



Analysis of the Influence of Selected Capita of Public Policy Courses on Improving the Performance of Educational Bureaucracy: A Mixed-Methods Study on the Academic Community of Sebelas April University

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Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

ABSTRACT

Reforming the Indonesian education bureaucracy requires personnel with strong policy analytical capacity. However, there is a gap between educational investment and its real impact on bureaucratic performance that requires empirical evidence. Objectives: This study aims to: (1) measure and analyze the extent of the influence of understanding the Capita Selecta Public Policy material on the performance of the education bureaucracy, (2) identify the aspects of the course that have the most dominant influence, and (3) map the mechanisms of knowledge transfer and the factors that influence its implementation. Methods: The study used an explanatory sequential mixed-methods design with a dominant quantitative phase. Quantitative data were collected through structured questionnaires from 50 respondents, education bureaucratic officials who had taken the course, analyzed using descriptive statistics and multiple linear regression. Qualitative data were obtained through in-depth semi-structured interviews with 10 key informants, analyzed thematically using framework analysis. Results: Quantitative findings show a very strong relationship between understanding Capita Selecta and bureaucratic performance ($r = 0.914$; $p < 0.01$), with a coefficient of determination $R^2 = 0.835$. The Evidence-Based Policy Analysis dimension has the most dominant influence ($\beta = 0.528$). Qualitative findings reveal that despite high theoretical understanding (average score of 81%), implementation is hampered by systemic factors such as the political cycle (90% of informants), low data quality (80%), and hierarchical organizational culture (70%). Bureaucrats develop creative adaptation mechanisms such as policy prototyping and quick assessment tools to bridge the knowing-doing gap. Conclusion: Investment in public policy education is effective in increasing individual capacity, but its transformation into organizational performance is hampered by contextual factors. A holistic approach to Adaptive Policy Capacity is needed that integrates strengthening analytical capacity, reforming support systems, and developing a responsive policy ecosystem.

Keywords: *Capita Selecta Public Policy, Educational Bureaucracy Performance, Evidence-Based Policy, Analytical Capacity, Knowing-Doing Gap, Mixed-Methods*

INTRODUCTION

Indonesia's education bureaucracy is at a complex transformational crossroads. On the one hand, demands for improved quality of education services are increasing in line with the human resource development agenda. On the other hand, various classic problems such as inefficient administrative processes, resistance to change, and poorly targeted policy formulation remain structural challenges (Dwiyanto, 2006). Data from the Ministry of Education, Culture, Research, and Technology (2023) shows that the public satisfaction index with education services remains in the moderate category, with an average score of 72.4 out of 100.

In this context, strengthening the capacity of human resources (HR) within the civil service is imperative. Human Capital Theory (Becker, 1964) asserts that investment in education and training will increase individual productivity and performance. The Capita Selecta Public Policy course is a response to this need—specifically designed to provide in-depth insight into current public policy issues, cutting-edge policy analysis theory, program evaluation techniques, and governance ethics.

However, a critical question arises: to what extent does this intellectual investment actually contribute to tangible improvements in the performance of the education bureaucracy? Are there effective mechanisms for transferring theoretical knowledge into impactful work practices? Previous research by Nugroho and Laksmi (2020) showed that public policy training does improve individual competency, but there has been no comprehensive study empirically measuring its impact on organizational performance.

METHODOLOGY

Population and Sample

1. Population: All academics at Sebelas April University who have attended the Capita Selecta Public Policy course/training (N = 85).
2. Quantitative Sample: 50 respondents (response rate 58.8%) were selected using purposive sampling based on the following criteria:
 - a. Have attended the course for at least one semester
 - b. Currently active as an educational bureaucratic official
 - c. Have at least two years of work experience

Qualitative Sample: 10 key informants were selected using maximum variation sampling to obtain a variety of perspectives:

1. Echelon II: 2 people
2. Echelon III: 4 people
3. Echelon IV: 4 people

Instrumentation and Data Collection

Structured Questionnaire

1. Likert scale 1-5 with construct validity tested through expert judgment (3 experts)
2. Reliability test: Cronbach's Alpha = 0.892 (highly reliable)
3. Section A (Variable X): 9 questions
4. Section B (Variable Y): 12 questions

Semi-Structured Interview Guide

Consists of 5 blocks of questions:

1. Conceptualization and Relevance (3 questions)
2. Implementation Mechanisms (3 questions)
3. Problem Analysis and Resolution (3 questions)
4. Challenges and Support (3 questions)
5. Recommendations (2 questions)

Document Study

1. Course syllabus analysis
2. Review of agency performance reports
3. Review of related policy documents

Data Analysis Techniques

Quantitative Analysis

1. Descriptive Statistics: Mean, SD, Frequency Distribution
2. Correlation Analysis: Pearson Product-Moment
3. Multiple Linear Regression:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

1. Y = Bureaucratic Performance
2. X₁ = Cognitive Dimension
3. X₂ = Contemporary Dimension
4. X₃ = Applicative Dimension

Qualitative Analysis

1. Verbatim transcription of interview results
2. Thematic Analysis using the Braun & Clarke (2006) framework:
 - a. Familiarization with the data
 - b. Generating initial codes
 - c. Searching for themes
 - d. Reviewing themes

- e. Defining and naming themes
- f. Producing the report

Data Integration

1. Convergent triangulation to validate findings
2. Member checking to increase credibility
3. Peer debriefing with other researchers

Research Ethics

1. Written informed consent from all participants
2. Data anonymity and confidentiality
3. Right to withdraw at any time without consequences
4. Data use is limited to academic purposes

RESULT AND DISCUSSION

Interpretation of Key Findings in a Theoretical Context

Confirmation and Development of Human Capital Theory

The quantitative findings showing a very strong relationship ($r = 0.914$) between understanding Capita Selecta and bureaucratic performance confirm the main proposition of Human Capital Theory (Becker, 1964). However, this study expands on this theory by demonstrating that the mediating effect of individual capacity is more complex than the traditional linear assumption. As revealed in the qualitative findings, increased individual capacity does not automatically translate into organizational performance without systemic support.

Hierarchy of Influence of Capita Selecta Dimensions

The dominance of the Evidence-Based Policy Analysis dimension ($\beta = 0.528$) confirms Policy Capacity Theory (Howlett, 2015), which places analytical capacity as a critical component. These findings provide an important theoretical contribution by demonstrating that, in the Indonesian context, the policy capacity model is hierarchical rather than parallel:

text

Level 1: Analytical Capacity (Prerequisite)

Level 2: Operational Capacity

Level 3: Political Capacity

Theoretical implication: Without strengthening analytical capacity, investments in other dimensions will be suboptimal.

The Knowing-Doing Gap as a Structural Phenomenon

The finding of a gap between high understanding (81%) and limited implementation extends the concept of the Knowing-Doing Gap (Pfeffer & Sutton, 2000) to the context of the Indonesian bureaucracy. This research demonstrates that this gap is not solely a matter of individual motivation, but rather a structural phenomenon influenced by:

1. Institutional isomorphism: Pressure to adopt modern practices without developing substantive capacity
2. Decoupling between rhetoric and implementation: Evidence from the use of the term "evidence-based policy" in official documents but minimal operational implementation

Knowledge Transfer Mechanisms: From Theory to Practice

Policy Entrepreneurship at the Mid-Level

Qualitative findings reveal the important role of policy entrepreneurs at the mid-level bureaucracy—a phenomenon that has received little attention in the literature. The identified mechanisms are:

1. Institutional bricolage: Combining limited resources to create innovative solutions
2. Procedural tinkering: Modifying standard SOPs to accommodate new approaches
3. Horizontal networking: Building informal networks across units

Creative Adaptation in the Context of Constraints

Adaptation strategies such as policy prototyping and quick assessment tools reflect the ability of Indonesian bureaucrats to innovate under constraints. These findings support the Street-Level Bureaucracy theory (Lipsky, 1980), which emphasizes the agency of implementing-level actors, but expands on it by showing that innovation also occurs at the planning level.

Implications for Educational Bureaucratic Reform

Paradigm Shift: From Structural Reform to Capacity Building

Research findings indicate that bureaucratic reform approaches that focus too much on organizational restructuring (structural reform) need to be complemented

with substantive capacity building. Specific recommendations:

1. Integration of training systems with the policy planning cycle
2. Development of communities of practice among policy-making bureaucrats
3. Institutionalization of learning mechanisms such as policy failure analysis

Strengthening the Evidence-Based Policy Ecosystem

To address the data paradox (where everyone agrees it's important but the quality is low), an ecosystem approach is needed:

1. Knowledge producers: Strengthening internal research capacity
2. Intermediaries: Developing policy translation teams
3. Users: Improving data literacy at all levels

Limitations and Directions for Further Research

Methodological Limitations

1. Self-report bias in performance measurement
2. Sample contextualization limited to one university
3. Cross-sectional design that does not capture longitudinal change

Future Research Agenda

1. Longitudinal studies to capture the dynamics of capacity change
2. Comparative analysis across types of educational institutions (public/private, central/regional)
3. Experimental designs to test the effectiveness of capacity-building interventions
4. Network analysis to map knowledge networks within the bureaucracy

CONCLUSION

Significant Influence: Understanding of Public Policy Capita Selecta has a positive and significant influence on the performance of the education bureaucracy, with the evidence-based analytical dimension being the most dominant factor. **Structural Knowing-Doing Gap:** There is a substantive gap between high levels of understanding and limited implementation, which is primarily caused by systemic factors (political cycle, data quality, organizational culture) rather than individual capacity deficits.

Creative Adaptation: Bureaucrats develop innovative adaptation mechanisms such as policy prototyping and quick assessment tools to bridge the gap between theory and practice. **The Role of Policy Entrepreneurs:** Mid-level actors act as policy entrepreneurs who mediate knowledge transfer through bricolage strategies and informal networking.

This research shows that public policy education has the potential to be a lever for transformation of the education bureaucracy, but this potential can only be realized through a holistic approach that integrates individual capacity building with systemic reform. **Adaptive Policy Capacity**—a combination of analytical competence, political acumen, organizational support, and resource availability—is key to a more effective, responsive, and evidence-oriented education bureaucracy.

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