most teachers are used to having 2 periods at once. In the new policy, they have to teach 4 periods in a block. For them, it is too long. Students may get bored. Actually, they could improvise by creating a short break in between the periods. So, for me it is not a problem.

She (A/2/4) then explained the reason why she was such an acceptance of this change in particular; it was because the new change suits his style of teaching. In fact, she has consistently been incorporating this into her practice.

> So, I did not experience any difficulties. Well, I can understand that it might be a shock for those who are not accustomed to the style of this curriculum. For the school, it is a necessity to implement the policy…

Like other teachers responding to this question, Teacher 5 (A/2/5) also provided similar testimony in that he saw the school was immediately implementing the change.

> So, any policy issued by government we will respond to seriously and implement it immediately. Although there might be some difficulties during the implementation such as issues with teachers who are unaware of computers and IT [information and technology], etc.

He (A/2/5) further explained that:

> structurally, we are under the Department of Education, either in the district, province, or even a higher level. Thus, regarding the policy issued by central, provincial, or district government, we believe that they have designated teams in their department. In this regard, the school can only provide a good response and implement the policy.

In relation to his teacher colleagues, he (A/2/5) explained that there are different reactions to the policy change issued by the government.

> Some people were still reluctant and disappointed with the "annoying system". However, with the strategy of our management in handling this matter, they eventually commit to change and fulfil their professional duties. It can be understood, because any policy regarding curriculum change must be very influential for the school because it not only affects teachers, but also other stakeholders such as students. It includes the teaching and learning activity that is different from the previous routines. In the case of this curriculum change, the paradigm shifts from teacher oriented into student oriented. It surely will affect the students. Therefore, it should be carried out thoroughly and simultaneously (A/2/5).

Apart from the above perception regarding government policy, he (A/2/5) was convinced that the school is always ready for any change, not only from government but also any change that comes from other stakeholders.

> ...we were very fast to respond in fulfilling the needs of society for a high quality of educational institution. It even starts from the enrolment process as well as providing the graduates with reliable education into the future. Therefore, we signed a cooperation program agreement with some reputable national higher education institutions.

A similar experience was described by Teacher 6 (A/2/6 Vice Principal). However, he specifically stated that the ever-changing policies were actually happening after the issue of this curriculum change.

> Actually, many of the government policy changes started after this policy of new curriculum change [KTSP to K-13]. As this policy launched, many other government bills were issued. Thank God this school was selected as one of the schools to implement the new curriculum in this district. These selected schools are called cluster schools. Cluster schools are responsible to disseminate and share the knowledge of this new curriculum with other schools.

He (A/2/6) also stated that the change is even greater in the area of assessment.

> As the implementation process takes place, we realised that more changes were happening with the assessment, not on the content or teaching and learning matters. The assessment should literally be divided into three main categories: cognitive, affective, and psychometric. What has even made confusion is that on the cognitive and psychometric aspects, the assessment scale is 1 to 4 instead of 1 to 100.

Teacher 7 (A/2/7 Vice Principal) confirmed what was raised by Teacher 6. She considered that the significant change was not actually in the content of the curriculum. She (A/2/7) said:

> Actually, in terms of curriculum content, the change was not really significant. What is actually essential are the teaching and learning process and assessment process. We have to implement certain procedures in the teaching and learning process called scientific approach. Moreover, we also have to keep different journals for the assessments. It is actually tiring.

She (A/2/7) then talked about her concern with the administration issue:

> What is also frustrating is the administration aspect of the curriculum change. As a teacher, we have to teach at least 24 periods in order to fulfil the requirements of the certification program. If we have those periods, some people might have more … we still have to prepare the teaching plan and administration. It is just too much work for us.

Apart from her experience in dealing with this curriculum change, Teacher 7 (A/2/7), on the other hand, stressed the importance of having appropriate resourcing to deal with the change. She (A/2/7) stated that any change that concerns human resources is achievable. However, new adjustments require funding allocation. In this regard, she stated:

> …what I have encountered are the change of RSBI, then KTSP to K-13. I believe that there are no problems regarding human resources; we could handle it. However, whenever change occurred, there are funds needed. We cannot proceed with the change if we do not have enough funds.

She (A/2/7) frankly described her own difficulties in coping with the change:

> For me, accepting change is sometimes difficult. In my opinion, this type of teaching technique is already good and suitable for me. Why should it be changed? Why should I make students to be more active while I keep myself static? Is it possible? And some other doubts [too]. However, as it has been agreed on by the school to be implemented, eventually I manage to do it. Actually, any types of policy that are meant for improvement are actually fine. Most of us can accept that.

The principal of the school (A/1/8) expressed a different perception than that of most teachers. She stated that:

> For me, the change is a normal thing because nothing is unchanged except the change itself. In this regard, as the school leader and a government employee, it is very sure that whenever the government policy changes, I have to implement the policy and adjust.

In regard to the government change, she (A/1/8) also stated that:

> Even though the government did not change the policy, our students are actually changing. Students nowadays are very resourceful. They can learn from any resources and learn anywhere almost without limits. Thus, if the teachers are not ready for that and not willing to learn and change, we will be left behind.

She (A/1/8) further explained that any policy change, such as the change from curriculum 2006 (KTSP) to curriculum 2013 (K-13), is only a matter of paperwork and mindset: "If our mindset is ready for any type of change, then we just need to switch the mindset". Expanding on this, she then said:

> What I do when the change comes? I never follow others in being too concerned about the change and playing around with it. I would rather take it, analyse it, and implement it. So, as

a leader, I should create a conducive atmosphere in my organisation, not make it worse. I believe that as everything settles, everyone will follow the lead.

She (A/1/8) then confirmed some of the steps that she believed should be done in regard to the change.

Actually, the way to face any policy change is actually the same, which is doing our best, working in accordance with the rules, and realising that we are teachers who are providing our best service. Those things should be enough to overcome the issue because what is really changing are only documents.

In order to present a clearer picture of participants' responses and some additional information around the issue, responses are synthesised in the table below.

Figure 4.2: Matrix of respondents' responses (Question 1).

Issues raised	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
Has to be implemented	√	√	√	√	√	√	√	√
Experienced difficulties to some degree	√	√	√	-	√	√	√	-
Government is too quick to make statements	√	-	-	-	-	-	-	-
Notification regarding the change	√	√	√	√	√	√	√	√
Government provides follow ups	√	√	√	√	√	√	√	√
Keeping previous resources as a precaution	-	√	√	-	-	-	-	-
Pros and cons regarding the implementation	√	√	√	√	√	√	√	√
Parents are a bit unhappy	-	-	√	-	-	-	-	-
Commitment to providing best service to meet community needs	-	-	-	-	√	-	-	√
Change in assessment is greater than that of content	-	-	-	-	-	√	√	-
Too much administrative work	-	-	-	-	-	-	√	-
Importance of funding to deal with the change	-	-	-	-	-	-	√	-

The table above maps out how the respondents perceived rapidly changing public policy. Most of the teachers from this school stated that they are having difficulties in coping with the change at the initial stage. However, as they received training and undertook adjustments, their opinion changed. Thus, the fast changes in government policy created some degree of difficulty, though they were able to manage it, mainly because they were already accustomed to working under such conditions and trained to deal with the matters. Another important aspect depicted in the above matrix is the act of compliance, by which everyone agrees that government policy should be implemented, whether they agree or disagree with it. This is particularly because the school is a government school and they are government

employees. However, most respondents did discuss some adjustments that might be needed in regard to the school context.

In addition to issues related to changing policy, one respondent raised the issue of funds. Funding, to some extent, should be considered a crucial factor in providing appropriate response to the issue. This is mainly because the change in policy, in many ways, requires certain actions or routines to be changed and factored in accordingly. This respondent argued that, for example, training will definitely require funding, not to mention the many associated administrative matters that would not be possible without funding.

4.3.2 Responses to Question 2: Is there any chance that the curriculum or other policies will be changed again? Why do you think so? How would you handle that?

Almost all respondents commented similarly when they were asked about the possibility of future changes in government policy. They all agreed that this issue of ever-changing policy will continue in the future. They are familiar with the well-worn saying, "new minister, new policy". Teacher 1 (A/2/1), for example, stated that, "So, I think the government is still doing the same thing over and over again. I mean whenever a new minister is appointed, he/she will produce a new product [policy]".

She (A/2/1) believed that it was actually superficial aspects that were changing, though the content actually remained the same. Whatever the case, schools are the most disadvantaged party.

> Actually, it was not changing the policy. It was only changing the packaging. Let's take a look at some of the cases. The new curriculum 2013 was replacing KTSP, then it was replaced again with KTSP. Do you still remember the issue of the name of this high school level? Now it's called SMA, before that it was SMU, before that was SMA. So, it was actually returning to the old structure. It was a simple thing, but it affects many things. When you change the name from SMU to SMA, you have to change the letterhead, the stamps, the envelopes, etc. Schools are disadvantaged by these policies.

Other teachers said much the same thing. However, a good point was raised by Teacher 3 (A/2/3), particularly the reason behind why the policy was changed. She (A/2/3) raised the issue of funding and differing ideology between ministries.

> It seems to me that this kind of matter is just taken for granted. At first, the minister was replaced. Then, the minister's ideas were not the same as the previous one. Otherwise, the higher authority wanted different thing from what is currently in place or the recent policy was changed because of funding issues and so on and so forth. So, for me, I never think too much about that. What is important is how we adjust to the change that has occurred.

This participant (A/2/3) saw no point in worrying too much: "What should be done is preparing our self to adjust to the change." Furthermore, Teacher 4 (A/2/4) raised why an assessment model in curriculum 2013 was once changed but was then withdrawn and replaced again with the previous model. She (A/2/4) said that the reason was many teachers were complaining about the new model of assessment:

> It is not supposed to be changed so easily. However, maybe the policy was changed as an result of evaluation. As a new policy was implemented then many teachers were complaining. So, the policy was then withdrawn and changed back to the previous one.

She (A/2/4) further stated that, "So, I am always thinking that the main agenda of this policy change is a greater good. I think change is a normal thing because if something remains the same, it is stagnant without improvement."

Teacher 5 (A/2/5), in many ways, agreed with the other teachers. Moreover, he stated that as long as the new policy is aligned with the education law and intended for the betterment of education, then it should be responded to positively.

> So, reviewing the previous cases, it seems that education policy is connected with the political will of the decision makers in the government. So, if it was asked whether there would be any significant changes in the future? I think it is possible. However, I believe that any policy changes made by the government, as long as it was referred and aligned with education law and the improvement of educational quality, it should be fine and why should not we respond to it appropriately?

The principal (A/1/8) responded differently to the rest of the respondents. She said that she would not know for sure whether the state of ever-changing policy will remain because she is not in the position of issuing policy. She would rather prepare the school to be ready for the change because she believed that every policy has a positive side (A/1/8).

> Well, my answer to that question would be "I don't know" because I am not the one who has the authority. Anyhow, for me, the best thing to do is preparing ourselves to be ready for any changes. Who are we questioning that matter? For me, I believe that every policy, anything, has a good side. If we want a good life, we don't need to complain about that sort of thing. Let's look and find the bright side. So, when a policy change occurs, I never complain about it. What I need to do is find the bright side and the best way to adjust to the change because, as a leader, I should comfort everyone, not to complain about the changing policy.

In short, most of the respondents indicated that the government policy would possibly change again in the future. Some people stressed ways to respond to that change positively, while others noted that the government should put more effort into thorough research before implementing new policy, otherwise schools would be disadvantaged and

overburdened. In addition to the above elaboration of the respondents, the table below presents a matrix of responses.

Figure 4.3: Matrix of respondents' responses (Question-2).

Issues raised	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
Policy will continue to change (new minister, new policy)	√	√	√	√	√	√	√	-
Change is mainly surface level (the 'packaging''/name), not the core component	√	-	-	-	-	-	-	-
Different ideas from policy makers	-	-	√	-	-	-	-	-
Funding issues	-	-	√	-	-	-	-	-
People complaining about the policy	-	-	-	√	√	-	-	-
Policy change is normal, as long as it is meant for the betterment of education quality and aligned with education policy	-	-	-	-	√	-	-	-
Uncertain of policy changes (not involved in decision making)	-	-	-	-	-	-	-	√
Preparing for any policy changes	-	-	-	-	-	-	-	√
No need to complain, just adapt and adjust	-	-	-	-	-	-	-	√

4.3.3 Responses to Question 3: Does the school put any effort into identifying and anticipating future possible changes? If so, does the school apply new school policy in response to the changes?

In regard to the question of whether there was any effort from the school to either identify or anticipate policy changes, Teacher 4 (A/2/4) stated that, previously, there was a team that she believed had been established to manage change. This team was responsible for managing issues occurring in the school before the issue was escalated for further action. She stated that:

> Before this period, there was a team called "Litbang" [research and development]. This team consisted of nine people. These nine people were trusted by the management as well the entire school community to analyse any issues occurring in the school. So, if there was anything that needed to be taken care of, it would be entrusted to those people to discuss, analyse, and find the solution.

She (A/2/4) further explained that this team no longer exists. However, she is very confident that the process that was previously undertaken by "Team 9" is now carried out by the management team (principal, vice principal) because she has been invited by that team to discuss certain school matters related to her capacity and capability. Moreover, the management team might also appoint an individual, or set up a team, to handle certain matters in accordance to the needs and situation.

> ...for now, it seems to be undertaken by the management team [the principal and vice principal] except for special cases. If there are any special cases, like what happened the other day on ISO, there will be someone appointed by the principal to handle it.

Similar to Teacher 4 (A/2/4), teachers 1, 2, and 3 stated that the analysis process is undertaken by the management team. They also reinforced the importance of such efforts. However, Teacher 2 (A/2/2) considered that different types of school would have different actions and implications in response to government policy. She (A/2/2) further explained that the analysis would be very useful for private schools, not government schools. This is mainly because the private schools have more freedom to implement procedures arising from analysis results, whereas government schools are meant to apply any policy issued by the government.

> I think there should be something [analysing and anticipating] like that, even though there might be implications with the school type [government or private]. However, it is still important regardless of the school type. The private schools usually have a certain team that monitors this issue [government policy changes]. They can either choose to follow the government policy or not to follow it.

She (A/2/2) further explained this matter by providing an example of the experience encountered by other teachers from other schools.

> For example, one of my friends who is working for a private school in Jakarta, they don't participate in the national exam. Most of the students are continuing their study abroad. So they almost 100 % don't follow government policy. However, if the school type is just like this school, it would be different. If we did the policy analysis, for example, then we found out that this type of policy didn't really suit us, could we really deny and ignore the policy? I didn't think it would be possible. In some cases, the new policy was actually replaced with a different policy three or four months after the implementation.

In addition to the above matter, Teacher 5 (A/2/5) stated that he was not aware of this type of team. However, he (A/2/5) did state that there is a team which is in charge of dealing with and analysing internal school matters: "as far as I know, I didn't see any efforts in monitoring or anticipating anything related to government policy. However, if it is something related to internal school matters, there is a team that I did mention earlier."

Teachers 6 (A/2/6) and 7 (A/2/7), as members of the management team, affirmed statements of other teachers who believed that analysis is carried out by the management team. Moreover, Teacher 7 (A/2/7) highlighted the important roles of the principal and the vice principal in curriculum matters. She (A/2/7) explained that most internal school issues were channelled through the two people mentioned.

> It is the management team, especially the leader or the vice principal [who deal with] curriculum matters because usually government policy deals with curriculum. As you know, anything that is closely related to student matters is [about] curriculum. The other matters, such as facilities and infrastructure, are complimentary matters. My jobs are mostly related to internal matters such as preparing internal workshops or what types of workshops we should participate in.

In terms of the how the process works, Teacher 7 (A/2/7) explained that it is usually discussed in the regular meeting every Sunday. Usually, the principal will deliver updates then ask team members' opinions before further steps are taken.

> Technically, the principal invites us to discuss any school matters in our regular agenda, which happens every Monday. So, if there are any updates from the government, such as curriculum, management, funding, etc., the principal will inform us about that. Following that, she usually asks our opinion regarding the matter. She usually asks about what we think if she were to make a particular kind of decision regarding the update and so on and so forth.

In addition, teacher 7 (A/2/7) explained that the principal is the one who is always aware of any updates from the government and monitors any changes that may occur: "I think the leader is the one who actually monitors [and] anticipates government policy. Then, she will update us with the information and her plan. Following that, we discuss, analyse, then the decision will be made."

Besides confirming all the teachers' explanations, the principal (A/1/8) emphasised and further explained her role as the school leader. According to her, it stems from a good leadership instinct that sees and understands organisational contexts and synergises those with the available resources; the process of strategic planning:

> [It is] the leadership instinct to identify it. It comes from the leader. We, as leaders, should think about everything in the first place. If we talk about a school, we should think and plan eight years ahead. So, when we set our foot in a school, we should already be thinking what is the school going to be like in the next eight years? What should we do to achieve that? Next, we break it down into a four-year timeline. We have to be able to make statements and programs to achieve the long-term goals that are aspired to. Those things should come from the leader.

Furthermore, she (A/1/8) explained that a leader should have a clear vision and share it with his or her colleagues. By doing so, every school component will work towards the same direction to achieve the shared vision. Relating to this, she explained:

> …then, surely, we have to communicate our vision and mission to all our peers that these are our vision and mission. For example, we want to achieve 'goal A' in the eight-year timeframe. Then we break it down into a four-year timeline, then a one-year timeline. We also need to ask for their commitment and support as well as their suggestions regarding the plan. Logically, we have to be able to plan what are the things that we want to achieve in this one-year timeframe. Then, we decide which one [goal] should be achieved first and so on and so

forth. Following that, we should also plan funding, how could we find the funding and so on.
So, we design it first in the beginning.

In addition, good, visionary leaders should be able to capitalise on any potential input or suggestions from his or her peers. Conversely, if the leader does not have a clear vision, then good opportunities can be missed. The principal (A/1/8) said, "when subordinates were proposing some ideas to a leader with no vision, the leader would never understand and grasp the message".

To sum up, most respondents agreed that the analysis of government policy is undertaken by the management team and is usually carried out in the regular management team meeting. Moreover, all respondents stated that the school leader has an important role in dealing with such matters. To synthesise a clear map of the respondents' responses, a table is provided below.

Figure 4.4: Matrix of respondents' responses (Question-3).

Issues raised	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
There was previously a team in charge of analysing and finding solutions for school matters (Team Bangdik)	√	-	-	-	-	-	-	-
Recently, the responsibility has been undertaken by the management team	√	√	√	√	-	√	√	√
The management team may elect to set up another ad-hoc team to deal with certain matters	√	-	-	-	-	-	-	√
School type influences implications of government policy	-	√	-	-	-	-	-	-
There is a team charged with handling and analysing internal school matters but not external matters	-	-	-	-	√	-	-	-
The principal and vice principal, in terms of curriculum, have significant roles in regards to most school matters	-	-	-	-	-	-	√	-
The analysis process is carried out in the management team's regular meetings	-	-	-	-	-	√	√	√
The principal usually monitors school policy	-	-	-	-	-	-	√	√
The importance of good leadership skill	-	-	-	-	-	-	-	√
The importance of shared vision across school components	-	-	-	-	-	-	-	√

4.3.4 Responses to Question 4: How does your school adjust to (survive) the rapid changes to curriculum or other policies, both internally and externally?

This question was intended to explore and obtain information about respondents' experiences of how the school deals with government policy changes or other types of changes that may occur in the school organisational context. In principle, Teacher 1 stated that she identified at least three ways of dealing with such matters: 1) the school keeps abreast of the most current information. The school principal and the vice principals have

strong networks to obtain information and provide details to faculties and teams within the school; 2) following up the information with actual action as quickly as possible, such as conducting workshops or training; 3) monitoring the progress to identify any need for further follow up.

Teacher 1 (A/2/1) initially stressed the importance of regular communication and information updates because effective response towards government policy depends on how quickly and accurately teachers obtain the relevant information. She (A/2/1) further said that her school can adjust to policy changes quite fast because it often received updates from the primary source. She (A/2/1) mentioned that the principal was always doing a good job in this regard: "Of course, we have to always be updated with information from the government that is usually delivered by authoritative departments. Thank God our principal is always helping us with these updates."

The vice principals are also key people who contribute significantly in obtaining and gathering information. Teacher 1 (A/2/1):

> Apart from that, the school management, especially the principal, are also reliable people who have good and broad networks. Therefore, they are also very resourceful. Those are some of the factors that enable us to enact a fast response to almost anything.

These steps were then continued by processing the obtained information within the school management team.

> I could tell that the information is actually processed by the principal. Of course, the principal would not do it alone. She will discuss it together with the management team [principal and vice principals]. So, before any further steps are undertaken, this team will analyse, assess, and find some ways of handling the matter. Following that, there will be another meeting that might involve different people or teams according to the needs. As everything becomes clear and settled, then the decision will be undertaken and the steps are carried out (A/2/1).

As the information was obtained and understood thoroughly, the principal usually followed it up with training or workshops: "She follows every detail of the update and disseminates it to the teachers as well as the follow ups [such as training]. We at least have three training sessions: beginning, middle, and end of academic year workshops" (A/2/1).

Teacher 1 (A/2/1) explained that the principal also continuously monitors and supervises the progress, either face-to-face or virtually through a 'WhatsApp' (one of the most popular messaging applications in Indonesia). In addition, she said that the WhatsApp group is an effective tool to deliver concise information and communicate among the school

community. Teacher 1 (A/2/1) also highlighted the importance of the school community support: "all the people [teachers and other staff] in this school have a positive attitude toward change. They are also very quick in absorbing and responding to information, both from within the school or outside of the school.

Teacher 2 (A/2/2) supported the above opinion raised by her peer (Teacher 1). She (A/2/2) stated that all the information was analysed by management team. She also confirmed the important role of the principal in providing such a fast and appropriate response.

> ...the changing policy should be analysed in the first instance. We would not just blindly take it on, of course. The school would never let us follow the policy without knowing anything about it, or even [if we were] still uncertain about the issue. But most important is that the principal is very responsive and able to find immediate and appropriate solutions. Things like inviting reliable resource people in order to enlighten us [teachers] about the issue that is being discussed.

A similar opinion was also raised by Teacher 4 (A/2/4):

> ...any decision undertaken in this school is actually made after the management team meeting. That is what we usually do here before any actual steps are taken. Then, we conduct workshops in order to explain the policy as well as train the teachers about it.

Furthermore, Teacher 2 (A/2/2) explained the reason why the management team conducted various of training in regard to new curriculum changes.

> Yes, the government [Ministry of Education] might provide us with follow ups, but it was too long a process. In this instance, the principal acts directly to invite people from the primary source, discuss the issue with us, train us, then implement the policy. It is just like today, we have two days of workshops on the subject unit package (SKS) policy. The resource person is now guiding us throughout the process.

She (A/2/2) further explained that if they wait for follow up from the government to come, they would be left behind, and the school community, including teachers, students, and parents, may be unclear about the situation. This might result in a bad image for the school.

Supporting her peers in previous assumptions, Teacher 3 (A/2/3) admitted that she did not really pay much attention to the detail of the process because she was more concerned about her class. However, she (A/2/3) then added that the communication between the principal and teachers could be incidental and casual. She (A/2/3) also mentioned the usefulness of communication via WhatsApp in this regard.

> From my experience, we don't really find about how it works. Probably because we are only focused on classes. About that, we often get updates through the WhatsApp group created by

the management. Whenever we face any changes, it will directly be posted in the group. Following that, there will be face-to-face dialogue about the matter such as a brief conversation before a class starts. There will be a formal information session and a person in charge will be appointed and the team will run accordingly; usually it is the vice principal or the head of administration officer.

Teacher 3 (A/2/3) also added some information regarding the workshops or trainings that were usually held by the management team: ""In addition, if the new policy requires actual change or enhancement, then it will be followed up by workshops or training. Recently we've just had training on authentic assessment and high-order thinking." Those workshops or training were mostly follow ups of recent changes that were not appropriately addressed by government (department of education at the district level).

> Our principal often conducts internal training and workshops for us. Maybe it's because limited training is provided by the education departments, either local or national. It is often very limited to a small number of people. As the result, the information and the skills are only absorbed by limited people. In these instances, the principal decides to conduct internal training and workshops for all teachers so that all teachers obtain the information and skills from the first and reliable resources.

Another important aspect was raised by Teacher 3 (A/2/3) regarding a type of community practice that helps the school to deal with such fast-changing policy. In this regard, the school matched more advanced teachers in IT (information and technology) with less experienced teachers in IT because the new curriculum requires greater use of such technology. By doing so, the process of keeping pace with the change has become faster.

> In the case of 2013 curriculum, some senior teachers were facing difficulties. Especially those who are not familiar with new technology. In this case, junior teachers who are familiar with IT [information and technology] were asked to cooperate with and assist those who are not familiar with it. So, we were hand-in-hand overcoming these problems. Even though we realise that there might be gaps between generations, we try to eliminate it and try to work together.

Teacher 5 (A/2/5) also raised a similar opinion regarding this matter in terms of analysing the policy, finding a solution, providing clear explanation to school stakeholders, and conducting regular training in order to enhance the subject mastery of the teachers relevant to the new curriculum.

> So, the school always helps us by providing a clear and comprehensive understanding to all stakeholders, including teachers, staff, students, and parents. The school also provides us with workshops, training, and advocacy from the initial process of the change until the end, including the assessment. This includes providing us with rewards and penalties.

In addition, Teacher 5 (A/2/5) also mentioned the implications of adjustment and innovation in response to policy. Thus, the policy would never be taken for granted without considering the internal contexts of the school.

> The fact that we are a government school did not actually negate our creativity. We have a degree of freedom to either one hundred percent accept the policy, or we make some adjustments and exceed the policy limit. In this regard, the creativity of the leader is crucial. It includes the effort of the leader to involve all stakeholders. I believe this matter could be discussed and well communicated.

Further, he (A/2/5) mentioned a wider perspective in which the school has actually prepared itself to cope with any educational issues by expanding the school network as well as garnering more experience through collaborative programs. He believed this effort will help teachers to enhance their knowledge and experience, including how to cope with policy changes.

> Actually, we already have made different efforts to enhance our educational service quality such as collaborating with other institutions. We even have a cooperation with some institutions from different countries such as Japan and Australia. We also have had student exchange programs with those institutions. In terms of the curriculum change case, the school conducted some workshops or training, both internal and external trainings. So, the school provides full support and facilities for the teachers to enhance their capacity in order to cope with the change.

Teacher 6 (A/2/6. vice principal) framed most of the themes raised by his peers by stating:

> Actually, coordination is one of the keys. All the teachers come to school every day. Each subject has a community program called MGMP [subject teachers' association meeting] and this MGMP has a chairman. There is also a special team in addition to the vice principal for curriculum. This team handles learning and assessment. Another special team is assigned to handle the website. So, I am not working alone. Thus, whenever a new policy occurs, we contact the principal directly. The principal then contacts the management team. When all matters are settled and agreed. Then we can proceed with the process. It is important that the decision remains with the principal. We only provide feedback, solutions, and suggestions.

His (A/2/6) statement suggests that coordination is an important aspect that enables the school to cope with the fast changing policy. He also indicated that the coordination between school departments can easily be facilitated, owing to at least three reasons: first, all teachers are at school every day; second, there are teams with specific programs; and, third, all teachers are associated within various school communities of practice called MGMP, which includes teachers from different schools (A/2/6). Thus, both internal and external information and resources could be synchronised and synergised.

In addition, he (A/2/6) mentioned that the school consistently received information from primary sources without delay. Thus, the management team has enough time to discuss the issue, find a solution, and implement the policy as soon as it is issued. He then mentioned the frequency of meetings that his management team and teachers attend.

> Yes, we have regular meetings. The management team usually meets every Monday. There are also big meetings [all school areas/departments] before the new academic period starts and before the exams start. So, we have a minimum of four big meetings every year.

With regard to this regular team management meeting, Teacher 7 (A/2/7 Vice Principal) also agreed on the importance of this team. Moreover, she considered this team as one of the key factors that enables smooth transition for almost every new policy implemented in this school, particularly the new curriculum policy.

> I have mentioned that school management is the key to the successful transition of new curriculum. Moreover, we did not have too much difficulty because we were one of the former RSBI [international based school model] schools, as we have enough resources and supports.

She (A/2/7) further explained about the team management meeting:

> We do have regular meetings every Monday. So, if there were any changes or updates from government such as curriculum matters, funding, or management in general, the principal will discuss the matter with us during the meeting. Usually, she asks our opinion regarding the issue and the steps that will be undertaken.

Having spoken about the significant role of the management team, she (A/2/7) raised another important aspect that highlighted the benefit of having a risk taker leader. She (A/2/7) suggested that the role of the principal is very crucial, and they have to be bold enough to make decisions and manage risks.

> The management team has to be brave and take risks. Luckily, our principal is a risk taker and a brave decision maker. Moreover, she also connects very well with government officials, both at the provincial and national level. So, we often have very good opportunities because of that.

She (A/2/7) further stated that:

> the process always starts with the principal because that is how the system works in the department. So, any new information or updates, the first person that will be contacted by the department is the principal, or vice principal for curriculum matters."

The previous statement, in a different way, stressed the significance of school leaders because they are the first point of contact for such matters, including the curriculum. In general, the school principal (A/1/8) offered a similar answer to the other respondents,

except she did not consider the issue of policy change as a big deal. She (A/1/8), instead, put more focus on how to prepare, nurture, and shape the teachers' characters, commitment, and sense of responsibility; "actually, coping with the changes is not a big deal. What really matters is preparing and strengthening their sense of responsibility. As they are conscious about this, any type of change, slow or fast, should never be a problem". She (A/1/8) further explained:

> ...for me, or us, the first thing that should be taken care of is building and strengthening our commitment, then enhancing our competency. Wherever we are, not only at school, we have to learn and adjust ourselves in regard to any changes. So, as we have [to deal with] those things, there should not be any trouble or issue with any changes occurring because we are ready for it.

In regard to the strategies for handling and adjusting to policy changes, the school principal briefly stated that the first thing to do is making sure that the new policy is well explained and discussed with teachers and school departments. There might be people that respond positively and others who respond differently. The next thing that should be done is making use of the teams. The principal stated that she has many teams that handle school programs. These teams are usually involved in discussing and analysing any school matter (based on the teams' specialisations and competencies) before any decision is made. Moreover, these teams would also be people in charge of the programs (A/1/8). She explained that:

> all programs in this school have a dedicated team because it is impossible for the principal to monitor and supervise them all simultaneously. The vice principals are the coordinators. So, the flow would be from teams to vice principals, then to the principal. So, the programs were actually designed and planned from the beginning of the academic year. The programs were also designed according to the input of other stakeholders such as teachers, students, and parents.

In the case of dealing with the new curriculum policy, she (A/1/8) explained that as it is impossible to decline the policy change, what should be done is anticipating the possibilities and analysing the issue in order to find solutions.

> For example, the new curriculum policy. What should we do in the first instance? The first thing that we should do is build the team. After that, together with the team, we analyse what is the actual thing that is changed. In the case of Curriculum 2013, it was the use of IT [information and technology] and assessment model that should be the concern. Thus, we strengthened our IT and curriculum development team or we [would have] created a team if we didn't [already] have one.

She (A/1/8) further explained that any government policy should be analysed and discussed, at least within the management system. This includes the content of the

curriculum. In some cases, certain content could be excluded (such as trains and railways in this case) from the teaching learning process because it wasn't needed and this omission can be justified to relevant authorities. Similarly, different content can be added to the base curriculum provided it can be justified. Continuing the discussion of dealing with the case of Curriculum 2013, she (A/1/8) said:

> The next thing is we trial the idea/model because we would never know what result would arise if we don't trial it. In the case of the new curriculum policy, we are one of the 29,000 schools to pilot the new curriculum. So, based on our observations, one of the things that was needed to cope with changes was an IT [information and technology] team. Following that is team work because a failed program can still be restored if the team remains solid.

To sum up and better understand the respondents' responses regarding this fourth interview question, responses are again synthesised in a table.

Figure 4.5: Matrix of respondents' responses (Question-4)

Issues raised	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
Importance of communication and information updates from reputable sources	√	-	√	-	√	√	-	√
Processing information (analysing, problem solving)	√	√	-	√	√	√	-	√
Management team as key people	√	√	√	√	√	√	√	√
Information sessions /workshops/training (follow up)	√	√	√	√	√	-	-	√
Regular meetings (coordination and updates)	√	-	-	√	√	√	√	√
Monitoring and supervising	√	-	-	-	-	-	-	√
Communities of practice (e.g., MGMP, internal peer groups)	√	-	√	-	-	√	-	-
Fast response from management team	√	√	-	√	-	-	-	√
Government follow ups are too late	-	√	√	-	-	-	-	-
Incidental and informal (ad hoc) communication	-	-	√	-	-	-	-	-
Possibility of adjusting policy to the school contexts	-	-	-	-	√	-	-	-
Expanding school network and experience	-	-	-	-	√	-	-	-
Promoting cooperation with other institutions	-	-	-	-	√	-	-	-
Importance of coordination	-	-	-	-	-	√	√	√
School teams for specific programs	-	-	-	-	-	√	√	√
Decisive management and risk taking	-	-	-	-	-	-	√	√
Important role of school leader	√	√	√	√	√	√	√	√
Fostering responsible, committed, and good character of human capital	-	-	-	-	-	-	-	√
Anticipating and predicting possibilities	-	-	-	-	-	-	-	√
Modifying and adjusting policy to school needs	-	-	-	-	-	-	-	√
Evaluation of decisions and processes	-	-	-	-	-	-	-	√

4.3.5 Responses to Question 5: Do the changes affect organisational performance? Could you elaborate?

In regard to the above question, some respondents expressed that it affects the organisational performance in terms of triggering certain reactions from the management team which implicates teachers and other stakeholders of the school, such that they must learn new skills and adjust their schedule. In other words, many teachers were influenced by these changes and adapted their routines in response to the changes. However, most respondents believed that any changes in the school would not significantly impact school service delivery because the school has adequate resources and is well prepared for such changes. Moreover, all school departments have also become accustomed to change and were prepared for any changes that occurred. Furthermore, the school also assisted teachers with follow ups to assist them in adapting to change. In regard to this matter, Teacher 5 (A/2/5) stated that:

> the policy change on curriculum has obvious effects on the school. Apart from affecting the teachers, it also affects other stakeholders, such as students. Students were busier than they were previously because the learning process [student-oriented learning] required students to be more active.

Further, he (A/2/5) stated:

> Another significant implication was that teachers were required to utilise different approaches and techniques to assist students in regard to their abilities and capabilities, including the use of information and technology [IT]. This can be problematic for some teachers who are not familiar with IT.

On the other hand, other teachers believed that the change from KTSP to K-13 has triggered positive teaching and learning behaviours in the school. For example, students and teachers are becoming more familiar with inquiry learning style. Teacher 4 (A/2/4) stated that:

> For me, the changes are mostly positive. In case of Curriculum 2013 (K-13), students are taught to interact directly using real situations. They are also encouraged to delve and explore the information by themselves. That is good, even though it may take more time because they should [ideally] be accustomed to this process from an early age. Training them for this kind of learning style at their age now is a bit harder.

She (A/2/4) also mentioned another policy change that was implemented, which was the repeal of their status as an international standardised school. She said that:

> For the case of the international standardised school policy change, I did not feel anything significant apart from [previously] using English as a teaching medium [and going] back to Indonesian. I feel more flexible. During that time, we had to use English when we taught. Some of us should have even taken English courses to enhance our English. Following the

new regulation, the principal still maintained the service quality of the program, both physical and non-physical aspects, apart from using English. So, it is only the name that was changed.

In addition, Teacher 7 (A/2/7. vice principal) stated that:

Most of the changes in policy are actually meant to produce positive impact because it should be based on the educational development strategy. It must also relate to the educational development of other countries. So, for me, whenever we do it properly, it should lead us to a better situation. In the case of Curriculum 2013, it is actually how we could encourage students to be more independent and creative, as well as innovative.

Despite the fact that the change has created certain difficulties for the school, Teacher 5 (A/2/5) also believed that the change brought positive impact for the school, especially the teachers.

To some extent, the curriculum change led to better methods such as the enhanced capacity and capability of teachers to manage classes, undertaking assessment, and some other teaching and learning related activities. It is mainly because in the new curriculum [K-13], we are expected and trained to do those activities in our daily teaching time. That includes how to provide remedial tasks for underperforming students and enrichment lessons for high-achieving students [differentiation]. So, for me, Curriculum 2013, regardless of its limitations, has its own advantages, particularly in enhancing teacher capability.

However, the principal (A/1/8) raised another issue which showed that, in some cases, the policy did have any effects on the school, particularly when the policy was in line with existing school programs. She (A/1/8) then gave an example of the implementation of the full school day school, which was later withdrawn by the Ministry:

What I can say is that, in the case of full school day policy, we had already set up our school day from 7:30am until 3pm. So, whether there is full day policy or not, it would not matter to us.

Table 4.6 below presents a matrix of responses that maps the issues raised by the participants during the interview in response to Question5.

Figure 4.6: Matrix of respondents' responses (Question-5)

Issues raised	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
Some difficulties for some teachers	√	√	√		√	√	√	-
Teachers must learn new skills	√	√	√	√	√	√	√	√
Teachers were asked to undertake new tasks and routine	√	√	√	√	√	√	√	√
Policy change did not affect school service delivery	√	√	√	√	√	√	√	√
Change also affected other stakeholders such as students	-	-	√	-	√	-	√	-
The curriculum change has triggered positive teaching behaviours	-	-	-	√	√	-	-	-
Repeal of RSBI status did not significantly affect school service delivery	-	-	-	√	-	-	-	-
Most policy change brings about positive impacts for the school	-	-	-	√	√	-	√	-
New curriculum (K-13) enabled teachers to learn new teaching techniques, assessment methods, and class management skills	-	-	-	-	√	-	-	-
Public policy change does not affect the school, as the school is well prepared	-	-	-	-	-	-	-	√

4.3.6 Responses to Question 6: What are the factors that contribute significantly to the school's survival in regard to the rapid changes to curriculum or other government policy?

Based on the responses to the above question, it can be understood that there are several important components contributing to the school's ability to adjust to government policy changes: 1) the preparedness of the school (adequate facilities and resources); 2) good leadership (visionary, open-minded, risk taking, quick response); 3) taking advantage of information and technology; 4) school communities of practice; 5) good teamwork; 6) broad networks.

4.3.6.1 Preparedness

In examining the preparedness of the school, this school was initially one of the designated international standardised schools. In this respect, the school was already equipped with sufficient facilities and other resources. Some respondents affirmed the value of this, including Teacher 7 (A/2/7), who stated:

> in terms of facilities and infrastructure, thank God, I think we are fine because we were one of the designated international standardised schools. Moreover, it also coming from the good lobbying skills and networks of the principal as well.

Similarly, Teacher 3 (A/2/3) stated:

I see that this school is ready for any... pursuit of (enhancing) educational quality. I believe
that all my peers are actually quite senior. But still, I am amazed that this school has
accomplished so many achievements. It is also well known as a good school. The recent
principal is also a visionary leader and capable to provide a good response to any school
matter.

In addition, Teacher 5 (A/2/5) stated, "That's correct... the school has provided good
facilities for teachers who were initially lagging behind in terms of being able to cope well
with the changes".

4.3.6.2 Leadership

With regard to good leaders and leadership skills. All respondents agreed that they
have a very good leader. The current school leader was described by all respondents as being
a visionary leader who is open-minded, responds quickly and is not risk averse. This has
enabled the school to be well positioned and to maintain control under almost any situation.
In regard to the principal, Teacher 6 (A/2/6 Vice Principal) stated:

well..., thank God, our principal has been very responsive and also able to find good
solutions. So, it is the leader who has a significant role in this matter. Our school leader has
also had a good anticipation plan. We only provide some input to the principal.

Other teachers, including Teacher 2 (A/2/2), also provided similar feedback.

When we experienced the assessment system change, it was a bit difficult... but, because of
the leader's fast response, thank God, we could cope with that, although many parents were
quite confused with that change in the beginning. But we managed it in the end...

4.3.6.3 Information technology

Another key theme emerging in the data was taking advantage of information and
technology, with some respondents highlighting this matter. For example, Teacher 1 (A/2/1)
stated that the school, internally, use WhatsApp (a mobile phone short messaging application)
to set up different chat groups, including: 1) a whole staff/governance group (principal, vice
principals, teachers, other staff, school committee); 2) information group for teachers (used
only to deliver information from the management team); 3) management team group; 4)
other groups to facilitate quick communication between school teams (A/2/1). The school
also a good website which incorporates online student profiling, assessment results, and
other important school information. In regard to this, Teacher 6 (A/2/6 Vice Principal)
expressed that the web-based assessment system was very helpful in the case of the
assessment system change.

4.3.6.4 Communities of practice

The school also supports and facilitates the establishment of collegial communities of practice. One of the components that is believed to be helpful in dealing with changes happened in this school is the MGMP program (subject teachers' association meeting). This MGMP is actually one of the most established communities of practice among schools in Indonesia. In general, there are two main types of MGMP: internal (within schools) and external (between schools). The external MGMP is set up to connect all teachers who teach similar subjects from different schools within a certain district. They share information, skills, and other teaching and learning related information and resources. The internal MGMP is a forum for all teachers in the same school who teach similar subjects. In this forum, they not only share information, but also work together to overcome any teaching and learning related issues, such as difficulties occurring as a result of policy changes.

4.3.6.5 Teamwork

In the previous section, the principal stated that one of the keys to her success in managing the school is fostering good teamwork. She especially said that she is very blessed that she always has good people to work with. More than that, she explained that most of the school teams are actually created by design; a deliberate process starting from the very beginning of the strategic planning program. However, in certain conditions, when it is needed, an ad hoc team might also be set up, particularly when the available teams are busy with their current duties. In addition to the school teams that are mainly set up based on programs, there is another important team that is crucial to the school; the management team itself. All respondents stated that the management team is the think tank and the heart of the school. All school matters are processed and discussed in the management team before being disseminated to other school departments.

4.3.6.6 Good networks

Although all respondents stated that the principal has very good networks, the entire school actually contributes to forming the school's networks. The principal's networks are mostly related to government authorities. This has been very beneficial for the school in obtaining information from primary sources. Similarly, other school elements, such as teachers, may also have established networks through teacher communities of practice. This dual networking system may be very useful for the school. The teachers' networks enable the school to obtain real field experience which may be useful to understand real responses to government policy matters and learn from others' experiences. The principal's networks may

help the school to understand the reasoning behind the application of certain policy, as well as the process of the implementation more thoroughly.

The table below summarise the issues raised by the respondents during interviews in regard to the question at hand.

Figure 4.7: Matrix of participant responses (Question-6)

Issues raised	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
Preparedness of the school: adequate facilities and resources	-	-	√	-	√	-	√	√
Good leadership: visionary, open-minded, risk taking, fast response	√	√	√	√	√	√	√	√
Capitalising on information and technology;	√	-	-	-	-	√	-	√
School communities of practice;	√	-	√	√	-	√	√	√
Good teamwork	√	√	√	√	√	√	√	√
Good networks	√	√	√	√	√	√	√	√

4.3.7 Responses to Question 7: What kind of structure has been implemented in your school? Has it been changed in regard to public policy changes?

The school structure that has been implemented in this school is a modification of the government regulation on school structure. The regulation stated that, at the high school level, a school must have a minimum of four vice principals. Until recent years, this school had six vice principals, as explained by one of the participants (Teacher 7 A/2/7).

> So, it was around 2013, when we were still earmarked as an international standardised school [RSBI]. We had six vice principals while most schools have four vice principals. So, at that time, we have: 1) vice principal for curriculum, 2) vice principal for human relations matters, 3) vice principal for student matters, 4) vice principal for facilities and infrastructure, 5) vice principal for quality management [WMM], 6) vice principal for human resource development [PSDM]. Then, in 2016, we combined the WMM and PSDM into PSDM. So, the vice principal for PSDM now is responsible for the duties that were usually covered by two vice principals. It was combined because the responsibility [of those vice principals] was not as heavy as the other vice principals.

In regard to the structural change described above, the respondents did not mention any causes related to government policy. The only reason that was mentioned was structural efficiency, which is having sufficient human resources to handle school matters. Apart from the above change, Teacher 4 (A/2/4) mentioned another change that happened in the school. She mentioned that there was also a team called Team *Bangdik*, or Team 9. However, the team no longer exists.

Before this period, there was a team called *Bangdik* [research and development]. This team consisted of nine people. These nine people were entrusted by the management as well as all the school community to analyse any issues occurring in the school. So, if there was anything that needed to be taken care of, it was entrusted to those people to discuss, analyse, and find the solution.

Furthermore, all respondents stated that they had never experienced any changes to the school structure where the public policy change was the direct cause. However, on some occasions, the principal might appoint someone, or even set up new team, to be in charge of particular school matters. This might happen when the principal and the management team think that the available teams have too many tasks or high workloads, thus, delegating more responsibilities would cause ineffectiveness in existing teams. However, this situation rarely occurs because the school teams are already set up in accordance with the strategic plan before the academic year commences. The principal explains the reasons for these teams:

Every program in this school has a dedicated team because it is impossible for the principal to handle and monitor them all alone. These teams are coordinated by vice principals. So, the flow would be from the team leader to vice principal, then it would go to me as the principal. So, the teams are not an arbitrarily set up; they are planned long before the academic year starts.

The matrix below maps the issues raised by the respondents in regard to the above question.

Figure 4.8: Matrix of respondents' responses (question-7)

Issues raised	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
Government policy minimum of four vice principals	-	-	-	-	-	√	√	√
Previously, the school had six vice principals	√	-	-	-	-	√	√	√
Recently, the school has had five vice principals	√	√	√	√	√	√	√	√
Former *Bangdik* team	√	-	-	-	-	-	-	-
Principal may appoint an individual or team under special circumstances	√	-	-	-	-	√	√	-
All programs and dedicated teams determined in the strategic plan	-	-	-	-	-	-	-	√

4.3.8 Responses to Question 8: Do you think that the school should alter its structure in order to be more responsive to change? Why?

In regard to this matter, most respondents stated that it would not be necessary to make any changes to the school structure. Furthermore, some respondents pointed out that the main school structure, which is the management team (principal and vice principals),

should be capable to handle any school matters, including public policy changes. Teacher 5 (A/2/5), for example, stated:

> I do not think that is necessary. If it is based on some cases that we have experienced, the recent structure would be sufficient and fine. The most important thing is that the principal shares the responsibility with the vice principals. Then, the vice principals would share and delegate to the teachers [delegated team]. I, as one of the curriculum development team members, do not feel that it is too burdensome.

Teacher 7 (A/2/7 Vice Principal) explained that the workload/responsibility could be shared with other vice principals. Furthermore, she mentioned that the government policy only requires a minimum of four vice principals, while this school has five vice principals. Thus, the structure should be sufficient.

> I think the responsibility could be shared or delegated to the existing vice principals because the government policy actually only requires four vice principals for senior high school. Well, some schools have five or six vice principals. We have five vice principals here. So, it should be more than enough.

She (A/2/7) then gave an example:

> Yes, that is correct. We can share the responsibility. For example, if the vice principal for curriculum matters has too much work to handle, then it would be delegated or shared to other vice principals. It could be me [vice principal for human resources], or the vice principal for student affairs.

In addition, Teacher 1 (A/2/1) stated that, in certain situations, the principal might appoint someone to be responsible for certain matters. This might happen when the principal considers that the existing teams already have a large workload. However, this situation is rarely arises because the school teams are already established in accordance with the strategic plan before the academic year commences. The principal (A/1/8) explains:

> Every program in this school has a dedicated team because it is impossible for the principal to handle and monitor them all alone. These teams are coordinated by vice principals. So, the flow would be from the team leader to the vice principal, then it would go to me as the principal. So, the teams were not an arbitrarily set up; they were planned long before the academic year started.

Different to the majority of respondents, Teacher 3 (A/2/3) believed that the existence of a certain team that is specifically set up for monitoring, analysing, and finding solutions in the case of public policy changes would be a good idea, particularly because changes have often occurred in recent times. Moreover, she (A/2/3) believes that such a team is necessary because entrusting the job to the existing team/unit/person would be too much burden, as they already have large workloads. She (A/2/3) said:

I think it is necessary because, so far, the public policy analysis process has not been done that seriously and thoroughly. It is because the workload is already too much for them, not to mention some individual's tasks as well. So, when you talk about a team to analyse government policy, I think we do not have that because this team should have people with distinct ability to do that.

Furthermore, she (A/2/3) provided an example of another school which has such a team:

I once met one of my friends who teaches at a private school. I am interested in what he said about him being the member of a research and development team. Yes, they call it research and development team [*Tim Litbang*]. When I tried to look for something that resembles such team in the government schools, I could not find it. So, when I asked him about the job description of this team, he explained that the team was tasked to analyse government policy, should we implement the policy or do we not need to implement it? When a policy was implemented, has it met the target? So, from my experience, I did not find any team that does that in this school. So, I think we should have such a team.

To present a clearer picture of participants' responses to the question, the matrix below illustrates the issues that were raised during the interviews.

Figure 4.9: Matrix of respondents' responses (question-8)

Issues raised	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8
No need to change the main school structure (the management team)	√	√	√	√	√	√	√	√
Delegation of authority is most important	-	-	-	-	√	-	-	√
One possible solution is sharing responsibility	-	-	-	-	-	-	√	√
Current team management structure is more than enough	√	√	-	√	√	-	√	√
If needed, an extra team can be set up by the principal	√	-	-	-	-	-	-	-
An additional person or team to specifically deal with public policy could be a good idea	-	-	√	-	-	-	-	-

4.4 Chapter Summary

This chapter presents the findings and the in-case analysis of Case Study 1, which is school 1; a national government school situated in the Tangerang District. The findings were presented as responses of respondents to eight interview questions. The eight questions were the result of grouping, mapping, and cropping all interview questions to align with the research questions of the study. As a result, eight questions were chosen and considered best to help the researcher answer the research questions. The chapter started with the profile of the school, then continues by presenting participant responses to each question. The eight questions outlined in this chapter are designed to address the four main research questions.

In general, most of the interview participants did not think a great deal about policy change, although some teachers stated that there have been having difficult moments in the early stages of new policy. Most teachers stated that they have to be ready and do their best when policy change occurs. In this regard, the school leader actively sought up to date information. The management team also took initiatives in preparing teachers with skills to help them adapt to policy change because they would not be able to keep up if they rely solely on government follow up. In this regard, most of the teachers and vice principals stated that the principal has a very important role in dealing with this matter. The school can easily keep up with changes because the principal has a broad network and good resources. Furthermore, she has also shown to respond quickly and make a fast and effective decisions.

After presenting relevant responses raised by respondents to each question, the responses were then summarised in a matrix. These matrices are intended to help the researcher as well as the reader to gain a clearer picture of the issues raised by respondents regarding each area of enquiry. In addition, this model of in-case analysis will be used in the next chapters (chapters 5 and 6). The next two chapters will present the in-case analysis for School 2 and School 3.

5   In-Case Analysis of School 2

5.1 Chapter Introduction

The previous chapter elaborated the in-case analysis of School 1, a national government school in the district of Tangerang. Similarly, this chapter will outline the in-case analysis for School 2, an Islamic government school in the area of Tangerang and Jakarta. This chapter will follow the same structure as the previous chapter. It begins with the profile of School 2, including social and geographic information, school vision and mission, and the school program. It will then continue with the in-case analysis of participant responses. The analysis will be based upon interview results which are intended to elucidate the key ideas from the research questions.

5.2 School 2 Profile

Content removed for privacy reasons

5.2.1   School history, and social and geographic information

Content removed for privacy reasons

5.2.2 School Vision and Mission

5.2.2.1 Vision

The fulfilment of excellence and high achieving Islamic Education institution.

5.2.2.2 Mission

1. Actualising Islamic character-building system.
2. Implementing systemic, professional, and sustainable academic and non-academic systems for national objectives.
3. Organising integrated teacher competency and professional staff education.
4. Instituting a systematic, in-depth, relevant, and sustainable global proficiency system
5. Providing comprehensive, quality, and well-maintained school facilities and infrastructure.
6. Delivering reliable and excellent school management.
7. Realising an Islamic, systematic, creative, effective, innovative, and joyful school boarding education system.
8. Applying a monitoring and evaluation system for administration and school management.

5.2.3 School Program

In general, similar to most schools in Indonesia, School 2 has two types of school programs: academic and non-academic programs. The academic program of this school can be categorised into two different types: formal and non-formal. The formal program is the everyday school program that is run under the supervision of the Ministry of Religious Affairs (*Kementerian Agama* or *Kemenag*). The program covers all national curriculum content designed by the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan* or *Kemendikbud*).

In addition, the school also teaches additional curriculum that is designed by the Ministry of Religious Affairs, including some local curriculum content designed by the school. Moreover, during the everyday school program, School 2 also includes activities that are specifically intended to internalise Islamic teachings, such as morning, midday, and afternoon prayer. The non-formal program is a teaching and learning program that is specifically designed for students who participate in the school boarding program.

Apart from the academic program, the school also provides some non-academic programs that are based on students' specific skills and interests as extracurricular programs. This school has a many extracurricular programs, such as scouting, karate, soccer, dancing, and choral groups. Some of the extracurricular programs are specifically intended to support and facilitate teaching and learning in the academic program, such as scouting.

Content removed for privacy reasons

5.3 In-case Analysis Based on Interview and Research Questions

Similar to the previous chapter, the analysis in this chapter will be based on the interview and focus group discussions undertaken during the field research in School 2. This stage involved grouping and cropping some of the interview questions used during the field research. The process will present the participants' responses, grouping them into main interview questions that are designed to answer the research questions of the study. A matrix of participant responses will also be provided for each question. The matrix will summarise issues raised by the participants, as well as providing a clearer picture for the reader. It is important to note that one of the main themes explored with the interviewees is the case of curriculum change. Therefore, many of the responses from the interviewees will discuss this

matter. In the sections that follow are the participant responses grouped in eight main questions.

5.3.1 Responses to Question 1: What do you think of the fast-changing government policy? How do the people in your school (teachers, management, parents, students, other stake holders) respond to the changes?

In response to the fast-changing policy, Teacher 9 (B/2/9) stated that she would not mind change as long as the policy maker knows what they are doing and the goal is clear. If they are clear about the big picture of the policy, they would know the steps to achieve the targeted goal. If this were the case, the difficulties in the implementation process could be eliminated. Moreover, information sessions are also crucial because advance notification prior to policy change would provide time for schools to prepare their resources. However, the opposite often happens in reality. She stated that:

> Actually... when the big concept is clear from the policy maker, we [people in the field] would not experience difficulties in adopting the policy. Also, information sessions should also be administered. What we often have in Indonesia is confusing... when the Minister changes, the policy will also be changed while the previous policy was not even analysed and evaluated.

She (B/2/9) further stated that they are often confused by technical changes to the teaching instruments which signal to teachers that the policy maker is unprepared. Therefore, they change direction in the middle of the implementation process:

> It is even problematic when dealing with teaching and learning instruments... we often experience simultaneous change of teaching instruments, not to mention some subject matter changes. We do really need time to deal with those matters. So, what we want is clear direction and concept from the policy makers, not changing the direction in the middle of policy implementation. So, we keep asking ourselves, where are they taking us?

She (B/2/9) further stated:

> As a consequence, the teaching instruments are often inconsistent. For example, we have made a teaching instrument and use it. Then, suddenly, another resource is specified that it is not the one that is supposedly used. In the case of the 2013 curriculum, I was confused because there were times when it was implemented then withdrawn then implemented again... These things all are confusing...

Apart from the above matter, Teacher 9 (B/2/9) raised a point that such curriculum change is even further complicated for her school as an Islamic government school. She mentioned that some of the confusion was caused by delay in information delay because Islamic schools take direction from the Ministry of Religious Affairs, which, in some cases, has to align and adjust the information with the Ministry of Education and Culture. Therefore, the information sessions and follow ups are often delayed.

Well, I understand that MORA (Ministry of Religious Affairs), in this case, is actually following the Ministry of Education and Culture's decree. So, I don't blame the MORA. It is a bit complicated. It has caused some information delay for us. The information and training were also late (B/2/9).

In contrast to Teacher 9 (B/2/9), Teacher 10 (B/2/10) raised a different perspective about policy change, particularly the case of the Curriculum 2013 change. She discovered many positive impacts from the curriculum change such as learning new skills and not stagnating in her practice by doing similar activities over and over again:

The effect of the curriculum change for me, frankly speaking, I am quite happy because there is a change. I mean, I can improve myself and not get stuck on the same thing. I also know that this new K-13 is significantly different from the previous curriculum. For example, the assessment matter. I realise that some friends are unhappy, but I love it because I know how to do assessment in affective, cognitive, and psychometric areas. I also know that cognitive assessment can be formulated differently, not only multiple choice.

Yet, she (B/2/10) confessed that there were some hard times during the adaptation process, particularly when the government withdrew Curriculum 2013 and reinstituted the previous curriculum. She said:

...we experienced a time when we had been doing workshops and keeping up with the change, then a new leader [minister] comes and cuts the policy and changes the curriculum back to the previous one. So, everyone was upset and questioning the policy. Yes, it was the case when K-13 was replaced with KTSP [the previous curriculum]. For me, it was a shame because we had been working hard to keep up and put all our effort into it...

Apart from being disappointed with the policy, Teacher 10 (B/2/10) also mentioned that the background of the policy maker may also determine their decision. She provided an example that someone who graduated from a certain university may be different from someone from another university. She said:

For me, it is fine... I never think negatively about government policy. From my understanding, whoever rules, influences the policy. The background of the policy maker will also determine the type of policy. For example, if the policy maker is a graduate from Australian universities, the policy will likely be based on their experience in that country. So, for me, I am fine with policy changes. It is my duty to keep up and adjust to the policy.

In regard to the school response, Teacher 10 (B/2/10) said that the school has demonstrated sound and fast response to change such as conducting training and workshops as follow up measures.

Based on my experience, the school has shown appropriate response in regard to the policy changes in the case of Curriculum 2013. It is because the changes were immediately followed up on, some workshops were conducted, and so on. Following that, the teachers were asked to implement the policy based on the knowledge obtained through the workshops.

Generally, she (B/2/10) believed that the school would cope and adjust well to change, although the process may be tiring. In addition, she believed that parents are mostly fine with change although she did not know the details:

> So, in general, I can say that even though we may face some obstacles in dealing with policy changes, it was not significant. We can cope with it. In the case of parents, frankly speaking, I don't really know the details, but so far, I think they are fine.

However, she (B/2/10) seriously stated that she is fine with any policy changes as long as it does not interfere with the Islamic tenets. She stated:

> As I have said earlier, I am fine with policy changes, as long as it is good for the school and the students. I am sure that we know what is best for us. However, if the changes took us away from our Islamic roots, especially because we are an Islamic school, we will definitely oppose and criticise it [the changes].

Similar to Teacher 10 (B/2/10), Teacher 11 (B/2/11) and Teacher 14 (B/2/14) assumed that any changes that were initiated by government should improve the quality of education. Furthermore, both Teacher 11 (B/2/11) and 14 (B/2/14) mentioned that prior to the decision and implementation, the government policy must be analysed by experts. They must also consider different input and aspects before issuing the policy. Teacher 11 (B/2/11) said:

> I think we never [outright] deny policy implementation because we assume that a government policy must have resulted from a long process of analysis by many experts. I can understand that there might be obstacles during the implementation, which are mainly caused by limited understanding of the policy. However, after we have sufficient understanding from the right resources, everything becomes clearer.

Similarly, teacher 14 (B/2/14) stated that:

> The first thing is to adopt and implement any policies issued by government because those policies are meant to improve our educational institution. From my understanding, the government must have received a lot of input from different sources and experts. They might also have conducted comparative studies prior to the implementation.

However, in the case of the Curriculum 2013 policy, Teacher 11 (B/2/11) found that the government response was a bit slow. He did not know (or did not mention) the perceived reason. He only mentioned that the school had proactively taken forward steps in regard to the curriculum change, which included inviting authoritative resources to educate teachers.

> The case of K-13, for me, if we wait from the government it will be very slow. I am not sure what the real problem is, it could be funds or something else. What I am sure of is that we have to pick up the ball [act proactively]. So, we invite people with good and trustworthy sources to come to school and inform and educate us about the changes. We invite people from both ministries [Ministry of Religious Affairs and Ministry of Education and Culture].

Furthermore teacher 11 (B/2/11) stated that:

> So, generally speaking, we never problematise any changes that are well followed up by good information dissemination and explanation. Yet, we had a bit of problem with the case of K-13. Apart from the withdrawing and reimplementation issue, we also had problems with the books that are supposed to be provided by the government. However, we can solve the problems by providing the learning resources ourselves, either through the internet or other resources. Now we never rely on the book package from the government because we can help ourselves with the resources.

Apart from the previous difficulties in the implementation of Curriculum 2013, Teacher 11 (B/2/11) also mentioned another occasion when they had to change the model of assessment in a very short period of time. This matter caused some confusion among parents, particularly those who were not familiar with the range scoring model. He said:

> Another matter that occurred during the K-13 implementation was the changing of the summative assessment report. We disagreed with the policy and raised an objection to the government [through both ministries]. They wanted us to score students' results using the score of "0 to 4". Well, for teachers, this matter is understandable. However, when this report goes to parents it becomes a problem because many parents don't understand this type of score, as they are used to the score on a "10 to 100" scale. Some of them were even asking "what is wrong with my child? Why did he get 3 in Islamic subject?" As a result, teachers had to explain this scoring model to every parent they encounter. So, teachers are tired, homeroom teachers are tired, the school is tired; it is tiring and inefficient. After a while, the education department then approved our request to use the former scoring model. Actually, we were not the only school to protest; most schools were protesting.

Regarding the above case, the school had to raise an objection with the Department of Education. It transpired that many schools were also facing similar problems. Thus, they urged the Department of Education to use the former scoring model.

Furthermore, Teacher 11 (B/2/11) clarified that, in some cases, his school has raised objections with the government. However, they always 'protest' in a positive way. It is also up to the government to agree or disagree. If the government does not approve, the school must obey the decision.

> So, it is all up to us to understand and respond to policy changes. We never act confrontationally to a new policy. If we do have some objections, then we will deliver those in a respectful manner without demonstration. However, it is up to the government to consider our objection or not. When the government does not agree with our request, then we should obey government policy and adjust ourselves in regard to the policy and find the best way to handle any obstacles that may occur.

Different to previous responses, Teacher 12 (B/2/12) stated that policy change can cause systemic effects, particularly because a school system is like a chain of components; whenever one component is changed it will affect the other components. Thus, there are inevitably alterations or adjustments to make. She further stated that one of the most

influential aspects of the recent curriculum change was the teaching instrument. It requires both energy and funds to prepare these teaching instruments. The more it is changed the more energy and funds are required.

> As a teacher, frankly speaking, the policy changes have actually created unrest because when the system changes it affects different aspects, including teaching instruments. For me, some of the nightmares for teachers are when teaching instruments must be changed because, for teachers, teaching is not a big deal. What is bothersome and tiring is preparing the materials. It is mainly because preparing these materials is time consuming. It also needs more energy and funds. We are now in the stage where the teaching instrument must be prepared and funded by ourselves. Before, it was funded and provided by school. You can imagine if we have to prepare a lot of teaching instruments. How much funds we should expend?

She further stated:

> So, we have got a lot of administrative duties, not to mention other duties that are related to the certification program, such as teachers having to at least teach 24 to 40 periods in a week. That's a lot of things to do. So, those duties, to some extent, have put teachers under pressure, some are complaining, some are stressed. However, as they force themselves to cope with it, they survive, adjust, and even become accustomed to it.

She continued to explain that the unrest was quickly settled as the school is well managed and all school departments were aware of their duties and responsibilities.

> Luckily, we have a good school management system, so these kind of problems did not bother us for too long and did not affect us significantly. It is also because teachers are aware of their duties and responsibilities. We are government employees that are bonded by certain rules that oblige us to obey to government policies.

Based on her experience, she then said that, "So, actually, the real changes from the time I first came to this school is the large amount of administrative duties that we must do, not the teaching itself".

As the vice principal for curriculum, Teacher 13 (B/2/13) stated that the government often provide notification prior to the implementation of a new policy. She (B/2/13) said:

> If it is related to the policies issued by government, either from the Ministry of Education and Culture or the Ministry of Religious Affairs, we often get notification before the implementation. So it's not all of a sudden, particularly some policies related to teaching and learning.

She (B/2/13) continued:

> So, for example, in the case of the K-13 curriculum, we got the notification a year before the implementation. Actually, the information process begins from the ministry level. So we were invited by the Ministry. Following that, the Ministry organise information sessions for all schools, and so on and so forth. I could say that the curriculum change case was fine for us because we had one year to prepare our plan for the change to take place. We even had an experience where our principal was changed within three months. So, we are accustomed to such situations.

Based on her response, Teacher 13 (B/2/13) suggested that they have experienced different types of policy changes. Some are even more crucial, such as multiple principal changes within a period of three months. Furthermore, she (B/2/13) believed that policy change is a must because everything is changing, including the people in charge. She also mentioned that she could not do much with the policy apart from following and adjusting to the policy.

> For me, the change itself is a must because policy cannot be stagnant. Particularly because the recent situation shows that many new officials are appointed, either in the Ministry of Education and Culture or the Ministry of Religious Affairs. I am sure that they will issue new policies for us. Actually, any changes from the authorities are fine and have no significant effects because we can only follow the policy, agree or disagree. We are always ready to implement the policies even though we might face some challenges and difficulties.

In addition, she (B/2/13) mentioned that such a fast response to government policy is also a commitment from the school leader because this school has to compete with other schools that are governed by the Ministry of Education and Culture:

> One more thing, our leader requires us to always be the first in anything because we [as a government school under the Ministry of Religious Affairs] have to at least be at the same stage as reputable schools under the Ministry of Education and Culture, even though we might be facing difficulties in the process.

In regard to the policy change, the principal (B/2/15) held a different view to other respondents. He (B/2/15) stated that many teachers were a bit slow in responding to the policy change, especially those who were older.

> From my point of view, some teachers, or even the majority of them, are slow in coping with curriculum change. What I mean is that the curriculum is changing but the way they teach is still the same. They use old ways of teaching such as preaching. I believe most teachers who are aged over 40 or 45 are slow in coping with change. In contrast, younger teachers, under 40, are mostly quick in responding to change.

Moreover, he (B/2/15) suggested that the government undertakes preparation before implementing changes such as preparing follow ups, although he confirmed that they

should allocate more funding for follow ups. The workshops that were planned by the government were insufficient for such a significant curriculum change. He (B/2/15) stated:

> In the case of the 2013 curriculum change, our government was actually ready. I mean they had allocated some funds for schools to conduct workshops to inform and educate teachers on the new curriculum, even though the budget was limited because it was only a five-day workshop. From my understanding, this new curriculum needs at least four stages of workshops. Each stage should be a five-day workshop. These workshops are important because teachers should thoroughly understand all aspects of the curriculum, including the content, how to deliver it, some administrative matters, assessment, etc.

Similar to other respondents, the school principal (B/2/15) stated that there was nothing he could do but follow and implement the policy because he is a government employee. Thus, he has to obey the policy.

> In regard to government policy, we can only adopt it. We cannot deny it; we are government employees. What we can do is find the best solution such as conducting workshops and inviting appropriate resource people. If we need to set up a certain team, then we will do it. Otherwise, we create some programs to cope with the current changes.

Fortunately, the school is situated in the city area and is close to the information source. This has helped the school to access information quickly and prepare plans to handle the problems associated with new changes. The school has experienced much rapid change, thus, all school elements are accustomed to policy change:

> In terms of information, we are very lucky that we are situated in the city and close to the authorities. So, we can get the information quite fast. We are also accustomed to facing problems. What I mean is not that we are accustomed to facing problems and quick in finding solutions, but we are frequently facing problems and it has made some people accustomed to facing problems. So, any problems encountered are considered as something usual and not as problems. Some even think that those problems are for the principal to solve, even though some are quite responsive to change.

Below is the matrix of responses raised by all respondents:

Figure 5.2: Matrix of participant responses (Question-1)

Issues raised	T-9	T-10	T-11	T-12	T-13	T-14	T-15
Policy change is fine if policy makers know the goal	√	-	-	-	-	-	-
Information about the change should be well managed	√	-	-	-	-	-	-
Change of minister influences policy change	√	√	√	√	√	√	√
Simultaneous change of teaching instruments	√	-	-	-	-	-	-
Policy makers are unprepared with no clear direction	√	-	-	-	-	-	-
Inconsistent policy (issued, withdrawn, then reissued)	√	√	√	-	√	-	-
Information delay	√	-	√	√	-	-	-
Late information and follow up	√	-	√	√	-	-	-
Upgrading skills	-	√	-	-	-	-	-
Some curriculum content is different, e.g., assessment	-	√	-	-	-	-	-
Difficulty during the adaptation process	√	√	-	√	-	-	-
The curriculum was withdrawn	√	√	√	√	√	-	-
Policy makers' background determines type of policy	-	√	-	-	-	-	-
The school has responded appropriately to the change	-	√	√	√	√	√	-
Parents are mostly fine with the change	√	√	√	√	√	√	-
Policy changes are fine if they do not affect Islamic tenets	-	√	-	-	-	-	-
Change from government is to improve education quality	-	√	√	√	√	√	√
Policy must be analysed by experts before implementation	-	√	√	√	-	√	√
Government response was slow in the case of K-13	√	-	√	-	-	-	-
School must be proactive in responding to curriculum change	-	-	√	√	√	√	√
Problems with materials	-	-	√	-	-	-	-
Sudden change in assessment causing confusion among teachers and parents	-	-	√	-	√	√	-
Objections raised about new assessment method	-	-	√	-	-	-	-
The school will obey government decision with adjustment in the field	-	√	√	√	√	√	√
Policy change causes unrest in the school	-	-	-	√	-	-	-
Policy change causes systemic effects	-	-	-	√	-	-	-
Changes to teaching instruments is influential for teachers	-	-	-	√	-	-	-
Too many administrative duties	√	-	-	√	-	-	-
Unrest situation is well managed because the school has a good management system	-	-	√	√	√	√	-
Government often provides notification prior to changes	-	-	√	-	√	√	√
Policy change is inevitable because policy makers also change	√	√	√	√	√	√	√
Policy change should be carried out and adjustment can be made	√	√	√	√	√	√	√
The school is always ready for policy changes	-	√	√	-	-	√	√
The school always responds to government policy as soon as possible	-	-	√	-	-	√	√
Some older teachers are a bit slow in responding to change	-	-	-	-	-	-	√
The government is ready and prepared for policy changes	-	-	-	-	-	-	√
Government should allocate more funds for follow ups	-	-	-	-	-	-	√
The school has a good access to information and is well updated	-	-	-	-	-	-	√
The school has experienced different kinds of changes; is experienced and accustomed	-	-	-	-	-	-	√

5.3.2 Responses to Question 2: Is there any chance that the curriculum or other policies will be changed again? Why do you think so? How would you handle that?

Regarding the possibility of future policy changes, Teacher 9 (B/2/9) stated that government policy will keep continue to change in the future so long as the underlying assumption (culture) is still in place, which is perceiving a successful leader as someone who is able to establish a new product as their legacy. She (B/2/9) said:

> I think it will always be like that, I mean the policy will keep changing, as long as the main cause is still there. For me, the main cause for that matter is an inappropriate assumption/culture, by which a successful leader is perceived as one who is able to create new things and promote new policies. I am actually confused by this assumption. Why would the success of a leader be dependent upon creating new things? What should be done is actually doing some evaluation and making sure that the policy is suitable to the existing conditions. So, as long as this assumption exists, there will still be uncertain change in our public policy.

Similarly, teacher 10 (B/2/10) also believed that there will be policy change in the future. However, she had different reasons for her assumption. She bases her assumption on the fact that this world is dynamic and developing. Therefore, the ideas of the policy makers must be influenced by changing conditions. As a result, policies will change accordingly with actual conditions, including political factors.

> Well, I think it is a part of the dynamic in education. So, policy change will always be there because the world is dynamic and developing. When it is developing, then there will be progress and developing ideas. That is what I think. So, the leader's ideas must develop over time. Moreover, there must also be teams which consist of experts who want the best for our country, even though it might be political influences that also cause the change.

She (B/2/10) then continued:

> As long as the policy helps us to improve the quality of our education and our students, that is fine for me. It is our task to improve ourselves to keep up with the change and adjust it as best we can. However, if the changes may affect or take us away from our Islamic roots or tenets, then we have to be cautious and raise our concerns. So, any change would be fine for me as long as it did not take us away from our Islamic values.

Teacher 10's (B/2/10) response suggests that she did not mind change was not too concerned about whether policy will change or not. She believed that the policy makers must have done their best to enhance the quality of education. What she (B/2/10) is more concerned about is when the policy interferes with Islamic roots.

In line with the other respondents, Teacher 11 (B/2/11) and Teacher 12 (B/2/12) predicted similar behaviour of government policy in the future. They considered it natural for every new leader or minister to produce new product. Teacher 11 (B/2/11) said:

My prediction is there would still be policy change. Well, as long as the policy change is meant for the development of our education quality, that should be fine. I can understand that the policy of every leader is different. It is just similar to the case of ministry changes where the new minister has their own ideas and wants to create new product that is different from the previous minister. It is our job to understand and do our best regarding the matter and not being oppositional in responding.

He (B/2/11) then gave an example of a recent issue about the national exam that will use essay questions rather than multiple choice. This issue arose when the new minister was appointed. He (B/2/11) said:

One of the examples that has come up recently [after a new minister was appointed] is the issue of using essay questions in the national exam. Well, it is not yet decided and still being discussed and analysed, but I think it is going towards that direction. I realise that it would be tested before the implementation and we would be another test object of the policy making process. Apart from that, we believe that our leaders have good intentions to enhance our education quality. So, both ministries, the Ministry of Education and Culture and the Ministry of Religious Affairs, must have considered different factors before issuing new policies.

Teacher 12 (B/2/12) also added another example of a new issue, which is a new assessment model that may be included in the next national exam, stating, "I think it will still be like that (policy change). I heard that there will be another change in the assessment".

Further, she (B/2/12) raised another point that is exclusive to this school. She stated that this school is involved in piloting government projects. Therefore, most government policies, especially from the Ministry of Religious Affairs, will be trialled in this school before formal implementation.

Change in this school can come up anytime because this school is actually a big project for the government, especially the Ministry of Religious Affairs. I could say that any policy, prior to the formal implementation, will be tested in this school. So, the changes will be massive. So, all the teachers should be ready. They should not be surprised and wonder for too long when the policy changes. They should adapt quickly.

Like other respondents, Teacher 13 (B/2/13) also perceived that government policy will keep changing in the future. She said:

I think so. It seems that when the minister is changed, there will be new policy, new curriculum. Well, what we can do is do our best and keep learning and willing to keep up with any changes. We have to be open-minded and adjustable with the most recent developments.

She (B/2/13) then explained that she sees it as common sense for the management team in this school to act accordingly whenever a new official is appointed, in terms of anticipating possible change of public policies. On the other hand, she (B/2/13) also explained

that the school might make some adjustments to policies whenever needed, including raising objections and suggestions with policy makers.

> So, whenever we find out that there is a new policy maker appointed, we assume that there will be policy changes or new policies will be implemented. So, we are ready for that. Above all, we will follow and do our best to fulfil the government policy. However, we might also do some adjustment or even propose some suggestions to the policy maker in regard to certain policies that are not suitable to the actual conditions.

Teacher 14 (B/2/14) responded specifically about the new 2013 curriculum. He assumed that there might be changes, but they would not be significant, particularly because this curriculum has already been revised twice. He (B/2/14) said:

> For me, curriculum should always be in line with the times. In the next curriculum, there might be some changes, but they would only be slight changes, not major ones. It is because we have already had two revisions to this 2013 curriculum [K-13]. Moreover, if we look at the curriculum policy from the first time it was launched until now, there has only been some content changed. It is not major.

Furthermore, he (B/2/14) suggested making some plans regarding possible changes in anticipation. He suggested an allocation of funds for seven training sessions or workshops. He argued that any policy changes would involve consultation and education for teachers about the new policy. Therefore, conducting workshops or training is a must.

> Regarding the changes, if we think that there might be changes in the future, we should anticipate that. In my experience, we should, at least, plan and allocate funds for seven training sessions/workshops each year, although we cannot say specifically what type of training it would be. This is important because any changes that may occur will involve some training or workshops, either for consultation or practical matters.

On the other hand, he (B/2/14) also suggested implementation of any government policy accordingly because delaying the implementation may cause further problems. He (B/2/14) then gave an example of the 2013 curriculum implementation.

> So, in the case of Curriculum 2013, if we only think that this curriculum will change again next year and choose not to implement it, we will have bigger problems. It is mainly because when the accreditation team comes to our school and checks our document and we are still using the old curriculum [KTSP], we will fail. So, instead of delaying the implementation of the curriculum, we better implement it, plan and anticipate the future changes.

In a broader sense, the school principal (B/2/15) agreed with all respondents that the government policy will change in the future. However, he (B/2/15) added an important point behind his assumption. He stated that the policy will keep changing because Indonesia does not have a national development guideline (GBHN). Thus, every new regime will establish goals that are different to the previous regime.

I think it will still be like that because, in our country, most things are based on projects. We don't have general guidelines for development [GBHN]. So, every minister has the chance to issue new policy. However, I hope that our government could develop general guidelines for development [GBHN] at least every five years.

He (B/2/15) further stated that:

I think my assumption [lack of GBHN] is also happening in the education sector. So we don't have clear pathway of development. Actually, the former president set up a 30-year national development plan. I don't know about the new president. I am worried that the new government will create a new development plan.

His (B/2/15) response suggested that the absence of this national development guideline is happening across all government areas, including the Ministry of Education. Thus, each minister will establish new goals and targets for their term. There is no continuity from one term to another, unlike the previous government (Suharto era) that produced a 30-year development plan.

Above all, he (B/2/15) is accustomed to policy changes. He also knows how to deal with such change. He (B/2/15) stated:

Regarding policy changes, we will consult over the changes prior to implementation. Secondly, we would consistently support government programs as well as providing the means that are needed to implement the changes in terms of training, workshops, and school facilities.

Figure 5.3: Matrix of participant responses (Question-2)

Issues raised	T-9	T-10	T-11	T-12	T-13	T-14	T-15
Government policy will keep changing	√	√	√	√	√	√	√
Government policy will keep changing because of assumptions that a successful leader creates new policy/product	√	-	√	-	-	-	-
Policy will change because the world is dynamic and developing	√	√	√	√	√	√	√
Policy makers are influenced by existing conditions	√	√	√	√	√	√	√
The change must be intended for the betterment of education quality	-	√	√	√	√	√	√
Policy change is fine as long as it does not interfere with Islamic culture/tenets	-	√	-	-	-	-	-
Every new leader wants a new policy that is different from the previous one	√	√	√	√	√	√	√
Change in this school is a must because this school is one of the government pilot project schools	-	-	-	√	-	-	-
New policy will be trialled in this school	-	-	-	√	-	-	-
The school is always ready for the change and will adjust policy according to conditions	-	-	√	√	√	√	√
Objections can be raised	-	-	√	-	√	√	√
Future changes to curriculum will not be significant	-	-	-	-	-	√	-
The recent curriculum has been revised twice	-	-	-	-	-	√	-
The school should allocate funds for at least seven training sessions/workshops	-	-	-	-	-	√	-
Every policy change requires consultation, workshops and training	-	-	-	-	-	√	-
Government policy should be implemented accordingly because delay would increase problems	-	-	-	-	-	√	-
The government does not have a national development guideline (GBHN) which impacts the education sector	-	-	-	-	-	-	√
Every government will set its own goals; no continuity of plans or goals	-	-	-	-	-	-	√

5.3.3 Responses to Question 3: Does the school put any effort into identifying and anticipating future possible changes? If so, does the school apply new school policy in response to the changes?

In regard to efforts to either identify or analyse government policy, Teacher 9 (B/2/9) stated that she did not notice any such effort. She (B/2/9) just knew that the school had some people who usually handle school matters, including government policy. She suspected that those people do the analysis. Apart from those in the management team, the school also uses subject teacher association teams to spread information to teachers.

As far as I know, there is no such special occasion when the school conducts analysis regarding policy changes. What I understand is that we have a vice principal for curriculum matters, a vice principal for quality development, a vice principal for infrastructure and other school resources. These people are responsible for all school matters, including policy changes. In the case of any government policy changes, the vice principal for human and public relations will be informed. Then, it will be forwarded by the vice principal for curriculum to the coordinators of subject teacher associations [MGMP]. We have several subject teacher associations in our school: science, social studies, mathematics, computing, and religious studies. Following that, the MGMP will discuss and disseminate the information to all teachers prior to the implementation.

Similarly, teacher 10 (B/2/10) did not know for sure who identified and analysed government policy. However, she did mention that the management team has a regular meeting every week. There is also another regular whole-school meeting that is usually held once a month.

I don't know, I have never been involved in such things because I am not one of the policy makers. So, I'm not very sure about it. But, I guess there must be some forums or meetings between the policy makers where they talk about any new policies. I know that they have a regular meeting every week. Moreover, we also have a monthly meeting that involves all school staff: the principals, vice principals, teachers, and all staff.

She (B/2/10) further stated that she only noticed that the curriculum change was handled very well by the management team with measures such as conducting workshops, as well as providing regular assistance for teachers who needed it. She said:

In terms of the way the school responded to the Curriculum 2013 policy, I think it has been well taken care of because the issue was quickly addressed and followed up with workshops and training. Following that, the school implemented the new curriculum and provided some assistance for teachers who still needed some help with the new curriculum.

Teacher 11 (B/2/11) and Teacher 12's (B/2/12) responses indicate that the management team has been undertaking the analysis of government policies or other school matters before tabling and implementing new measures. In fact, they did the analysis in two stages: first, in the leaders' meeting which involves the principal and vice principals; and, second, the coordination meeting which involves a larger group of people relevant to the issue being discussed:

What we usually do in that case is discuss it in the coordination meeting, but it has usually been discussed in the leaders' meeting prior to the big coordination meeting. In the leaders' meeting, the issues are usually analysed, including the advantages and disadvantages as well as the best strategy. As everything is settled in the leaders' meeting, the final decision will be presented to all school departments in the big coordination meeting.

Teacher 11 (B/2/11) further explained:

> Usually, we have a coordination meeting. The issue will be discussed and analysed in the meeting. If we find anything that is not understandable and needs clarification, we usually invite some authoritative people to help us with that. Mostly it will be workshops or training. Last month we invited a resource person to help us with lesson plans and assessment.

Apart from the regular meetings, Teacher 11 (B/2/11) also mentioned an example of a government policy that has created a difficult situation for the school, which was the policy of a three-month government salary block for outsourced teachers. The implementation of the policy did not go well, and all outsourced teachers have not received their salary for more than seven months. This has made some outsourced teachers quit their jobs. Fortunately, the school community agreed to help through school savings and loan unit funds.

> About the leaders' team, this team usually talks about and discusses school related issues, including policy changes. They have regular meetings every week. About government policies, there are some policies that are acceptable and applicable. For these types of policies, we will adopt and implement them. However, there are some policies that have made for difficult situations in this school. For example, the case of the outsourced teacher salary policy. This policy stated that outsourced teachers will be paid every three months. This is already a problem. How are they going to survive before their salary was paid? It is even aggravated by the fact that, until now, for more than seven months, they have not received their salary. This has been a serious problem for our school.

In addition, teacher 12's (B/2/12) explanation suggests that the vice principal for quality development could be the first person who undertakes identification and preliminary analysis prior to the leaders' meeting.

> Yes, we have a vice principal for quality development. He is the one who is in charge of ISO matter. ISO involves a lot of things. It includes customer satisfaction. Students are also customers. School stakeholders' matters, such as students, parents, and the school neighbourhood, etc., are also the responsibility of this vice principal. So, those matters are handled by this vice principal for quality development.

Apart from the above response concerning the policy analysis, Teacher 12 (B/2/12) commented that all government policies will always be implemented. The school cannot refuse any government policies because the school is a government school and the teachers are government employees. So, all government policy would be implemented directly.

> In terms of issue identification, I believe the school does it. However, for the government policy matter, I believe they cannot do much. I guess the school management would accept it, save it, share it, and implement it.

She (B/2/12) further explained:

> As far as I know, we never protest or refuse a policy. So, whenever the policy comes to the school, we do it. It is centralised. I never notice the school examine the reliability of a government policy. Not even asking whether the policy is beneficial or not? Would implementing the policy waste energy or not? Would it waste funds or not? I've never noticed such efforts, even though this is highly important.

In line with teacher 12 (B/2/12), teacher 13 (B/2/13) also mentioned that most of the identification and analysis process were carried out by the vice principal for quality development team. Not only that, this team is also in charge of the school strategic planning process and human resources development. She (B/2/13) stated:

> I think the vice principal for quality development does this because it is his duty to deal with government policy, how to respond a policy and find the best solution, and what sort of policy should be quickly responded to and implemented. Moreover, this vice principal is also responsible for planning the school programs, including how to develop our human resources.

She (B/2/13) further stated that the initial plan that has been constructed by the quality development team will then be delegated and implemented by each school section or department: "As the plan is agreed, it is our duty to implement it. For example, with the curriculum matter we will act according to the plan. Usually we have workshops and trainings."

Teacher 14 (B/2/14), as the vice principal of quality development, affirmed the statement of Teacher 13 about the policy identification and analysis. He (B/2/14) further explained that the process of planning school programs always considers all related factors, including anticipating the risks associated with the programs.

> When we want to plan our school programs and quality targets, including school activities and budgeting, we usually consider all education related issues. We also predict what kind of risks that may be associated with the issues if we handle the issue in a certain way. We also classify the risks into high, middle, and low. We do that analysis for both internal and external issues.

Furthermore, he (B/2/14) stated that:

> So, the policy making process involves identifying education related issues, analysing the issues, and creating a priority scale in handling the matter. Then, after considering that, we determine the school quality target that we want to achieve. Right now, we have about 11 quality targets. Then, we design programs and strategic plans to achieve those school quality targets.

Apart from the above matter, Teacher 14 (B/2/14) also mentioned that his team designed the programs. Following the design, the programs are discussed in the leaders' meeting which involves the principal, vice principals, and chief of administration.

> One of the external issues is the case of policy change. We usually discuss the issues in the leaders' coordination meeting. We have a regular meeting every Monday or Friday. We discuss almost everything in this meeting

He (B/2/14) also stated that one of the most important considerations in designing school programs is taking account of stakeholders needs. He mentioned:

> So, in designing the school programs, we do not only consider government policies, but also the stakeholders' needs. Well, this is a big deal because our stakeholders include a wide range of parties such as students, parents, teachers and staff, government institutions above us such as the Ministry of Religious Affairs and the Ministry of Education and Culture, as well as employability factors. So, those aspects are discussed, analysed, and planned in the leaders' coordination meeting. Then, we produce the school program draft to be discussed and finalised in the big coordination meeting.

Teacher 14 (B/2/14) consciously stated that, although he is the one who coordinates the analysis and design process, the process actually involves all school staff, particularly the principal, vice principals, and chief of administration. This executive team has a significant role in the design process. He (B/2/14) stated:

> So, I am the coordinator of this planning process. However, the planning process involves all school elements, especially the principal, vice principals, and administrative officer. This team has a crucial role in the first stage. We do this as a team because one person would not be able to see the issues thoroughly enough. It would be limited to their knowledge. In contrast, if we involve different roles and expertise, we will have different perspectives in looking at the issues.

Like other teachers, the school principal (B/2/15) mentioned that the vice principal for quality development (WPM) has an important role in analysing and finding solutions for school matters, including policy change. He (B/2/15) mentioned that the WPM also coordinates and monitors the quality control of school programs, which includes teacher assessment, because he (B/2/14) is the one who is in charge of ISO (International Organization for Standardization) matters.

> Here we have quality management with ISO standards. In this matter, we have a vice principal for quality development [WPM]. This WPM does the analysis of school needs for the next four years. This WPM also sets up the quality control of the programs, including teacher assessment.

Further, the principal (B/2/15) clarified that although the WPM and his staff are very helpful in the initial process, they are actually the coordinating team, not the think tank. The think tank is actually the leaders' team. He (B/2/15) stated:

> The WPM has some staff. This team works continually starting from seeking out information, how to follow up changes, finding solutions to handle school matters, and so on and so forth. Well, it is important to know that the WPM is the coordinator of the leaders' team. So, all the resources that have been generated by the WPM and his staff will be intensively discussed and analysed by the leaders' team. So, this leaders' team is the think tank team.

Figure 5.4: Matrix of participant responses (Question-3).

Issues raised	T-9	T-10	T-11	T-12	T-13	T-14	T-15
Did not know of formal analysis process	√	√	-	-	-	-	-
Certain staff are in charge of handling school matters	√	-	-	-	-	-	-
Subject teacher associations (MGMP) are always involved in dealing with any school matter	√	-	-	-	-	-	-
Management team has a regular meeting every week	-	√	√	√	√	√	√
A regular whole school meeting is held once a month	-	√	√	-	√	√	√
The management team conducts analysis on school matters, including government policy	-	-	√	√	√	√	√
Analysis is done in two stages: leaders' meeting and coordination meeting	-	-	√	-	√	-	-
Vice principal for quality development (WPM) does the initial analysis process	-	-	-	√	√	√	√
Regardless of the analysis, the government policy will always be implemented	-	-	-	√	√	-	-
The vice principal for quality development is also in charge of school strategic planning	-	-	√	-	√	√	-
The plan will be delegated to all school elements	-	-	-	-	√	√	-
The analysis will consider all factors, including anticipating risks and stakeholders' needs	-	-	-	-	-	√	-
The initial plan is discussed in the leaders' meeting	-	-	√	-	-	√	√
The WPM also coordinates ISO and quality control of school programs	-	-	√	-	√	√	√
The WPM and his team are the coordinators	-	-	-	-	-	-	√
The think tank is the leaders' team (principal, vice principals, and chief of administration office)	-	-	-	-	-	-	√

5.3.4   Responses to Question 4: How does your school adjust to (survive) the rapid changes to curriculum, or other policies, both internally and externally?

In response to the question of how the school adjusts to policy changes, Teacher 9 (B/2/9) provided quite a clear of explanation of how information was generated, retained, and shared among the school community. Her explanation highlighted the information processing procedure from the bottom to the top level, starting from classes to the top management level. She stated:

So, this is what we do: Each class has representatives. Then, we appoint a coordinator for each level. For example, we have got nine classes at year 10 level. Each class has five representatives. So, for year 10 level we have 45 representatives in total. These 45 people will decide to appoint one coordinator. The class representatives will have a regular meeting to discuss school related issues. The result of the discussion will be forwarded to the authoritative party. For example, if the issue is related to funds, then it will be forwarded to either the school committee or administrative officer. If the issue is related to teaching and learning, it will be forwarded to either the vice principal for curriculum or human and social relations. Those parties will handle the issue from there. So, in general, this school already has some authoritative parties to handle school matters.

She (B/2/9) also mentioned another component of the information networking system that connects all teachers through subject teacher associations (MGMP). This MGMP could be considered as a connector between top management and teachers because all information from top management level will be initially be delivered through MGMP. She explained:

We also have a subject teacher association [MGMP] to help us handle any school issue. Let's take an example, when a policy change occurs, all the subject teacher association coordinators will be notified about the change. They will have information and training sessions. Then, they will consult on the change and help teachers to deal with the change. At the least, every teacher will get preliminary information regarding the matter.

In addition, teacher 9 (B/2/9) also mentioned that MGMP is also a type of network that connects the school with other schools in the region, including schools that are under the Ministry of Education and Culture. She stated:

So, the process would start from the school leader [principal], then it would be delegated to authoritative vice principals. Following that, the vice principals would forward it to subject teacher association coordinators. We also have a network of MGMP between schools. This network is also very helpful, particularly the network from schools under the Ministry of Education and Culture. They usually get information faster than schools under the Ministry of Religious Affairs.

Apart from the above matter, Teacher 9 (B/2/9) stated that the management system that was established by the previous principal (Mr. X) has an important role in stabilising the school. She even stated that any changes would not significantly affect the school, as all school areas are already aware of their tasks and duties. Even a change of school principal would not affect the school much.

Generally, I can say that the school leader has an important role. However, as everyone is accustomed to the management system, like what happens in this school, the system is becoming more important. So, whomever is the leader, the system would keep the school running. I remember that the system in this school was refined and established during the leadership of Mr. X and Y. Following that year, everything became easier and more achievable.

Responding to the question of how the school deals with policy change, Teacher 10 (B/2/10) touched upon the importance of information updates. She stated that the school always gets updated information from the authorities and adopts the policy as soon as possible even if other schools have not yet implemented the policy. She stated:

> ... updating information, that is what our school does. So, when a policy changes, we update the information and update our routine. So, when the new 2013 curriculum was issued, I think we were one of the first Islamic schools to implement it when most schools did not.

She (B/2/10) further stated:

> Our leader at that time acted and responded quickly to the policy. I remember that we continuously had workshops, about seven times, on the new curriculum. All aspects of the new curriculum were addressed. Starting from the content, the philosophy, the method of teaching, to the assessment. It was quite tiring and boring to some degree because some teachers did not quite get it, so we had to do it again and again.

Teacher 10 (B/2/10) explained that the school always follows up and assists teachers whenever a new policy is adopted. In the case of Curriculum 2013, the school conducted training and workshops to help teachers understand the curriculum thoroughly. In addition, the school also had some WhatsApp groups. These groups were very useful to share information among the school community. She said, "We have some WhatsApp groups here. I only follow the Humas WA group [formal group set up by the vice principal]. It is mainly because all information will be shared and updated through this WA group."

Another thing that was mentioned by Teacher 10 (B/2/10) was the ability of all teachers in the school to adapt and respond quickly to any occurrences. This is mainly because they always work together and help each other. Although some people might complain in the beginning, eventually, they come together as a team.

> One thing that I notice from the teachers here is that they are very fast to respond and adjust well. We had a situation where they had only two days to finish and adjust to something, but they did it eventually. Even though some were complaining about it, but they eventually did it. I guess it is because we work together and help each other.

In regard to the strategies for handling change, Teacher 11 (B/2/11) mentioned the importance of preparing the mindset of all school community members toward change. Moreover, he (B/2/11) also stressed the importance of getting clear information from the authoritative resources. Thus, asking for help from the department of education is another thing that should be done. In the case of new curriculum policy, the school asked the department of education to provide training to all teachers about the curriculum.

So, our mind set is always welcome to any change. We always hope that whatever the changes are, it will lead to the best outcome. I also hope that we will be notified prior to the changes and followed up with sufficient information. In the case of K-13, we asked the Ministry of Education and Culture to provide a resource person to help us understand and cope with the new development.

Another way that may help the school to deal with policy change is continuous coordination between school elements. This has always been carried out in the coordination meetings. The school has at least two coordination meetings: weekly meetings and monthly meetings. All school matters are discussed in these two coordination meetings. Moreover, if something is unclear in the meeting, the school will invite people from the authoritative institution to help the school understand the matter discussed, such as people from the Department of Education. Teacher 11 (B/2/11) stated:

> We always have a coordination meeting to discuss and analyse any school matters, including policy change. When we find something we do not understand after the discussion, then we seek other resources to help us with the matter. Last time we invited someone from the Ministry of Education and Culture to teach us about the new model of lesson plan. Thank God, all teachers now understand the lesson plan thoroughly.

He (B/2/11) further explained:

> All the policies that are new to this school are usually solved together with our mechanism, but the first person to encounter it is the principal, then vice principals [especially vice principal for quality development], then the administration officer. Finally, the issue will be discussed together in the big coordination meeting.

In terms of the way the school handles the information obtained from outside the school resources, the information will initially be disclosed and discussed with the vice principals. The vice principals should know the information before the teachers because, in most cases, teachers will ask the vice principals when they need assistance:

> Usually, a new policy will not be directly disseminated to teachers. The vice principals will be informed initially so that they understand the matter. This is mainly because most teachers would not ask the principals directly, they will go to the vice principals in the first instance. That is why it is important for the vice principals to know and understand the policy change.

He (B/2/11) further explained:

> I remember the new curriculum 2013, revision-1, and revision-2, were initially disseminated and discussed at the vice principals' level. Then, the information was shared to all school levels, including teachers and other staff. As the teachers and staff understand the matters thoroughly, the information will be passed on to students and parents.

Like other respondents, Teacher 11 (B/2/11) also mentioned the subject teacher associations (MGMP). MGMPs are very crucial to the school. Apart from being an integral part

of the school communication network, MGMPs are also very important to help school management to deal with substantial matters such as curriculum modification and other things related to teaching and learning.

> Another thing that we usually do here is the MGMP meeting. We have a weekly meeting. We mostly discuss any issues related to teaching and learning, including curriculum. For example, our principal has recently issued a policy of adjusting our curriculum content for internal purposes. The idea is to finish all the teaching materials in the fifth semester so that the sixth semester can be used for revision and national exam preparation. This idea was then passed on to the higher authority to get approval. Thank God, it was approved.

Teacher 11 (B/2/11) realised that there might be some government policies that are not suitable to the actual situation. In this instance, the school usually raises an objection with the Ministry of Religious Affairs. However, if the objection is not approved, then the school will implement the policy with some adjustments.

> So, we never oppose policy change. However, if we find any policy that is not suitable and difficult to implement, we raise an objection. Of course, we would do so in a good and righteous manner, not with demonstration or blackmailing. When we raise our objection and explain the reason, we await the government reaction. If nothing can be changed, then we will manage and adjust our conditions so that the policy can be implemented in accordance with our context.

Another important matter that was raised by Teacher 11 (B/2/11) in dealing with this matter is parents' involvement. He stated that the school has an SMS gateway system that will forward any relevant information to parents. There are also WhatsApp groups that are coordinated by homeroom teachers. Teacher 11 explained:

> We also do involve parents in dealing with school issues. We have an SMS gateway in our school. This SMS gateway will reach all parents, so that they can provide input if they need to. We also have WhatsApp groups for parents in every class. It is coordinated by the homeroom teacher. So, the front-liners of this school for parents are the homeroom teachers. If they cannot handle the problem, they will ask for help from the vice principals.

Teacher 12 (B/2/12) mentioned something different to other respondents, which is the strategic plan. She believed that this strategic plan has helped the school to adjust and overcome school problems. She stated:

> So, we actually have a strategic plan. This strategic plan also applies to all school management components. So, all the vice principals have strategic plans that are aligned with the school strategic plan. Other school elements such as the administration officer and laboratory officer also have their own strategic plan.

Another aspect that was mentioned by Teacher 12 (B/2/12) was the good cooperation between all teachers to fulfil tasks and duties.

One of the good things from the government is that they will not accept our report if there is an incomplete section. For example, if one of the teachers could not finish their task, the government will reject our report. Thus, we should work together in order to finish our work and duties. We often remind each other about the duties so that everyone can finish on time.

Teacher 13 (B/2/13) provided quite clear steps to handling policy change. She mentioned that it has to start from building the capacity of human resources, which is the teachers. Therefore, whenever a policy change occurs, teachers will be notified. After that, the school will organise workshops or training to help teachers understand the change itself. By doing so, teachers will be ready to implement the new policy. She explained:

It starts from the human resources; it's the teachers. So, we inform the teachers that new policy is going to be implemented. Following that, we provide some workshops, training, and other activities in order to support them so that they are ready for the policy implementation. For example, for the new curriculum policy, we have already started preparation about one year before the implementation.

Apart from the above steps, Teacher 13 (B/2/13) also mentioned that, in the case of curriculum, this school has the privilege to modify the curriculum. She stated that it was started during the era of Mr. X. She further stated:

We have once implemented a university-like curriculum system called semester credit unit (SKS). In this system, the curriculum that is supposedly enacted for six semesters or three years, was designed into four semesters or two academic years. So we compacted the content so that the last two semesters were used for revision and national exam preparation. We use an on and off system for some subjects. Technically, some subjects were taught in semester one [ON] and some subjects were not being taught [OFF]. The off subjects would be taught in the next semesters. We use that system to adjust to the available teaching period. It has also been approved by the department of education.

The above explanation from Teacher 13 (B/2/13) described some of the modifications that have been done in this school in order to manage the implementation of the curriculum so that it suits the existing conditions of the school. The comment below provides another example of how the school modifies the curriculum implementation in terms of internalising some curriculum content in extracurricular activities

...we still do some modifications in implementing the curriculum such as including some subjects into extracurricular activities. For example, we do not have art and cultural subjects in class. We include the curriculum content in art related extracurricular programs. This is also applied for some other subjects such as civic education, physical education, etc. So, students are asked to participate in extracurricular programs that are in line with the subjects. We have quite a lot of extracurricular programs; about 40 extracurricular programs. In addition, the students' scores in the extracurricular activities will be included in the student's report.

Teacher 13 (B/2/13) further stated that she did not really know whether the school has limits in modifying the curriculum. She only noticed that the school never reduced the

curriculum content that is issued by government. Thus, the school either adds extra content or manages the implementation without omitting the original content of the curriculum. She said:

> If we are asked about the limits to modification, frankly speaking, we don't know. Usually, whenever we do the modification, we communicate it with the Department of Education and they approve it. What we are sure about is we always fulfil the minimum standard of curriculum content that is required by the government.

She (B/2/13) then provided an example of 3-month matriculation sessions for year 10 students.

> For example, we were recently doing some modification in teaching and learning for year 10 students. They have a matriculation class for three months. So, in these three months, they don't have their regular classes. They only study maths, English, Arabic, Tahfizh, and mantiq [the science of logic]. What about the other subjects? The other subjects are taught after the three month period. We also do some modification to teaching materials. Teachers only teach the essential content of the curriculum in the class. On the other hand, students do some individual or group tasks to cover the less essential content. By doing so, all materials [curriculum content] are covered.

However, she (B/2/13) stated that the actual system that has been implemented above is not included in the formal report. The formal report follows the pattern that is required by government. She stated:

> The curriculum structure in the formal report is the same as is issued by the government. Even though we do some modification in the implementation process. We only modify the process. The formal report is the same as the government's requirement. Except the semester credit unit (SKS) system.

Similar to the previous respondents, Teacher 14 (B/2/14) mentioned the process of how the school handled the policy change. In addition, he explained the decision making process. The process started with the leaders' regular meeting. A lot of aspects and issues were analysed in the meeting. Then, the team structured the identified issues on a priority scale and set the target.

> All policy changes should be discussed at the leaders' level. We have a regular meeting. It is either Monday or Friday. So, the process involves identification of any current issues. Then, we classify and prioritise the issues. Following that we formulate a plan or target. Currently, we have about 11 targets.

He (B/2/14) further stated:

> Another thing that should also be considered is the stakeholders' needs. So, our planning is not only considering public policy and current issues. We also consider the needs of stakeholders including parents, students, teachers, as well as the authoritative educational institutions such as the Ministry of Religious Affairs and Ministry of Education and Culture, also the workforce. So, all considerations will be put on the table to make the school plan.

Apart from stakeholders, another component that is also important in this process is the result of management review meeting (RTM). From the explanation provided by Teacher 14 (B/2/14), this meeting is similar to a performance review where every school unit reports on its programs. It covers the programs' progress, the obstacles, how they are handled, and so on and so forth.

> We also have management review meeting [Rapat tinjauan manajemen/RTM]. This meeting is to receive and analyse reports of each school functional unit [bagian fungsi]. So, before we conduct a general workplan meeting [Raker], we have this pre-meeting with the school function units. We analyse the reports from the programs that are implemented, what types of obstacles occurred, how they were handled, as well as recommendations and feedback from the units. As all the sources are gathered, we make the action plan, when the programs will be implemented, who are the people in charge, as well as how the progress will be monitored and the follow up.

The next stage is compiling the result of the leaders' coordination meeting and management review meeting into a draft. The draft will be tabled and discussed in the general workplan meeting. The meeting involves everyone in the school. They are grouped into divisions and discuss matters related to their division. When everything is clear and agreed, then the result will inform the school workplan for the next academic year. Teacher 14 (B/2/14) stated:

> The plan that has resulted from the leaders' meeting [Rapim] and management review meeting [Rapat tinjauan pimpinan] will be a draft that will be discussed further in the general workplan meeting [Raker]. All school elements will be actively involved in this general workplan meeting according to their functions and specific roles and duties. Each function will discuss matters relevant to their work area. As everything is settled, the result of this general workplan meeting will be the school work plan (RKM) for the next academic year. This process is very important because we need to get everyone on the same page with the same vision and mission. Everything will be easier because everyone knows what to do and where to go.

Teacher 14 (B/2/14) also mentioned that the school does regular assessment to monitor the programs as well as to map human resource capacity. The result of the assessment will be used to either modify or create programs that can help enhance the capacity of human resources

> We have a regular assessment of all school elements, including teachers, administration staff, office workers, and security. We have about three days to complete the assessment. This assessment is to map the capacity and capability of every function in this school. Following the assessment, there will be follow ups according to the assessment results and are designed to enhance capability. It could be workshops or training. Apart from that, we also have a regular continuous professional development program every Friday afternoon.

The principal (B/2/15) provided a specific response in regard to the new curriculum policy. He stated that the school was assisted and facilitated by the advisory institution

(Ministry of Religious Affairs) to adapt to the policy. The Ministry invited all principals in the region to discuss and identify ways to handle any problems that might occur during the implementation of the new curriculum. Thus, the principal believed that the Ministry is actually ready for the change. In contrast, he assumed that the teachers are not really ready for change. He stated:

> In regard to curriculum matters, we have an advisory institution. So, as we know that Islamic schools [Madrasah] are assisted by the Ministry of Religious Affairs. They actually have prepared some exemplary responses in regard to the new curriculum policy. They invited all principals and vice principals for curriculum in the region to have a coordination meeting to handle the policy change. Following that, they conducted a five-day workshop for school leaders as well as teachers. I think this is a signal that the Ministry is actually ready for the change. On the contrary, I see some teachers are mentally not ready for the change. This is our challenge.

Further, he (B/2/15) added some extra information:

> I think the system here works as I described before. Whenever there is an update, all principals are invited to hear about the update. Following that, the principals would delegate the authority to vice principals to deliver the update to the teachers to be implemented. If we need to set up a committee then we will set it up. Usually, we don't need a new committee. It can be handled by the existing structure.

Similar to other respondents, the principal (B/2/15) also highlighted the role of quality development team (under the vice principal for quality development) in handling policy change. He (B/2/15) mentioned:

> Our quality development team is always helping us to seek information, find solutions, and follow up on the policy change. So, this quality development team is actually the coordinating and supporting team, not the think tank. The think tank is actually the principal, vice principals, and administrative office coordinator.

Moreover, the principal (B/2/15) also mentioned that the quality development team also conduct regular assessment for teachers and staff. Apart from using the assessment to map human resources capacity, this regular assessment is also used as a progress tracking tool. People (teachers) who are not progressing from the previous assessment will be transferred to an administration job. They will have one year of discipline time to enhance their ability. They will return to teaching when they show significant progress. The principal stated:

> One of the things that we regularly do with the quality development team is conducting regular assessment of all teachers and staff. It is more like a needs analysis. Through this assessment we have a clearer map of our staff's needs. Following the assessment, we will give special treatment to those who need assistance. Then, we will stipulate a certain time limit for those people to meet the requirements. For example, if within the agreed time, some teachers cannot meet the requirements, they will be transferred to administration jobs

instead of teaching. They will have a one year of discipline time to improve their capability before going back to teach.

Apart from the above efforts, the school also has a spiritual approach toward teachers and staff. This approach is expected to refresh and boost the spirit and mind of all school communities. This approach is manifested in Islamic discussion and consultation. The school principal mentioned:

> We also have a spiritual approach. It is mainly because people are sometimes uncomfortable or unpleasant when they are reprimanded. So, we initiate regular Islamic discussions and congregations. We do it every Wednesday. In this holy month [Ramadhan], we increase this discussion to three times a week. So, we hope that these Islamic congregations will elevate understanding of situations and prepare their mind to be more open to change, as they will direct their actions toward Allah [the Almighty God].

Figure 5.5: Matrix of participant responses (Question-4)

Issues raised	T-9	T-10	T-11	T-12	T-13	T-14	T-15
Information is processed from bottom level to the top management level	√	-	-	-	-	-	-
MGMP is an essential component of the networking system	√	-	√	-	-	-	-
MGMP connects teachers and top management level	√	-	√	-	-	-	-
MGMP connects the school to other schools	√	-	-	-	-	-	-
The good quality management system was established by previous principal (Mr. X)	√	-	-	-	-	-	-
Any changes (including the school principal) would not affect the school significantly	√	-	-	-	-	-	-
The school always updates information	-	√	-	-	-	-	-
The school follows up the information as soon as possible	-	√	-	-	-	-	-
Provides continuous assistance to teachers	-	√	-	-	-	-	-
Conducts workshops and training to educate teachers about the policy change	-	√	-	-	-	-	-
WhatsApp groups within the school	-	√	√	-	-	-	-
All teachers and staff are responsive/adaptable to policy change; they work as a team	-	√	-	√	-	-	-
Getting the mindset of all school community ready for policy changes	-	-	√	-	-	-	-
Obtaining authoritative information resources	-	-	√	-	-	-	-
Asking for help to the department of education whenever obstacles occur	-	-	√	-	-	-	-
Continuous coordination between school elements (weekly and monthly meetings)	-	-	√	-	-	-	-
Providing follow ups after the coordination meetings	-	-	√	-	-	-	-
Information from outside received by principal then delegated to the vice principals	-	-	√	-	-	-	-
MGMP helps the management team to handle school matters	-	-	√	-	-	-	-
School might raise an objection to policy that is unsuitable with the school condition	-	-	√	-	-	-	-
School is ready for adjustments in case the objection is not granted	-	-	√	-	-	-	-
Parents are involved in most of school matters	-	-	√	-	-	-	-
School strategic plan helps the school in dealing with policy changes	-	-	-	√	-	-	-
Building the capacity of human resources	-	-	-	-	√	-	-
Providing a clear consultation whenever changes occur	-	-	-	-	√	-	-
Organising workshops/training as follow up	-	-	-	-	√	-	-
The school has the privilege to modify curriculum (since the era of Mr. X)	-	-	-	-	√	-	-
Internalising some curriculum content into extracurricular activities	-	-	-	-	√	-	-
The school never reduces curriculum content but adds to or alters it	-	-	-	-	√	-	-
The actual process and modification not included in the formal report	-	-	-	-	√	-	-
The analysis and decision making process starts from the leaders regular meeting	-	-	-	-	-	√	-
Prioritising issues and setting targets	-	-	-	-	-	√	-
Result of management review meeting is a contributing factor in the analysis process	-	-	-	-	-	√	-
Writing up draft for general work plan meeting	-	-	-	-	-	√	-
Decisions are made during the general work plan meeting	-	-	-	-	-	√	-
Regular assessment to monitor school programs	-	-	√	-	√	√	√
The school is helped by the advisory institution (Ministry of Religious Affairs)	-	-	-	-	-	-	√
All principals in the district are invited for consultation on changes	-	-	√	-	√	√	√
The government is ready for change	-	-	-	-	-	-	√
Some teachers are not ready for change	-	-	-	-	-	-	√
Quality development team is very helpful in the initial stage	-	-	-	-	-	-	√
Regular assessment is conducted to map human resources capacity	-	-	-	-	-	√	√
Follow up after the assessment will be conducted	-	-	-	-	-	√	√
Underperforming staff transferred to administrative assignments as punishment	-	-	-	-	-	-	√
Spiritual approach to boost the spirit and mind of all teachers and staff	-	-	-	-	√	-	√

5.3.5 Responses to Question 5: Do the changes affect organisational performance? Could you elaborate?

Although many respondents stated that policy changes did not significantly affect the school, the school was actually affected in some ways. Teachers, for example, are the most affected party. Teacher 9 (B/2/9) and Teacher 12 (B/2/12) stated that most of their peers were confused in the beginning. Many of them were too busy dealing with administrative matters than teaching the students, not to mention other duties such as fulfilling teacher performance assessment criteria. She (B/2/9) stated:

> In the early stage of the curriculum change, we were confused because we were faced with different changes to teaching materials. In the end, we were wandering around and kept busy with technical issues rather than focusing on enhancing students' abilities and capabilities. The changes were also fast and uncertain. Apart from that, we were also busy preparing for teacher performance assessment [PKG]. So we were very busy with administration issues and tended to ignore class matters.

The above situation, to some extent, triggered reaction from parents because many parents were informed by their children that teachers were often leaving classes. This was due to too many administrative jobs for teachers. Teacher 9 (B/2/9) explained:

> As a consequence, many parents were complaining to the principal and asking why some teachers were not in class. So, during the time teachers were suffering, they have to teach classes while preparing so many administrative tasks, not to mention that they also have training and workshops for the new curriculum.

In addition, some parents were also questioning the new teaching methods. They stated that teachers did not provide explanation to students. This was also confusing for them, particularly some parents who were not familiar with the inquiry learning method.

> Some parents were also wondering about and questioning the new teaching and learning model, why teachers did not give explanations to students. In fact, the new teaching and learning model does not allow teachers to explain everything to the students. Students have to seek and find information from different sources. The system requires students to be more independent and learn through inquiry. Luckily, as the time went by, everyone became accustomed to the new curriculum and everything is fine now.

Teacher 10 (B/2/10), on the other hand, perceived things differently from Teacher 9 (B/2/9). She (B/2/10) stated that the policy change was positive for her. She (B/2/10) was able to upgrade her knowledge and teaching skills. She (B/2/10) learned a lot of new things from the new curriculum such as new assessment methods which involve cognitive, affective, and psychometric aspects of knowledge.

> I am happy with the new curriculum. I mean I can upgrade my knowledge and not be stuck on the same thing again and again. I also know that there are significant differences between the previous curriculum and the new one. For example, the assessment. Some people were complaining, but I think this it is good. Through this new assessment model, I now understand how to assess the affective aspect, cognitive aspect, and psychometric aspect of knowledge. I also know that assessing the cognitive aspect of knowledge can use different types of questions, not just multiple choice.

She (B/2/10) further said that the new curriculum is good for students because they can learn some advanced skills that are usually taught at the university level.

> So, I feel happy with this curriculum because, for me, as an English teacher, everything can be measured. More importantly, students can now analyse English texts. I presumed that analysis was only for university students. However, through the workshop that I participated in, I know how to teach students to analyse texts, in terms of content and structure.

Moreover, teacher 12 (B/2/12) stated that the new curriculum has made students more active and communicative. Thus, they have more chances to practice their speaking skills.

> However, one of the good aspects of the new curriculum is making students more communicative, particularly in my English subjects. It creates more chances for students to apply and practice their English skills.

Similar to Teacher 10 (B/2/10), Teacher 11 (B/2/11) claimed that most government policies have positive impact on the school because the policy must have been prepared and analysed by experts before implementation. Yet, there were some difficulties during the implementation, but mainly it was because of lack of mastery and understanding of the matter concerned. Teacher 11 (B/2/11) stated:

> Most of the policies that have been issued by the government or ministries bring positive impacts to our school. We believe that the policies must have been analysed by many experts before the implementation, although we might face some issues during the implementation. However, as we ask the authoritative bodies to explain the matter, it becomes clear and the issues are solved.

Teacher 11 (B/2/11) then mentioned an example of government policy that had positive impact on the school, which was an online financial program. He stated:

> ...for example, the policy on the financial management system. Right now, all financial matters in this school are managed through an online application. It includes salaries, project and activity reports, etc. In the beginning, we were confused and questioning it. However, as we learnt to do it with the help of the right people, everything has become easier now. Now, there are no cash transactions in this school. All transactions are electronic.

Another example is the *tahfizh* [Qur'an recitation] program and *dhuha* (morning prayer) program that have become strong points for the school. The two programs have attracted many parents to enrol their children at the school.

> Another example is the policy of adding the *tahfizh* activity as local content. It was quite challenging organising the activity. However, as we got used to it, everything became easier. Our principal even added a *dhuha* prayer after the *tahfizh*. Now, the two programs have become our two strongest points that attract parents and students to choose this school. Parents are very happy with the program.

Teacher 13 (B/2/13) mentioned that most of the school responses toward government policy were used as a reference by other schools. One of the reasons is that this school always advances government policy to the next level. One of the examples is the *tahfizh* program which was integrated into morning prayers. Moreover, Teacher 13 (B/2/13) was not sure what caused so many parents to enrol their children in this school. She only noticed that this school now has more and more applicants every year. Teacher 13 (B/2/13) stated:

> Sometimes, or most of the time, what we do regarding the government policy becomes a reference for other schools. At least for some Islamic schools in our region. Moreover, we often take government policy further with steps such as the *tahfizh* policy that we developed and integrated into the morning prayer program. I am not very sure whether this is one of the causes of so many parents being attracted to enrol their kids in this school. What I know is that we have more and more applicants every year. Last year we had about 3,000 applicants, but we can only take 340 of them.

Teacher 14 (B/2/14) added another example of how government policy affects the school. It was the policy of withdrawing and cancelling the international standardised Islamic school project. To some extent, the school has become accustomed to the MBI standard. Therefore, the school continues to use the MBI standard, even though the project was cancelled. Teacher 14 (B/2/14) mentioned:

> So, we were slated to be an international standardised Islamic School [RMBI] which failed because the government cancelled the project. However, all the hard work and preparation to reach that goal has become our starting point as well as our benchmark. So, we should not lower our standard even though we are not an MBI anymore and the policy has changed. So, we take the positive side of the policy.

Another example is the confusion of a government policy that eliminated the TIK (technology, information, and communication) subject in the new curriculum. This means many TIK teachers would have no classes to teach. It was confusing because other government policies require schools to apply the computer based national examination (UMBK), while this policy eliminates TIK as a subject. It was quite confusing for TIK teachers, although, in the end, the policy was revised. Teacher 14 (B/2/14) stated:

We had a case where many teachers were becoming non-job [no subject to teach]. It was because, in this new curriculum, there is no TIK subject. It was quite contradictory because, on one hand, the government wanted to apply computer based national examination, but remove the TIK subject on the other hand. So, everyone was panicking. However, when I did more research into the policy, it actually had a different meaning. It is true that TIK was removed. However, it does not automatically remove the teacher. The TIK teacher now has a different role, which is being a TIK consultant/supervisor for students. The Ministry Decree no. 13 was revised with Ministry Decree no. 68 and 45. It stated that TIK teachers have to supervise 150 students.

Like some other respondents, the school principal (B/1/15) also perceived that government policy does affect the school in some ways. He (B/1/15) stated:

We now have used some technology in our learning activities such as using educational applications like Google Classroom, Moodle, etc. We have also upgraded our computer laboratory so that we can use it for the national exam because the national exam will be undertaken electronically; computer based national exam.

However, he (B/1/15) stated that the effects would not be significant: "The effect of the policy change is not significant. So, the curriculum change has no significant effects on students. Probably because the teachers are a bit slow in responding to and implementing the change."

Figure 5.6: Matrix of participant responses (Question-5)

Issues raised	T-9	T-10	T-11	T-12	T-13	T-14	T-15
Many teachers were influenced by the policy changes	√	-	-	-	-	-	-
Many teachers were confused and busy with administrative matters	√	-	-	√	-	-	-
Some reaction from parents because many teachers were out of class	√	-	-	-	-	-	-
Some parents questioning the teaching method	√	-	-	-	-	-	-
Good effects such as upgrading skills	-	√	-	-	-	-	-
New knowledge such as assessment methods	-	√	-	-	-	-	-
Students also benefit from the new curriculum	-	√	-	-	-	-	-
Students become more active	-	-	-	√	-	-	-
Most government policies have positive impact to schools because it has been analysed and prepared by experts	-	-	√	-	-	-	-
Many of the implemented government policy in the school were implemented in other schools	-	-	-	-	√	-	-
More parents are interested in enrolling their child to this school	-	-	-	-	√	-	-
The government policy improved school standard such as the MBI	-	-	-	-	-	√	-
The effect of government policy would not be significant	-	-	-	-	-	-	√

5.3.6 Responses to Question 6: What are the factors that contribute significantly to school survival in regard to the rapid changes in curriculum or other government policy?

Teacher 9 (B/2/9) believed that one of the important factors that helped the school cope with the policy changes was the human resources. She stated that all teachers and staff are quite accustomed to change. Therefore, they are always ready for any changes. Apart from the teachers and staff, the students are also another contributing factors to the school's adaptability. Students who are accepted in this school are high achieving students. Therefore, they are quite accepting to change and quick to adapt. He (B/2/9) stated: "I think we have good quality students. This school has become one of the most favoured schools in this region. Therefore, the enrolment criteria are very competitive. So, the students who pass the selection are high achievers."

Another important aspect that helped the school adapt and survive was a good leader. Teacher 9 (B/2/9) stated that the school is becoming more settled and has good systems since the leadership of Mr. X. Following that period, the school system became more stable and any change that occurred would not significantly impact the school.

> We were starting to settle during the leadership of Mr. X. So, I could say that the leader also has an important role to develop our good management system. From that time, the system has become better and better. Whoever the leader is, the school will run according to the established system. This has made it easier for teachers to adapt. It also helps new teachers to adjust very well.

Moreover, teacher 9 (B/2/9) also spoke about external consultants. He believed that the consultants may have some effects on the school. He stated that, "There are some consultants. I guess the consultants also have some influences and motivations. The consultants are from outside of the school; professional consultants. We also have ISO."

Teacher 10 (B/2/10) stated that a fast response to change is important. The school always comes first in implementing government policy, even when other schools have not yet implemented it. She also believed that the school's decision to follow up the change with workshops and training was a good decision.

> So, we always update and implement the policy change, even when most Islamic schools have not implemented it. I think it is the right decision. I mean regarding Curriculum 2013. It is because we did the follow ups such as workshops, training, and so on. Following that, we were asked to implement it directly.

In addition, the case of new curriculum policy has proven that the vice principal for curriculum has a significant role in coping with such a change. She (B/2/10) stated:

> In the case of Curriculum 2013, I think the vice principal for curriculum has a very significant role in helping us deal with this matter because she has to analyse the curriculum content, organise trainings for us, supervise the implementation, and help us revise and refine our work.

Teacher 11 (B/2/11) thought that good information access was crucial in dealing with changing policy. He (B/2/11) further stated that this school has always had quick access to the source of the information. Moreover, if anything is unclear, the school will seek the information from the primary source, without waiting too long.

> Enough information and resources. We have sufficient information and consultation from government, especially in the case of the new Curriculum 2013. I don't know about other schools. What happens in our school is we always pick up the ball [resources] after we do the consultation.

As with the other respondents, Teacher 11 (B/2/11) affirmed that the school principal has a significant role in the school's survival and adjustment to public policy change. He argued that dealing with such a fast change requires a leader with strong commitment and integrity. Luckily, this school has always been in good hands.

> From my point of view, the most influential party when a policy change is released, is the top leader; the principal. If the principal is reluctant, or lacks commitment to implement the policy, we would not be able to succeed. Thank God, the principals of this school are always high quality people. They even perform better than expected.

Teacher 11 (B/2/11) then continued:

> Apart from the top leader, the vice principals and chief of administration also have important roles because the principal needs people to help him deal with the issues. Moreover, the principal does not understand administration matters. Thus, the chief of administration has a role to play.

According to Teacher 11 (B/2/11), vice principals and the chief of administration are also important people who have helped the school to cope with policy changes. In addition, he (B/2/11) stressed the importance of the vice principal for quality development (WPM) because the WPM and the team are the first people who deal with the new policy in the first place. He stated:

> Especially the vice principal for quality development [WPM]. The WPM monitors all vice principals and designs most school programs. The design is delivered and delegated to all school functional units such as the curriculum development team, student development team, and so on and so forth.

Furthermore, Teacher 11 (B/2/11) stated that the recent conditions enabled the school to appoint more staff to assist the vice principals. Thus, the vice principals have more assistance in dealing with school matters. He explained:

> The new principal established many teams and roles. I did not mean that the previous principals did not have courage or were unmoving with the main structure. But the recent condition has enabled us to do that. We were constrained by funding back then because we had to provide extra fund for those who were in the team. Recently, we haven't had to worry about funds because we don't have to pay extra money for the newly established team. Luckily, everyone is happy to help. So, we have got more people to help the management team to deal with school matters.

Teacher 12 (B/2/12) raised different perspectives compared to other respondents. She mentioned three important aspects that contribute significantly to school survival and adaptability: teachers, chief of administration office, and school management (principal and vice principals). She (B/2/12) argued that teachers are the most important because everyone is a teacher. Without teachers the school would not run. She stated that the principal and vice principals are actually teachers too; they are teachers with extra responsibility. She stated:

> Of course the teachers [are most critical]. After teachers then the chief of administration, then the school management. Teachers are crucial because when teachers do not do their job, the school cannot run. Basically, the principal is a teacher as well. The vice principals are also teachers. So everyone in the school is actually a teacher. So, the most important role is the teacher. Even though the school management determine the job description, they are also teachers.

She (B/2/12) further stated:

> Vice principals are also important. For curriculum matters it should be the curriculum division [vice principal for curriculum]. For student matters it should be the student division [vice principal for student affairs]. Any general school or administrative matter should be [handled by] the chief of administration. Therefore, the vice principal for curriculum has a lot of supporting staff because curriculum, and also the administration division, is the heart of the school. Curriculum is the energiser of teaching and learning while the administration division is the great helper for administration matters.

She (B/2/12) then provided an example of another school that could not coordinate its teachers well. As a result, the school program does not run well.

> I can say this because I have an example. School A [another Islamic school] were planning to implement the ISO system. However, not all the teacher agreed to the plan. So, they could not implement the ISO system and cancelled the plan.

Another factor that has been mentioned by Teacher 12 (B/2/12) is the fact that this school is a government school with a good management system. Therefore, any changes would not significantly affect the school. She even mentioned that a change of school principal

would not significantly affect the system because all school staff and teams already know their duties and tasks. Teacher 12 (B/2/12) stated:

> It is also because this school is a government school. So, the management system is quite good and stable. To some degree, even the replacement of the principal would not affect the school too much because all teachers know their role and duties as government employees.

In addition, Teacher 12 (B/2/12) mentioned that this school is one of the government's pilot project schools. Therefore, students that are accepted in this school were some of the best students in their previous schools. This condition has made this school deal and cope with policy changes easily. Teacher 12 stated:

> This school is one of the government pilot project schools, so the intake [students] are well selected. Most of them were in the top ten in their junior high schools. In this sense, with a little guidance, they would be able to help themselves in case their teachers are busy with school administrative duties. So, in case any changes occur, they would be able to adjust quickly.

Similar to some other respondents, Teacher 13 (B/2/13) also highlighted the importance of human resources, especially the teachers. Apart from that, she also believed that a good management system also supports the teachers. The system has enabled all teachers to work and support each other, as well as being willing to improve their skills and adjust.

> I guess it all works because of our system. The system that has been created here helps us and enables us to work under any conditions. Of course, it would not be 100 per cent solid. There might be human error. Probably about ten per cent, especially when we talk about different generations: seniors, middle aged, young people. However, it cannot be justified that all seniors are resistant to change. It all depends on their willingness to upgrade and adjust to changes

Teacher 13 (B/2/13) also mentioned most of the aspects that have been raised by other respondents such as the effects of consultants; both management consultants and Islamic and spiritual consultants. In addition, she also raised the aspect of leadership and the leaders' team as another significant factor to the school's ability to adjust (B/2/13).

In regard to the above question, Teacher 14 (B/2/14) stated that the strong commitment among the school community is very important. In addition, she also mentioned that the school has a very good leader. She stated:

Well, there should be strong commitment from everyone. If there is no good and strong commitment from everyone ... even though we predict and anticipate every possibility it will not work without a strong will and commitment. That is why we print the school commitments on huge banners and put them in some designated places around the school. Then, the bravery of the leader. I mean, not only brave to make decisions and take risks, but a leader should also be visionary. They have to have good skills in evaluation, innovation, entrepreneurship, and so on.

Apart from the internal factors that has been mentioned before, Teacher 14 (B/2/14) highlighted the importance of involving stakeholders in the process of decision making, in this instance, the role of parents. The role of parents in this school is very crucial because many of the school development programs were funded by parents. Teacher 14 stated:

It all has to be discussed with parents. The process of designing programs in this school always takes into account the parents' views. At the beginning of the year, we proposed some plans to parents and asked their opinions. What types of programs they agree on because most of the programs would be funded by parents. We usually have some options after the meeting. Then, we analyse the possibilities and use the priority scale in selecting feasible programs to be implemented. So, we have to be able to maintain good communication with parents. It is very important.

Another important aspect is information access and management because good and valid information can be used to predict future changes as well as the solution. This school is very lucky to have quite a good development team under the vice principal for quality development. This team does the information collection, issue identification, mapping and prioritising of issues.

Information is very important. Based on accurate information, we can predict future changes. That is why we have an integrated information control team. So, all information that circulates around educational issues is captured and filtered. They also do issue identification and so on and so forth. So, everything is based on information. We would never just pick up on issues out of nowhere, right? So, we garner all information from the related parties. It could be from social media, television, stakeholders' information, Ministry of Religious Affairs, Ministry of Education and Culture, etc.

Teacher 15 (B/2/15), who is the principal of school, stated that the vice principal for quality development (WPM) and his team have been very helpful in dealing with school matters, including policy changes. Moreover, he also mentioned that the students have also been very cooperative in embracing government policy changes. He stated:

We have a quality management system with an ISO standard. A vice principal for quality management [WPM] is in charged with this ISO matter. He does some analysis of school needs over the next four years. He also does regular quality control. So, in this school, teachers are assessed by students. Student progress report could not be printed out before the teachers' assessment is filled in by the students. We also do two assessments every year, one internal assessment and one external assessment. In addition, the students are also quite good in adapting to policy changes. Particularly this new policy that involves technology. They are very happy to do that.

Apart from the above two factors, the principal (B/2/15) also mentioned the school communication network. The communication between school communities and parents is managed through internet and WhatsApp groups. This has meant that information can travel faster: "We also have a communication network through the internet and WhatsApp groups. The parents' WhatsApp groups are organised and managed by homeroom teachers. So, the homeroom teachers know well and understand parents' wants and needs."

Moreover, the principal (B/2/15) also acknowledged the role of supervisory institutions above the school, such as the Islamic School Department which operates under the Ministry of Religious Affairs. This department has been very helpful for the school in terms of providing information and follow up for any policy changes that occur.

> Relating to curriculum changes, we actually have an advisory institution. So, our Islamic schools are actually under Ministry of Religious Affairs. They have people who take care of this matter. They have a head of the Islamic School Department and subdivision leaders who are responsible to inform and prepare the follow up measures in the case of policy changes.

Figure 5.7: Matrix of participant responses (Question-6).

Issues raised	T-9	T-10	T-11	T-12	T-13	T-14	T-15
Capable human resources accustomed to change	√	-	-	-	√	-	-
Students are high achieving and accepting to changes	√	-	-	√	-	-	√
Good leader with strong commitment	√	-	√	-	-	√	-
Good management system	√	-	-	-	√	-	-
School has management and spiritual consultants	√	-	-	-	√	-	-
Quick response and implementing policy changes directly	-	√	-	-	-	-	-
Conducting appropriate follow up for policy changes	-	√	-	-	-	-	-
Vice principal for curriculum has significant role in dealing with policy change	-	√	-	-	-	-	-
The school has good information access	-	-	√	-	-	√	-
The school can access good and authoritative information and resources	-	-	√	-	-	√	-
People who help the principal (vice principals and chief of administration) also have significant roles	-	-	√	-	-	-	-
Vice principal for quality development (WMP) deals with policy change in the first stage	-	-	√	-	-	√	-
Vice principals have more staff to deal with policy changes	-	-	√	-	-	-	-
Teachers, administration office, school management	-	-	-	√	√	-	-
The school is a government school with good quality systems	-	-	-	√	√	-	-
The school is a pilot project school	-	-	-	√	-	-	-
Good commitment among school community	-	-	-	-	-	√	-
Involvement of stakeholders in decision making process	-	-	-	-	-	√	-
Parents are important particularly in terms of funds	-	-	-	-	-	√	-
Analysing and predicting future change based on valid information	-	-	-	-	-	√	-
The initial analysis is undertaken by vice principal for quality development and their team	-	-	-	-	-	√	√
The school has good communication network	-	-	-	-	-	-	√
WhatsApp groups are very helpful	-	-	-	-	-	-	√
Supervisory institution (Ministry of Religious Affairs) also helps the school	-	-	-	-	-	-	√

5.3.7 Responses to Question 7: What kind of structure has been implemented in your school? Has it been changed in regard to public policy changes?

Most respondents provided similar answers regarding the question of structure that has been implemented in the school. They all stated that the school has had the standard structure that was determined by government which is the principal, vice principals (curriculum, human/social relations, student affairs, facilities and infrastructure, quality development), and chief of administration. Teacher 9 (B/2/9), for example, stated that, "What I know is that we have our principal, then some vice principals such as for curriculum, quality development, facility and infrastructure, and so on".

Teacher 14 (B/2/14) clarified this response and said:

> ...we are an Islamic high school institution, so we have to have four vice principals: curriculum, student affairs, facilities and infrastructure, and human/social relations. However, in this school, we have six vice principals. We added a vice principal for quality development and a vice principal for dormitory/boarding affairs.

Apart from the above structure, Teacher 10 (B/2/10) mentioned that every vice principal has assistants. She mentioned that she did not notice this staff under the previous management although these assistants are not included in the formal school structure. She (B/2/10) said that they have been helping the vice principals for the last two periods.

> What I know right now for sure is that every vice principal has some assistants that can help them. I did not notice that under the previous management. Probably because the workload is just too much. So, they need some assistants. It has been two periods and there are two assistants for vice principal for curriculum, but they are not included in the formal management structure. Mostly they help with matters that are not crucial or have a direct implication for government policy, such as administrative tasks. I think [that arrangement] has been there since two or three years ago. I did not notice it before.

Teacher 11 (B/2/11) added that prior to 2008, the school had four vice principals, as stipulated by the government. However, in 2008, Mr. X, as the principal of the time, decided that the school needed another vice principal. In 2008 Mr. X added another vice principal, the vice principal for quality development, and removed the vice principal for facilities and infrastructure. He (B/2/11) stated:

> Based on the government policy, the high school level should have four vice principals: curriculum, student affairs, human/social relations, and facilities and infrastructure. Then, in 2008, Mr. X, one of the previous principals who I think was quite visionary in this school's history, changed that structure. He removed the vice principal for facilities and infrastructure and transferred the duties to the chief of administration. Following that, he added a vice principal for quality development. Everyone was happy with that decision. From then on, this school became more recognised and more developed.

He (B/2/11) further stated that in 2010, under different leadership, the school restored the vice principal for facilities and infrastructure because the government only recognise vice principals for facilities and infrastructure, and not vice principals for quality development. Following that, in 2013, the school added another vice principal for dormitory/boarding affairs.

Then, in the late 2010, we had a problem with the structure because the vice principal for quality development was not recognised by the government system. So, we restored [that position] and added the vice principal for facilities and infrastructure. Later on, in 2013, we added another vice principal, who was the vice principal for dormitory/boarding affairs because we have student dormitories, which of course will need someone to oversee them. So we have had six vice principals since then.

Teacher 13 (B/2/13), as the vice principal for curriculum, clarified Teacher 10's (B/2/10) explanation about the vice principal's assistants. She (B/2/13) stated that every vice principal has a team. She mentioned that she has five people in her team. In addition, Teacher 13 (B/2/13) also mentioned that one of the reasons for adding another vice principal (vice principal for quality development) was the decision to use ISO 9001 in 2008. So, since 2008, there has been a vice principal for quality development who was initially employed to handle ISO matters. She (B/2/13) explained:

> We have our principal, vice principals, and chief of administration. As vice principals, we also have teams. In my case, as the vice principal for curriculum, I have five people helping me. The other vice principals also have people who help them. Then, since 2008, we started to use ISO 9001 as our management system. So, since we decided to use ISO 9001, we have had a vice principal for quality development.

Figure 5.8: Matrix of participant responses (Question-7).

Issues raised	T-9	T-10	T-11	T-12	T-13	T-14	T-15
The school has a standard structure determined by government (principal, vice principals, chief of administration)	√	√	√	√	√	√	√
Standard structure: Principal, four vice principals, chief of administration	√	-	-	-	-	√	-
Each vice principal has assistants (for the last two periods)	-	√	-	-	-	-	-
Extra vice principal (quality development) since 2008	-	-	√	-	-	-	-
Vice principal for facilities and infrastructure removed (2008)	-	-	√	-	-	-	-
Vice principal for facilities and infrastructure restored (2010)	-	-	√	-	-	-	-
Vice principal for dormitory/boarding was added (2013	-	-	√	-	-	-	-
Each vice principal has a team	-	-	-	-	√	-	-
Vice principal for curriculum has five people in the team	-	-	-	-	√	-	-
Vice principal for quality development was added to handle ISO	-	-	-	-	√	-	-

5.3.8 Responses to Question 8: Do you think that the school should alter its structure in order to be more responsive to changes? Why?

In responding the question of whether the school should alter its structure so that it can be more responsive to policy change, most respondents believed that the school already has appropriate structure to face any policy changes, thus, there is no need to change the school structure. Teacher 11 (B/2/11), for example, stated that:

We are not refusing policy changes. We also realise that policy changes will always exist. We hope it will lead us to better conditions. I also believe that there is no need for special people, structures, or units to handle this matter. The existing structure and all teachers are able to handle that.

Specific to the case of curriculum change, the principal (B/1/15) stated that policy change does not affect the school structure. It has also been explained in the Ministerial Decree that the changes only apply to curriculum content, graduate quality, the teaching and learning process, and assessment. The principal stated that it is possible to set up new teams or units to help the school run certain programs. However, it would not affect or change the main school structure.

There is no [requirement for] structural change. So, the curriculum change does not affect structural change. It is clear in the Ministerial Decree that the changes focus on content standard, graduates, process, and assessment. It does not apply to management standards. We might set up new teams when we need them, [but] not [change] the main structure. For example, we recently set up a literacy team because our government wants to boost literacy skills. So, in response to this, we set up a literacy team that consists of four people. Those four people will be responsible to run the literacy program.

He (B/1/15) further argued that the existing structure is reliable and capable enough to handle any school matter. It has been proven by years of experience. He stated that, if something has to be adjusted, it is the program, not the structure, adding, "...the existing structure is sufficient and reliable. It is only the programs that are changed or adjusted. For example, there are assessments for teachers and staff, workshops, the computer literacy development program, etc."

Teacher 12 (B/2/12) believed similarly to other respondents, that there is no need to change the school structure. However, she (B/2/12) also believed that changing the school structure is not impossible in the future, especially when circumstances require such a decision. She argued that adding extra vice principals is an example of a precedent that has happened in the past. So, the adding an extra vice principal or removing a vice principal might also occur in the future. She (B/2/12) said:

So, I think the existing school elements and structure is sufficient, especially when every element functions effectively. However, it is possible that later, in the future, there might be structural changes, like our experience with the vice principal for quality development. This vice principal is actually quite new. I think it was in 2008 [that the position was created].

She (B/2/12) further stated:

> It is possible that we need to change our structure. However, what we have experienced is like what we have right now. I noticed that there were changes in the past. Mostly it applied to the vice principal for facilities and infrastructure because this job is similar to the job of the chief of administration.

Figure 5.9: Matrix of participant responses (Question-8).

Issues raised	T-9	T-10	T-11	T-12	T-13	T-14	T-15
The school has a reliable and capable structure to handle policy change and other school matters	√	√	√	√	√	√	√
No need to change the structure	-	-	√	-	-	-	-
The policy change of Curriculum 2013 did not affect the school structure	-	-	-	-	-	-	√
It is possible to create new units/teams to handle school matters but it would not affect the school main structure	-	-	-	-	-	-	√
What has to be adjusted is the program, not the structure	-	-	-	-	-	-	√
The school experience provides evidence of sound structure	-	-	-	-	-	-	√
It is possible to change the school structure if required	-	-	-	√	-	-	-
Adding extra vice principals has happened in the past and it is possible in the future	-	-	-	√	-	-	-

5.4 Chapter Summary

This chapter presents the findings and the in-case analysis of Case Study 2, which is School 2, an Islamic-based government school situated in Jakarta and Tangerang. The findings were presented as the responses of respondents to eight interview questions. The eight questions were the result of grouping, mapping, and cropping interview questions to align with the research questions of the study. As a result, eight questions were chosen and considered best to help the researcher answer the research questions. The chapter opens with the profile of the school and continues with respondents' responses to each question. The eight questions discussed in this chapter are intended to address the four main research questions.

Generally speaking, this school has experienced some degree of difficulty in managing government policy, particularly because it has to accommodate two different ministries. However, most respondents, including the principal, stated that they are fine with the changing policy, as long as it achieves improvement of educational outcomes and they are already accustomed to such change. Besides, as government employees, they cannot refuse to implement new policy; they must adhere to it even though they have to make some adjustments in accordance with circumstances and school needs. One of the factors that has

helped the school cope with unstable policy changes is the fact that the school has a good and well established management system (ISO 9001). Some teachers said that the school was not impacted even when the principal changed within two months because the school runs not only based on the principal, but also the system.

After presenting the highlighted responses raised by the respondents to each question, the responses were then summarised in a matrix. This matrix is meant to help the researcher as well as the reader to have a clearer picture of the issues raised by respondents regarding the matter of inquiry. This model of in-case analysis will again be used in the next chapter (Chapter 6), which presents the in-case analysis for School 3.

6   In-Case Analysis of School 3

6.1 Chapter Introduction

The previous two chapters have elaborated in-case analyses for School 1 and School 2, which are national government schools in the district of Tangerang and Islamic Government School in Jakarta. Following the same pattern of approach, this chapter will present the case analysis for School 3, an Islamic private school situated in Tangerang. This chapter will follow the same structure as the previous two chapters. It opens with a profile of School 3, which includes social and geographic information, school vision and mission, and the school program. It then continues on with the in-case analysis of respondents' responses. The analysis will be based upon interview results which are intended to elucidate some of the main ideas arising from the interview data.

6.2 School 3 Profile

Content removed for privacy reasons

6.2.1   School history, and social and geographic information

Content removed for privacy reasons

Content removed for privacy reasons

6.2.2 School Vision and Mission

6.2.2.1 Vision

Creating Islamic generations that are able to internalise and synergise important aspects of life that incorporate three core values, namely, IMTAQ (faith, piety, and good behaviour), IPTEK (knowledge, science, and technology), IHSAN (Indonesian values, human rights, and physical and spiritual prosperity).

6.2.2.2 Mission

In order to achieve the above vision, the school states its mission as follows:

1. Enhancing and broadening Islamic knowledge, and implementing religious tenets in real life to nurture a good belief and piety towards Allah, and to promote peaceful and tolerant intrafaith and interfaith relations.
2. Developing quality, democratic educational culture and systems to produce well mannered, creative, innovative, intelligent, disciplined, responsible, healthy citizens who are knowledgeable in science and technology.
3. Nurturing and enhancing excellent, creative, productive, independent, competitive, humanist, environmentally conscious, and future oriented human capital who are

capable of demonstrating excellent citizenship, and are physically and spiritually prosperous.

4. Developing educational curriculum that integrates Islamic knowledge, science and technology which synergises intellectual quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ) throughout the *pesantren* education pathways.

6.2.3 School Program

The school has two major programs in place which are academic and non-academic. The academic program is similar to that of most schools in Indonesia; it teaches students using the national curriculum as well as local curriculum that has been determined and developed by the foundation board. Unlike the other two case study schools, this school has six school days in a week. This is one of the factors which enables the school leader to manage and tailor the teaching and learning process because they have more time allocated for learning activities.

The school also offers non-academic extracurricular programs. The non-academic programs have been created to accommodate students who show talent in non-academic areas. Some of the programs include scouting, national flag hoisting troop (*Paskibraka*), traditional musical group (*marawis*), Indonesian traditional dance (*saman*), Islamic preaching club, martial arts, soccer, futsal, badminton, and volleyball.

Apart from academic and non-academic programs that are included in the formal schooling program, there is also an informal type of education program on offer. This program is known as *pesantren* (a type of Muslim boarding house). In this program, students learn principles of Islam in a deeper and broader way than in the formal school program. Students who enrol in this program live in an on-site dormitory. In most cases, students in this program will also attend the formal school. As such, they undertake a blend of formal and informal educational approaches.

Content removed for privacy reasons

6.3 In-case Analysis Based on Interview and Research Questions

The in-case analysis of this study is based on the responses of all respondents during the interview and focus group discussions. This stage involved grouping and selecting relevant sections of the interview questions used during the field research. The participants' responses have been grouped into main interview questions that pertain to the research questions of the study. A matrix of respondents' responses provided at the end of each question section. The matrix summarises all issues raised by the participants as well as providing a clearer picture of key arising themes for the reader. It is important to note that one of the main interview questions posed to interviewees concerns curriculum change. Therefore, many of the responses from the interviewees will consider this matter. Below are the interview responses grouped into eight main questions.

6.3.1   Responses to Question 1: What do you think of the fast-changing government policy? How do the people (teachers, management, parents, students, other stake holders) in your school respond to the changes?

Most of respondents responded in similarly when asked their opinion about fast-changing policy. They stated that the government policy often changes quite rapidly. These

changes, particularly the curriculum change policy, have created some difficulties for teachers. They have had to change and adjust their teaching methods and materials frequently because the changes often impact simultaneously. In some cases, such as the case of the recent curriculum policy (K-13), the change has been significant because it impacted almost every aspect of the curriculum, including assessment, curriculum scope and sequence, and lesson planning. On this matter, Teacher 17 (C/2/17) stated:

> For me, policy changes are too fast, particularly with curriculum matters, [that] will definitely affect me as one of the people who must implement the change. Some of the matters that were affected significantly are the lesson plan making process, assessment reporting, and the sequence of teaching materials that must be taught to students. Those matters have made me confused because, at the time when I understood this curriculum, a new curriculum was then introduced and implemented.

Another important issue raised by Teacher 17 (C/2/17) was that many teachers do not have sufficient information and skills to handle and implement new policy requirements. One of the reasons is they have insufficient training about the new curriculum. Most of the training conducted involved only limited numbers of teachers. Further, Teacher 17 (C/2/17) stated:

> In addition, the curriculum change was not followed with sufficient training for teachers. Well… some training was conducted, but it was only for limited people. When the training involved a lot of people, it was just like conveying general and superficial content, without any practical activities.

The above statement also explained that, in some cases, the government might involve a lot of teachers in the training. However, when this is the case, the training often only covers superficial information about the new policy. In addition, Teacher 16 (C/2/16) added that the government effort to consult on the new policy was often very slow. Therefore, many schools were left unclear about the new policy, particularly some schools that are situated far from the city centre. He stated:

> …fast changing policies without clear explanation and delayed consultation have made the Indonesian education system run very slowly and is unequitable, particularly for some areas that are far from city centre. …This has made the educational quality and development unequal from one region to another.

Teacher 20 (C/2/20) expressed similar concerns regarding the fast-changing policy, particularly the curriculum. Curriculum that changes too fast can create difficulties for teachers. Teachers have to struggle to understand the new curriculum content and find the best way to teach students with new learning styles that might not be easy for some students, not to mention the workloads they have to handle. She explained:

116

> In my opinion, the government policy changes too fast. The government policy, especially curriculum that is often changing, implicates the teaching and learning process as well as the learning outcomes. Teachers, as the front-liners in education, are often confused and overwhelmed with teaching loads. They also need to find different strategies to help students to succeed in their learning and accomplish their standard competencies, both theoretical and practical competencies, that will help them succeed in their real life.

Similar to his peers, Teacher 21 (C/2/21) confirms the confusion that has been caused by policy changes, although he said that policy change is a common and usual event that often occurs as the result of a new leader or official being appointed. In some cases, Teacher 18 (C/2/18) stated that the policy changes cause an overlapping of implementation because new policy interrupts the ongoing implementation of existing policy. However, he stated that this confusion often happens as a result of a lack of coordination and preparation that should be undertaken prior to the policy implementation. He stated:

> I think policy change is kind of a common thing. New leader, new policy. Well, actually this is very confusing and annoying because of the lack of information concerning the policy change itself, as well as the lack of efficiency in the implementation. I guess it is because they are not really ready for the follow up.

The principal of the school (C/1/23) stated that all school units are actually fine with changes. They try their best accommodate and adjust to the change and do their best to make students enjoy their time at school. It is mainly because their main concern will always be the students. However, she did mention that her main concern is with the administrative aspect of the policy, particularly the new assessment scoring method. She (C/1/23) mentioned:

> Well, actually for all teachers here, and me personally, it's fine, because teaching is like our way of life, it's our blood and flesh. So, whatever the curriculum is, our teachers will still be in class. Our main concern is still the students. Whatever it is, we try our best and make the most of it. It is either active learning method or whatever, we will try our best to make our students enjoy the teaching and learning activities. What is really frustrating is the administration matters and the new assessment method, that's all...

She (C/1/23) further explained that the problem occurred especially when they had to deal with the student report which requires the school to use an assessment scoring system called *SIMPATIKA/EMIS*. She mentioned:

> So, the problems arose when we were dealing with the student report in the K-13 format and *EMIS* marks. The range for A mark is this and that, B is this and that, C is this and that... and there should be a D mark and so on and so forth. Those are the things that made us have difficulties. In terms of teaching and learning activities, we have no problem. It's just on the administration and assessment system that we are confused.

Apart from the administration aspect of the new curriculum, the principal also mentioned her difficulties in managing the structure of the new curriculum. Generally, she

thought that the length of periods (teaching duration) in the new structure was too much for the students and the teachers. They have to undertake 52 periods a week. She explained:

> Not to mention some other things that confused us, which was about the duration of a teaching period. One teaching period is equal to 45 minutes. The curriculum structure for one week is 52 periods. So, we have to start from 6:45 am until 3:30 pm. to cover all those periods. That is just too much. I think students would never get maximum understanding about the subjects [under such demands].

She further mentioned some examples which might cause some difficulties for both students and teachers, such as requiring students to take cross-interest subjects (interdisciplinary subjects), which she believes only add further burden for students because she knows what type of students she has.

> And again, the government also demand we teach students more activities, such as making handicrafts. There should be elective subjects, there should be intensive/in-depth subject matters. We did not have those kinds of things in the past. There are also cross-interest subjects. So, students from social studies class could choose biology and the other way around. I guess, it might work for other schools, but it does not work for this school.

In addition, in some cases, she has to create different achievement standards for her students so that they can achieve the minimum achievement score required by the government

> For example, a student who is able to comprehend one subject, but forced to take two subjects. So, they would never be able to understand the two subjects comprehensively. The result would not be good. So, for me, it is like a premature birth. It would never be good. Well, previously, when we determined the minimum achievement score of 80 in one subject it was the real 80. However, right now, we could not really do that because students are distracted by so many subjects. It is very hard to achieve that score. So, we have to help them and convert their score so that they achieve the minimum achievement score.

The table below summarises and categorises the responses provided by the participants regarding Question 1.

Figure 6.2: Matrix of respondents' responses (question-1)

Issues raised	T-16	T-17	T-18	T-19	T-20	T-21	T-22	T-23
Government policy often changes quite fast	√	√	√	√	√	√	√	√
Fast policy change caused difficulties for teachers	√	√	√	√	√	√	√	√
Teachers need to adjust teaching methods and materials quite often	√	√	√	√	√	√	√	√
Teachers have insufficient information about new policy	-	√	-	-	-	-	-	-
Not enough training	-	√	-	-	-	-	-	-
Only limited teachers are trained	-	√	-	-	-	-	-	-
Slow in consulting on new policies (for rural areas)	√	-	-	-	-	-	-	-
Unequal development between regions	√	-	-	-	-	-	-	-
Too much workload	-	-	-	-	√	-	-	-
Causing some confusion	-	-	-	√	-	√	-	-
Causing overlapping in implementation	-	-	√	-	-	-	-	-
New leaders appointed produce policy change	-	-	-	-	-	√	-	-
Lack of coordination and preparation by policy makers/government	-	-	-	-	-	√	-	-
Follow up not well organised	-	-	-	-	-	√	-	-
Requires a lot of money and resources	-	-	-	-	-	-	√	-
The school is accustomed to policy change	-	-	-	-	-	-	-	√
Adapting well	-	-	-	-	-	-	-	√
Problems with administrative matter	-	-	-	-	-	-	-	√
Problems with assessment method	-	-	-	-	-	-	-	√
Problems with curriculum structure	-	-	-	-	-	-	-	√
Limited time to include all curriculum content	-	-	-	-	-	-	-	√
New curriculum is burdensome for students	-	-	-	-	-	-	-	√
Strategising achievement standard	-	-	-	-	-	-	-	√

6.3.2 Responses to Question 2: Is there any chance that the curriculum or other policies will be changed again? Why do you think so? How would you handle that?

Every respondent in the school provided similar responses when they were asked about the possibility of government policy change in the future. Although different ways of articulating opinions were noted, they perceived similar assumption about the possibility of policy change in the future, particularly when a new policy maker or government official is appointed. They based their assumption on the previous events. Teacher 17 (C/2/17) and Teacher 21 (C/2/21), for example, stated that a policy change often occurs when a new policy maker is appointed because every official has their own perceptions and expectations of policies. Teacher 17 commented:

> In my opinion, it is possible that the policy will change again because when we learn from previous experience, whenever there is a change in policy maker, there will be a new change

[to policy]. People say that a different person [policy maker] leads to different perception of matters. For me, in order to handle that issue, I will search for information through social media, the internet, television, and from some of my colleagues.

Resonating with this comment, Teacher 21 (C/2/21) stated that this change of policy has become a usual practice for everyone, including the parents. Thus, they never think about this issue anymore. He stated:

I think it is obvious that the policy will change again. The government must have prepared their reason for changing the policy, which is adjusting to the current needs and development. Let be it then. All the parents know about that and they are accustomed to it.

Similarly, Teacher 20 (C/2/20) predicted a similar pattern of policy change that is often caused by a new official in office. Moreover, she mentioned that this was due to the fact that every new leader wants to create a policy that will foster a better system and condition to everyone in the community.

For me, based on previous experiences, it is possible that the recent curriculum or the other government policies will change again. One of the reasons is that every government official always wants to create a policy that is meant to enhance the prosperity and the quality life of the citizen. This assumption will implicate the recent systems, including curriculum.

However, she believed that this often occurred without thorough consideration. As a result, it produces more confusion than benefit to the community, or school, in the case of curriculum change. Therefore, she suggested that a thorough study and evaluation of the recent policy be conducted prior to changing and implementing new policy or curriculum. She said, "in order to deal with these everchanging policies, there should be an in-depth evaluation concerning every aspect of the curriculum that is being implemented prior to the implementation of the new curriculum".

The school principal (C/1/23), on the other hand, indirectly suggested a similar assumption. She commented, "Well…, that [policy change] is something… It depends on our government officials/policy makers". However, she further explained that some government policy might not be suitable to real school conditions. In this regard, the school has the chance to actually change and adjust the policy to the real situation. She then provided an example of government policy that was not implemented due to certain reasons.

Last year, we did our national exam on paper [UNKP/paper-pencil based national exam]. However, now, the national exam is undertaken on computer (UNBK/computer based national exam). In reality, we have network problems everywhere and many schools could not do the computer based national exam (UNBK), including us. We have actually tried our best to set up the internet access, but we still could not get access because of network coverage problems. Then, we said to the government that we could not do it and we can only do the paper-pencil national exam (UNKP). They finally allowed us to do it.

The principal (C/1/23) also mentioned an example of new curriculum implementation that did not go well as expected because of internal school factors. She then reported the situation to an official and asked their permission not to implement the new curriculum for all students. It was only administered for year 10 students.

Another example, Curriculum 2013 should be implemented simultaneously [across the board] in 2014. However, in reality, we have been facing certain conditions that did not allow us to implement it as expected. Thus, we only implemented Curriculum 2013 for year 10. This has been approved by the government.

Based on her experiences with government policy implementation, the principal then realised that government policy can actually be changed and adjusted in the implementation, particularly when the situation requires such adjustments. She said, "This situation has made me think that government policy can actually be changed. Not because of lobbying or something else, but because of the prohibitive conditions. Yes… so it can be changed depending on the situation."

Having said that it is possible to adjust and tailor government policy, the principal (C/1/23) explained further that her school has core principles, yet, government officials have their policy and rules. However, the school also has its values that should be implemented. In these instances, if government policies interfere with the school's core values and principles, the school will prioritise their core values over government policies. Technically, the school will not officially reject the policy. Rather, it will state that the policy will be implemented and the school will prepare everything to support this official statement. However, the real situation is that the implementation would be different. The school will still prioritise their principle values ahead of the government policy. She stated:

So, government policy for me, is like this: government has the rules and policy, but we have our principle values/purpose. So, those principles are the things that must be accomplished. Whatever the government says, we will stick to our principle values. The most important thing is that students enjoy school, teachers teach the students well, the school principal manages the school well. So, when the government orders us to do something, we will say yes to the command [although we do not follow it one hundred per cent]. However, we will still prioritise our principle values.

She further explained that the school's higher priority is to prepare students with Islamic values that can benefit them in the real life and contribute positively to the community. The principal mentioned that the school never aims too high for student academic achievements; it puts more effort into developing and internalising good character and Islamic values for the students.

> So, our objective is to prepare students to be ready to be a good leader in prayer, able to lead congregational recitation, able to recite the Qur'an well, behave nicely and consistently. In this sense, whatever the government asks us to do, we would prioritise our principle values. We never aim too high on the academic aspects, as long as our students are willing to respect teachers and elders, and able to socialise and behave well in society, that should be enough for us.

She further commented that the school also promotes its core values and principles to the community so that the community know the vision and mission of the school.

> Those principle values are the main foundation for life. We also promote those values to our community. We said to them that the added value of our school is some of the values that I've mentioned earlier [e.g., able to be a good imam/prayer leader, polite and considerate, and well mannered].

Moreover, the principal always encourages the teachers to create a conducive learning environment for the students. She asked the teachers not to let students know about their own workload so that the students can enjoy their learning time without being too concerned about anything else. She said:

> I've always been reminding all teachers that students should never be the victims of the situation [policy changes]. Students should never know the burden and the overwhelming work of the teachers. The most important thing is they are enjoying their time at class/school.

It is important to notice that values prioritisation, as described above, is undertaken as a time management strategy due to too much curriculum content that must be covered and taught to students. However, the principal (C/1/23) stated that the school always consulted with its superintendent before taking any action. This is one of the legal and formal steps that can prevent the school from being sanctioned due to non-compliance with government policy. The school principal said:

> What we usually do is invite the district superintendent because we cannot take actions on our own. We are afraid that it will violate the policy. As a consequence, we might be sanctioned. So, we consult on our actions with the superintendent and we ask for suggestions. What we do to manage the curriculum is reduce the amount of periods that should be taught to certain groups of students so that it will fit in with our school time.

She then gave an example of one of the cases where the school reduce the amount of periods that should be taught to the students:

> For example, students from science class do not get elective topics. So, science class would do lessons for the science class only. They don't need to learn the lessons that are meant for social studies class. Moreover, we would not take out the compulsory components/periods, but we will reduce the in-depth/intensive portion/periods. So we reduce each of the in-depth/intensive periods by one period. By doing so, we are able to include our special lessons/topics that are meant to strengthen our principle values.

She further explained that the consultation with the superintendent is conducted regularly. Moreover, the school principal mentioned that the matter discussed in the consultation forum is not limited to curriculum matters, but also includes student matters.

> So, this consultation with our superintendent is undertaken regularly. I think we will have our regular coordination meeting on the 17th. [Mrs. XYZ] will come to that coordination meeting. The superintendent visits regularly every month. So, we have our regular consultation time every month. We consult on all school matters with the superintendent, not only curriculum matters.

Another important point that was raised by the principal is the school community practice. Through this network, the principal and all teachers can exchange information and best practices for dealing with learning and school matters, including policy changes.

> Apart from consulting with the superintendent, my teachers and I also have friends and colleagues that we can consult with. It does not have to be with the superintendent. We also have coordination meetings with all school representatives [mostly school principals] in one district [KKM]. We meet every three months and six months. So, we often seek information from other resources as well.

In addition, she mentioned that the school has a strategy of direct action implementation before seeking the superintendent's approval. This sort of action is usually undertaken when the superintendent is policy-minded and too fixed or strict in interpreting the policy. She stated:

> In some cases, we might apply certain actions without consultation with the superintendent. When she asks about the action, we would just state that this action has been undertaken by this school and that school, and it works. So, these sorts of actions were usually undertaken when we have a superintendent who is too rigid and government policy minded. So, sometimes we strategise like that.

Above are some of the main responses delivered by the participants from School 3 concerning the question of the possible policy changes in the future and how they handle the problems related to it. The table below summarises the main responses that have been raised by the respondents.

Figure 6.3: Matrix of participant responses (Question-2),

Issue raised	T-16	T-17	T-18	T-19	T-20	T-21	T-22	T-23
Government policy will always change in the future	√	√	√	√	√	√	√	√
New government official means new policy	√	√	√	√	√	√	√	√
Each policy maker has their own perceptions and expectations	-	√	-	-	-	-	-	-
Parents are accustomed to policy change	-	-	-	-	-	√	-	-
Every new leader wants to create better conditions	-	-	-	√	√	-	-	-
Most policy changes not based on thorough research/study	-	-	-	-	√	-	-	-
Each leader wants to create a legacy	-	-	-	-	-	-	√	-
Many government policies unsuitable to real condition	-	-	-	-	-	-	-	√
School must adjust the policy to the real situation/condition	-	-	-	-	-	-	-	√
Government policy can be changed in line with real condition in the field	-	-	-	-	-	-	-	√
Saying yes to the government, but doing differently in the field	-	-	-	-	-	-	-	√
Prioritising the school core values over government policy	-	-	-	-	-	-	-	√
Islamic core values and characters are prioritised over government academic requirements	-	-	-	-	-	-	-	√
Creating conducive learning environment	-	-	-	-	-	-	-	√
Never mention workloads to students	-	-	-	-	-	-	-	√
Adjusting the curriculum structure	-	-	-	-	-	-	-	√
Regular consultation with superintendent before taking action	-	-	-	-	-	-	-	√
School community practice as a reference	-	-	-	-	-	-	-	√
Exchanging information with other schools	-	-	-	-	-	-	-	√
Direct implementation, then finding excuse (strategy)	-	-	-	-	-	-	-	√

6.3.3 Responses to Question 3: Does the school put any effort into identifying and anticipating future possible changes? If so, does the school apply new school policy in response to the changes?

Based on the respondents' responses, it seems that this school did not undertake sufficient identification and anticipation of policy changes. It can be seen through their responses, which mainly address the way they deal with the changes in the school, either in curriculum or other school matters. Teacher 17 (C/2/17), for example, described some steps that were usually carried out by the school when policy changes occurred. The school would initially dodge the change and clarify the information through its network and the superintendent. She said:

> Well, every time there is a new policy, the school always seeks more information and clarifies it with the superintendent. In terms of whether the school will respond directly to the new policy or not, it depends on the policy itself.

Moreover, based on the experience of Teacher 17 (C/2/17), the school responses towards the policy is dependent upon the type of policy itself. Some cases might be responded to directly and other cases that did not need and urgent response would be responded to less immediately.

On the other hand, Teacher 20 (C/2/20) stated that the school will eventually implement internal policy that is in line with and supports the government policy. She said, "Yes, the school will finally implement a certain internal policy that responds to the government policy". In addition, Teacher 21 (C/2/21) expressed that following the announcement of a new policy, the school will assign certain people with particular roles in order to respond to the new policy as well as seeking more information about it. He stated, "Of course, the school usually delegates tasks to us and we should seek proper and accurate information regarding the new policy".

The school principal did affirm that there are no special people that are assigned to identify, analyse, and strategise school responses to policy changes. It is very unlikely that the school would assign teachers with duties other than teaching. She said, "Usually, myself and Mrs. R. So, there are no particular people who were asked to handle the duty. We appoint teachers only for teaching tasks". Further, she explained:

> So, usually me and Mrs. R, because I could not be separated from Mrs. R. She is the operator [the one who knows the system]. So, when I said "A", Mrs. R would directly input it into the system. For example, last time we had an issue with range score. Mrs. R said that what I've asked her to do did not work well on the system and cannot be printed. So, yes… we use an administration system called SIMPATIKA. This system, if we did not do the programming and the input according to its criteria, then the system will reject it.

In addition, the school principal stated that she also maintains a good relationship with the Education Department of the Ministry of Religious Affairs because all the information comes from that department. The Education Department sometimes invites all the school principals in the area to deliver information regarding the government policies. In some cases, they might directly invite the school systems operators (people who are responsible for managing school databases through the online network) for training. She explained:

> And we cannot be away from the Ministry of Religious Affairs because all policies come from the Ministry. So, all information would come from the curriculum department of the Ministry then it will come to us. So, sometimes we [principals] are invited to participate in training or other meetings concerning new policies. Sometimes, the operators are invited to do training about certain programs or systems. In some cases, the operators know earlier than the principals. So, after doing the training, the operator often reports to us that what we have been doing before would be rejected because the system has changed.

The school principal then concluded that the school does not have a special team or people to deal with the changing policies, although, on some occasions she might ask some teachers to help her execute and implement school programs. She commented, ''…So, in general there is no certain team that handles this matter, it is only the principal and vice principal. Well, in some cases I might ask some other teachers to help''.

The above responses to interview question no. 3 are summarised in the table below.

Figure 6.4: Matrix of participant responses (Question-3)

Issue raised	T-16	T-17	T-18	T-19	T-20	T-21	T-22	T-23
Almost no effort in policy identification	√	√	√	√	√	√	√	√
No anticipation, just adjustments	√	√	√	√	√	√	√	√
Seeking and clarifying information	-	√	-	-	-	-	-	-
Disseminating policy information to school community	-	-	-	√	-	-	-	-
Network communication and confirmation	-	√	-	√	-	-	-	-
Consulting with the superintendent	-	√	-	-	-	-	-	-
Some policies directly responded to, some were not	-	√	-	-	-	-	-	-
Priority scale in responding to policy change	-	√	-	-	-	-	-	-
Internal policy for follow up	-	-	-	-	√	-	-	-
Assigning some people with new jobs/assignments in regard to the new policy	-	-	-	-	√	-	-	-
The school implements new policy bit by bit	-	-	-	-	-	-	√	-
No special people assigned to do policy analysis or strategise the responses	-	-	-	-	-	-	-	√
Some teachers might be asked to help implement and execute school programs	-	-	-	-	-	-	-	√
Principal and informal vice principal handle policy matters	-	-	-	-	-	-	-	√
Maintain good relationships with higher authorities	-	-	-	-	-	-	-	√
First-hand information goes to principal and school operator	-	-	-	-	-	-	-	√

6.3.4 Responses to Question 4: How does your school adjust to (survive) the rapid changes to curriculum or other policies, both internally and externally?

In responding to the question of how the school adjusts to rapid changes to government policies, many teachers highlighted the importance of seeking a clear information before proceeding further with action. Teacher 16 (C/2/16) and Teacher 17 (C/2/17), for example, stated that, "We always seek out information and participate in different types of training". Further, they said that good information allows teachers to understand the policy comprehensively. By doing so, they will be able to address the issue properly because they know the area in which the changes are made. As Teacher 21 (C/2/21) mentioned, "We respond to policy changes by addressing the main problem and implementing the response as

126

soon as possible. Moreover, we always inform and deliver the response to all parties that are involved and need to be involved".

However, Teacher 16 (C/2/16) stressed that the school should not forget its unique character. He stated that "…the adjustment should always preserve the school unique character and trait so that the school will always have its special place in the heart of the community".

On the other hand, Teacher 20 (C/2/20) mentioned that one of the ways of dealing with the changing policy is by creating school programs that can be aligned with the policy. Moreover, the program should be designed to accommodate the recent changes. By doing so, teachers will be able to exercise and practice handling the changing policy. Teacher 20 stated, "We try to adapt to the changing policy by creating different types of school programs that are aligned with the policy. It might be daily programs, weekly programs, monthly programs, semester programs, or yearly programs".

Apart from the above ways mentioned by the teachers, the school principal raised an interesting matter of how the school responds to the changing policy. There were two important points highlighted by the principal: 1) ensuring the students enjoy the learning experience at school; and, 2) putting more value on the school core principles rather than aiming for high exam results. She stated:

> Whatever the government ask us to do, either changing the teaching method to a more active learning type or whatever, we will try our best to make the students enjoy it. …it is alright that our students are not that good at cognitive aspects such as obtaining good scores in their exams. What really matters for us is their attitude and character. As long as they respect their teachers, kiss their teachers' hands, are good towards their environment and community. Students that graduate from this school can lead congregational prayer in the community, are diligent in doing daily prayers. That is what we are really aiming for.

She then stressed on the importance of prioritising the school's core principles and keeping students happy at school by asking all teachers to never let students know about the workload that is being experienced by the teachers. She said:

> So, this is how we do things here. The government has its rules and policy, but we have our core principles, our foundation. So, we should always enforce our foundation. Whatever the government says, we should always prioritise our core principles. We never aim too high for the students' cognitive aspects. We aim more towards their attitude toward other people and the community. Just like I have mentioned before. However, I have always reminded our teachers that no matter how hard we work, we should never let our students know about that. Let them enjoy their time at school.

In regard to the new curriculum changes, the principal elaborated some of the strategies that have been implemented in her school. First, she consulted with the superintendent. Second, she proposed some steps to the superintendent to tailor the curriculum structure based on internal school needs and situation, such as reducing certain periods so that the time could be used to teach students the subjects and skills that are important to strengthen the internal core values of the school. She explained:

> So, we always do the consultation first. Regarding the implementation of the new curriculum, we usually reduce the number of periods. For example, students from science class would not get elective topics/lessons. So, science class would only learn the lessons for the science class. They don't need to learn the lessons that are meant for the social studies class. Moreover, we would not take out the compulsory components/periods, but we will reduce the in-depth/intensive portion/periods. So we reduce each of the in-depth/intensive periods by one period. By doing so, we are able to include our special lessons/topics that are meant to strengthen our principle values.

Apart from doing some adjustment to the curriculum content and structure, the school principal also talked about coordination and consultation meetings that are used to synergise and plan the school programs ahead. The first type of coordination meeting is held regularly between the school programs and the foundation board every week. She said that "We usually have a short coordination meeting before our meeting with the foundation board. Sometimes we talk about how the students are going. How is their progress? And so on…"

She then continued that there are also different types of coordination meetings that involve all teachers and staff, the superintendent, and school representatives in the district. She explained:

> In terms of the big meeting with all teachers, we do it once a month. We also have a meeting with the superintendent once a month. We do have meetings with KKM [*madrasah*/school representative in one district] every six months. Usually before semester 1 exams and before semester 2 exams and before national exams. In most cases, in the KKM meeting, we only accept information that has been processed by the KKM committee. So, we just follow their decision.

In the coordination meeting with the superintendent, all teachers are required to attend because during the meeting there will be a session when the teaching period allocation is discussed. It is important for teachers because the period allocation will decide whether they have enough periods of teaching allocated to fulfil the requirement of the teacher certification program. If it transpires that the period allocation is not enough for them, then they should find another school to teach at in order to fulfil the teaching period allocation as mentioned before. If they cannot fulfil it, then their salary will be cut off. She explained:

> Well..., in the coordination/consultation meeting with the superintendent, all teachers should come because we are also discussing their teaching periods. If their teaching periods are reduced, their salary will be reduced. Also, they would not be able to fulfil the requirement of the teacher certification program. As a consequence, they should find another school and teach there in order to fulfil the requirement of teacher certification. This is another difficult situation for teachers. Thus, it would be easier for the teachers to teach only in one school, because finding another school that allows them to teach there is also not easy. So, all teachers should come, and I also encourage not only their presence at the meeting but also contribute to the discussion.

Another important meeting is the regular gathering between subject teacher associations (MGMP). She said:

> Well..., the MGMP is somehow active, not all subjects though. One of the most active MGMPs is Arabic. They have a regular meeting every month. They always forward the information to me because the invitation must come to me first. Then, I'll assign some teachers to attend the meeting.

This particular meeting/gathering is important because teachers in similar subject areas across schools will gather and discuss teaching and learning related programs. They share their experience, and tips and tricks that might be useful for the school. Moreover, at the MGMP gathering, some teachers from the Ministry of Education and Culture based schools will also attend. These schools usually provide more up to date information regarding government policies.

The meeting between school representatives (KKM), to some extent, has helped the schools in the area. For example, one school can try some of the strategies that have been implemented in other schools. In most cases, the KKM meeting is very useful for creating collaborative decisions about school related matters that are different from the government policy. In this instance, the schools will have common ground and justification to alter the government policy in favour of the schools' conditions. The school principal stated:

> Well..., in most cases we try not to take decision by ourselves, we collectively take action together with other schools through KKM. Otherwise, we would be an alien school. So, if we are a bit naughty about a certain policy, for example, we do it together with other schools in the same KKM. For example, what time should we go home? We would discuss it together, so that the finish time will be the same. So, if we want to reduce the duration of each period, we discuss it together and make the decision together with other schools. That is the reality in the field.

The matrix below is an overview of the responses provided by all participants regarding the question of how the school adjusts to (survives) the rapid changes of curriculum or other policies.

Figure 6.5: Matrix of participant responses (Question-4)

Issues raised	T-16	T-17	T-18	T-19	T-20	T-21	T-22	T-23
Seeking clear information before taking action	√	√	√	√	√	√	√	√
Training participation	√	√	-	-	-	-	-	-
Understanding the policy comprehensively can address the issues appropriately	√	√	-	-	-	√	-	-
Maintaining school's unique character when adjusting new policy	√	-	-	-	-	-	-	-
Creating school programs aligned with the new policy	-	-	-	-	√	-	-	-
Exercising the implementation of the new policy	-	-	-	-	√	-	-	-
Doing the implementation in stages	-	-	-	√	-	-	-	-
Ensuring students enjoy the learning environment	-	-	-	-	-	-	-	√
Doing the best to adjust to the changes	-	-	-	-	-	-	-	√
Prioritising school's core principles over exam result	-	-	-	-	-	-	-	√
Never mentioning teacher workload to students	-	-	-	-	-	-	-	√
Prioritising shaping the students' character over cognitive achievements	-	-	-	-	-	-	-	√
Consulting with the superintendent	-	-	-	-	-	-	-	√
Proposing steps to tailor curriculum content/structure (reducing some periods, to include other subjects)	-	-	-	-	-	-	-	√
Coordination meetings (foundation board, teachers and staff, KKM, superintendent)	-	-	-	-	-	-	-	√
Communities of practice (MGMP)	-	-	-	-	-	-	-	√

6.3.5 Responses to Question 5: Do the changes affect organisational performance? Could you elaborate?

Most of the respondents perceived that the policy changes have had some implications on school performance. Some teachers experienced quite significant implications, particularly on their workload and the way they organise their teaching and learning activities. Teacher 17 (C/2/17), for example, stated that the curriculum change has made her learn more about the new curriculum content. She also needed to make some adjustments to her lesson plan and the way the lesson is delivered to the students. She said:

> Of course it has some effects. For example, the case of curriculum change has made teachers learn and understand the purpose of curriculum change. Moreover, teachers should adjust the way they make lesson plans, use assessment models, and deliver lessons.

She further explained that the new implications caused by the new policy, to some extent, has made the teaching and learning phase in the school slower, particularly because a lot of teachers sometimes need to understand the new curriculum before they are able to deliver it to the students. She (C/2/17) commented:

> For me, these things have slowed down the school because, in reality, every time there is a new policy, not all teachers know and understand the new policy itself. Otherwise, they might know the policy but do not know how to implement it.

Another important issue that was raised by Teacher 17 is that accessing, before even understanding, the recent documents on the new public policy is not easy. This is one of the problems that must be addressed properly by the government. It is often the case that news about new policy is released but schools do not really know what the changes actually look like. It might be because the information access from one school to another is different, particularly when the schools are under different ministries. She stated:

> I believe that every government policy is meant for the greater good. However, sometimes it is difficult to obtain comprehensive information about the policy. For example, right now people are saying that a new syllabus for the 2017 revision of Curriculum 2013 has been launched. However, it is very difficult to find and access the syllabus. As a consequence, many teachers have been wondering about the topics that are included in this semester. This has made me question whether the syllabus really exists and has been launched.

A similar response was conveyed by Teacher 20 (C/2/20) about some implications of government policy concerning the computer based national exam (UNBK) policy. This policy has caused more trouble for some teachers which, to some extent, may affect their teaching and learning routines because they have to juggle teaching and organising the UNBK. She mentioned:

> Yes, government policy has some effect on school performance. For example, the policy of implementing the computer based national exam (UNBK) has had great implication for the school program coordinators and the national exam technicians have had to work very hard (day and night) preparing the facilities.

However, Teacher 21 (C/2/21) responded differently. He believed that the policy changes does not really bring any significant consequences because it has become like a custom for everyone in the school. In other words, people are already prepared for any changes. He said, "I guess, it has some implications, but not significant because policy change is like a tradition".

Figure 6.6: Matrix of participant responses (Question-5).

Issue raised	T-16	T-17	T-18	T-19	T-20	T-21	T-22	T-23
Policy changes affect organisational performance	√	√	√	√	√	√	√	√
Makes teachers learn new curriculum	-	√	-	-	-	-	-	-
Adjusting lesson plans	-	√	-	-	-	-	-	-
Teaching and learning becomes slower	-	√	-	-	-	-	-	-
Accessing new policy documents is not easy	-	√	-	-	-	-	-	-
Could not understand the change thoroughly	-	√	-	-	-	-	-	-
Implementation of UNBK has forced some teachers to work harder than before	-	-	-	-	√	-	-	-
Juggling teaching and other duties	-	-	-	-	√	-	-	-
No significant effects, teachers are used to change	-	-	-	-	-	√	-	-

6.3.6 Responses to Question 6: What are the factors that contribute significantly to school survival in regard to the rapid changes to curriculum or other government policy?

One of the most important factors that contribute to the school existence and adaptation in facing the changing public policies is networks and networking. This covers both physical networking systems that connect the school with the outside world through the internet and the school social networks that connect the school with other related parties such as school communities of practice, government officials, students, and parents. Most of the respondents discussed the importance of networks to the school existence. Teacher 17 (C/2/17) mentioned that "Teachers can access the internet and find some useful information... or by making connections and relationships with other schools".

In addition, Teacher 20 (C/2/20) and Teacher 21 (C/2/21) mentioned that their school can sustain and adjust to the difficult times of policy changes are because it has supportive school components. Teacher 20 stated that, "School components that help the school to sustain and adjust to the changing curriculum [include] the school curriculum, teachers, and infrastructure". More importantly, Teacher 16 (C/2/16) stated that all school elements should always have a "learning spirit". It enables the school to learn from experience and synergise it with the current situation. He stated:

> The factor of willingness to learn and learning from the change/experience, identifying the policy changes in order to contextualise it with the real school conditions. Those are some of the ways that have been used to sustain and preserve the school identity and its unique character.

The school principal (C/1/23) mentioned that the good reputation of the institution has also helped the school to flourish. In most cases, parents who enrol their child in the

school are those who have been convinced by the good reputation of the foundation board. The school principal stated:

> I guess because of the name of the foundation. The foundation board is already well known. So, many parents actually enrol their kids because they see the foundation board. However, somehow, this matter has also made us like horses. We have to maintain the good name of the foundation board. We mustn't make a bad impression to the community.

However, the principal stated that the good reputation of by the institution, somehow, has made the school staff work very hard and always do their best in order to maintain the good reputation and community trust. In addition, she also mentioned that the foundation board is also very supportive, particularly in providing the school needs for teaching and learning infrastructure. She said:

> Thank God, the foundation board is also supportive. As far as I know, when we say to them that we need something, they always provide us with that. Even though the process might take quite a long time. They are supportive.

Below is a table that summarises the participants' opinions and views regarding the matter discussed.

Figure 6.7: Matrix of participant responses (Question-6)

Issue raised	T-16	T-17	T-18	T-19	T-20	T-21	T-22	T-23
Networks and networking	√	√	√	√	√	√	√	√
Willingness to learn from experience and adjust to the school condition	√	-	-	-	-	-	-	-
Good cooperation between principal and teachers	-	-	-	√	-	-	-	-
Aspiration to create and develop the quality of education	-	-	-	√	-	-	-	-
Aspiration to nurture excellent future generations	-	-	-	√	-	-	-	-
Supportive school components	-	-	-	-	√	√	-	√
Readiness of all school elements toward policy changes	-	-	-	-	-	-	√	-
Good reputation of the founding institution	-	-	-	-	-	-	-	√
Supportive foundation board	-	-	-	-	-	-	-	√

6.3.7 Responses to Question 7: What kind of structures have been implemented in your school? Has it been changed in regard to public policy changes?

When the participants were asked about the school structure and how it might be influenced by new public policy changes, some teachers, like Teacher 17 (C/2/17), commented that they do not really know about that matter because that is not really an area of concern for them as a teacher. However, she did notice that there are something different that happened in another school where she is also teaching. She mentioned that there had been a slight alteration to the school structure in response to certain policy. She explained:

> Regarding the school structure, I do not really know. However, If I see from the school that I am also teaching at now, they have new people that are called school operators and the treasurer of the BOS program [school operational help fund]. The school operator is in charge of inputting the data of teachers and students into the system called SIMPATIKA and PDDS. While the BOS program's treasurer is in charge of managing the school funds coming from the government.

In contrast, Teacher 16 (C/2/16) and Teacher 21 (C/2/21) (as the vice principal) stated that the school structure is a legitimate structure that has been formalised by the foundation board. It might be changed in accordance with some situations recognised by the foundation board. However, he did mention that the school structure would not be altered or changed by government regulation; it is solely dependent upon the prerogative of the foundation board. He said that, "the structure has been decided by the foundation board. It can be changed in accordance with the foundation board's regulation. It cannot be influenced by government policy".

The school principal explained further that the school structure is very simple and based on the school minimum standard. She mentioned that she only has one vice principal. The principal said:

> So, my vice principal is actually only Mr. N. Mrs. R is an operator. However, since Mrs. R knows a lot about the curriculum and the system, I have always asked her to accompany me and help me in dealing with curriculum matters.

The vice principal is mainly dealing with student matters. Thus, she has no vice principal that specifically deals with curriculum matter. She did mention that she has asked the foundation board to appoint someone else to be vice principal for curriculum. However, the foundation board stated that the curriculum matter can be handled by the principal herself. In this situation, the principal asked Mrs. R, who is actually the operator, to be an acting vice principal to help the principal to handle curriculum matters. The principal explained:

Mrs. R is actually the operator, but she is like my other vice principal. Actually, I've asked the foundation board to provide me with another vice principal, particularly for curriculum matters. However, the foundation board said that I am the one that should also handle the curriculum matters. So, they actually wanted the principal to be the one who deal with the curriculum matters. However, in reality, I cannot really handle everything. So, I asked Mrs. R to accompany me in dealing with this matter. I hope after your presence here, you could tell the foundation board to provide me with another vice principal, especially for curriculum matters.

Figure 6.8: Matrix of participant responses (Question-7)

Issue raised	T-16	T-17	T-18	T-19	T-20	T-21	T-22	T-23
Many participants do not know about school structural changes (not their concern)	√	√	√	-	-	-	-	-
A teacher noticed structural changes in another school	-	√	-	-	-	-	-	-
The school structure is decided by management board	√	-	-	-	-	√	-	-
Government policy could not change the school structure, only the foundation board	√	-	-	-	-	√	-	-
The structure is very simple (Principal and one vice principal)	-	-	-	-	-	-	-	√
Curriculum matters are handled by the principal	-	-	-	-	-	-	-	√
Informal appointment of vice principal for curriculum	-	-	-	-	-	-	-	√

6.3.8 Responses to Question 8: Do you think that the school should alter its structure in order to be more responsive to changes? Why?

When participants were asked about altering the school structure in order to be more responsive to policy changes, participants' views can be classified into three distinct perspectives. Some of them, like Teacher 17 (C/2/17), stated that the school should alter its structure because the recent school structure is too simple to handle school matters that are becoming more complex. She then proposed an example of how the school should deal with the school operational help fund (BOS).

> I think the school needs to do that, because right now the school needs to have more people to: 1) manage the fund from the BOS program [school operational help fund]. It starts with preparing the proposal, managing the income and expenses, preparing the report, etc. 2) inputting and managing the data of students and teachers in the SIMPATIKA system. It includes inputting the data, student assessment, school schedule, etc.

In contrast, Teacher 20 (C/2/20), for example, mentioned that the recent situation is proof that the recent school structure is good enough and capable of handling school matters. She mentioned that the curriculum change issue had been handled successfully by the current school structure, asserting that, "I don't think the school needs to alter its structure because

the current school organisational structure is sufficient to handle school matters, take the example of the new curriculum change issue".

Similarly, Teacher 18 (C/2/18) commented that not all policy changes require structural changes in order to be more responsive and that the current structure would work; it is the willingness and cooperation of all school elements that matter.

On the other hand, Teacher 21 (C/2/21) perceived that alteration to structure is unnecessary. He stated that the alteration should be flexible. In other words, if the condition requires the school structure to be altered then it is fine to alter it. However, the alteration should always be based on seeking more advantageous results for the school and the community, not the other way around. He said that, "I think structure alteration is flexible, not something that should be done. If changes should be made, then it should be changes that do not create any disadvantage to the school and the school community".

Figure 6.9: Matrix of participant responses (Question-8).

Issue raised	T-16	T-17	T-18	T-19	T-20	T-21	T-22	T-23
School should alter the structure (too simple)	√	√	√	√	-	-	-	-
Current structure is good enough (based on the experience)	-	-	-	-	√	-	-	-
School elements willingness and cooperation are important for coping with policy changes	-	-	√	√	-	-	-	-
Altering school structure is not necessary	-	-	-	-	-	√	-	-
Alteration is possible, based on the situation	-	-	-	-	-	√	-	-
School and community advantages are the prime consideration in altering the school structure	-	-	-	-	-	√	-	-

6.4 Chapter Summary

This chapter presents the findings and the in-case analysis of Case Study 3, which is School 3, an Islamic private school situated in the South Tangerang District. The findings were presented as the responses of respondents to eight interview questions. The eight questions were the result of grouping, mapping, and cropping all interview questions in alignment with the research questions of the study. As a result, eight questions were chosen and considered best to help the researcher answer the research questions. The chapter started with the profile of the school then continued with the respondents' responses to each question. The eight questions outlined in this chapter are intended to address the four main research questions.

The responses indicated that School 3 has experienced considerable difficulties for a number of reasons: first, limited resources; second, information delay; and, third, conflict of interest between the government agenda and the school's core values or school foundation board's policy. Some teachers stated that they did not have enough information about the new policy and they had to gather information themselves and learn as they do their duties as teachers. However, as they began to understand the policy, it changed again. This happened quite often, even within months or weeks. They assumed that the government didn't really study the impact of the policy prior to the implementation. As a result, they often change the policy because some teachers or schools were complaining and could not cope with it. Thus, the school either disregarded the policy or made some adjustments according to their practical situation.

After displaying the highlighted responses raised by the respondents to each question, the responses were then summarised in a matrix of responses. This matrix is to help the researcher as well as the reader to have a clearer picture of the issues raised by respondents regarding matter at hand. In addition, this model of in-case analysis was also used in the previous two chapters (chapters 4 and 5).

7   Cross-Case Analysis

7.1 Chapter Introduction

The previous three chapters (chapters 4, 5, and 6) have included and highlighted respondents' views regarding eight main questions that address the overarching research questions of the study. In this chapter, the responses from the three schools (School 1, 2, and 3) have been compared in order to find the similarities, differences, tensions, emerging questions, and key presenting themes of interest for discussion. The comparison has been organised on the basis of respondents' responses to the eight main questions explored in the previous chapters. However, it is important to acknowledge that some questions contribute to providing a map of interviewees' responses while other questions uncover core information that is used as a framework model of how the three schools adapt to the changes. The cross-comparison points to the main themes which circulate around the main questions being asked. The themes then will be discussed further in the discussion chapter (Chapter 8).

7.2 Cross-Analysis of Respondents' Responses

The first stage of the cross-case analysis involves collecting all responses from the participants and categorising them into main classifications. Tables of response matrices have been used to help the analysis which compares the responses, finding the overall views of the participants, displaying some different perceptions, and interpreting the responses raised by participants regarding the issues discussed. The analysis has been based on the classifications deducted by the researcher from the responses raised during the interviews.

7.2.1   Question 1: What do you think of the fast-changing government policy? How did the people in your school respond to the changes?

In response to the main interview question 1, seven main classifications have been deducted: 1) perception about public policy change, 2) information about policy change, 3) types of policy changes, 4) government readiness regarding the follow ups, 5) schools' immediate response to policy, 6) cause of the policy change, and 7) school readiness toward policy changes.

7.2.1.1 *Perception about public policy change*

Most respondents in the three schools believed that a change of government officials meant impending public policy change (see Table 7.1 below). Furthermore, they felt that the fact that each successive government changed policy (often radically) was due to the fact that

the Indonesian government does not have a clear national development guideline (GBHN). Therefore, newly appointed leaders run their programs in accordance with their own plans. Teachers argued that most of them set up their own programs without considering the programs that have been carried out by the previous government. In addition, teachers discussed the belief that a successful leader should have a legacy, something new that is different from the previous leaders, and that they needed to create something new as proof of their own success.

However, despite the fact that all respondents were aware of the policy changes and their perceived causes, most of them commented that they followed and obeyed the policy. This was particularly clear with respondents from the two government schools, because they are government employees who must comply with government requests and regulations. Thus, most respondents assumed that schools have to be compliant with government policy and regulations.

Figure 7.1: Issues on perception about public policy change

Classification of responses	Issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
1. Perception about public policy change	Government too easily makes statements	1		
	Commitment to provide the best service to society's needs and improve educational quality	2	6	
	Policy change is fine as long as policy makers know the goal		1	
	Change of minister (policy maker) influences policy change	8	7	8
	Inconsistent policy (a new curriculum was issued then withdrawn then issued again)		5	
	The policy makers' background determines the type of policy		1	
	The policy has already been analysed by experts before implementation		5	
	School has to be proactive in responding the curriculum change		5	

7.2.1.2 Information about policy change

Among the three schools, teachers from School 1 stated that they have prior notice before the change takes place. Participants from School 2 and School 3 did mention some delay in receiving the information regarding the policy change, particularly in the case of curriculum change. Similarly, a teacher from School 3 indicated that the school only has limited information access regarding the actual content of the changing policy. These voices from respondents have highlighted, at least three points: different levels of communication capability (with external environment), different ways of handling information, and different network channels (see table 7.2 below).

Figure 7.2: Issues on information about policy change

Classification of responses	Detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
2. information about policy change	Notification regarding the change	8		
	Slow and delayed & insufficient information especially for rural areas		3	1
	Late consultation and follow ups		3	
	The school has good access to information; well updated		1	
	Teachers don't have sufficient information regarding the new policy			1

7.2.1.3 Type of policy changes

Participants' responses indicated that there are three different types of changes in the curriculum policy change. First, the most significant change is the assessment aspect of the curriculum. The previous curriculum had mainly stressed summative types of assessment and mainly used paper-based tests. However, the new curriculum uses both formative and summative types of assessment. Thus, teachers are required to create learning journals as one of the methods of formative assessment. The change in assessment criteria created confusion for some teachers and parents. However, the government has finally withdrawn the new assessment criteria and reinstated the previous assessment criteria after receiving feedback from teachers.

Second, continuous alteration to the teaching instruments such as lesson plan documents, teaching methods and sequence strategy, and syllabus. This has created some difficulties for teachers because they have to keep readjusting teaching materials. Moreover, they had to participate in training related to the teaching material adjustments. Thus, they have to organise make up lessons because the training is often conducted during school time. In some cases, they may have complaints from students and parents because they are often absent from their teaching schedule.

Third, the curriculum content had changed. The change was minor and included a different arrangement of topics, omitting some topics from one level and putting them in a different level. This still caused problems because it impacted the arrangement of topics, subjects, and delivery within the school curriculum offerings.

Figure 7.3: Issues on type of policy change

Classification of responses	Detailed issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
3. type of policy changes	The change in assessment is greater than that of the content	2	3	
	Simultaneous change of teaching materials		1	
	Some curriculum content is different and created some problems, e.g., assessment		1	1
	An objection was raised with the government about the new assessment method		1	

7.2.1.4 Government readiness for follow ups

There was a mix of views on government readiness. School 1 felt the government was prepared and that follow ups and other supporting steps after the launch of a new policy indicated this. Some teachers from School 2 also claimed that the government had notified all schools prior to the implementation of the new policy (new curriculum). In contrast, one of the teachers from School 2 stated that government was unprepared. The teacher felt that there was no clear direction from the policy makers which can be seen from the subsequent withdrawal following the short period of implementation of the new curriculum.

Teachers from School 2 and School 3 stated that there was a lack of coordination and preparation from the government in dealing with the policy change. Teachers from School 2 also suggested that the government was quite slow in responding to the needs of schools in terms of the new curriculum. Moreover, they suggested that the government should allocate more funds for follow up actions for the implementation of new curriculum.

Figure 7.4: Government readiness for follow up

Classification of responses	Detail of issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
4. government readiness toward the follow ups	The government is ready and prepared for the policy changes and to provide follow ups	8	1	
	Policy makers are unprepared, no clear direction from policy makers		1	
	Government response was slow in the case of K-13		2	
	Government often provides notification prior to the change		4	
	Government should allocate more funds for follow up		1	
	Not enough training (limited teachers are trained in each school)			2
	Lack of coordination and preparation from the policy makers/government, not well organised		1	2

7.2.1.5 Schools' immediate response to the policy

Teachers in the two government schools (School 1 and 2) argued for the implementation of policy as soon as the change was released because postponing the implementation created a backlog of work. This was in contrast to holding off in case future policy changes came through that reversed the position and made the newly created materials and processes redundant. However, School 1 took the view that archiving processes and materials for each successive change made good sense in light of the fluctuating policy environment. Thus, one adaptive strategy of these schools is to maintain an archive of corporate know-how. This archive would be greatly beneficial in case a new policy requires similar documents in the future.

None of respondents from School 3 raised the issue of immediate implementation of government policy. Instead, most of them had problems with government policies changing too fast. The changes were not thoroughly understood or implemented before another new policy was issued. In this regard, the principal implemented a strategy that accommodated government interests, but only to the extent that existing resources and school conditions would allow. When it interfered with the school's core values or foundation board rules, the school would not disregard the government policy. Instead, the school will implement the regulation that has been set up by the foundation board.

Apart from the above responses from School 3, a positive reaction toward the new curriculum policy is considering it as a chance to refresh and upgrade teaching skills, particularly in the area of assessment, as the new curriculum uses different assessment methods.

Figure 7.5: School's immediate response to policy change

Classification of responses	Detail of issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
5. school's immediate response to policy change	Policy change should be implemented; in some cases, it needs direct and fast response	8	3	
	Archiving previous resources as a precaution	2		
	Any policy changes are fine as long as they do not interfere with Islamic tenets		1	
	Policy change can be used to upgrade skills		1	
	The school has responded correctly to the change		5	
	The school will obey the government decision with adjustment in the field		7	
	Government policy often changes quite fast			8
	Strategising with achievement standard			1

7.2.1.6 Effects of policy change

Most respondents stated that they have experienced some hard times and unrest in the adaptation process during the implementation of the new curriculum policy. In general, during the implementation process of the new curriculum policy, many teachers experienced professionally challenging situations due to simultaneous change to their teaching materials, different methods of assessment, and too much workload spent on administrative matters.

On the other hand, the principal of School 1 mentioned the issue of school time availability in relation to the curriculum structure. The school doesn't have enough time to include all curriculum content that consists of 54 teaching periods. This issue is quite specific for School 3 because this school has some additional curriculum beyond the Ministry of Religious Affairs and the Ministry of Education and Culture, which is the local curriculum content that is designed by the foundation board. In this regard, the school has had to adjust and organise the curriculum structure in regard to the school time availability. One of the ways mentioned was taking 5 to 10 minutes off each teaching period, so that the local curriculum content can be accommodated.

Thus, the continuous changes to teaching instruments and aligning curriculum content with time availability have caused significant problems for most schools. These issues lead to spending extra funds and other resources, such as working overtime due to adjusting the teaching instruments and teaching periods with the new changes.

Figure 7.6: Issues on effects of the policy change

Classification of responses	Details of issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
6. Effects of the policy change	Experienced difficulties, hard times, unrest during adaptation process	6	4	8
	Too much workload especially on administration matters	1	2	2
	Parents are a bit unhappy	1		
	Parents are mostly fine with the change		6	
	Problems with books		1	
	Policy change caused systemic effects		1	
	Changes in teaching instruments was influential for teachers, older teachers slower to adapt		2	8
	Unequal development between regions			1
	Causing some confusion and overlapping implementation			3
	Costing a lot of money and resources			1
	Problems with curriculum structure			1
	Limited time to include all curriculum content			1
	New curriculum overburdened students			1

143

7.2.1.7 *School Readiness for policy changes*

Policy changes caused a lot of difficulties and triggered different opinions among teachers in School 1. However, they claimed that the school is well experienced and can adapt well to any changes occurred in the future. This assumption is also supported by many teachers from the other two schools. In addition, some teachers from School 2 believed that their school has a good management system that enables the school to be more adaptable to policy changes. In general, the three schools could be considered as well accustomed to policy changes and quite familiar with different ways of handling the policy changes as well as some issues related to the changes.

Figure 7.7: Issues on school readiness for policy changes

Classification of responses	Detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
	Pros and cons regarding the implementation	8		
	The importance of Funding to deal with the change	1		
7. School Readiness toward policy changes	The unrest situation is well managed because the school has a good management system		4	
	The school is always ready for policy changes		4	
	The school has experienced different kinds of changes; well experienced and accustomed (adapting well)		1	2

7.2.2 Question 2: Is there any chance that the curriculum or other policies will be changed again? Why do you think so? How would you handle that?

The responses displayed by all participants regarding the interview Question 2 can be classified into three main classifications: 1) possibility of public policy change in the future, 2) the cause of continuous future changes, 3) schools' responses in relation to future public policy changes. An overview of the general responses of the participants as well as the classification can be seen in the cross-case analysis table in the appendix for chapter 7.

7.2.2.1 *Perception of the possibility of public policy changes in the future*

The overall response from participants suggested that government policy will continue in the future, particularly when a new person is in charge; a new minister of education or a head of department is appointed. In addition, one of the teachers highlighted the importance of aligning the policy changes with other government programs and believed they are generally meant for the greater good and improving the quality of education. Furthermore, future changes to the new curriculum policy would not be significant because the recent curriculum has recently been revised twice. Therefore, if the changes occur, it would mainly relate to administrative and technical matters such as the lesson plan model and layout, and assessment formula.

Figure 7.8: Possibility of public policy changes in the future

Classification of responses	Detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
	The policy will continue to change (new minister, new policy)	7	7	8
1. possibility of public policy changes in the future	Policy change is normal, as long as it is meant for the betterment of education quality and aligned with other government programs	1	6	
	Uncertain of the policy changes (not involved in decision making)	1		
	The future changes in the curriculum would not be significant		1	
	The recent curriculum has been revised twice		1	

7.2.2.2 *The cause of continuous future changes*

Based on the participants responses, it can be inferred that there are two main reasons 'for public policy changes. First, most of the issues raised about the cause of continuous changes circulate around the appointment of a new person in charge. Most participants from the three schools stated that whenever a new government official was appointed, new policies were issued and imposed. They presumed that every leader has their own perception and expectation about social conditions. Others assumed that policy change was caused by the changes happening in the society, thus, government should formulate policies in line with the dynamics occurring in society. In this instance, many government officials took certain actions, such as issuing regulations, that were believed to make good contributions to the society. In fact, the new policies often create some new difficulties for the related parties such as the new curriculum policies.

Second, the existence of a "wrong perception" which perceived that a successful leader is tone who can create their own legacy to be remembered. This perception, to some extent, has been aggravated by the absence of a national development plan (GBHN). As a consequence, every newly appointed leader set up new plans and goals which did not consider previous programs.

Figure 7.9: Issues on the cause of continuous future changes

Classification of responses	Detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
	Some complaints about the recent policy	2		
2. the cause of continuous future changes	An assumption that a successful leader is one who creates a new policy/legacy		2	1
	Policy makers are influenced by existing conditions and the dynamic world		7	
	The government does not have a national development guideline (GBHN), including the education sector		1	

145

Every regime will establish its own goals; no continuation of plans or goals. Each policy maker has their own perception and expectation	1	7	5
New government official appointed means new policy	7	7	8

7.2.2.3 School response in relation to future public policy changes

Participants across the three schools had different perceptions about how schools will respond to future change in public policy (see table 7.10 below). However, most of the responses encompass three important ideas: preparing for any possible changes, adopting the changes as required by governments, and adapting and adjusting the changes according to the real condition. For example, some teachers from School 1 mentioned that their school is always ready for any government change in the future. They believed that their school has always been prepared for any changes occurring in the future. In addition, a teacher from School 1 stated that many government changes were actually superficial. In this instance, the policy appeared with a different name but similar content. Therefore, the school had problems implementing the changes because the content was similar.

A teacher from School 2 stated that her school will always experience policy changes in the future because the school is one of the government pilot project schools. This means that many government policies will be trialled in the school prior to formal implementation. They believed that the school would still be able to adjust the changes to the school's real condition. They can even raise objection to certain policies that are not suitable with the real conditions. Apart from that, some teachers mentioned that a recent case has proven that the government might alter its policy in accordance with the real condition in schools, such was the case of the assessment scale model. Moreover, teachers from School 2 mentioned that they would not mind if policy changes as long as it did not interfere with Islamic cultures.

Similarly, teachers from School 3 mentioned that their Islamic core values are more important to follow than the government regulations. Therefore, in the case where the government policy contradicts school core values, the school will put the school core values before the government policy. In addition, in extreme cases, School 3 management might say 'yes' to certain government policy while doing something different in reality. From experience, they found that some government policy did not match with the real condition in the school. In this instance, they presumed that government policy can be adjusted in accordance with practical situations.

Figure 7.10: Issues on schools' responses in relation to future public policy change

Classification of responses	Detail of issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
3. school response in relation to future public policy changes	Preparing for any policy changes. No need to complain, just adapt and adjust according to the condition (e.g. adjusting curriculum structure). Government policy should be implemented accordingly because delaying would pile up problems.	4	6	3
	Change is mostly on the surface (the packaging/name), not the core component	1		
	Policy change is fine as long as not interfering Islamic culture/tenets. Prioritising the school core values (Islamic core values) over government policy (e.g. academic requirements)		1	2
	Raising objections is an option		4	
	The school should allocate some funds for at least seven training sessions/workshops (Every policy change would require consultation, workshops or training)		1	
	The change in this school is a must because this school is one of government pilot schools. New policy will be trialled in this school		1	
	Saying yes to the government, but doing differently in the field			1
	Direct implementation of policy adjustment, then finding excuses (strategy)			1
	Regular consultation with superintendent before taking action			1
	School communities of practice as a reference			1
	Exchanging information with other schools			1
	Many government policies are not suitable to the real condition. Most policy changes not based on thorough research/study			1

7.2.3   Question 3: Does the school put any effort of identifying and anticipating future possible changes? If it does, do the school applies new school policy in response to the changes?

The responses of all participants regarding the interview Question 3 can be classified into three main classifications: 1) efforts in regard to future government policy changes, 2) how schools handle the policy changes, 3) other issues raised. The overview of general responses of the participants as well as the classification can be seen in the cross-case analysis table in the appendix for Chapter 7).

7.2.3.1 *efforts in regard to future government policy changes*

School 1 and School 2 demonstrated similar patterns in dealing with government policy change. Although they have some differences in detail, their efforts in dealing with policy change and other school matters stems from the management team (the principal and vice principals). All respondents from School 1 stated that new information is processed and discussed by this management team in its weekly meeting. The discussion includes identifying problems and finding solutions to all school matters, including policy change issues. In addition, some respondents added that the principal and vice principal for curriculum have

the most important roles in this management team because most the school matters circulate around curriculum matters.

Likewise, School 2 also has a think tank team that consists of the principal and the vice principals. The team also has regular weekly meetings. However, prior to arriving with this think tank team, the initial process of identification and finding solutions is carried out by the WPM team (vice principal for quality development team). The vice principal of quality development and his team act as the initial filter for all information accepted by the school. Moreover, the WPM team also analyses the issues and works to find alternative solutions that will be brought to the think tank team in order to be discussed further prior to the decision. In some cases, the think tank team may invite other parties to present in order to obtain a more comprehensive understanding of the issue before making the decision.

In contrast, School 3 has no definite process of identifying, analysing, and finding solutions to school issues, including the policy change matters. Most respondents from School 3 stated that they were not aware of such efforts. They have just noticed that all school matters are handled by the principal and her 'informal vice principal', particularly because they are the first to receive incoming information. They did not notice that there are certain people assigned to such duties. Further, they stated that the school mostly followed the government policy and made some adjustments if needed. Therefore, there are some policies that are responded to directly and some that are not being addressed immediately.

Figure 7.11: Issues on efforts in regard to future government policy changes

Classification of responses	Detail of issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
1. efforts in regard to future government policy changes	There was formerly a team in charge of analysing and finding solutions for school matters	2	1	
	Recently, the responsibility of analysing school matters is undertaken by the management team, especially principal and vice principal for curriculum matter	8	6	3
	The one who usually monitors the school policy is the principal	2		1
	Did not notice such effort		2	
	Management team has regular meeting every week		6	
	A regular big meeting that involves all school elements once a month		5	
	The WPM and his team coordinates		1	
	Almost no effort in policy identification			8
	No anticipation, just adjustments			8
	Some policies were directly responded to, some were not			1
	No particular people assigned to do the policy analysis or strategise responses			1

7.2.3.2 *How the schools orchestrate its resources in relation to public policy change?*

A similar organisational feature presenting across the three schools in handling school matters, including public policy changes, is the existence of a school component that is in charge of handling the issue. School 1 has a management team and School 2 has the WPM team and leaders' team to handle public policy issues. Although most respondents from School 3 stated that there is no school unit assigned to handle the policy change issue thoroughly, but, as stated by the principal, public policy change is handled by the principal and her 'informal vice principal'. The school components mentioned above garner all available resources to find the most suitable solution to respond to the government properly as well as satisfy all school stakeholders' wants and needs at the same time.

In general, the process of addressing public policy change begins with collecting all available information about the policy concerned. Schools 1 and 2 are generally first-hand information recipients because both schools are government schools. In most cases, the principals of these two types of schools usually have good connection with authoritative people from the education department. In contrast, School 3 must seek the information and clarify it before taking further action. School 3 often experience delayed and unclear information. Therefore, the information had to be verified through the school network as well as doing some consultation with the district superintendent.

The next step is analysing the policy in regard to a school's presenting organisational condition. Most respondents in School 1 and 2 clearly articulated that the school has a team to discuss and analyse the issues prior to the consultation agendas and further actions. School 2 has three steps prior to the decision. First, the WPM team discusses and creates the initial draft of the plan for handling the issue. Then, the draft is discussed and refined in the leaders' meeting. Following that, the refined draft is tabled in the coordination meeting which involves all school components. When the draft is finalised, it is then disseminated to all school components and ready for implementation. Likewise, School 1 uses similar methods but a shorter process. Most of the discussing and planning are undertaken by the management team. However, the management team often invite expert parties for input prior to the decision. The agreed plan is then consulted and delegated to all school components. In addition, in some cases, the management team might set up an ad hoc team or appoint a certain school unit to manage the agreed action plan.

Different from School 1 and 2, School 3 has no definite procedure for handling school matters. The analysis and decision making process is undertaken by the principal and the school operator/informal vice principal. However, the principal explained that the analysis processed is carried out by identifying related issues and problems associated with the new policy. Therefore, she mentioned the importance of maintaining productive relationships with higher authorities and the district superintendent in order to gain information and support. As the issues are well understood and possible problems and steps are identified, a priority scale is created to help the school address the policy appropriately. Usually, there will be an internal school policy that is synergised with the new policy. One of the teachers stated that the new policy implementation is carried out bit by bit in accordance with the school's circumstances. In some instances, the principal may assign particular teachers to be in charge of a certain program that can best support the implementation of the new policy. In addition, it is important to nurture a conducive learning environment for the students by not letting them know about the teachers' workload as the result of the public policy change.

Figure 7.12: Issues on how the schools employ resources in relation to public policy change

Classification of responses	Detail of issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-1 (n=8)
2. how the schools orchestrate its resources in relation to public policy change	The management team can form an ad-hoc team to deal with certain matters	2		
	The analysis process is carried out in the management team's regular meeting. They do the analysis in two stages: leaders meeting and coordination meeting	3	2	
	Initial plan then discussed in the leaders meeting		3	
	Analysis considers all factors, including anticipating the risks associated and stakeholders needs		1	
	Subject teacher association (MGMP) is always involved in dealing with any school matter's		1	
	Vice principal for quality development (WPM) is the first person who does the initial analysis process as well as school strategic planning and monitoring the quality control of the school program		7	
	Plan will be delegated to all school elements		2	
	Regardless the analysis, the government policy will always be implemented		2	
	Seeking and clarifying information			1
	Socialising the policy to the school community			1
	Network communication and confirmation			2
	Consulting with superintendent			1
	Priority scale in responding to policy change			1
	Internal policy as a follow up			1
	Assigning new jobs/tasks in regard to the new policy			1
	School implements the new policy bit by bit			1

Some teachers might be asked to help implement and execute school programs	1
Maintaining good relationship with the higher authority	1
Parents are accustomed to policy change	1
Creating conducive learning environment	1
Never mention workloads to students	1

7.2.4 Question 4: How does your school adjust to (survive) the rapid changes to curriculum or other policies both internally and externally?

Interview Question 4 explores the adjustment efforts that have been made by the schools in regard to government policy changes. Some responses might be based on the participants' experiences regarding the curriculum policy changes because the curriculum policy change has been one of the main investigated cases in this study. Various responses have been displayed by the participants in responding to the interview question. Generally, the responses can be classified into five main categories: 1) gathering information and maximising communication, 2) important components to address the change, 3) ways of dealing with policy changes, 4) networks and cooperation, 5) unclassified responses.

7.2.4.1 *Gathering information and maximising communication*

Based on the responses from the participants, all three schools displayed similar patterns of obtaining and processing information. First, all school personnel are considered as informants. Thus, the information comes from different resources and administrative levels. Some information may come from teachers and the formal teacher network, some information may come from the management team and its network, and some information may directly come from the authoritative department or ministry. Furthermore, some respondents mentioned the importance of clarifying the information in order to both verify and understand the information thoroughly. By doing so, the school will have a clearer understanding of the issue and deliver appropriate responses. The clarification process is particularly important for private schools (such as School 3) because private schools do not have direct access to the Department of Education. Therefore, the information often comes late and, in some cases, the information is unclear.

Second, the information that has been gathered is collected and processed by the school management team. Despite the differences in how each school organises their approach to the processing of the new information, all schools mentioned versions of a coordination meeting that is held regularly in order to discuss and analyse school matters or problems that may occur or are presenting. The analysis and discussions are undertaken by

the school management team, although time, type and size of the team vary between the three schools. School 3, for example, in some cases, involves the foundation board and subdistrict superintendent in the coordination meeting, particularly when there are issues that need to be clarified by the respective parties. School 1 and 2 did not mention the involvement of the superintendent in their coordination meeting. However, in some cases, they might seek clarification and help directly from the department of education as the higher authoritative institution. In addition, all schools seem to take advantage of social media by using a WhatsApp group that is mainly used to communicate and exchange information, and discuss an issue prior to thorough discussion in the coordination meeting.

Finally, providing a clear dissemination process attentive to updates manifests as follow up for all school personnel. This process is carried out after the analysis is finalised and a decision is made in the coordination meeting. One of the schools (School 2) uses more than one stage of coordination meeting, while the other two schools choose to do it in a single stage. The dissemination processes are mostly carried out in two ways: 1) two-way communication such as setting up formal meeting, and 2) one way communication such as letter or WhatsApp group broadcast or announcement. Formal meetings are mostly used for complex information that require thorough understanding and detailed explanation. While letter or WhatsApp are usually for simple matters.

Figure 7.13: Gathering information and maximising communication

Classification of responses	Detail of issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
1. Garnering information and maximizing communication	Seeking clear information and information updates. (obtaining it from reputable/authoritative sources)	5	1	8
	Processing information (analysing, problem solving) done by management team	6	2	
	Continued coordination/communication meetings (regular and incidental) between school elements (including foundation board, KKM, superintendent)	8	2	5
	Follow up on information as soon as possible		2	
	Setting up WhatsApp groups within the school		2	
	Asking for help from the department of education whenever obstacles occur		1	
	The information from outside will be received by the principal then delegated to the vice principals		1	
	Providing a clear dissemination of information whenever changes occur		1	
	All principals in the district are invited for discussion		4	
	Understanding the policy comprehensively to address the issues appropriately			3
	Consulting with the superintendent			1

7.2.4.2 *Important components to address the change*

The responses gathered from all participants across the three schools showed that some important components and parties have contributed positive input to the schools in handling policy change matters. First, almost all participants mentioned the significant role of the school principal, particularly participants from School 1. They have highlighted many contributions of their school principal in handling school matters, particularly during the curriculum policy change. Their school principal has been described as having good leadership skills, wide networks, and good connections with government authorities. Second, the supporting teams. Although the responses showed different types of supporting teams in each school, the roles of the teams are similar. The supporting teams help the school principals to maximise, orchestrate, and manage the school potential and resources to handle school matters. Some schools, like School 1 and School 2, have expanded its supporting teams and created some additional and ad-hoc teams. However, most schools have shown similar patterns in having a core supporting team that is usually called a management team. Third, networking and cooperation. Subject teacher associations (MGMP) and school association units (KKM/KKS) are two school units that are very important in developing and establishing school capabilities of networking and cooperation. The two associations have been very helpful to all schools, particularly in information sharing and exchange. Much useful information is often obtained by the three schools through these two associations' meetings, especially when different types of schools come together. In addition, the schools can also exchange best practices. Fourth, the involvement of school stakeholders such as parents and government institutions. Some participants mentioned that the school has a parent association or school committee that is involved in the initial process of designing school programs. The school presents the program overview and budgeting to the parent association so that they can assist the school with both the programs and the budgeting. As for the government institution such as education department, the school will consult with the institution to discuss school plan alignment with government policy, particularly when the school needs to adjust the policy to the school's situation and condition.

Figure 7.14: Important components to address the change

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
Important components to address the change	Management team as the key people	7	7	5
	Fast response from management team	4		
	Important role of school leader (school principal)	8	7	5
	MGMP and KKM connects teachers and top management level (school community support)	8	3	8
	Parents were involved in most of school matters		1	
	The school is helped by the advisory institution (ministry of religious affairs)		1	
	Quality development team is very helpful in the initial stage		1	
	Expanding school network and experience. Promoting cooperation with other institutions	2		

7.2.4.3 Ways of dealing with policy changes

Participants' responses to how the schools are dealing with public policy changes can be classified into three main categories: 1) pre-implementation, 2) implementation Process, and 3) post -implementation.

7.2.4.3.1 Pre-implementation (decision making process)

Most respondents from the three schools mentioned that all school matters, including policy change issues, are discussed and analysed by the management team (school principal and vice principals) prior to the implementation. One of the participants from School 2 mentioned the stages of the process. The process started from the leaders' regular meetings. Apart from considering all the current issues, this meeting will also take into account the result of the management review meeting. The result of the leaders' regular meeting then is drafted to be discussed in the general work plan meeting which involves all teachers and staff. Moreover, the voice of the subject teacher associations and other types of school communities of practice will also be heard and taken into consideration. This general work plan meeting will generate an agreed plan and agenda that will be formalised as the school's action plan by the school principal.

On the other hand, participants from the other two schools did not mention such a large and formal effort in dealing with school matters. They mentioned that any issues occurring will be discussed, analysed, and decided by the management team. In some cases, they might invite other parties, such as the curriculum development team, if needed.

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
ways of dealing with policy changes	The initial process which involves analysis and school policy draft			
	Getting the mind-set of all school community ready for policy changes (Preparing good, responsible, committed, and good character of human capital that are responsive and adaptable toward policy changes; they work as a team)	2	3	
	The analysis and decision making process is started from the leaders regular meeting		1	
	Result of management review meeting is included as the contributing factor in the analysis process		1	
	Writing up draft for general work plan meeting		1	
	Decision is made during the general work plan meeting		1	
	School strategic plan helps the school a lot in dealing with policy changes		1	

7.2.4.3.2 Implementation (dissemination, adjustment, execution)

The first step carried out after the decision making process is dissemination, particularly when the decision making process does not involve all teachers and staff (as in School 1 and 3). Generally, the three schools conduct a workshop or a series of workshops to discuss the agreed decision as well as the school plan in handling the matter. In the case of curriculum change policy, this dissemination is essential to provide teachers with a thorough understanding and a clear picture of what the new curriculum looks like. Following that, the school will allocate some workshops or training and continues assistance for all teachers in order to give them some ideas of how to deal with the new curriculum. In addition, the school might send some teachers to participate in some related trainings conducted by other institutions.

In some cases, government policy may be adjusted in accordance with the school situation and condition. In this instance, the school may raise an objection to the government authority. For example, the three schools have made some objection to the local department of education regarding the assessment scoring because the new scoring system created some confusion among teachers and parents. However, some participants (during the interview and focus group discussion) mentioned that the school must be ready to implement the policy in case the objection is not granted. Another strategy is undertaking the adjustment without formal consultation, though the consultation might be undertaken informally. School 2, for example, is internalising some curriculum content into extracurricular programs. School 3 is adjusting the duration of each subject period in order to accommodate more Islamic subjects

in order to strengthen the core values of the school. In this regard, the adjustment would not be presented in the school formal report.

In many cases, schools can only implement government policy without having a chance to propose their opinion. In this instance, the schools would implement the policy while conducting ongoing monitoring and evaluation. In some cases, the schools (e.g., School 3) might implement the policy stage by stage and undertake evaluation at the same time. School 1 and School 3, for certain policy, if needed, might set up a specific team and program to help the school undertake and manage the implementation of the new policy. Furthermore, a respondent from School 2 mentioned that any new issue will be listed on the priority scale order. The management, then respond and address the issue accordingly. The higher the issue is listed, the quicker the issue will be addressed.

Figure 7.16: Ways of dealing with policy changes (Implementation: Dissemination, adjustment, execution)

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
ways of dealing with policy changes	**The implementation process** (Disseminating the school policy in regard to the policy change)			
	Dissemination and workshops/trainings to inform and educate teachers about the policy change (follow ups). Trainings participation (sending teachers to participate in different trainings)	6	3	2
	Building the capacity of human resources and provide continuous assistance to teachers		2	
	Adjustment and alteration process when needed			
	The possibility of adjusting the policy to the school contexts and adjusting the policy in to school needs	2		
	The school never reduce the curriculum content. Content added or altered the implementation process		1	
	Internalising some curriculum content into extracurricular activities		1	
	The school might raise objection to a policy unsuitable to school condition and ready for adjustments in case objection denied		2	
	The school has a privilege to modify curriculum (since the era of Mr. X)		1	
	Actual process and modification would not be included in the formal report		1	
	Doing the best to adjust to the changes i.e. proposing some steps to tailor the curriculum content and structure (reducing some periods, to include other subjects)			2
	Maintaining school's unique character when doing adjustment to the new policy			1
	Implementing the policy			
	Exercising/orchestrating the decision for the purpose of evaluation	1		
	Prioritising issues and setting targets		1	
	Implementation of the new policy			1
	Implementation in stages			1
	Prioritising school core principles over exam results			1
	Focusing on shaping the students' good character over high cognitive achievements			1
	School teams for specific programs	3		
	Creating school programs that are aligned with the new policy			1

7.2.4.3.3   Post implementation

Following the implementation of the policy, the schools continuously undertake some monitoring and evaluation. Monitoring and evaluation are carried out in order to determine whether more follow up is needed. It is also important to identify the types of follow up needed to successfully perform the task. In addition, participants from School 2 mentioned

that the school conducts regular assessment of its teachers and programs. The result of the assessment will determine the types of follow up that need to be undertaken. Some underperforming teachers might be assigned an administrative role as a punitive measure. Some participants from School 2 mentioned the use of spiritual approaches to boost the spirit of all teachers and staff. Another important aspect mentioned by some participants is anticipation and prediction. Prediction and anticipation would help the school prepare for possible changes in the future.

Figure 7.17: Ways of dealing with policy changes (Post Implementation)

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
	Post Implementation (monitoring and evaluation)			
	Monitoring and supervising	2		
	Anticipation and predicting possibilities	1		
	Keeping the students enjoying the learning environment			1
ways of dealing with policy changes	There is also a spiritual approach to boost the spirit and mind of all teachers and staff		2	
	Never mention teachers' workload to students			1
	Regular assessment to monitor school programs and map human resources capacity		4	
	Follow ups after the assessment will be conducted		2	
	Under performed people will be transferred to administrative assignments as a punishment		1	

7.2.5 Question 5: Do the changes affect the organizational performance? Could you elaborate?

In response to the question of whether the changes affect school performance or not, most respondents stated that the policy changes have influenced school components differently. Some policy changes have quite significant effects while other policies do not affect the school organisational performance at all. In general, the participants' responses could be classified into four main categories: 1) disadvantages of policy changes, 2) advantages of policy changes, 3) effects on the institution, 4) effects of parents and students.

7.2.5.1 *Disadvantages of policy changes.*

Many teachers felt that the policy change in the initial process caused some difficulties and confusion because they needed to adjust their routines in order to fulfil the requirements of the new policy. In many cases, teachers needed to adjust their lesson plans as well as their teaching and assessment methods. Some teachers, while explaining the curriculum policy change, mentioned that most of the issues derive from adjusting and

fulfilling the administrative tasks rather than the curriculum content. However, apart from juggling both teaching and administrative matters, other problems presenting during the policy change were that some schools (like School 3) do not have good access to the documentation of the policy (curriculum) because the document is still being studied and refined by the authorities. This happens, particularly, for schools under the Ministry of Religious Affairs (MoRA) because MoRA needs to amend the document and include some Islamic based curriculum content. Thus, the schools do not understand the policy thoroughly. Apart from the above responses, some teachers said that policy changes would not have significant effects because the school and the school community are accustomed to policy change so they know quite well how to deal with it. Table 7.18 below depicts the participants responses as well as the classification.

Figure 7.18: Issues on disadvantages of policy changes

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-1 (n=8)
disadvantages of policy changes	Many teachers were influenced by the policy changes; Create some difficulties for some teachers	6	7	8
	Many teachers were confused and busy dealing with administrative matters (Juggling between teaching and other duties)		2	1
	Adjusting the lesson plan			1
	Teaching and learning become slower			1
	Accessing the document of the new policy is not easy (barriers)			1
	Could not understand the change thoroughly			1
	The implementation of UNBK has forced some teacher to work harder than before			1
	No significant effects. Teachers are accustomed to the change			1

7.2.5.2 *Advantages of policy changes*

Despite the fact that some teachers have experienced some difficulties from policy changes, other teachers presumed differently. They argued that the new policy often come with new information and skills. In this case, teachers are required to learn new information and skills. These new skills are beneficial for teachers because they can improve their capacity as well as implement the new policy at the same time. Furthermore, the new curriculum case, to some extent, has changed the behaviour of many teachers in a good way. Some teachers who are accustomed to their default teaching styles learn to accommodate new styles of teaching, new assessment methods, and new class management strategies.

Figure 7.19: Issues on advantages of policy changes

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-1 (n=8)
advantages of policy changes	Teachers could learn new knowledge, skills, and customs (teaching techniques, assessment, and class management)	8	2	1
	The curriculum change has triggered positive teaching behaviours	2		

7.2.5.3 *Effects on the institution.*

In general, most teachers perceived that government policy will not significantly affect school service delivery (school educational programs) in the sense that the school will continue to provide the best service to students and other stakeholders. One of the teachers from School 1 made an example of the RSBI (International Standardised School project) policy withdrawal. Although the policy was withdrawn by the government, the school continued to maintain the educational standards that were implemented during the project. Furthermore, some teachers mentioned that many government policies have shaped the school to improve the quality of its service delivery. Some teachers mentioned that because it is assumed that government has analysed and prepared the policy prior to the implementation. In general, most teachers have put their trust on government regarding the policy change in the sense that government will make the best choice to enhance the quality of education and service delivery.

Figure 7.20: Issues on effects on the institution

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-1 (n=8)
effects on the institution	The policy change would not significantly affect the school and its service delivery (e. g. The RSBI withdrawal policy does not affect significantly to the school delivery)	8	1	
	Most of the policy change bring positive impacts to school such as the case of MBI and RMBI	3	2	8
	Many of the implemented government policy in this school were implemented in other schools		1	

7.2.5.4 *Effects on parents and students*

In general, the policy change did affect other stakeholders, especially students and parents, although the effects vary between them. Respondents from School 3 mentioned that some parents were confused and unable to comprehend the new assessment scoring. However, the majority of parents in this school do not ask much about teaching and learning.

160

They trust the school and the teachers to manage and deal with it. What they truly care about is that their children go to school and become good citizens.

In contrast, parents from School 1 and 2 have shown more interest in knowing and monitoring their children's progress as well as some details about teaching and learning activities. They have a parent association committee that bridges the communication between school management, teachers, and parents. In regard to the policy change, especially curriculum change, some parents were asking questions about some teachers who were often out of class during their teaching time. This happened because the teachers were too busy dealing with administrative matters or other out of class activities as a result of curriculum change. In addition, some parents were also asking about different teaching methods administered in the class.

Above all, most of the teachers in the three schools agreed that, to some extent, the curriculum change has affected their students in a good way. The new curriculum requires the students to be more independent learners. It encourages students to learn by inquiry model instead of rote learning the teachers' explanations. Moreover, the new curriculum also requires students to be more active and participative in the class activities.

Figure 7.21: Issues on effects on parents and students

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-1 (n=8)
effects on parents and students	The change also affects other stakeholders such as students	3		
	Some reaction from parents because many teachers were out of class such as questioning the teaching method		2	
	Students are also benefitted by the new curriculum. Students become more active		2	
	Some parents did not understand about the new assessment scoring			3

7.2.6 Question 6: What are the factors/school attributes that contribute significantly to the school survival in regard to the rapid changes to curriculum or other government policy?

The participants expressed a variety of responses regarding school attributes that can be considered significant contributors to school functioning and even survival, as they face the rapid changes to curriculum and other government policies. In general, the responses can be classified into three main categories: 1) human capital/resources, 2) school resources and networks, and 3) managerial components/aspects.

Human capital/resources is considered to be one of the most important school attributes that can help the school adjust to policy changes. In this sense, many respondents, particularly from School 1 and School 2, mentioned that their principals are highly qualified people (10 years or more experience). Moreover, they also have a wide range of networks in both government and non-government institutions. To some extent, both types of networks (government and non-government networks) are very useful to their role as the leader of a school. Their networks in government institutions enabled them to have a direct access to the main source of the policy. This helped them obtain fast and reliable information as well as enabled them to clarify the information at the main source. They also have more chance of acquiring valuable resources to help their schools to overcome issues caused by new government policies. On the other hand, their network from outside government institutions created different perspective about government policies as well as balanced their judgment of government information.

Figure 7.22: Issues on human resources

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
human resources	good leader: visionary, open minded, risk taker, fast response, high commitment	8	3	
	Capable human resources and accustomed to changes. i.e. People who help the principal (vice principals and chief of administration office)		7	2
	The vice principals have more staff to deal with policy changes		1	
	The students are also high qualified and accepting to changes		3	
	Parents are also important particularly in terms of fund		1	
	Good commitment among school community		1	

Apart from capable school leaders, the schools were well supported with good management teams and teachers. Most of them are people with strong commitment and dedication to improve educational quality. More importantly, they are open to change, willing to learn from experience, and fast in adapting. Adding to that, School 1 and 2 are fortunate schools which have the opportunity to selectively accept students using high criteria, while School 3 has no such privilege in selecting students. In fact, often the students who enrol in School 3 are those who are not accepted in School 1 and 2 types of schools.

School facilities and resources also make significant contributions to the success of the adaptation process. School 1 and School 2 are government schools which are well supported by the government. In fact, some respondents from School 2 mentioned that their

school is one of the pilot project schools. This school has received substantial support from the government, particularly the Ministry of Religious Affairs. For School 3, although this school has limited support from government, it has benefitted from the good reputation of the foundation board. Apart from the facilities, many respondents mentioned the significant contribution from the school community practices such as subject teacher associations (MGMP) and sub-district school association committees (KKM/KKS). Both associations have helped the schools through sharing of information and best practice during their regular meetings.

Figure 7.23: Issues on school resources and network

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
school resources and network	the readiness of the school: enough school facilities and resources;	4		
	school community practice (KKM, MGMP network)	8	7	8
	The school has some consultants (management and spiritual consultants)		2	
	The school has good information access (authoritative information and resources) and communication network	8	7	
	The supervisory institution (ministry of religious affairs) also helps the school		1	
	Good reputation of the founding institution			1

Another significant attribute which has helped the schools adapt to the changing policy is the managerial dimension of the school. This includes all people that have been assigned as part of the management team in the school structure: principal, vice principals, school unit departments, and chief of administration. Most respondents described that all school components are able to work together as a team because they have been well accommodated and coordinated by good management team leader. The management team has been described as very capable and responsive. They have also conducted very appropriate follow ups for every new government policy. Some respondents from School 2 mentioned that the management team has also involved some other stakeholders in the process of decision making.

Figure 7.24: Issues on managerial components/aspects

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
managerial components/aspects	good teamwork;	8		
	taking advantage of information and technology (eg. whatsapp group, etc.)	3	1	
	Delivering fast response and implement policy changes directly		1	
	Conducting appropriate follow ups for the policy changes		1	
	The involvement of stakeholders in decision making process		1	
	Analyse and predict future changes based on valid information		1	
	The school has a good management system		2	
	Vice principal for curriculum has significant role in dealing with policy change		1	
	The school is a government school with good quality system		2	
	The school is a piloting project		1	
	Good cooperation between principal and teachers			1
	Supportive school components and foundation board			4

7.2.7 Question 7: What kind of structures have been implemented in your school? Has it been changed in regard to public policy changes?

In regard to the question of school structure and its development, many participants from School 3 mentioned that they do not really know about it. Some stated that it is not their concern. However, the school principal explained that the school management structure of School 3 is very simple. Originally, as mandated by the foundation board, the school management structure consisted of a principal, one vice principal, and one administrative staff member. However, the school principal informally appointed another teacher as vice principal for curriculum matters and assign the other vice principal to student matters because having one vice principal is not enough. The principal and vice principal further explained that the school structure is determined by the foundation board, not by the government. The government regulation does not affect the school structure.

In contrast, all respondents from School 1 stated that their school, at least, uses the standard school structure required by the government which consists of a principal, four vice principals (curriculum affairs, student affairs, infrastructure, human relations), and one chief of administration. During some periods, the school has a bigger structure than what is required by government, such as having six vice principals. Recently, the school had five vice principals. In addition, to the vice principals, the principal, may appoint someone or establish a team according to the circumstances, particularly when all vice principals have heavy workloads.

164

Similar to School 1, School 2 also based its school structure on the government requirement standard (four vice principals). Moreover, the school also added another two vice principals: vice principal for quality development and vice principal for boarding house affairs. In addition to that, each vice principal has a team with two members, except the vice principal for curriculum who has a team with five members. The vice principal for quality development was originally appointed as the school needed someone responsible for ISO matters.

Table 7.25 below illustrates the map of participants responses to the matter discussed.

Figure 7.25: Responses matrix on interview question 7

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-1 (n=8)
standard structure required by government	The standard structure: Principal, four vice principals, chief of administration (Government policy)	8	7	
	Many participants do not know about school structural changes (not their concern)			3
	A teacher noticed structural changes in another school			1
	Curriculum matter is handled by the principal			1
	Previously, the school has 6 vice principals	4		
	Recently, the school has 5 vice principals	8		
	In the past, there was a team called Bangdik	1		
	The principal can appoint someone or set up a team in case of emergency	3		
	Every vice principal has some assistance (for the last two periods)		1	
	In 2008 there is an extra vice principal (vice principal for quality development)		1	
	Vice principal for facilities and infrastructure was removed (2008)		1	
Internal school structure record/development	In 2010 Vice principal for facilities and infrastructure was restored		1	
	In 2013 vice principal for dormitory/boarding was added		1	
	Every vice principal has a team		1	
	Vice principal for curriculum has 5 people in the team		1	
	The vice principal for quality development was added because the school need someone in charge of ISO		1	
	The school structure is formed by the management board			2
	Government policy could not change the school structure, only the foundation board			2
	The structure is very simple (Principal and 1 vice principal)			1
	Someone was appointed informally to be vice principal for curriculum			1

7.2.8 Question 8: Do you think that the school should alter its structure in order to be more responsive to changes? Why?

In general, the participants responses across the three schools to the question of whether the school should change its structure can be classified into two main categories: no structural change needed and possible alteration to the structure. Table 7.26 below can be used to map the participants responses:

Figure 7.26: Responses matrix on interview question 8

Classification of responses	detail issues raised by participants	Sch-1 (n=8)	Sch-2 (n=7)	Sch-3 (n=8)
no structural change needed	No need to change the main school structure. The recent team management structure is more than enough. It is reliable and capable structure to handle the policy change and other school matters (experience can be the proof)	8	7	3
	Something that has to be adjusted is the program, not the structure		1	
	The policy change in curriculum 2013 does not affect the school structure		1	
	School elements willingness and cooperation are important for coping with policy changes			2
possible alteration on the school's structure	If needed, an extra team could be set up by the principal. An additional person or team to specifically deal with public policy could be a good idea. (not affecting the main structure)	2	1	
	One of the possible solutions is sharing the responsibility. Delegation of authority is the most important	4		
	It is possible to change the school structure when the condition requires it. Adding extra vice principal has happened in the past; it is possible in the future		2	1
	School should alter the structure (too simple)			4
	School and community advantages are the consideration of altering the school structure			1

The majority of participants from School 1 and 2 stated that their recent school structure had been operating well during the policy change, as can be seen in how well the schools were adapting during the curriculum change. Therefore, they believed that the school structure did not need to be changed. Furthermore, a participant from School 2 stated that the school might need to adjust the program rather than the structure. Some other teachers from School 3 stated that the willingness of all school personnel is the key to the successful adjustment to public policy changes.

However, other teachers from School 1 suggested that, in some cases, the school needed to adjust its structure by appointing an extra team or delegating people to address certain matters. This might be needed in a case where the management team has too many

166

tasks to handle. By doing so, the management team can delegate their authority and share the responsibility. Similarly, some teachers from School 2 stated that school structure could be altered, particularly when the situation demands it. One of the teachers mentioned that the school has had an experience of adding one extra vice principal in the past. Thus, it is possible that this might happen in the future. On the other hand, some teachers from School 3 stated that their school structure should be upgraded because they believe that it is too simple. This might result in high workload for the principal and vice principal. However, one of the teachers stated that any effort to alter school structure should be based on school needs and consider the school and community advantages because altering school structure might trigger other consequences such as increasing school expenses.

7.3 Formulating and Framing the Findings for Discussion

This section will synthesise and formulate the findings in order to identify major themes that will be discussed further in the next chapter. The formulation uses and triangulates the most frequent themes occurring in the findings and synergises them with the core concept of dynamic capability: sensing, seizing, and transforming. Furthermore, the themes will further be elaborated in the next chapter, reflecting on the literature in order to answer the main four research questions: 1) How do schools respond to turbulent situations?, 2) How do schools adjust to extreme flux in their internal and external contexts?, 3) What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design?, 4) Does flux force schools to change their structure/organisation design?

7.3.1 Questioning and understanding the situation (sensing)

One of the most frequent responses that occurred during the data collection was that some teachers were commenting about government decisions to change certain rules as well as inform how they should react accordingly. Some of them perceived that a new change takes place because a new official is appointed, while others thought that there was a wrong concept about successful leaders which views a successful leader as one who establishes a legacy or product/knowledge. On the other hand, some other teachers provided opinions about the new regulation issued. Some of them believed that the government is prepared for the new policy while other teachers felt that the government is not well prepared due to factors such as uncertain follow ups, information delays, unclear information, and frequent changes over a short period of time. Some of the above responses showed that teachers and

other components of schools were sensing the situation (organisational occurrences) that was happening during a turbulent situation.

7.3.2   Identifying and defining school identity (sensing and seizing)

Following the fact that the schools have a certain impression and information regarding the changing situation and conditions that may affect its organisational delivery, the school then internalised and comprehended the information and tried to self-reflect it against their situation and conditions. Some of the respondents, for example, identified themselves and their schools as public schools which have to obey and follow government regulations. Conversely, other participants stated that the case might be different if they were private schools. Some respondents believed that there is room for adjustment, even for public schools. Another important response was the way a school viewed government policy in regard to the schooling purpose. It showed some of the tension between government agendas and school core values and their own agendas. This extent has expanded the school effort to identify and define the school core components and its resources (sensing and seizing) in order to provide an appropriate response to the changing policy. This is mainly because each school has core components or values that might conflict with the new government policy. The choice could either be adjustment or prioritising the school core values or government policy.

7.3.3   Efforts of adjustments (seizing and transforming)

Some of the responses indicated that some government policies may not favour or suit the operational condition of the schools. In this notion, some schools have taken certain actions to either adjust their situation to the existing policies or adjust the policies in favour of their situation and condition. In addition, some stories from the interviewees indicated that, in some cases, the schools may also raise objection to certain regulations and ask the authority to alter the policies, particularly when the schools have enough evidence to argue that the policy did not work well in their context. Some of the events mentioned by the respondents indicated that the schools have made some adjustments to the government policies in order to synergise the government and school agenda. The in-case analysis has illustrated that some of the adjustment strategies (seizing and transforming) implemented by the schools involved collecting information, synergising school resources, distributing information, prioritising the issue regarding the school situation and condition, and executing the agreed plan. Furthermore, the schools seemed to have similar patterns in dealing with ever changing policies, which was optimising a think tank team (Transforming). This kind of

team has been assigned with coordinating resources, analysing the issues thoroughly, supporting and orchestrating the process of pre-implementation, implementation, and post-implementation.

7.3.4 Maximising communication, networks, and school resources (seizing, relating and transforming)

Another important factor that has helped the schools sustain and successfully deal with the policy changes is maintaining good relations and communication with every possible stakeholder group that may contribute positively to the schools. This includes authorities, school networks, teacher associations, as well as parent associations. Communication with authorities has enabled the schools to obtain valid and clear information regarding the issues. In some cases, the schools even accessed and took advantage of the resources available in the Department of Education. Similarly, the communication from school networks has benefitted the schools through information and experience sharing because some schools may have certain information that is not accessible to other schools. Similarly, some schools may have experience in dealing with certain issues that can be shared, as an informative reference, to other schools that are dealing with similar issue. Therefore, maximising communication and networking through all possible sources and levels is critical for schools to be ready for any possible government policy changes in the future.

7.3.5 Insights into the school structure (sensing, seizing, adapting, and transforming)

The three schools being studied encountered different lived experiences of policy changes and how they deal with government policy changes. Organisationally, most respondents stated that they were already accustomed to policy changes or government policy in general. Two of the schools being studied have applied quite fascinating school organisational structures. School 1 and 2 have experienced some changes in their organisational structure, such as different numbers of vice principals and types of teams under each vice principal. Conversely, School 3 has a simple school organisational structure. The structure has remained simple throughout the school's organisational history. Changes occurred mainly in relation to ad-hoc teams that were sometimes created to address specific school needs. Having mentioned the above condition, the three schools mentioned that their respective existing school structures have been effective in dealing with policy changes and government policy in general. Although some respondents suggested the possibility of adjusting the school structure, their experience proved that the schools' structures have served their purposes well. Therefore, it is important to understand thoroughly the nature of

169

the school structures in order to uncover the main features that are able to serve the school purpose regardless of the differences in types.

7.4 Chapter Summary

The first part of this chapter cross-analysed the findings presented in the previous three chapters (in-case analysis). At the same time, this chapter summarises the findings and organises these into key themes which bind similar responses together and exposed some differences. Table 7.27 below summarises the classification of responses conveyed by participants

Figure 7.27: Classification of responses

	Classification of responses
Interview Question 1	Perception about public policy change
	Information about policy change
	Type of policy changes
	Government readiness toward the follow ups
	School immediate response regarding policy
	Effects of the policy change
	School Readiness toward policy changes
Interview Question 2	Possibility of public policy changes in the future
	The cause of continuous future changes
	School response in relation to future public policy changes
Interview Question 3	Efforts in regard to future government policy changes
	How the schools orchestrate its resources in relation to public policy change
Interview Question 4	Garnering information and maximizing communication
	Important components to address the change
	Ways of dealing with policy changes
Interview Question 5	Human resources
	School facilities and resources
	Managerial components/aspects
Interview Question 6	Disadvantages of policy changes
	Advantages of policy changes
	Effects on the institution
	Effects on parents and students
Interview Question 7	Standard structure required by government
	Internal school structure record/development
Interview Question 8	No structural change needed
	Possible alteration on the school's structure

Furthermore, the first part of this chapter also identified the main issues arising from the data as well positioning the issues in relation to the main research questions, as seen in the Table 7.28 below:

Figure 7.28: Main issues conveyed in data gathering

Main Research Questions	Interview Question No.	Main identified issues
MRQ 1: "How do schools respond to turbulent situations?"	IQ: 1 & 2	Communication problem and ways of handling it
		Compliance culture
		Readiness of government and schools
		How the schools handle and adjust with policy change
		Country Development Plan (GBHN) Issue
		Adjusting the government policy with the school resources and internal agendas
		Too much Workload and the policy changes too fast
		School values and culture
		Conflict of interest between school, foundation board, government
MRQ 2: "How do schools adjust to extreme flux in their internal and external contexts?"	IQ: 3 & 4	Teams: think tank and executioner
		Communication and network
		Tensions between government policy and real condition
		Strategies of dealing/adjusting with policy change
MRQ 3: "What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design?"	IQ: 5 & 6	The effect of leadership toward policy change
		School community and policy change
		Managing the policy change
		Policy change and its effects to the institution
		Facilities and school resources toward policy changes
		resources management toward policy change
		Organizational culture in the case of policy change
		Organizational routines and change
MRQ 4: "Does flux force schools to change their structure/organisation design?"	IQ: 7 & 8	Effectiveness and efficiency of the recent structure in regard to policy change
		Discussion on school structure
		School structure and effective management system
		School structure and issues handling strategy
		Should the school structure be altered
		What is effective structure/school structure?
		Government requirements of school structure
		What influence the school structure?

The second part of this cross analysis formulates five main themes that will be discussed further in the next chapter: 1) questioning and understanding the situation; 2)

identifying and defining school identity; 3) efforts of adjustments; 4) maximising communication, networks, and school resources; and, 5) insights into the school structure. The five themes mentioned cover most of the responses conveyed by the respondents. Furthermore, inquiring into the above five themes will help the researcher to find and uncover some of the main aspects of Indonesian sustainable school adaptation in unstable public policy times, as conveyed by participants.

8 Discussion

8.1 Chapter Introduction

In the previous chapter, I cross-analysed the responses of the participants pertaining to the eight main interview questions. Apart from comparing the responses and highlighting important themes, this analytical process formulated and framed the findings into four key ideas to help answer the main research questions. In this chapter, the four important ideas formulated in the previous chapter, which were (1) questioning and understanding the situation; (2) identifying and defining school identity and purpose in order to guide adjustment efforts; (3) maximising communication networks and school resources; and (4) insights into the school structure, will be discussed further, in dialectical tension with the academic literature presenting in this space. However, before discussing the four elements mentioned above, I will begin with a contextual elaboration of contemporary research that speaks to this research undertaking.

8.2 The Proceeding

Neoliberalism has become the most dominant political and economic development ideology in the global economy. It has influenced many aspects of how organisations operate through its imperative of the free market as a key determinant factor of economic productivity (Harvey, 2005; Holloway & Pimlott-Wilson, 2012; Watanabe, 2015). Neoliberal ideology has contributed to a condition in which government should let the market exert influence, circulate, and even rule public services to operate within the market logic of efficiency, competitiveness, and profitability (Bockman, 2013; S. Lee & McBride, 2007). Market liberalisation has made organisations position themselves in alignment with market's needs and trends.

The complexity of market liberalisation has significantly shaped and influenced social and economic relations. Both public and private organisations must now operate within the workings of the marketplace, with keen attention to what this means for approaches to innovation for organisational and financial growth (Ball, 2015; Montgomery, 2015). Over the last 20 years, public policy in Indonesia has also been infiltrated by neoliberal ideology (Bunnell & Miller, 2011; Gellert, 2014; Neilson, 2013) which has generated new power relations between the market, the state, and the social institutions of the state. Through this ideology, the free market has become the core power of governance, marginalising the role of

state intervention (Blossing et al., 2014; Bockman, 2013; Harvey, 2005, 2006). In other words, organisations must now harness their resources to innovate toward their declared organisational goals within market-based societies (Ben-Ner et al., 2012; Feldman & Pentland, 2003; Hyslop-Margison & Sears, 2006).

One of the most prominent characteristics of neoliberalism, as mentioned above, is competition (Harvey, 2005; Steger & Roy, 2010). Through competition, organisations are believed to strive and even excel when they are able to compete with other organisations that are identified as competitors. To do so, organisations must equip themselves with certain processes and capabilities that help them maximise their market potential and flexibly overcome market challenges in order to strive and succeed. Competition has not only changed how corporate organisations behave, it has also infiltrated education sectors such as universities and schools (Hill, 2004; Montgomery & (eds.), 2016; Townsend, 2013). As a consequence, schools are becoming more like corporate/enterprise organisations which perceive other schools as competitors. Some schools may consider other schools as a threat via the neoliberal lens. In these circumstances, schools have to possess certain characteristics and market brands that are different from other schools in order to excel in the marketplace and attract increasing enrolments.

The emergence of competition in schooling systems has forced schools to be able to adapt to changes happening both in the internal organisation of the school and its external environment. Schools have to be able to meet internal stakeholders' and market needs and interests. To some extent, this presents a challenge for Indonesian school leaders, especially those working in private schools, because they don't have full government support. Their school programs are dependent upon continued student enrolments. Thus, they are obligated to tailor their school programs to best address the challenge of market forces (market orientation) so they can continue to attract more student enrolments. At the same time, they must synergise their market strategy with their declared and valued purposes of schooling, which, for many schools, includes educating students for the world of work while also instilling core values or beliefs through the project of education.

In Indonesia's context, the conditions become even more problematic, particularly because neoliberal political policy dimensions and new agendas often impact the established operations of the various schooling systems in Indonesia. Apart from the most prominent curriculum change policy case described earlier in this thesis, there has also been a recent

controversial policy introduced which is the full day schooling system policy (Permendikbud Tahun 2017 No. 23). This policy is problematic. To some people, this policy is considered unfair because it benefits well-resourced and established schools which have enough learning space to accommodate all students for the whole day. The policy is not suitable for schools that need to organise their teaching activities into two blocks of time during the day in order to accommodate all of the enrolled students. Some schools, for example, divide the learning process into morning for year 10 and 11 students, and afternoon for year 12 students. The other reason is that public policies in Indonesia often change in very short time frames. This ever-changing policy environment becomes even more problematic when we consider the issues presented to schools located in more geographically isolated locales, and the number of schools in Indonesia which is around 363,029. Some schools are well positioned to address policy change quickly and flexibly adapt in alignment with the policy change. However, other schools are poorly positioned because of their own contextual features and challenges. Adaptation is often delayed because of information breakdown or delay, limited school resources, underqualified teachers and shortages in teacher numbers, and underqualified and/or inexperienced leadership. In these instances, they may have just started understanding and adapting to a new policy, then must adapt again to another new policy with little experiential depth.

Based on the above conditions, this study explored the significance of an organisation design that is equipped with organisational capabilities to help schools to best manage their resources in order to adapt to the changes occurring in their environment, including unstable public policy. Figure 8.1 below illustrates an organisation design that is equipped with dynamic capabilities and substantive capability that has been compiled from the research work and analysis in the three schools.

This framework can assist organisations/schools to adjust and sustain themselves within unstable environments. However, in order to understand the context, it is important to revisit a table (Table 8.1) that has been outlined in a previous chapter (Chapter 2). Table 8.1 summarises different components of dynamic capabilities that have been proposed by various scholars in the literature. The code in the final column of this table is replicated in Figure 8.1.

Figure 8.1: Illustration of dynamic capability components proposed by some scholars

Teece (2007, 2009, 2014)	Hou (2008)	Jiao, Wei, and Cui (2010)		CODE
sensing capability	environmental sensing capability	*sensing* capability	*relationship capability*	**ERSC**
		absorptive capability		
seizing capability	*change* and renewal capability			**SARC**
transforming capability	technological flexibility capability	*adaptive capability*		**TORC**
	organizational flexibility capability			

Legend: Environment Relationship Sensing Capability (ERSC); Seizing Absorptive Relationship Capability (SARC); Transforming Organizational Relationship Capability (TORC)

Figure 8.1 below illustrates an organisation design and its relationship to the effective orchestration of a dynamic capability framework. The diagram begins with an assumption that the structural and contextual dimensions of organisations will always interact with the external environment and their contexts such as stakeholders and competitors. This interaction may involve learning, retaining, interpreting, adapting, and formulating. In this sense, the dynamic capability framework, through sensing, seizing, and transforming, orchestrates the available resources to respond appropriately in regard to presenting conditions and organisational aspirations and goals. Structurally, the process could be undertaken by a school's think tank that is inherent in the management team such as the principal and the vice principals. In other circumstances, a think tank could be established outside the management team. The formulated ideas could then be transferred to a school organisational unit that translates the ideas into strategies and actions contextualised to similar change situation. The school organisational unit's ability could then be identified as substantive capability while the think tank team embody and display dynamic capabilities.
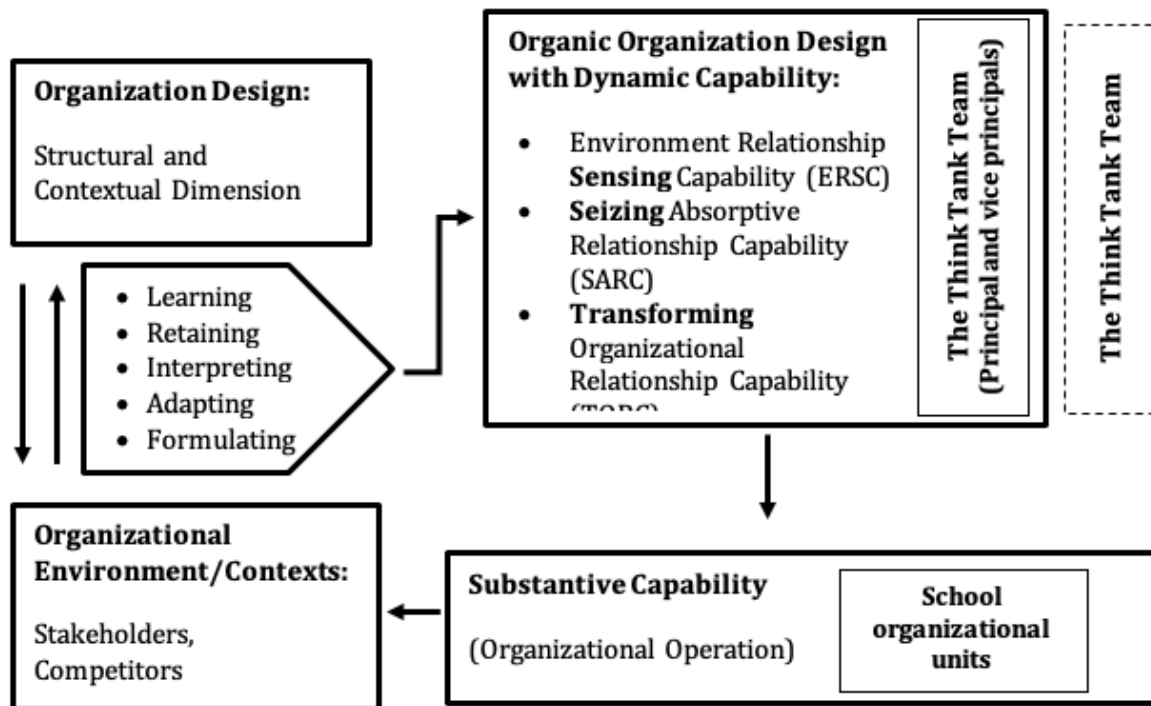
Figure 8.2: Organization design and the orchestration of dynamic capability framework

On the basis of the above figure, this study investigated the adaptation process of three different types of schools in Indonesia within unstable public policy times. Using a multiple case study approach, this study sought answers to the following research questions:

1. How do schools respond to turbulent situations?
2. How do schools adjust to extreme flux in their internal and external contexts?
3. What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design?
4. Does flux force schools to change their structure/organisation design?

In order to obtain relevant data to best answer these questions, these fundamental research questions were broken down into eight semi-structured interview questions, in which each main research question involved a series of dedicated interview questions. Table 8.2 below illustrates how these research questions were addressed using interview questions (interview questions 1 to 8) so that findings could be derived and formulated.

Figure 8.3: Main Research Questions and Interview Questions

Main Research Questions (MRQ)	Interview Question No.
MRQ 1: "How do schools respond to turbulent situations?"	What do you think of the fast-changing government policy? How did the people (teachers, management, parents, students, other stake holders) in your school respond to the changes?
	Is there any chance that the curriculum or other policies will be changed again? Why do you think so? How would you handle that?
MRQ 2: "How do schools adjust to extreme flux in their internal and external contexts?"	Does the school put any effort of identifying and anticipating future possible changes? If it does, do the school applies new school policy in response to the changes?
	How does your school adjust (survive) to the rapid changes of curriculum or other policies both internally and externally?
MRQ 3: "What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design?"	Do the changes affect the organizational performance? Could you elaborate?
	What are the factors/school attribute that contribute significantly to the school survival in regard to the rapid changes of curriculum or other government policy?
MRQ 4: "Does flux force schools to change their structure/organisation design?"	What kind of structure have been implemented in your school? Has it been changed in regard to public policy changes?
	Do you think that the school should alter its structure in order to be more responsive to changes? Why?

The in-case analysis was used to identify and capture main responses provided by the participants, while the cross-analysis was used to compare the three cases as well as formulate the findings into key themes that synthesise most of the responses conveyed by respondents. Furthermore, the intent of the cross-case analysis was to identify key issues presenting across the data gathering process and to position these issues in relation to the main research questions, as seen in the Table 8.3 below. Table 8.3 also sums up the findings and organises them into main themes which bind similar responses together and expose the differences that occurred in the findings:

Figure 8.4: Main issues presenting in the cross-case analysis.

	A	B	C	D
	Main Research Questions (MRQ)	Interview Question No.	Main identified issues	Classification of responses
1	MRQ 1: "How do schools respond to turbulent situations?"	IQ: 1 & 2	Communication problem and ways of handling it	Perceptions about public policy change
			Compliance culture	Information about policy change
			Readiness of government and schools	Type of policy changes
			How the schools handle and adjust to policy change	Government readiness toward the follow ups
			Country Development Plan (GBHN) Issue	School immediate response regarding policy
			Adjusting the government policy with the school resources and internal agendas	Effects of the policy change
				School Readiness toward policy changes

			Too much Workload and the policy changes too fast	Possibility of public policy changes in the future
			School values and culture	The cause of continuous future changes
			Conflict of interest between school, foundation board, government	School response in relation to future public policy changes
2	MRQ 2: "How do schools adjust to extreme flux in their internal and external contexts?"	IQ: 3 & 4	Teams: think tank and executioner	Efforts in regard to future government policy changes
			Communication and network	How the schools orchestrate its resources in relation to public policy change
			Tensions between government policy and real condition	
			Strategies of dealing/adjusting with policy change	Garnering information and maximizing communication
				Important components to address the change
				Ways of dealing with policy changes
3	MRQ 3: "What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design?"	IQ: 5 & 6	The effect of leadership toward policy change	Human resources
			School community and policy change	School facilities and resources
			Managing the policy change	Managerial components/aspects
			Policy change and its effects to the institution	Disadvantages of policy changes
			Facilities and school resources toward policy changes	Advantages of policy changes
				Effects on the institution
			resources management toward policy change	Effects on parents and students
			Organizational culture in the case of policy change	
			Organizational routines and change	
4	MRQ 4: "Does flux force schools to change their structure/organisation design?"	IQ: 7 & 8	Effectiveness and efficiency of the recent structure in regard to policy change	Standard structure required by government
			Discussion on school structure	Internal school structure record/development
			School structure and effective management system	No structural change needed
			School structure and issues handling strategy	Possible alteration on the school's structure
			Should the school structure be altered?	
			What is effective structure/school structure?	
			Government requirements of school structure	
			What influence the school structure?	

8.3 Discussing and Interpreting the Formulated Findings

8.3.1 Discussion

The findings of this study suggested that the three schools adjusted well to changing policy. Although some unique ways of dealing with the policy changes were identified, the three schools depicted similar patterns of adaptation. The adaptation process in these schools aligned closely to the framework of Dynamic Capability that was firstly elaborated by Teece and Pisano (Teece & Pisano, 1994; Teece et al., 1997). The Dynamic Capability Framework (DFC) incorporates three important components of management orchestration: sensing, seizing, and transforming. The cross case analysis of the findings suggested that the area of adaptation for these schools could be formulated within the following phases: a) questioning and understanding the situation (sensing) [C-1 and D-1 cells of table 8.3], b) identifying and defining school identity in order to guide adjustment efforts (sensing, seizing and transforming) [C-2 and D-2 cells of table 8.3], c) maximising communication, networks, and school resources (seizing, relating and transforming) [C-3 and D-3 cells of table 8.3], d) insights into the school structure (sensing, seizing, adapting, and transforming) [C-4 and D-4 cells of table 8.3]. These four themes attend to the majority of responses conveyed by the respondents. Furthermore, inquiry into the four themes uncovered components of Indonesian sustainable school adaptation in unstable public policy times.

8.3.1.1 *Questioning and understanding the situation (sensing).*

The findings showed that teachers and other important school components (human and financial resources, structures, culture, and pedagogy) of schools were engaged in sensing organisational occurrences during turbulent policy times. It confirms an assumption that these schools actually presented with internal capabilities of sensing its external and internal contexts as well as readily understanding and making sense of change situations in order to determine further actions, leading to adjustments. This organisational behaviour concurs with the first sensing capability component of dynamic capability proposed by Teece, which is the capability of an organisation to scan, create, shape, learn and interpret organisational occurrences (Teece, 2007, 2016, 2017; Teece et al., 1997). A good sensing capability will be able to help the organisation to sense and determine whether a new change or new development is an opportunity or a threat and how to act accordingly. In most cases, this activity involves some investment in research related activities (Teece, 2009, 2016, 2018a).

It is important to acknowledge that the first two interview questions (question 1 and 2) sought to understand participants' perceptions as well as obtain their insights about public

policy changes. The in-case and cross-case analysis results for the two interview questions identified several issues that were mainly related to how a school community perceives policy change and the causes of policy change. The cross-case analysis also indicated some major perceptions of the possibility of policy change in the future. Furthermore, both in-case and cross-case analyses results identified that many participants from the three schools were actively questioning organisational and changing policy conditions. They were either questioning the authority (Ministry of Education and Ministry of Religious Affairs), their school management, or their professional selves in terms of how they should react to the public policy change. At the same time, they were trying their best to understand the situation, position themselves in it, and act accordingly. These are all part of good sensing capability. In the paragraphs that follow, I illustrate how these cross-case analysis findings fit within the dynamic capability model in Table 8.1. These are indicated by the square brackets.

For example, Teacher 1 from School 1 (A/2/1) stated that she had been confused and doing many things while "running all the time" to teach her students [questioning and creating]. She also presumed that governments changed policy without conducting thorough research [relating and interpreting]. Teacher 2 (A/2/2) also mentioned that there was a time when an assessment model was changed within days [scanning and learning]. Looking at this trend, she (A/2/2) then explained that most of the teachers retained any documents related to the changed policy just in case it could be used again in the future [learning and shaping]. Similarly, Teacher 3 (A/2/3) was also confused with different cases where a policy would suddenly be replaced with another policy [scanning]. However, she was also amazed that the school immediately implemented the new policy change [learning and creating]. Many teachers were struggling during the initial stage, although everyone managed to attend to it in the end [learning]. She also mentioned that some parents were a bit unhappy with the changing situations because the students were coming home later [interpreting, recognising - threat or opportunity]. They believed that their kids were overburdened as a result of the changing expectations [interpreting]. Teacher 6 (A/2/6), on the other hand, noted that the fast-changing policy occurred as a result of new curriculum policy [interpreting, discovering, relating]. Another important matter that was sensed by all participants from School One was that the government policy would continue to change in the future [relating, interpreting]. One of the most frequently mentioned reasons was the changing of government officials ((A/2/1); (A/2/2); (A/2/4); (A/2/5)) [scanning, learning, relating, interpreting]. Thus, all the participants stated that the school community should be ready for any changes that may occur in the future.

181

Some participants from School 2 also indicated an effort of questioning as well as understanding the situation at the same time. Teacher 9 (B/2/9), for example, mentioned that policy change should be alright as long as the authorities knew what they were doing and had a clear plan in place to handle the implementation issues [interpreting, shaping]. However, she expressed some doubt about her assumption by mentioning an example where policy changes occurred in the middle of the implementation [recognizing, relating, interpreting]. She assumed that the ever-changing detail in the middle of the change process is a sign of unclear direction in policy [relating, interpreting]. In addition, she mentioned that there is also communication delay from the authorities to the school due to the complexity of coordination between Ministry of Religious Affairs and the Ministry of Education and Culture [scanning, learning, interpreting].

In the case of curriculum policy change, Teacher 11 (B/2/11) raised an important issue that the school perceived that the government (Ministry of Religious Affairs) was too slow in providing assistance to the school [learning, relating, discovering]. The school community, particularly the management team, sensed there should be something undertaken by the school to overcome this issue [learning, recognising, creating]. In response to this, the school proactively sought another alternative to help the school cope with the policy changes by inviting a resource person from the Department of Education and Culture [recognising, interpreting, shaping-developments]. Teacher 11 (B/2/11) also mentioned that the school, in some cases, raised an objection to certain policy that did not suit the school condition [creating]. However, he added that the school was always ready to implement and adjust the policy in case their appeal was overturned [shaping, creating]. Adding to her peers' perspectives, Teacher 12 (B/2/12) believed that a school system is situated within a chain of systemic components [scanning, learning, interpreting]. Thus, whenever a change occurs, it will affect the overall workflow of the system [interpreting]. In other words, one change rendered upon a component of schooling will cause changes to other components. Thus, an adjustment should be made, regardless of how small or big the adjustment is. This assumption of policy change into the future has been sensed by all participants from School 1 and 2. However, a participant from School 2, Teacher 9 (B/2/9), stated different reasons of this ever-changing policy [recognising, learning]. He stated that the main reason is an assumption which perceives successful leaders as those who establish their own legacy [relating, interpreting]. Thus, every new leader tends to introduce and establish a different policy that is different from previous leaders' policies.

Participants from School 3 mentioned similar issues and perceptions regarding the policy change and possibilities into the future. Most of the issues raised by participants from School 3 are similar to those raised in School 1 and 2 such as confusion and difficulties in coping with the new policy, information delay, and insufficient supports provided by government [scanning, learning, discovering]. Moreover, Teacher 16 (C/2/16) mentioned that the follow ups provided often only touch upon superficial matters of the policy change [scanning, relating, interpreting]. Thus, the school should actively seek support from another source to cope with the issue [scanning, learning, shaping]. In the matter of possible policy change in the future, they sensed similar patterns will occur in the future with the appointment of a new leader triggering the production of new public policy [recognising, learning, interpreting]. If new policy comes into place, the principal of the school (C/1/23) stated that some government policies may not be suitable to the school's circumstances [interpreting, shaping]. In this instance, the school will certainly make some adjustments that are meant to accommodate both government policies and the school's core principles and values [shaping, creating]. However, in certain cases, where government policy is interfering with school core principles, the school will prioritise the school core principles over government policies [learning, recognizing, interpreting, shaping, creating].

The above responses depicted similar patterns of sensing capability directed towards various nuanced organisational occurrences. It is also important to mention that sensing capability in the dynamic capability framework incorporates the ability to create opportunity and/or discover new knowledge which is supported by both information access and the ability to recognise, sense, and shape developments. Furthermore, the ability of recognising opportunity is supported by individual's capability and extant knowledge. These capabilities and knowledges comprise the learning capacities of the organisation to which the individuals belong (Ikujiro Nonaka & Toyama, 2003; Ikujiro Nonaka, Toyama, & Hirata, 2008). The opportunity or discovery creation mostly involves interpreting any available information in the organisation's context. Someone, or a unit of an organisation, should be able to scan, monitor, and relate the information—which could be invoked by a conversation between employees, a picture, a chart, science or technological breakthrough, government regulation, or even frustration expressed by employees or customers—with organizational resources, costumer needs, and market responses (Teece, 2007, 2009, 2016, 2018a).

8.3.1.2 *Identifying and defining school identity in order to guide adjustment efforts (sensing, seizing, and transforming)*

Some of the findings depicted a simultaneous effort of identification and consideration toward different factors circulating around policy change issues prior to the actual action of adjustment. More importantly, the schools have demonstrated capabilities to position themselves toward the involved parties, in terms of prioritising each school's declared core values, other stakeholders, or government agendas. This capability, to some extent, can be considered as a seizing capability, identified by Teece as the capacity of an enterprise/organisation to create, adjust, hone, and, if necessary, replace the business model. The choices seized by the organisation would help determine the design of their business model (Teece, 2007, 2009, 2016, 2018a). Furthermore, Teece (2007) noted that a better result could be achieved if the organisation considers multiple alternatives, develops a thorough investigation and understanding of users' needs, analyses the value chain thoroughly in order to understand the best way of addressing customer needs and wants, and opts for neutrality or a relative efficiency perspective to outsourcing decision (Teece, 2007).

In addition, the adjustment strategies of seizing and transforming, which incorporate collecting information, synergising the school resources, distributing the information, prioritising the issue regarding the school situation and condition, and executing the agreed plan, implemented by the schools through their team are reflections of what Teece has noted as transforming capability, by which the firm/organisation tries to gather all resources and reconfigure all the assets in alignment to changes occurring in the marketplace. In some cases, the organisation might need to use the effort to escape from unfavourable paths of dependencies (Teece, 2007). The last mentioned 'act' happened to School 3 which tried to resolve a tension between government policy, its own school values, and its foundation board's decisions. In this case, the school chose to prioritise the foundation board and the school values over government policy because implementing the school core values was integral to highly valued schooling purposes.

The responses to interview questions number 3 and 4 provided participants' views about how the three schools coped with the rapidly changing policy. More importantly, the responses portrayed some of the actions undertaken by the schools to adjust to unstable public policy. The findings suggested that the three schools began with an effort of collaborative reflection and identification prior to determining their actions toward policy change [considering, investigating]. Key reasons for these preliminary communication and

reflection efforts were to justify and identify the most appropriate adjustment actions toward the newly implemented policy. Following the identification, the schools determined adjustment actions which accommodated the new policy implementation without jeopardising their school's core values and available resources [adjusting, honing, reconfiguring, creating].

The analysis results indicated that the three schools displayed efforts of identification and problem analysis prior to undertaking any actions, although each school had its own way of doing it. In School 1, for example, most respondents stated that there is an issue identification and analysis prior to decision [investigating, considering]. Teacher 4 (A/2/4), for instance, stated that there was a designated team that was assigned to undertake initial discussion and analysis relevant to any school matters before further action was undertaken [considering, investigating, reconfiguring]. She (A/2/4) explained that the effort of identification and analysis is now carried out by the management team (principal and vice principals) [adjusting, honing through internal structure]. This explanation was confirmed by some other teachers including those in the management team. Teacher 7 (A/2/7), as a management team member, explained that the discussion analysis of all school matters is usually carried out in the management team's regular meeting which is held every week [reconfiguring, adjusting]. Similarly, School 2 has a think tank team which serves a similar purpose to the management team in School 1. The only difference is that in School 2 there is another team that does initial screening and problem identification, as well as providing recommendations [considering, reconfiguring, adjusting through external structure]. This team is under the supervision of vice principal for quality development. Thus, School 2 has two layers of identification and analysis of problems. In contrast to the other two schools,] School 3 did not show a formal identification and analysis process in response to school problems. However, most participants stated that the process was carried out directly by the principal and her 'informal vice principal' [reconfiguring, adjusting through internal structure].

In terms of the way the schools handle the public policy changes, the findings suggested that three schools have similar adjustment patterns which were:

1. Pre-implementation, gathering related information [considering, investigating];
2. Discussing, analysing, and designing an action draft [analysing, reconfiguring, adjusting, aligning, creating]; and

185

3. Consulting on and refining the draft, implementing the agreed action plan [reconfiguring, adjusting, honing].

In general, the process incorporated three main steps. First, pre-implementation (gathering information and decision-making process), implementation (consultation, adjustment, execution of the plan), post implementation (reviewing and finding alternative solution if needed).

Another important finding that should be highlighted is the fact that the school community absorbed some information about the changing policy and conceptualised certain impressions about the situation. They internalised and comprehended the situation and self-reflected it with their situation and condition [adjusting, honing, reconfiguring]. Some respondents, for example, provided examples whereby the newly issued policy affected the school's organisational delivery such as teaching routines, teaching and learning period organisation, and assessment methods. In regard to these schooling components, some teachers stated that they can only follow government regulation because they teach in a public school, while other teachers believed there was more scope to adjust the government policy (teachers from School 1 and 2) [considering, adjusting, reconfiguring, honing] . In contrast, teachers from the private school position themselves differently. They tend to follow the foundation board's directives rather than government policy (teachers from School 3) [reconfiguring, adjusting, replacing/escaping from unfavourable path of dependency].

On the other hand, the school community perception about policy change also raised the issue of how the schools positioned government policy in relation to schooling purpose [reconfiguring, adjusting]. A tension occurred when government policy/agendas interfered with schools' core values and school improvement agendas. In this instance, the school should extend some effort to identify and define the school core components and its resources (sensing and seizing) in order to provide appropriate responses that would not jeopardise either government or school agendas (adjusting), although some respondents suggested that their school would prioritise the school core values over the government agendas [reconfiguring, adjusting, replacing/escaping from unfavourable path of dependency].

8.3.1.3 *Maximising communication, networks, and school resources (seizing, relating and transforming)*

The effort of maximising and orchestrating resources is a type of transforming capability that has been demonstrated by the three schools in the study. In regard to this

transformation process, Teece noted that it requires a good management or leadership skills. The leader should be able to manage and sustain a conducive working environment during the transformation process because tension between employees or stakeholders is unavoidable during the change. Moreover, the top management team should be able to swiftly generate a strategic vision that is flexible enough to perform the new strategy effectively (Teece, 2016).

The cross-case analysis of interview question 5 summarised changes that happened as a result of public policy flux creating both advantageous and disadvantageous effects upon the schools' organisational performance. Regardless of both advantageous and disadvantageous, it is important to note that the schools have successfully maintained and transformed the differences into positive outcomes, which are teachers upgrading their skills and nurturing positive habits of independent learning in students [reconfiguring, adjusting, honing].

The above success could be the result of the industrious efforts of the components of the school to maintain and synergise all resources in order to cope with the required change [reconfiguring, adjusting]. The synthesis of different responses to interview question 6 portrayed four important factors that contribute significantly to the survival of the schools toward the rapid changes of curriculum or government policy namely: human capital (students, teachers, staff, parents), school resources and networks, and managerial components/aspects [considering, analysing, reconfiguring, adjusting, aligning, honing]. The responses have showed how the three schools utilise and maximise the aforementioned factors to help the schools cope with fast-changing public policy.

Many respondents stated that their schools had very capable leaders who were highly qualified and experienced (some with more than 10 years of experience) in their field. Teacher 6 (A/2/6) and Teacher 2 (A/2/2), for example, described their leader as well experienced, responsive, and able to provide good solutions, with professional capabilities in place to anticipate plans of action in case further changes presented [scanning, learning, considering, interpreting]. Moreover, the school leaders' experiences have also helped them to build strong relationships and networks with all school stakeholders, including government and non-government institutions [reconfiguring, adjusting, honing]. Furthermore, the school leaders have also been supported with good and capable managerial teams, in terms of vice principals and other school units. Therefore, the schools have had good

managerial tools to manage and orchestrate its network and resources to cope with public policy flux.

Maintaining good relations and affirming communications with authorities has enabled the schools to obtain valid and clear information regarding the change issues. In some cases, the schools can even access and take advantage of the resources available in the Department of Education [reconfiguring, adjusting, honing]. On the other hand, information and resources from non-government institutions helped the schools to obtain different perspectives about government policies as well as balance their judgment of government information. A well-maintained school network could help the schools through real experience sharing, as some schools may have certain information that was not accessible to other schools [learning, interpreting, adjusting, reconfiguring, shaping, creating, honing]. In addition, some schools may have experience with certain issues that can be shared, as a reference, to other schools that are dealing with similar issue. Such information could mainly be achieved through school communities of practice networks such as subject teacher associations (MGMP) and subdistrict school association units (KKM/KKS) [learning, relating, interpreting, reconfiguring, adjusting]. Therefore, maximising communication and networking through all possible sources and levels is highly important for schools in order to be ready for any possible government policy changes in the future.

8.3.1.4 *Insights into the school structure (sensing, seizing, adapting, and transforming)*

Interview question 7 and 8 sought to answer the research question which focused on whether the school structure has been forced to change by the occurrence of flux. The cross-case analysis result suggested that participants from School 1 and 2 had different experiences to participants from School 3. Most participants from School 3 suggested that there were no (significant) changes in their school structure or organisational design which were caused by policy change [scanning, learning, interpreting]. School 3 has the simplest organisational structure of all three schools, which comprises of a principal, a vice principal, and an administrative staff member, as confirmed by the school principal (C/1/23). The structure has remained simple throughout the school's organisational history. The changes to occur were mainly the ad-hoc teams that were sometimes created to respond to specific school needs [scanning, learning, interpreting].

In contrast, respondents from School 1 and 2 have suggested some changes to their structure [scanning, learning, interpreting]. However, most of them stated that the changes

were not directly affected by government policy change. Most of the changes were suggested in accordance with the school necessities [scanning, learning, interpreting]. School 1 and 2 also have more complex school organisational structures compared to School 3. School 1, for example, has five vice principals, and a head of administrative staff who coordinates more than four staff. In addition, all vice principals have official school units that help them plan, execute, and evaluate their programs. A similar situation can be seen in School 2. In fact, School 2 has six vice principals. Among those six vice principals, there is a vice principal for quality development (WPM). The WPM and his team are entrusted with most initial processes of issue identification, analysis, and drafting of action plans. Their efforts are similar to the concepts of sensing and seizing in the dynamic capability framework.

Having outlined the above structures, the three schools mentioned that their existing school structures have been effective in dealing with policy changes and government policy in general. Some respondents suggested the possibility of adjusting the school structure, but the experience proved that the schools' structures have served their purposes well.

The responses on how participants perceived school structure (management team) and its function in relation to policy changes seemed to depict a reverse assumption from the dynamic capability perspective, which suggests that top management leadership skills are important to maintain the dynamic capabilities of an organisation (Teece, 2007). Good leadership skills would ensure appropriate asset orchestration and corporate/organisation renewal process, including routine redesign (Teece, 2007). It seems that the school structure has no significant effect on the success of the schools in handling the policy change issue. However, if we review the history of the process, we would find that the schools have been experiencing and handling policy change issues over time. This experience has helped them in dealing with the issue. In other words, they have internalised the system and developed a pattern that can creatively adjust and overcome any problem that occurs. This has been confirmed by Teece (2016) that dynamic capability should not be attached only to certain individuals. It should rather be embedded and internalised inside the enterprise/organisation itself (Teece, 2016).

Thus, the type of the school structure does not necessarily determine its effectiveness in handling public policy change. Rather, it is the existence of an organic function that enables the structure to adjust and adapt itself to the changing contexts occurring inside or outside the school/organisation (dynamic capability). Moreover, the embedded function can

orchestrate its authority into actual acts that help the school/organisation to deal with changing organisational contexts, which Zaara et. al. (2007) defined as substantive capability

8.4 Dynamic capability in Indonesian Schools

The above elaboration of the four adjustment areas has indicated that the dynamic capability framework is suitable to the situations occurring in the schools being studied. However, before proposing further conclusion to the discussion, it is important to consider a few more questions regarding the suitability of the model to the context and the literature in general.

First, why does the Dynamic Capability framework fit in the settings? It is true that the dynamic capability framework is actually a model developed within the context of business. Therefore, applying the dynamic capability model in an education setting could be considered tenuous. This study utilised an open-coding method to seek understandings of how schools in Indonesia adapt to change to explore the possibility of an alternative model to that of dynamic capability. The discussion to this point indicates that the responses of these three schools align with the Dynamic Capability Model. One explanation for this is that the model was developed to help an enterprise to survive or perform well in competitive and volatile environments (Teece, 1997; 2007; 2016) and, as indicated in the earlier section of this chapter, schools in Indonesia now find themselves in such environments.

It is also important to acknowledge that the Dynamic Capability Framework assumes that business enterprises are relatively free from government intervention. There are some regulations that need to be accounted for, but these regulations are mostly market driven such as fair treatment of workers and ensuring the payment of taxes. Therefore, they need to be continuously monitoring the marketplace. On the other hand, schools are public institutions that are established to produce a public good (service/product) and relatively much less free (or much more constrained). Thus, the two contexts are different in nature. In this sense, the schools have much less need for vigilance, and certainly less need to have the kind of boundary scanners on high alert, like they would have in business.

Additionally, it is important to consider the fact that the education sector is becoming more like the business sector. Some scholars stated that this trend is one of the effects of the neoliberal wave (Fielding 2006; Montgomery, 2016). Educational institutions, including schools, have become more competitive than ever before. In this environment, schools have to

enact innovative ways of promoting themselves to parents. Schools are being asked to be able to accommodate changing market needs. In addition, Indonesian schools are situated in an unstable public policy context which requires the schools to constantly adjust. In short, although, the original setting of the Dynamic Capability Model was different from the schools being studied, the setting of the education sector now closely resembles that of business. A competitive and volatile environment is familiar to leaders of schools and business. However, it is also important to acknowledge that the Dynamic Capability framework might be less important for some schools in remote areas because the competitiveness and complexity of the environment are minimal. Therefore, there is less need for vigilance in the marketplace.

Another important aspect that may determine the suitability of the Teece model to the schools being studied is the fact that the model is a conceptual model. Conceptual models are often criticised as being too abstract and lacking detail. This has been one of the critiques of the Dynamic Capability framework. The critique pointed out that the framework has not provided a detailed process to boost organisational performance in order to deal with changing environment (Danneels, 2008, 2011; Gajendran, Brewer, Gudergan, & Sankaran, 2013; Helfat & Winter, 2011; Kraatz & Zajac, 2001; Kuuluvainen, 2012; Winter, 2003). Thus, the coverage of the model will be very broad. It encompasses any enterprises or organisations that undertake similar efforts in sensing, seizing, and transforming. However, Teece, when he compared dynamic capability and Porter's strategy, explained that dynamic capability framework does not specifically provide detailed strategy because the nature of dynamic capability is assembling and orchestrating idiosyncratic resources; uniquely specific to every enterprise/organisation and difficult to replicate across settings (Teece, 2009). Therefore, the strategy could be different from one enterprise to another. It merely depends on the internal and external context of the organization as well as the available resources because dynamic capability could be considered as a resource management-based model.

Apart from the abovementioned factors, it is also important to note that the schools have had a long history of facing policy changes. They have experienced different types of changes in their curriculum. They have also had experience changes in their schooling system such as the withdrawal of the International Standardized Schooling Program (School 1 and School 2 case). These changes signify the fact that they have already had experience in dealing with government policy changes. Thus, they may already be accustomed to the situation and may have developed certain models of action to anticipate change. In addition, all the schools are identified as having well experienced leaders that are supported by reliable school

management teams and school management systems. The existence of both a good management team and school management system is one of the features that could aid the orchestration process of the Dynamic Capability Model (Teece, 2016)

Second, what value does this research offer to leaders, policy makers and the literature generally? The nature of this research, which investigates how schools in Indonesia adapt to unstable public policy, has provided some insight as to how the three schools handle public policy flux. In general, the process involves knowledge retention and knowledge reinterpretation. As it has been stated above, many schools in Indonesia were experienced with policy change prior to this study being conducted. This suggests that the schools already had some retained knowledge from the previous organisational occurrences. The retained knowledge then will be reinterpreted in accordance with the newly occurred organisational context. Thus, the schools need to manage their resources in order to generate an appropriate response to the newly changing context; knowledge generation. In this instance, the schools have used the framework of dynamic capability to reconfigure the available resources to address the changing environment using knowledge retention and knowledge interpretation (Marsh & Stock, 2006).

This research has also uncovered some important considerations for policy makers prior to establishing new policy. The responses depicted by participants have portrayed some important issues occurring during the process of adaptation. These include delayed information, budgeting issues, follow up management issues (training and workshop organisations), thorough research prior to the policy implementation, and continuous development plan issues. This research has also acknowledged some awareness of other schools to be prepared and ready for any changes occur, not only changes from government, but also from other stakeholders: students, parents, teachers, other schools, and business influence.

More importantly, this research has identified a certain pattern of organisation design, both structural and contextual dimensions (Daft, 2010), that has been displayed by the three schools. Structurally, the design suggests the existence of two types of organisation body: the think tank team and the school organisational units. The two bodies help the schools to provide appropriate response to the policy change and, at the same time, consolidate the schools' resources in order to achieve better performance. The think tank team orchestrates the dynamic capability framework while the school organisation bodies

translate it into substantive capability which execute the agreed plan into actual actions. Thus, this study provides Indonesian schools with an example of organisational design that is able to constantly adjust to any changes that occur (see Figure 8.1). Figure 8.2 illustrates the orchestration of dynamic capability and substantive capability within the organisation.
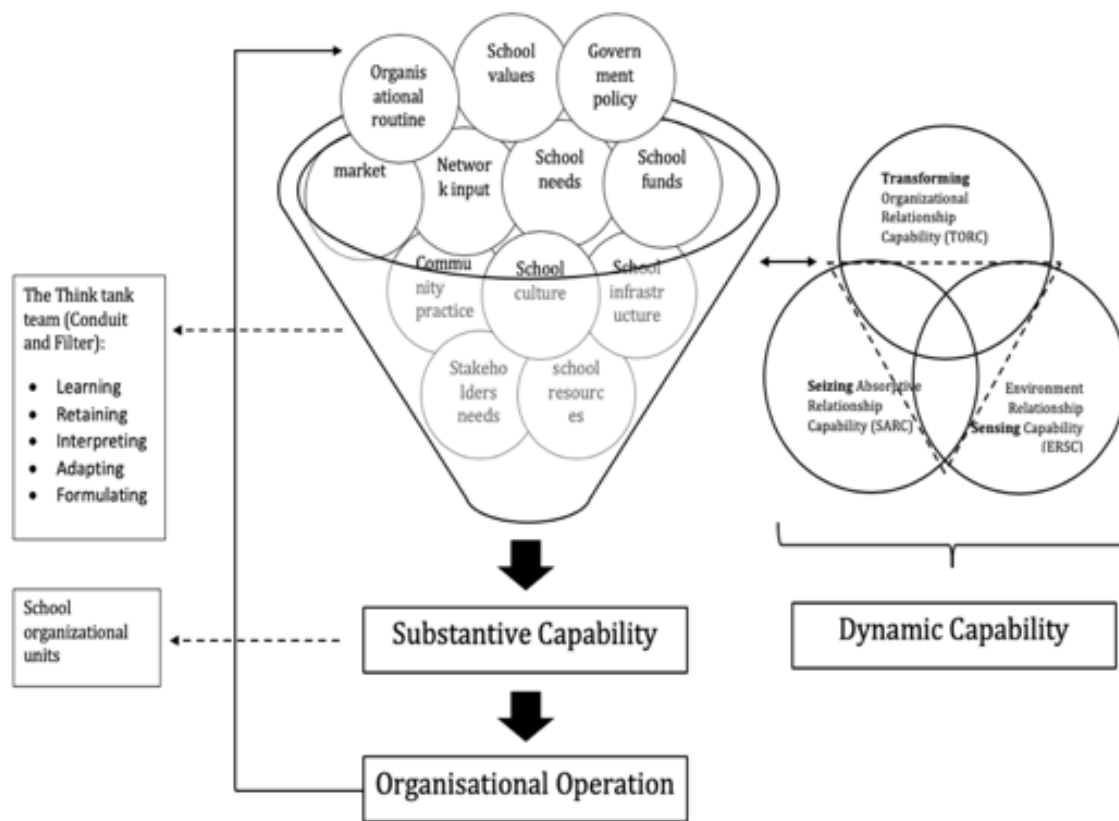
Figure 8.5: The orchestration of Dynamic Capability and Substantive Capability

Figure 8.2 illustrates the orchestration of dynamic capabilities that operate within an organisational design. The figure starts with the fact that organisational occurrences (internal and external) often penetrate and influence how organisations operate. The figure assumes that dynamic capability is internalised and embedded in the think tank team within the organisation (see Figure 8.1). The team functions as both conduit and filter. It senses all organisational contexts and occurrences, seizes some of the most suitable opportunities and synergises them with the internal organisational resources, then synthesises and transforms them into ideas/product knowledge, design/features that are adjustable and suitable to the current conditions in the marketplace. Following that, the organisational units translate and execute the features into actual organisational routines and operations. The figure also depicts that the process of sensing, seizing, and transforming involves learning, retaining, interpreting, adapting, and formulating the available resources.

193

In terms of the literature, this study has provided another nuance for dynamic capability research. This study could be understood as support for the model through practical field study. Moreover, this study could be seen as adding a different contextual background for the model, which is the Indonesian context as well as education settings. In other words, this study could be considered as building theory for future research, particularly the possibility of applying the dynamic capability framework in the education sector.

Third, what recommendations could be offered to school leaders in order to follow Teece's Model in their organisational design? There are four important matters that need to be considered by any school leaders in order to maximise the positive impact of dynamic capability. First, one of the important features of the schools being studied is the effort of the school principals and some other participants to instil the culture of openness and acceptance toward change. The culture of openness is important because, through this culture, change could be well executed. Without the openness and willingness of the school community, the plan would not be able to be actuated. This has been stated by the principal of School 2 who assessed that the change effort was a bit slow because some of the teachers were unable to accept the fact that they have to move on and adapt to the changes. Instead, they remained trapped in their old routines. Second, There also must be the the willingness to put more investment in research and development. As suggested by dynamic capability promoters such as Teece, investment in research and development is an important step to actuate sensing capability (Teece, 2013, 2014b, 2016, 2018b, 2019). This investment will enable the schools to identify opportunities and threats occurred in their organisational context (Teece, 2007; 2009; 2016). Third, maximising and making use of school networks and school communities of practice, such as school subdistrict working units (KKM/KKS), parent teacher associations (PTA/POG), subject teacher associations (MGMP), and school committees (Komite Sekolah). Fourth, making sure that the Dynamic Capability Framework (DCF) is internalised in the school management system, not only in the management team members. This can be done by creating a think tank team (formally or informally within the school/organisation structure) and defining its function and role.

8.5 Chapter Summary

In short, regardless of the fact that each school has its own unique features in dealing with a continuously changing public policy environment, it can be concluded that the schools

have demonstrated similar patterns of dynamic capability in adjusting to the changing environment for at least for two reasons. First, the three schools have successfully instilled the framework of sensing, seizing, and transforming in their organisational desig. In fact, School 2 has a distinct think tank that resembles a research and development unit as suggested in the literature (Jiang et al., 2015; Teece, 2013, 2014b, 2016, 2018b). Second, the three schools have integrated the capabilities into their organisational system and routines, not leaving the capabilities only attached to the individuals in the organisation. However, School 1 and 2 are limited by their status as government schools; they don't have the 'freedom' to tailor their programs, instead they have to adjust to government regulation and, at the same time, please other stakeholders such as parents and the business marketplace. On the other hand, School 3 has been identified as having more independence in tailoring their school program because it is a private school.

The research findings suggested that all three schools displayed a similar adjustment pattern which incorporated (1) questioning and understanding the situation, (2) identifying and defining school identity in order to perform the efforts of adjustments, and (3) maximising school resources to handle public policy change issues. The aforementioned actions align closely with the dynamic capability framework, incorporating sensing, seizing, and transforming, as promoted by Teece. Many studies have noted that dynamic capability helps organisations (entrepreneurs) to cope with and sustain operations within unstable conditions. However, very limited studies use the framework of dynamic capability within educational institutions. This study suggests that dynamic capability frameworks are applicable to educational institutions. Therefore, equipping educational institutions, particularly in the Indonesian context, with three main capabilities—sensing, seizing, and transforming—that may help institutions to sustain and perform well in unstable conditions.

9 Conclusion and Recommendations

9.1 Chapter Introduction

This chapter provides an overview of the study as well as concludes and summarises the findings and the overall result. It begins with insights unearthed in relation to the key questions of the study, followed by an account of the limitations and delimitations of the research, concluding with some key recommendations.

9.2 Conclusion

Neoliberal ideology and the uncertainty of national political context are some of the factors that contribute to popular unrest happening in Indonesia. To some extent, the unstable environment creates uncertainty in government regulation. Many government and private organisations, including schools and other educational institutions, are situated within unstable environments that require constant adaptation, The governance structures of Indonesian schools have contributed to further complexity. Therefore, flexible and adaptive organisational design and process could be regarded as an important factor to ensure organisational sustainability. This will help schools in providing appropriate response to public policy flux. It is also important to understand the key organisational capabilities that assist appropriate responses to environmental flux. Therefore, it can be argued that sufficient understanding of these organisational capabilities can help Indonesian schools to flourish in the face of public policy flux.

This study investigated how Indonesian schools adapt and sustain themselves during unstable public policy times. Moreover, it also sought to disclose the key organisational components of the three selected schools and their responses to considerable public policy flux. In order to answer the above question, this study was guided by four main research sub-questions:

1) How do schools respond to turbulent situations?
2) How do schools adjust to extreme flux in their internal and external contexts?
3) What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design?
4) Does flux force schools to change their structure/organisation design?

The investigation of the three schools uncovered important information on how the three schools managed their resources and adjusted with the advent of changing policy. In order to provide a clear and focused examination, the elaboration will be organised according to the above stated research questions.

9.2.1 How do schools respond to turbulent situations?

Different responses have been displayed by participants on this matter. Some of them were raising concerns about information delay while others were questioning the readiness of government to provide support prior to and after the implementation of the new policy. Another important matter that should be considered is the fact that most of the participants stated that they were already experienced with this type of changing situation over a long period of time. Moreover, most of the participants stated that they believed that policy changes would still be occurring in the future for various reasons such as the appointment of new government officials, and different presenting agendas between the previous government official and the newly appointed leader.

Based on the above responses, it can be inferred that the participants have been able to develop a pattern of questioning and understandings of how to respond to new situations in their schools over a significant period of time. These patterns of behaviour resemble one of the key elements of the dynamic capability framework, namely, sensing capability, which incorporates ability to scan, monitor, relate, learn, shape, create, and interpret any phenomenon and development happening in their schools. Moreover, sensing capability allows the school community to recognise, sense, shape, and create opportunity and/or discover new knowledge through relating and interpreting the organisational resources and newly occurred phenomenon.

9.2.2 How do schools adjust to extreme flux in their internal and external contexts?

The three schools displayed two important actions to cope with flux impacting their organisations. First, identifying and defining the school's core components and its available resources in order to provide appropriate responses toward the changing policy. This step is important to position the schools toward government agendas, particularly when there is a possibility of tensions between school values and government agendas. In this situation, the choice could be adjustment or prioritising one of the available choices. Second, determining and executing adjustments. The findings indicated that the adjustment strategies involved collecting information, synergising the school resources, distributing the information,

prioritising the issues regarding the school situation and condition, and executing the agreed plan.

The above actions have highlighted the fact that the school communities absorbed some information about the changing policy and conceptualised certain impressions about the situation. They internalised and comprehended the situation, and self-reflected upon their various situations and conditions. These actions indicated that the schools considered multiple alternatives, developed a thorough investigation and understanding of stakeholders' needs, analysed the value chain thoroughly in order to understand the best way of addressing stakeholders' needs and wants, and opts for neutrality or relative efficiency perspective toward the problems. It confirmed that all of the schools displayed an ability to create, adjust, hone, and, when or if necessary, replace their business model (seizing capability). At the same time, the schools have demonstrated the capability to gather all resources and reconfigure assets in alignment to changes occurring in the environment (transforming capability).

9.2.3 What are the factors that contribute to the effectiveness of schools' responses under extreme environmental flux and sustainable school organisational design?

The analysis results uncovered two important factors that contribute to the effectiveness of the three schools' adaptation under extreme environmental flux. First, maximising their communication, networks, and school resources. Nurturing good relationships and communication with every possible stakeholder, including authorities, school networks, teacher and parent associations, collectively contributed positive impact to the effort of the schools to cope with continuous public policy change. Authorities helped the schools to obtain valid information regarding certain issues as well as schools taking advantage of the available resources in government institutions. On the other hand, school networks benefitted the school through practical and authentic experience sharing about the issue because some schools may have certain experiences and privileges not accessible to other schools. Second, utilisation of a think tank team that orchestrates the dynamic capability framework. The three schools displayed similar patterns of optimising a think tank team, although the dynamics of the team presented differently in each school. The main duties of the team were to coordinate resources, analyse any occurring issues thoroughly, and supporting and orchestrating the process of pre-implementation, implementation, and post-implementation of any school policy.

Based on the above findings, the think tank team has helped the three schools to sustain organisational processes and schooling life during unstable public policy times by orchestrating three key elements of dynamic capability of an organisation, namely, sensing, seizing, and transforming capability. In this case, the findings suggested that an organisation design that is equipped with dynamic capability could help schools to cope, adjust and sustain during unstable public policy times.

9.2.4 Does flux force schools to change their structure/organisation design?

The findings suggested that the three schools experienced some structural changes. However, most of the respondents stated that the structural changes were not directly implicated by the everchanging government policies; most of the changes were happening as the result of internal school organisational needs. Moreover, the respondents suggested that school structures were very effective in dealing with public policy change. Thus, most of them believed that no structural changes were needed. In these cases, the school structure seemed to have no significant effect on the success of the schools in handling the policy change. However, it is important to acknowledge the fact that all three schools had a long history of dealing with public policy change; they are well experienced in handling it. It also suggests that the three schools have internalised the system and developed a creative pattern to adjust and overcome any presenting problems. In other words, the dynamic capability framework has been embedded and internalised inside the enterprise/organisation itself.

The above arguments suggested that the type of the school structure does not contribute direct effects to the success of the schools in handling public policy change. Rather, the existence of an organic function that enables the structure to adjust and adapt itself toward the changing contexts occurred inside or outside the school/organization (dynamic capability). Moreover, the embedded function can orchestrate its authority into actual choices that help the school/organisation to deal with changing organisational contexts. Thus, this is a substantive capability of the three schools in question.

9.3 Limitations and Delimitations of the Study

It is important to acknowledge that this research has some limitations., These limitations come from two directions: firstly, the process of conducting the research and, secondly, the generalisability of the research. The process of conducting the research was done within a constrained time frame. As the part of a doctoral study, the data collection of this research can only be conducted over a six-month time frame. Therefore, the researcher

delimited some other parts of the research, such as the number of participants as well as the number of schools being studied. In addition, the written component of this study is limited to a word count of 70 000 to 100 000 words.

This research is a qualitative exploratory study. The nature of this research means that the findings cannot be generalised. Rather, its purpose is to obtain a thorough understanding of the phenomenon being studied. Therefore, the findings reside within the constraints of the context where the study was conducted. Thus, any other matters that are outside of the context could be regarded as beyond the research focus. However, the study might be replicated in other contexts with similar attributes or conditions.

Furthermore, it is important to emphasis the fact that the theoretical approach used in this study was mainly focused on investigating and uncovering the adaptation process of the schools being studied. It has used a more rationalized approach to the analysis of the data using the dynamic capability theoretical lens in order to find the adaptation pattern/framework displayed by those schools studied. This study intentionally did not analyse and correlate the capability of the schools to respond to their environment with students' performance because, as indicated by Zahra et al (2006), dynamic capability does not correlate directly with organisational performance. Therefore, it is important to acknowledge the fact that some other theoretical approaches in the literature could also be used to analyse the data presented in this study. Alternative theoretical approaches may offer different perspectives of the data acquired in this study.

One of the theoretical approaches that could be used to analyse the data in this study is the new institutionalism in education approach (see Meyer and Rowan, 1977; Meyer, John W., and Scott, W. Richard, 1992; Rowan, Brian., and Meyer, Heinz-Dieter. 2006; Dale, 2009). One of the arguments in institutionalism approach presumes that effective school structures can signal, in turn determine, effective instructional process in the classroom. Thus, institutional and instructional aspects of the schools are argued to be "loosely coupled" (Rowan, Brian., and Meyer, Heinz-Dieter. 2006; Andre Lecours, 2005). However, the other argument in the new institutionalism states that both the structure and the instructional aspects of school determine the survival and the performance of the school. Therefore, the two aspects should be "tightly coupled" in order to achieve effective structure and boost performance (Andre Lecours, 2005; Rowan, Brian., and Meyer, Heinz-Dieter, 2006; Dale, 2009). To some extent, the new institutionalism approach could be used to understand the linkage between the

school organisational structure and the instructional aspect of education happening between teachers and students. Furthermore, the new institutional theoretical approach could be used to identify, connect, and synergise the structural transformation of the school (as the result of adjustment to external contexts) in line with instructional aspects of teaching and learning. Thus, educational performances could be linked with the management structure of the school.

However, the new institutionalism approach takes students' performance as its single measure of a school's sustainability. It disregards the fact that the relationship between the school structure and other factors, such as school values (schooling purpose), stakeholders' interests, and school resources, is robust and varied. Sustainability cannot be judged through a single lens of school structure and students' performance on academic tests. For example, in school three, the management board and parents valued the comprehension and implementation of the Islamic values more than students' performance on national exam. This one example of a perspective on schooling purpose clearly interferes with the value of the relationship between school structure and student performance. Schools in Indonesia do need to attend to students' performance. However, this is only one feature of the environment that shapes their existence. Therefore, this study is intended to uncover and yield clear findings on how Indonesian schools adapt to unstable public policy times rather than a perspective of a limited measure of success.

9.4 Recommendations

Two types of recommendations could be proposed from this research. The first is a policy focused recommendation (practical recommendation) and the second is a research focused recommendation (academic recommendation). The two types of recommendation mentioned have been addressed to three main audiences, which are policy makers, school leaders, and academics/researchers.

In terms of the practical recommendations, there are two things that can be recommended to policy makers. First, the opinions and insights provided by the participants on how they perceive public policy was issued, and how it was implemented and maintained, could be treated as good input for future reference prior to, in the process of, and post public policy implementation. Moreover, some of disappointment expressed by the participants concerning public policy management could also be minimised or nullified in the future. Therefore, it is important for policy makers to conduct thorough preparatory research work with key stakeholders prior to the implementation of policy. Such a research approach will

not only provide a strong and informed basis for the policy design but also identify possible problems that may occur during the implementation and post implementation phases of the policy. Second, the findings of this research related to how the schools' management processes could be used as a reference point for the policy makers to recommend the orchestration of the dynamic capability framework to school leaders or other educational institution leaders in Indonesia. In this case, the schools that present with similar contextual attributes and geographical settings to the three schools being studied could adopt the orchestration of dynamic capability framework to be sustainable during unstable public policy times or any types of environmental flux.

As for the academic recommendation, it has been acknowledged in the previous chapter that this research has discovered and highlighted some key points that can help schools deal with unstable policy within their organisational environment. The findings suggested that the three schools have orchestrated the framework of dynamic capability to manage their resources and synergise them with the occurring new policy phenomenon. In this regard, this study could be seen as building theory for future research. Therefore, it recommends conducting further research which specifically bases its assumptions on the findings of this research in order to test the conclusion reached, as well as test its suitability in a wider context, which is Indonesian education settings. By doing so, the extended research will provide two important contributions: strengthening the foundation of this theory by providing more practical or clinical examples and providing strong theoretical basis for policy makers and educational leaders in resource management issues, particularly those that are situated within unstable environments. In addition, such further research could be designed in an explanatory research model (quantitative research) with a bigger sample that can provide greater impact as well as test the validity of this research. Moreover, the available data gathered through this research could also be analysed using different theoretical approach such as the new institutionalism approach. This analysis may provide further practical guides for education practitioners as well as policy makers because this analysis is believed to be potentially linked to the rationalized analysis provided by dynamic capability with the instructional practices for teachers and students. Such a link, if established, could provide a significant theoretical approach that influences practitioners and researchers alike. In the end, the conducted research will contribute to, and enhance the richness of, the literature in the type of research concerned.

10 Bibliography

Adler, P. S., & Kwon, S.-W. (2002). Social Capital: Prospects for a New Concept. *The Academy of Management Review, 27*(1).

Adner, R., & Helfat, C. E. (2003). Corporate Effects and Dynamic Managerial Capabilities. *Strategic Management Journal, 1*(24).

Ambrosini, V., Bowman, C., & Collier, N. (2009). Dynamic Capabilities: An Exploration of How Firms Renew their Resource Base. *British Journal of Management, 20*, S9-S24. doi:10.1111/j.1467-8551.2008.00610.x

Anderson, G. J. (1998). *Fundamentals of educational research* (2nd ed. ed.). London: Falmer.

Anzar, A. (2016). Kurikulum Pendidikan Di Indonesia Sepanjang Sejarah (Suatu Tinjauan Kritis Filosofis). *Jurnal Pendidikan dan Kebudayaan, 13*(66), 340-361. doi:10.24832/jpnk.v13i66.354

Astakhova, K., Korobeev, A., Prokhorova, V., Kolupaev, A., Vorotnoy, M., & Kucheryavaya, E. (2016). The Role of Education in Economic and Social Development of the Country. *International Review of Management and Marketing, 6*(1S), n/a.

Augier, M., & Teece, D. J. (2009). Dynamic Capabilities and the Role of Managers in Business Strategy and Economic Performance. *Organization Science, 20*(2), 410-421. doi:10.1287/orsc.1090.0424

Ball, E. L. (2015). Response-Public Scholarship and Neoliberalism. *Journal of Modern Greek Studies, 33*.

Baraldi, E., Gressetvold, E., & Harrison, D. (2012). Resource interaction in inter-organizational networks: Foundations, comparison, and a research agenda. *Journal of Business Research, 65*(2), 266-276. doi:10.1016/j.jbusres.2011.05.030

Bellamy, G., & Goodlad, J. (2008). Continuity and Change In the Pursuit of a Democratic Public Mission for Our Schools. *Phi Delta Kappan, 89*(8), 565-571.

Ben-Ner, A., Kong, F., & Lluis, S. (2012). Uncertainty, task environment, and organization design: An empirical investigation. *Journal of Economic Behavior & Organization, 82*(1), 281-313. doi:10.1016/j.jebo.2012.02.009

Beverland, M., & Lindgreen, A. (2010). What makes a good case study? A positivist review of qualitative case research published in Industrial Marketing Management, 1971–2006. *Industrial Marketing Management, 39*(1), 56-63. doi:10.1016/j.indmarman.2008.09.005

Block, P. (1987). The Empowered Manager: Positive Political Skills at Work. San Francisco, CA: Jossey-Bass.

Blossing, U., Imsen, G., & Moos, L. (Eds.). (2014). *The Nordic Education Model*. New York London: Springer.

Blyler, M., & Coff, R. W. (2003). Dynamic capabilities, social capital, and rent appropriation: ties that split pies. *Strategic Management Journal, 24*(7), 677-686. doi:10.1002/smj.327

Bockman, J. (2013). Neoliberalism. *Contexts, 12*(3), 14-15. doi:10.1177/1536504213499873

Bonnor, C. (2012). *What makes a good school?* Sydney, N.S.W.: Sydney, N.S.W.: New South Wales.

Boonstra, J. (2013). Cultural change and leadership in organizations: A practical guide to successful organizational change. Malden, Mass.: John Wiley & Sons.

Breznik, L., & Lahovnik, M. (2014). Renewing the resource base in line with the dynamic capabilities view: a key to sustained competitive advantage in the IT industry. *Journal for East European Management Studies, 19*(4), 453-485.

Brown, A. (2011). Strings Attached: Performance and Privatization in an Urban Public School. In D. E. Foley (Ed.): ProQuest Dissertations Publishing.

Brown, C. A. (2014). Globalization, International Education Policy and Local Policy Formation Voices from the Developing World. In P. SpringerLink Content (Ed.), *Policy Implications of Research in Education*. Dordrecht: Dordrecht : Springer Netherlands.

Buchanan, D., & Boddy, D. (1992). The Expertise of the Change Agent: Public Performance and Backstage Activity. London: Prentice-Hall International.

Buchanan, D., & Dawson, P. (2007). Discourse and audience: organizational change as multi-storey process. *Journal of Management Studies*. Retrieved from available at: www.blackwell-synergy.com/toc/joms/0/0

Bunnell, T., & Miller, M. A. (2011). Jakarta in Post-Suharto Indonesia: Decentralisation, Neo-liberalism and Global City Aspiration. *Space and Polity, 15*(1), 35-48. doi:10.1080/13562576.2011.567899

Bunnell, T., Miller, M. A., Phelps, N. A., & Taylor, J. (2013). Urban development in a decentralized Indonesia: Two Success Stories? *Pacific Affairs, 86*(4), 857-876. doi:10.5509/2013864857

Buono, R. A. D. (2015). Presidential Address: Reimagining Social Problems: Moving Beyond Social Constructionism. *Social Problems, 62*(3), 331-342. doi:10.1093/socpro/spv013

Burns, T., & Stalker, G. M. (1994). *The management of Innovation (3rd. ed.)*. Oxford: Oxford University Press.

Burr, V. (2015). *Social constructionism* (Third edition. ed.): London, England. New York, New York : Routledge.

Camargo-Borges, C., & Rasera, E. F. (2013). Social Constructionism in the Context of Organization Development: Dialogue, Imagination, and Co-Creation as Resources of Change. *SAGE Open, 3*(2). doi:10.1177/2158244013487540

Campbell, C. (2009). *School choice : how parents negotiate the new school market in Australia*. Crows Nest, N.S.W.: Crows Nest, N.S.W. : Allen & Unwin.

Chandler, A. (1990). Strategy and structure : Chapters in the history of the industrial enterprise. Cambridge, Mass.: M.I.T. Press.

Chang, C.-C., & Kuo, C.-G. (2013). Exploring dynamic capabilities of executives for core strategy. *African Journal of Business Management, 7*(40). doi:10.5897/AJBM12.1261

Chang, H.-J., Hou, J.-J., & Lin, S.-J. (2013). A Multi-Cases Comparative Approach on Forming Elements of Dynamic Capability. *International Journal of Organizational Innovation (Online), 5*(4), 52-64.

Chen, J.-S., Kerr, D., Tsang, S.-S., & Sung, Y. C. (2014). Co-production of service innovations through dynamic capability enhancement. *The Service Industries Journal, 35*(1-2), 96-114. doi:10.1080/02642069.2014.979405

Choirul, M. (2019). Evaluation of Islamic Education Curriculum Policy in Indonesia. *Premiere Educandum, 9*(1), 34-43. doi:10.25273/pe.v9i1.4016

Cohen, L. (2000). *Research methods in education* (5th ed. ed.). New York: New York : Routledge.

Collins, D. (2002). Climbing Bridalveil Falls- organization change, process and re-engineering. *Strategic Change, 11*(2).

Collis, D. J. (1994). Research Note: How Valuable are Organizational Capabilities? *Strategic Management Journal, 15*.

Connell, R. (2013). The neoliberal cascade and education: an essay on the market agenda and its consequences. *Critical Studies in Education, 54*(2), 99-112. doi:10.1080/17508487.2013.776990

Cooper, R. K., & Sawaf, A. (1997). Executive EQ: Emotional Intelligence in Leadership and Organizations. New York: Putnam Ltd.

Cooperrider, D. L., & Godwin, L. N. (2012). Positive Organization Development: Innovation-inspired Change in an Economy and Ecology of Strengths. *The Oxford Handbook of Positive Organizational Scholarship*. doi:10.1093/oxfordhb/9780199734610.013.0056

Cowling, M. A. (2016). Navigating the Path Between Positivism and Interpretivism for the Technology Academic Completing Education Research. In B. Harreveld, M. Danaher, C. Lawson, B. A. Knight, & G. Busch (Eds.), *Constructing Methodology for Qualitative Research: Researching Education and Social Practices* (pp. 45-58). London: Palgrave Macmillan UK.

Creswell, J. W. (2009). *Research design : qualitative, quantitative, and mixed methods approaches* (3rd ed. ed.). Thousand Oaks, Calif.: Thousand Oaks, Calif. : Sage Publications.

Creswell, J. W. (2012). Educational research : planning, conducting, and evaluating quantitative and qualitative research (4th ed. ed.). Boston: Boston : Pearson.

Creswell, J. W. (2013). *Qualitative inquiry & research design : choosing among five approaches* (3rd edition. ed.): Thousand Oaks, California : Sage Publications, Inc.

Creswell, J. W. (2014). *Research design : qualitative, quantitative, and mixed methods approaches* (4th ed. ed.). Thousand Oaks: Thousand Oaks : SAGE.

Crotty, M. (1998). The foundations of social research : meaning and perspective in the research process: Place of publication not identified Sage Publications.

Cruickshank, J. (2012). Positioning positivism, critical realism and social constructionism in the health sciences- a philosophical orientation. *Nursing Inquiry, 19*(1), 71-82.

Cunliffe, A. L. (2008). Orientations to Social Constructionism: Relationally Responsive Social Constructionism and its Implications for Knowledge and Learning. *Management Learning, 39*(2), 123-139. doi:10.1177/1350507607087578

Cunliffe, A. L. (2011). Crafting Qualitative Research: Morgan and Smircich 30 Years On. *Organizational Research Methods, 14*(4), 647-673. doi:10.1177/1094428110373658

D'Aveni, R. A. (1999). Strategic supremacy through disruption and dominance. *Sloan Management Review, 40*(3).

Daft, R. L. (2007). *Organization theory and design* (9th ed.). Mason, OH: Thomson South-Western.

Daft, R. L. (2010). *Organization theory and design* (10th ed.). Mason, Ohio: South-Western Cengage Learning.

Dale, R. (2009). The New Institutionalism in Education. In R. Dale & H.-D. Meyer (Eds.), (Vol. 30, pp. 379-387).

Danneels, E. (2008). Organizational antecedents of second-order competences. *Strategic Management Journal, 29*(5), 519-543. doi:10.1002/smj.684

Danneels, E. (2011). Trying to become a different type of company: dynamic capability at Smith Corona. *Strategic Management Journal, 32*(1), 1-31. doi:10.1002/smj.863

DeVillar, R. A. (2014). *Transforming Education Global Perspectives, Experiences and Implications*. New York: New York : Peter Lang Publishing Inc.

Dunphy, D., Griffiths, A., & Benn, S. (2007). *Organizational change for corporate sustainability: A guide for leaders and change agents of the future* (2nd ed. Understanding organizational change ed.). London: Routledge.

Ebert, E. S. R. C. C. (2008). School: an introduction to education. *Reference and Research Book News*.

Efird, R., & Lee, C.-K. J. (Eds.). (2014). *Schooling for Sustainable Development Across the Pacific*. Dordrecht: Dordrecht : Springer.

Eisenhardt, K. M., & Martin, J. A. (2000). dynamic capability, what are they? *Strategic Management Journal, 21*(The Evolution of Firm Capabilities), 1105-1121.

Feldman, M. S., & Pentland, B. T. (2003). Reconceptualizing Organizational Routines as a Source of Flexibility and Change. *Administrative Science Quarterly, 48*.

Fleetwood, S. (2005). Ontology in Organization and Management Studies: A Critical Realist Perspective. *Organization, 12*(2), 197-222. doi:10.1177/1350508405051188

Gajendran, T., Brewer, G., Gudergan, S., & Sankaran, S. (2013). Deconstructing dynamic capabilities: the role of cognitive and organizational routines in the innovation process. *Construction Management and Economics, 32*(3), 246-261. doi:10.1080/01446193.2013.845306

Gellert, P. K. (2014). Optimism and Education: The New Ideology of Development in Indonesia. *Journal of Contemporary Asia, 45*(3), 371-393. doi:10.1080/00472336.2014.978352

Giniuniene, J., & Jurksiene, L. (2015). Dynamic Capabilities, Innovation and Organizational Learning: Interrelations and Impact on Firm Performance. *Procedia - Social and Behavioral Sciences, 213*, 985-991. doi:10.1016/j.sbspro.2015.11.515

Giudici, A., & Reinmoeller, P. (2012). Dynamic capabilities in the dock: A case of reification? *Strategic Organization, 10*(4), 436-449. doi:10.1177/1476127012457977

Gray, D. E. (2014). *Doing research in the real world* (3rd edition. ed.): Los Angeles, California : SAGE.

Griffin, M. A., Cordery, J., & Soo, C. (2015). Dynamic safety capability: How organizations proactively change core safety systems. *Organizational Psychology Review, 6*(3), 248-272. doi:10.1177/2041386615590679

Guest, D., & King, Z. (2001). Personnel's paradox. *People Management, 27 September*.

Hamel, G. (2000). *Leading the Revolution*. Boston: MA: Harvard Business School Press.

Harreveld, B., Danaher, M., Lawson, C., Knight, B. A., & Busch, G. (2016). *Constructing Methodology for Qualitative Research Researching Education and Social Practices* (1st ed. 2016. ed.): London : Palgrave Macmillan UK : Imprint: Palgrave Macmillan.

Harvey, D. (2005). *A Brief History of Neoliberalism*. Oxford: Oxford : Oxford University Press, UK.

Harvey, D. (2006). Neo-liberalism as creative destruction. *Swedish Society for Anthropology and Geography, 88*(B(2)).

Hastings, B. M. (2002). Social Constructionism and the Legacy of James' Pragmatism. *Theory & Psychology, 12*(5), 714-720. doi:10.1177/0959354302012005902

Heckmann, N., Steger, T., & Dowling, M. (2016). Organizational capacity for change, change experience, and change project performance. *Journal of Business Research, 69*(2), 777-784. doi:10.1016/j.jbusres.2015.07.012

Helfat, C. E., Finkelstein, S., Mitchell, W., Peteraf, M., Singh, H., Teece, D. J., & Winter, S. (2007). *Dynamic Capabilities: Understanding Strategic Change in Organizations*. London: Blackwell.

Helfat, C. E., & Peteraf, M. A. (2003). The dynamic resource-based view: Capability lifecycles. *Strategic Management Journal, 24*(10), 997-1010.

Helfat, C. E., & Peteraf, M. A. (2009). Understanding dynamic capabilities: progress along a developmental path. *Strategic Organization, 7*(1), 91-102. doi:10.1177/1476127008100133

Helfat, C. E., & Peteraf, M. A. (2015). Managerial cognitive capabilities and the microfoundations of dynamic capabilities. *Strategic Management Journal, 36*(6), 831-850. doi:10.1002/smj.2247

Helfat, C. E., & Winter, S. G. (2011). Untangling Dynamic and Operational Capabilities: Strategy for the (N)ever-Changing World. *Strategic Management Journal, 32*(11), 1243-1250. doi:10.1002/smj.955

Hertog, P. d., Aa, W. v. d., & Jong, M. W. d. (2010). Capabilities for managing service innovation: towards a conceptual framework. *Journal of Service Management, 21*(4), 490-514. doi:http://dx.doi.org/10.1108/09564231011066123

Hill, D. (2004). Books, Banks and Bullets- Controlling Our Minds — The Global Project of Imperialistic and Militaristic Neo-Liberalism and its Effect on Education Policy. *Policy Futures in Education, 2*.

Holloway, S. L., & Pimlott-Wilson, H. (2012). Neoliberalism, policy localisation and idealised subjects: A case study oneducational restructuring in England. *Transaction of the institute of British Geographers, NS*(37).

Holt, R., & Mueller, F. (2011). Wittgenstein, Heidegger and Drawing Lines in Organization Studies. *Organization Studies, 32*(1), 67-84. doi:10.1177/0170840610394299

Hopson, R. K. M. (2008). *Power, Voice and the Public Good Schooling and Education in Global Societies*. Bradford: Bradford : Emerald Group Publishing Limited.

Hou, J.-J. (2008). Toward A Research Model of Market Orientation and Dynamic Capabilities. *Social Behavior and Personality, 36*(9), 1251-1267.

Houghton, C. E., Casey, D., & Murphy, K. (2012). Approaches to rigour in qualitative case study research.

Hussey, J., Hussey, R., & Tomkins, C. (1997). Business research: a practical guide for undergraduate and postgraduate students. In J. Hussey, R. Hussey, & C. Tomkins (Eds.), (Vol. 27, pp. 259-259).

Hyslop-Margison, E. J., & Sears, A. M. (2006). Neo liberalism, Globalization and Human Capital Learning.

Ianisti, M., & Clark, K. B. (1994). Integration and Dynamic Capability- Evidence from Product Development in Automobiles and Mainframe Computers. *Industrial and Corporate Change, 3*(3).

Imam, M. (2014). Kebijakan Perubahan Kurikulum 2013 dalam Menyongsong Indonesia Emas Tahun 2045. *Jurnal Pendidikan Islam, 3*(1), 71-94. doi:10.14421/jpi.2014.31.71-94

Irawanto, D. W., Ramsey, P. L., & Ryan, J. C. (2011). Challenge of leading in Javanese culture. *Asian Ethnicity, 12*(2), 125-139. doi:10.1080/14631369.2011.571829

Ito, T. (2011). Historicizing the power of civil society: a perspective from decentralization in Indonesia. *Journal of Peasant Studies, 38*(2), 413-433. doi:10.1080/03066150.2011.559015

Jiang, W., Mavondo, F. t., & Matanda, M. J. (2015). Integrative capability for successful partnering: a critical dynamic capability. *Management Decision, 53*(6), 1184-1202. doi:10.1108/md-04-2014-0178

Jiao, H., Wei, J., & Cui, Y. (2010). An empirical study on paths to develop dynamic capabilities: From the perspectives of entrepreneurial orientation and organizational learning. *Frontiers of Business Research in China, 4*(1), 47-72. doi:http://dx.doi.org/10.1007/s11782-010-0003-5

Kilduff, M. (1993). Deconstructing Organizations. *Academy of Management Review, 18*(1).

Kim, T., & Donaldson, T. (2018). Rethinking Right: Moral Epistemology in Management Research. *Journal of Business Ethics, 148*(1), 5-20. doi:10.1007/s10551-015-3009-2

Kraatz, M. S., & Zajac, E. J. (2001). How Organizational Resources Affect Strategic Change and Performance in Turbulent Environments: Theory and Evidence. *Organization Science, 12*(5), 632-657. doi:10.1287/orsc.12.5.632.10088

Král, P., & Králová, V. (2016). Approaches to changing organizational structure: The effect of drivers and communication. *Journal of Business Research, 69*(11), 5169-5174. doi:10.1016/j.jbusres.2016.04.099

Kuncaraningrat. (1985). *Javanese culture*. New York: Oxford University Press.

Kuuluvainen, A. (2012). How to concretize dynamic capabilities? Theory and examples. *Journal of Strategy and Management, 5*(4), 381-392. doi:http://dx.doi.org/10.1108/17554251211276353

Labree, D. F. (1997). Public goods, private goods- The American struggle over educational goals.

Lawson, B., & Samson, D. (2001). Developing Innovation Capability in Organisations: A Dynamic Capabilities Approach. *International Journal of Innovation Management, 5*(3).

Lecours, A. (2005). *New institutionalism : theory and analysis*: Toronto, Ontario Buffalo, New York. London, England : University of Toronto Press.

Lee, S., & McBride, S. (2007). Neo Liberalism, State Power and Global Governance.

Lin, H.-F., Su, J.-Q., & Higgins, A. (2016). How dynamic capabilities affect adoption of management innovations. *Journal of Business Research, 69*(2), 862-876. doi:10.1016/j.jbusres.2015.07.004

Ljungquist, U. (2014). Unbalanced dynamic capabilities as obstacles of organisational efficiency: Implementation issues in innovative technology adoption. *Innovation: Management, Policy & Practice, 16*(1), 82-95. doi:10.5172/impp.2014.16.1.82

Loeziana, U. (2016). REALITAS AKTUAL PRAKSIS KURIKULUM: Analisis terhadap KBK, KTSP dan Kurikulum 2013. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran, 16*(2), 216-229. doi:10.22373/jid.v16i2.596

Luo, Y. (2000). Dynamic capabilities in international expansion. *Journal of World Business, 35*(4).

Luo, Y. (2002). Capability expolitation and building in a foreign market: Implications for multinational enterprises. *Organization Science, 13*(1), 48-63.

Mappiasse, S. (2014). *Education Reform in Indonesia: Limits of Neo Liberalism in a Weak State.* (Doctor of Philosophy). University of Hawa'i, Hawai'i Manoa. (3582933)

March, J. G., & Simon, H. A. (1993). *Organizations (2nd edition)*. Cambridge, MA: Blackwell Business.

Marsh, S. J., & Stock, G. N. (2006). Creating Dynamic Capability- The Role of Intertemporal Integration, Knowledge Retention, and Interpretation. *Prod Innov Manag, 23*, 422-436.

Merriam, S. B. (2014). *Qualitative Research A Guide to Design and Implementation* (3rd ed. ed.). Hoboken: Hoboken : Wiley.

Meyer, H.-D., & Rowan, B. (2006). Institutional analysis and the study of education. The new institutionalism in education, 1-13.

Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. American journal of sociology, 83(2), 340-363.

Meyer, J. W., & Scott, W. R. (1992). *Organizational environments: Ritual and rationality*: Sage Publications, Inc.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis : a methods sourcebook* (Edition 3. ed.): Thousand Oaks, Califorinia SAGE Publications, Inc.

Mintzberg, H., & Waters, J. A. (1985). Of Strategies: Deliberate and Emergent. *Strategic Management Journal (pre-1986), Jul-Sep 6* (3).

The Implementation of KTSP Curriculum and Curriculum 2013, 160 C.F.R. (2014).

MoEC. (2016). *Indonesia Educational Statistics In Brief 2015/2016*. Jakarta: Ministry of Education and Culture of Indonesia Retrieved from http://publikasi.data.kemdikbud.go.id/uploadDir/isi_AA46E7FA-90A3-46D9-BDE6-CA6111248E94_.pdf

Mohr, J., & Julie, J. (2005). Creating a Safe Learning Organization. *Frontiers of Health Services Management, Fall 22* (1).

Money, R. B., Gilly, M., & Graham, J. L. (1998). Explorations of National Culture and Word-of-Mouth Referral Behavior in the Purchase of Industrial Services in the United States and Japan. *Journal of Marketing, 62*.

Montgomery, A. (2015). Reimagining the Purpose of Schools and Educational Organisations Developing Critical Thinking, Agency, Beliefs in Schools and Educational Organisations (1st ed. 2016. ed.): Cham : Springer International Publishing : Imprint: Springer.

Montgomery, A., & (eds.), I. K. (2016). Reimagining the purpose of schools and educational organisations: Developing Critical Thinking, Agency, Beliefes in Schools and Educational Organizations. Switzerland: Springer International Publishing.

Morgan, G. (1989). *Creative organization theory: a resource book*. Newbury Park, California: Sage Publications.

Narasimha, S. (2000). Organizational knowledge, human resource management, and sustained competitive advantage- Toward a framework. *Competitiveness Review, 10*(1). Retrieved from http://search.proquest.com.ezproxy.flinders.edu.au/docview/213035140?accountid=10910

Narayanan, V. K., Colwell, K., & Douglas, F. L. (2009). Building Organizational and Scientific Platforms in the Pharmaceutical Industry: A Process Perspective on the Development of Dynamic Capabilities. *British Journal of Management, 20*, S25-S40. doi:10.1111/j.1467-8551.2008.00611.x

Narayanan, V. K., & Nath, R. (1993). *Organization theory: a strategic approach*. Homewood, Ill: Richard D. Irwin.

Nedelcu, A. (2008). Towards the "Good School" - (Critical) Approaches to School Effectiveness. *Towards the "Good School" - (Critical) Approaches to School Effectiveness*(1), 89-101.

Neilson, J. (2013). Value chains, neoliberalism and development practice: The Indonesian experience. *Review of International Political Economy, 21*(1), 38-69. doi:10.1080/09692290.2013.809782

Nelson, R., & Winter, S. G. (1982). *An evolutionary theory of economic change*. Cambridge, Mass.: Belknap Press of Harvard University Press.

Newton, T., Deetz, S., & Reed, M. (2011). Responses to Social Constructionism and Critical Realism in Organization Studies. *Organization Studies, 32*(I), 7-26.

Nistelrooij, A. v., & Sminia, H. (2010). Organization Development: What's Actually Happening? *Journal of Change Management, 10*(4), 407-420. doi:10.1080/14697017.2010.516487

Nonaka, I., & Konno, N. (2000). Dynamic Business system for knowledge creation. In C. D. D. Chauvel (Ed.), *Knowledge Horizon: The Present and the Promise of Knowledge Management* (pp. 437-462). Boston: Butterworth Heinemann.

Nonaka, I., & Toyama, R. (2003). The knowledge-creating theory revisited: knowledge creation as a synthesizing process. *Knowledge Management Research & Practice*, 2.

Nonaka, I., Toyama, R., & Hirata, T. (2008). *Managing Flow A Process Theory of the Knowledge-Based Firm* (1st ed. 2008. ed.): London : Palgrave Macmillan UK : Imprint: Palgrave Macmillan.

OECD. (2008) Indonesia: Economic Assessment. In*: Vol. 2008. OEDC Econimic Surveys.* Paris: OECD Publishing.

OECD. (2012). Education at a Glance 2012 Highlights: : OECD Publishing.

OECD. (2015) Education in Indonesia: Rising to the Challenge. In. Paris: OECD Publishing.

Paley, J. (2001). Positivism and qualitative nursing research. *Scholarly inquiry for nursing practice, 15*(4), 371-387.

Parker, L., & Raihani, R. (2011). Democratizing Indonesia through Education? Community Participation in Islamic Schooling. *Educational Management Administration & Leadership, 39*(6), 712-732. doi:10.1177/1741143211416389

Parrish, B. D. (2010). Sustainability-driven entrepreneurship: Principles of organization design. *Journal of Business Venturing, 25*(5), 510-523. doi:10.1016/j.jbusvent.2009.05.005

Pavlou, P. A., & Sawy, O. A. E. (2006). From IT leveraging competence to competitive advantage in turbulent environments- the case of new product development. *Information System Research, 17*(3).

Pettigrew, A. M. (2013). The Conduct of Qualitative Research in Organizational Settings. *Corporate Governance: An International Review, 21*(2), 123-126. doi:10.1111/j.1467-8683.2012.00925.x

Pettigrew, A. M., Woodman, R. W., & Cameron, K. S. (2001). Studying Organizational Change and Development: Challenges for Future Research.(Statistical Data Included). *Academy of Management Journal, 44*(4), 697.

Pfeffer, J. (1982). *Organizations and Organization Theory*. Cambridge, MA: Ballinger.

Prahalad, C. K., & Hamel, G. (1990). The core competence of the corporation. *Harvard Business Review*.

Pugh, D. S. (1966). Modern Organization Theory: A Psychological and Sociological Study. *66*(4).

Punch, K. (2006). *Developing effective research proposals* (2nd ed. ed.). London: London : SAGE.

Punch, K. (2014a). *Introduction to research methods in education* (2nd edition. ed.): London : SAGE.

Punch, K. (2014b). Introduction to social research : quantitative and qualitative approaches (Third edition. ed.): Los Angeles, California SAGE.

Randolph, W. A., & Dess, G. G. (1984). The congruence perspective of organization design: A conceptual model and multivariate research approach. *Academy of Management Journal. The Academy of Management Review (pre-1986), 9*(114).

Reed, M., & Hughes, M. (1992). Rethinking organization: new directions in organization theory and analysis. London: Sage Publications.

Reijsen, J. v., Helms, R., Batenburg, R., & Foorthuis, R. (2014). The impact of knowledge management and social capital on dynamic capability in organizations. *Knowledge Management Research & Practice, 13*(4), 401-417. doi:10.1057/kmrp.2013.59

Remenyi, D. (2012). *Case Study Research : The Quick Guide Series*. Retrieved from http://flinders.eblib.com/patron/FullRecord.aspx?p=1622761

Robbins, S. P., & Barnwell, N. (1998). *Organisation theory: concepts and cases (3rd ed.)*. New York: Sydney Prentice Hall.

Rodenbach, M., & Brettel, M. (2012). CEO experience as micro-level origin of dynamic capabilities. *Management Decision, 50*(4), 611-634. doi:http://dx.doi.org/10.1108/00251741211220174

Roller, M. R. (2015). Applied qualitative research design : a total quality framework approach: New York : The Guilford Press.

Rosenmann, P. A. (2016). Alignment with globalized Western culture: Between inclusionary values and an exclusionary social identity. *European Journal of Social Psychology, 46*(1), 26-43. doi:10.1002/ejsp.2130

Sadovnik, A. R., CooksonJr., P. W., & Semel., S. F. (2013). *Exploring education; an introduction to the foundations of education* (4th Edition ed.). New York: Routledge.

Salwa, C. (2016). ANALYZING INDONESIAN CURRICULUM OF KTSP. *GEEJ (Getsempena English Education Journal), 2*(2).

Schein, E. H. (1993). On dialogue, culture, and organizational learning. *Organizational Dynamics, 22*(2), 40-51. doi:10.1016/0090-2616(93)90052-3

Seah, M., & Hsieh, M. H. (2015). Impact of leader adaptability on organizational change and adaptation: the case of Savecom Communication. *Journal of Asia Business Studies, 9*(3), 213-231. doi:10.1108/jabs-05-2012-0023

Shafritz, J. M., & Ott, J. S. (2005). *Classics of organization theory (6th ed.)*. Belmont, CA: Thomson/Wadsworth.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*, 63-75.

Sherington, G., & Campbell, C. (2006). *The Comprehensive Public High School : Historical Perspectives*: New York, US: Palgrave Macmillan.

Shetty, Y. K. (1972). A contingency model of organization design. *California Management Review (pre-1986), 15*(38).

Sholih, M. a., & Ahmad, S. (2018). Acculturation of islam and javanese culture in public servant ethics. *El Harakah, 20*(2), 233-252. doi:10.18860/el.v20i2.5355

Singh, D., Singh Oberoi, J., & Singh Ahuja, I. (2013). An empirical investigation of dynamic capabilities in managing strategic flexibility in manufacturing organizations. *Management Decision, 51*(7), 1442. doi:http://dx.doi.org/10.1108/MD-05-2012-0332

Skordoulis, R., & Dawson, P. (2007). Reflective decisions: the use of Socratic dialogue in managing organizational change. *Management Decision, 45*(6), 991-1007. doi:10.1108/00251740710762044

Slater, S. F., & Narver, J. C. (1995). Market orientation and the learning organization. *Journal of Marketing, 59*(3).

Spring, J. (1991). American education: An introduction to social and political aspects. White Plains, NY: Longman.

Steger, M. B., & Roy, R. K. (2010). *Neoliberalism : A Very Short Introduction*. Oxford: Oxford: Oxford University Press.

Stewart, W. (2012). The 'good school' myth.(concept of good school is just a myth). *Times Educational Supplement*(4987), 22-26.

Sturges, K. M. (2015). Neoliberalizing Educational Reform America's Quest for Profitable Market-Colonies and the Undoing of Public Good. Dordrecht: Dordrecht : Springer.

Sune, A., & Gibb, J. (2015). Dynamic capabilities as patterns of organizational change. *Journal of Organizational Change Management, 28*(2), 213-231.

Szilagyi, A. D., & Wallace, M. J. (1990). *Organizational behavior and performance (5th ed.)*. Glenview, Ill.: Scott, Foresman/Little, Brown Higher Education.

Tallott, M., & Hilliard, R. (2016). Developing dynamic capabilities for learning and internationalization. *Baltic Journal of Management, 11*(3), 328-347. doi:10.1108/bjm-02-2015-0060

Teece, D. J. (2007). Explicating dynamic capabilities: the nature and microfoundations of (sustainable) enterprise performance. *Strategic Management Journal, 28*(13), 1319-1350. doi:10.1002/smj.640

Teece, D. J. (2009). Dynamic Capabilities and Strategic Management Organizing for Innovation and Growth. Oxford: OUP Oxford.

Teece, D. J. (2012). Dynamic Capabilities: Routines versus Entrepreneurial Action. *Journal of Management Studies, 49*(8), 1395-1401. doi:10.1111/j.1467-6486.2012.01080.x

Teece, D. J. (2013). Knowledge, entrepreneurship, and capabilities: revising the theory of the MNE. *Universia Business Review*(40), 18-33.

Teece, D. J. (2014a). A dynamic capabilities-based entrepreneurial theory of the multinational enterprise. *Journal of International Business Studies, 45*(1), 8. doi:10.1057/jibs.2013.54

Teece, D. J. (2014b). The Foundations of Enterprise Performance: Dynamic and Ordinary Capabilities in an (economic) Theory of Firms. *The Academy of Management Perspectives, 28*(4), 328. doi:10.5465/amp.2013.0116

Teece, D. J. (2016). Dynamic capabilities and entrepreneurial management in large organizations: Toward a theory of the (entrepreneurial) firm. *European Economic Review, 86*, 202-216. doi:10.1016/j.euroecorev.2015.11.006

Teece, D. J. (2017). Towards a capability theory of (innovating) firms: implications for management and policy. *Cambridge Journal Of Economics, 41*(3), 693-720. doi:10.1093/cje/bew063

Teece, D. J. (2018a). Business models and dynamic capabilities. *Long Range Planning, 51*(1), 40-49. doi:10.1016/j.lrp.2017.06.007

Teece, D. J. (2018b). Dynamic capabilities as (workable) management systems theory. *Journal of Management and Organization, 24*(3), 359-368. doi:10.1017/jmo.2017.75

Teece, D. J. (2019). A capability theory of the firm: an economics and (Strategic) management perspective. *New Zealand Economic Papers, 53*(1), 1-43. doi:10.1080/00779954.2017.1371208

Teece, D. J., & Pisano, G. (1994). The dynamic capabilities of firms- an introduction. *Industrial and Corporate Change, 3*(3).

Teece, D. J., Pisano, G., & Shuen, A. (1997). Dynamic Capabilities and Strategic Management. *Strategic Management Journal, 18*(7), 509-533.

Tourish, D., & Hargie, O. (2003). *Key Issues in Organizational Communication*. London: Routledge.

Townsend, A. (2013). Rethinking Networks in Education- Case Studies of Organisational Development Networks in Neoliberal Contexts. *Interchange, 43*.

Tsoukas, H., & Chia, R. (2002). On organizational becoming: rethinking organizational change. *Organization Science, 13*(5).

Urbanovič, J., & Balevičienė, S. (2014). Theoretical and Practical Aspects of Concept 'Good School'. *Procedia - Social and Behavioral Sciences, 116*, 2275-2280. doi:10.1016/j.sbspro.2014.01.559

Waldersee, R., Griffiths, A., & Lai, J. (2003). Predicting Organizational Change Success: Matching Organization Type, Change Type and Capabilities. *The Journal of Applied Management and Enterpreneurship, 8*(1).

Wang, C.-H., Liu, W.-L., Cheng, C.-J., & Huang, K.-P. (2016). The Model of Dynamic Capability in Supply Chain. *International Journal of Organizational Innovation, 9*(1).

Wang, C. L., & Ahmed, P. K. (2007). Dynamic capabilities: A review and research agenda. *International Journal of Management Reviews, 9*(1), 31-51. doi:10.1111/j.1468-2370.2007.00201.x

Watanabe, H. R. (2015). Institutional Change UnderNeoliberal Pressure-JapaneseRegulatory Reforms in Laborand Financial Markets. *Asian Politics and Policy, 7*(3).

Wiersma, W. (1995). *Research methods in education : an introduction* (6th ed. ed.). Boston: Boston : Allyn and Bacon.

Wiklund, J. (1999). The Sustainability of the Entrepreneurial Orientation--Performance Relationship. *Entrepreneurship: Theory and Practice, 24*(1).

Winter, S. G. (2003). Understanding dynamic capabilities. *Strategic Management Journal, 24*(10), 991-995. doi:10.1002/smj.318

Wohlgemuth, V., & Wenzel, M. (2016). Dynamic capabilities and routinization. *Journal of Business Research, 69*(5), 1944-1948. doi:10.1016/j.jbusres.2015.10.085

Xu, G., Chen, Y., & Xu, L. (2018). *Understanding Western Culture Philosophy, Religion, Literature and Organizational Culture* (1st ed. 2018. ed.): Singapore : Springer Singapore : Imprint: Palgrave Macmillan.

Yu, K., & Sun, M. (2012). A Critically Appreciative Valuation of Social Constructionist Contributions to Organizational Science. *Psychological Studies, 57*(2), 157-163. doi:10.1007/s12646-011-0128-4

Yulk, G. A. (2009). *Leadership in organizations (7th ed.)*. Upper Saddle River, N.J.: Pearson.

Zahra, S. A., & George, F. (2002). The Net-Enabled Business Innovation Cycle and the evolution of dynamic capabilities. *Information System Research, 13*(2).

Zahra, S. A., & Nielsen, A. P. (2002). Sources of capabilities, integration and technology commercialization. *Strategic Management Journal, 23*(5), 377-398. doi:10.1002/smj.229

Zahra, S. A., Spienza, H. J., & Davidsson, P. (2006). Entrepreneurship and Dynamic Capabilities: A Review, Model and Research Agenda. *Journal of Management Studies, 43*(4), 917-955.

Zierer, K. (2013). What Is a Good School? Critical Thoughts about Curriculum Assessments. *Educational Forum, 77*(3), 336-341. doi:10.1080/00131725.2013.792899

Zollo, M., & Winter, S. (1999). From Organizational Routines to Dynamic Capabilities.

Zollo, M., & Winter, S. G. (2002). Deliberate learning and the evolution of dynamic capabilities. *Organization Science, 13*(3).

Zott, C. (2003). Dynamic capabilities and the emergence of intraindustry differential firm performance: insights from a simulation study. *Strategic Management Journal, 24*(2), 97-125. doi:10.1002/smj.288

11 APPENDICES

School of Education
Flinders University of South
Australia
GPO Box 2100
Adelaide 5001, AUSTRALIA
Tel./Fax.: +61 8 8201 2441
E-mail:mutt0038@flinders.edu.au
www.flinders.edu.au
CRICOS Provider No. 00114A

Appendix 1: Letter of introduction

LETTER OF INTRODUCTION

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Content removed for privacy reasons

Appendix 11: Interview Questions

Content removed for privacy reasons

Content removed for privacy reasons

Tujuan Pertanyaan	Pertanyaan	Kode
Warming up Questions Addressing Research Question 1	1. Bagaimana pendapat anda tentang perubahan kurikulum di Indonesia? Bagaiman seluruh komponen sekolah (guru, manajemena, siswa, dan stakeholder lainnya) merespon perubahan seperti ini? Pertanyaan Lanjutan: ➢ Bisakah anda ceritakan pengalaman sekolah anda ketika menghadapi kebijakan yang berubah-ubah? ➢ Bagaimana sekolah anda menyikapi perubahan kurikulum yang sangat cepat dan mendadak tersebut? ➢ Apakah ada perubahan lain dalam kurun waktu 5 tahun yang berpengaruh signifikan pada sekolah anda? ➢ Menurut anda, apakah perubahan semacam ini akan tetap muncul di masa mendatang?	ERSC
	2. Menurut anda, apakah ada kemungkinan bahwa kurikulum ataupun kebijakan lainnya akan berubah kembali? Pertanyaan Lanjutan: ➢ Menurut anda, apakah perubahan kurikulum seperti ini akan muncul di masa mendatang? Kenapa? ➢ Kenapa anda berpendapat seperti itu? ➢ Bagaimana anda menangani hal tersebut?	ERSC SARC
Addressing Research Question 2	3. Apakah sekolah anda melakukan beberapa upaya identifikasi dan antisipasi terhadap kemungkinan perubahan kebijakan? Jika iya, apakah ada kebijakan sekolah yang dikeluarkan sebagai respon atas persoalan tersebut? Pertanyaan Lanjutan: ➢ Apakah di sekolah anda ada orang-orang yang khusus yang menangani berbagai persoalan perubahan kebijakan? Bagaimana alur penanganannya? ➢ Bagaimana sekolah anda menerapkan upaya adaptasi terhadap perubahan kebijakan tersebut?	ERSC SARC TORC
	4. Bagaimana sekolah anda beradaptasi (bertahan) dengan perubahan kebijakan kurikulum dan kebijakan pendidikan lainnya, baik secara internal ataupun eksternal? Pertanyaan Lanjutan:	SARC TORC ERSC

	➤ Apakah ada orang-orang tertentu yang bertugas untuk menangani masalah tersebut? ➤ Bagaimana mereka menanganinya? ➤ Apakah sekolah anda mempunyai sejenis komunitas (community program) untuk menghadapi persoalan tersebut? Apa bentuknya dan bagaimana prosesnya?	
Addressing Research Question 3	5. Apakah perubahan kebijakan tersebut berpengaruh pada performa sekolah anda? Bisakah anda jelaskan? Pertanyaan Lanjutan: ➤ JIka iya, apakah sekolah anda menerapkan kebijakan khusus untuk merospon hal ini? ➤ Bagaimana penanganannya?	SARC TORC
	6. Faktor apa saja yang berkontribusi besar dalam proses adaptasi sekolah anda terhadap berbagai perubahan yang ada? Khususnya kasus perubahan kurikulum? Pertanyaan Lanjutan: ➤ Apakah anda/sekolah anda melibatkan stakeholder dalama menghadapi persoalan perubahan kebijakan ini? Bagaimana caranya? ➤ Jika iya, bisakah anda jelaskan lebih detail seperti apa pengaruhnya dan dalam hal apa?	SARC TORC
Addressing Research Question 4	7. Struktur organisasi seperti apa yang telah digunakan pada sekolah anda? Apakah anda punya saran khusus dalam hal ini? Pertanyaan Lanjutan: ➤ Menurut anda, apakah perubahan kurikulum yang mendadak tersebut membuat sekolah anda merubah struktur organisasi/desain organisasinya? ➤ Bagaimana dengan kebijakan pemerintah lainnya?	SARC TORC
	8. Apakah menurut anda sebaiknya sekolah merubah struktur organisasinya supaya bisa lebih responsive terhadap berbagai perubahan yang muncul? Pertanyaan Lanjutan: ➤ Kenapa anda berpendapat seperti itu? ➤ Apa saran anda? ➤ Bagaimana dengan usulan membuat desain organisasi yang sesuai dengan perubahan? Apakah menurut anda hal tersebut bisa efektif?	SARC TORC

Appendix 13: Ethic Approval

Content removed for privacy reasons

Content removed for privacy reasons