

# The Role of Strategic Collaboration on the Capacity Development in Central Sulawesi Province in Indonesia

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Received: 08 September 2025

Accepted: 11 September 2025

Published online: 11 September 2025

## Abstract

A strategy collaboration approach is an appropriate system used by an organization to structure the way a team works, which is based on solid teamwork and developing capabilities which including the improvement of collaboration strategies within the organization. This study was employed to investigate the role of strategic collaboration approaches on developing the capacity development in basic education in Indonesia. The study applied the sequential mixed methods, which have a total sample of 350 respondents in Central Sulawesi Province, Indonesia. This study used quantitative analysis through questionnaires. This analysis uses Norris-Tirrell & Clay Theory, which involves four analyses such as strategic collaboration planning, collaborative leadership development, stakeholder collaboration capacity, and interorganizational collaboration. The study found that the four dimensions of strategic collaboration have influenced capacity development in basic education; there must be more challenges for the strategic collaboration to be a greater strategy for developing the capacity development, especially in basic education in Indonesia.

**Keywords:** Strategic Collaboration Approach, Capacity Development, Basic Education

## 1. Introduction

According to the literature shows that collaboration is a crucial term in preparing quality service in public organizations (Hsieh & Liou, 2018). The works and wicked problems could not be accomplished and breakdown without any substantive and strategic collaboration (Agranoff, 2004; Norris-Tirrell & Clay, 2010). The collaboration approach is viewed to overcome the wicked problems in a public organization. There are some key functions for the local government, such as strategy making, organizational design, people management, and performance measurement (Head & Alford, 2015). The collaborative approach is the term that relates to the combinations of expertise of actors in the field to address the wicked problems (Garderen et al., 2012). Thus, this study focuses on analysing the strategic collaboration perspective on capacity development policy effectiveness in basic education in Indonesia.

The collaboration between general and special educators and student outcomes hope can be studied in broader areas of public organizations (Garderen, et al., 2012). The term capacity



development has two different meanings in a social or public organization. The concept of capacity is not only referred to as human resource development but also the organization and/or institution development (Caldwell, 2005). The capacity development in education can support the effectiveness and sustainable development of the organization (Malyan & Jindal, 2014).

According to the collaborative capacity development has become the suitable approach in developing the competence, ability, skill, technical, information exchange, and empowerment of the organization and individual as the ecosystem in the public organization (Fann Thomas et al., 2006; Hallinger & Heck, 2010; Kapucu & Demiroz, 2013). In analysis of strategic collaboration approach (SCA) involves four dimensions, namely strategic collaboration planning (Chaudhuri, 2013; Rizan et al., 2019; Stollar et al., 2006), leadership collaboration capacity (Connolly & James, 2006; Crosby & Bryson, 2005; Slater, 2005), stakeholders collaboration capacity (Popova-Nowak & Cseh, 2015; Saadat & Saadat, 2016; Yström et al., 2019), and interorganizational collaboration (Beech & Huxham, 2003; Cates, 1986).

In strategic collaboration consisted there are the problem that must be paid attention carefully such as, time, turf, and trust. These three problems typical obstacles that could prevent agencies from working together. Time: the development of cooperative efforts takes time. Collaboration can save time in the long run, but it will need more time and effort in the short term than offering services alone. Turf: When there is a perceived or actual disparity in the advantages enjoyed by the parties in the collaboration, turf problems arise. One agency may observe, for instance, that another agency profits more from the joint endeavour; another agency may assume less responsibility, or one agency may have more decision-making authority. Partners do not view one another as having an equal stake in the success of the partnership. Trust: When there is a lack of trust, cooperative efforts are hampered. An agency representative's attitude or temperament, past or present problematic working relationships, or a lack of knowledge about how agencies or discipline function can all have an impact on trust (O'Donnell, O. 2012). According to Department of Local Government (2007) as cited by O'Donnell that Strategic collaborations aim to: (a) capture and share knowledge and innovation, (b) connect councils in maximising service delivery opportunities to meet common community needs, (c) reduce costs by eliminating duplication, (d) gain access to economies of scale, and (e) develop an effective local platform to work with other levels of government to achieve better whole-of-government outcomes for the community. Furthermore, the benefits of strategic collaboration included: (a) the provision of more comprehensive services at the local and regional level, (b) the promotion of joint cultural and economic development, (c) strengthened relationships between councils and other government entities, (d) improved local governance through modelling, information exchange, and joint problem solving, (e) opportunities for integrated planning across local government, and (f) expanded access to a broader range of skills, knowledge, and specialist services; (g) better usage and access to existing technologies; (h) better utilisation of capital and other assets, including superior investment strategy possibilities; (i) enhanced economies of scale, resulting in superior products at a lower cost, freeing up resources for other purposes.

Further, the strategic collaboration approach relates closely on the capacity development based on the institutional and organizational approach the capacity development, the theory of collaborative capacity building refers to promoting the capacity of the public sector to succeed

in their performance, it should be given priorities in developing the capacity or the competence of the personal and human resource (Kapucu & Demiroz, 2013).

However, it can be maximizing to be highest condition since it has the policy of education to ensure the capacity development in the school-based management and developing the school collaboration programs and outcomes (Barrera-Osorio et al., 2009; Harris, 2001; Wohlstetter & Odden, 2016). There are some researches have conducted by scholars in case of to investigated the usefulness of strategic collaboration in education, for example; Niemi in her study found that collaboration has better impact on the school management performance through school collaboration approach involving parents and stakeholder (Niemi, 2011), collaboration viewed as the strategy for improving the school performance since it faced the challenging environment (Ainscow et al., 2006), and it may improve the school management succeed (Garderen, et al., 2012). Besides, the collaboration through school networks is prominent to ease to practice in schooling, because it can provide the school management effectiveness (Muijs et al., 2011).

In this study, we focus to explore the role of the strategic collaboration approach on capacity development in the education sector to pursue basic education quality improvement. Accordingly, the strategic collaboration approach relates closely on the capacity development based on the institutional and organizational approach the capacity development, the theory of collaborative capacity building refers to promoting the capacity of the public sector to succeed in their performance, it should be given priorities in developing the capacity or the competence of the personal and human resource (Kapucu & Demiroz, 2013). Based on the above frameworks, we then propose the proposition of the study is that the better implementation of strategic collaboration perspective in the basic education institutions, the greater effectiveness of basic education of capacity development at local government in Indonesia.

## 2. Literature Review

Collaboration is a crucial term in preparing quality service in public organizations. The works and wicked problems could not be accomplished and breakdown without any substantive and strategic collaboration. The collaboration approach is viewed to overcome the wicked problems in a public organization, so that, there are some key functions for the local government such as strategy making, organizational design, people management, and performance measurement (Head & Alford, 2015). The collaborative approach is the term that relates to the combinations of expertise of actors in the field to address the wicked problems. Likewise, the collaboration between general and special educators and student outcomes hope can be studied in more broad areas of public organizations (Garderen, et al., 2012). The term capacity development has two different terms in a social or public organization. The concept of capacity is not only referred to as human resource development but also the organization and/or institution development (Caldwell, 2005). The capacity development in education can support the effectiveness and sustainable development of the organization (Malyan & Jindal, 2014).

The strategic collaboration approach based on Norris-Tirrell & Clay Theory it is almost breaking down the complexity problems in public sectors will not achieve progressively, since they are working individuals as their silo (Norris-Tirrell & Clay, 2010). Then, the Strategic Collaboration Approach must present as the strategy to share the problems that faced and

finding the best solution to accomplish the works. Norris-Tirrell & Clay stated that the strategic collaboration is the synergy efforts for all parties which have similar intention to accomplish the problems through strategic action to construct the same knowledge for innovation policy programs, formulating innovative strategic solution in teamwork and achieve the benefits change. This is related to the term of collaboration in the education sector gets a central role in the successful practice and responsibility of education institution (Smith, 2016).

This analysis consisted of five focus of strategic collaboration that will be explained for the following analysis. Based on the strategic planning has been recognized widely as the term for developing service quality in school management (Thody, 2006). In line with the strategic collaboration approach on the capacity development in education sectors, we follow that Healey frameworks that the strategic planning will give a good promise to address the context of managing conflict and development of quality and capacity (Healey, 1997). Healey divided five components for strategic collaborative strategic, such as problem definition, problems analysis, goal setting, plan development and implementation, and evaluate the planning. Here, in this study, we define strategic collaborative planning as an approach to exert common problems through different members of education human resources and stakeholders and sitting on the round table to build a consensus planning to address the good planning for achieving goals.

Meanwhile, leadership in collaboration is important for leading a collective shared vision and mission and create and implement plans to achieve goals. The role of leadership in the strategic collaboration approach may promote a continues to change in sustainable improvement (Slater, 2005). The extant literature of leadership collaborations state that there is a relationship between leadership and instructional practices, student learning, technology utilization in leadership roles, collaborative forms of leadership, capacity building, and the preparation and continued development of leaders (Boscardin & Lashley, 2012). Strategic collaboration needs a leader who has purposed to reach goals through collaboration (Norris-Tirrell & Clay, 2010). Further, Hallinger & Heck state that there several dimensions of collaborative leadership in developing the school improvement, such as; provide collaborative decisions with all parties, empowers staff and students, develop commitment, stimulating member participation, responsible for student achievement, emphasizing broad participation in efforts to evaluate the school's academic development (Hallinger & Heck, 2010).

Then, in the stakeholder strategic collaboration, there is some stakeholders that involvement in collaboration is a critical factor to achieve the outcomes of public service whether in the public or non-profit organization. Stakeholders mean any groups or individual who may be affected or affect by the performance achievement of the organization whether profit or non profit organization, and they are including employees, investors, customers, community group, social workers, non- government organization, and the environment that may affect the development of the organizations (Freeman, 2010; Johnson et al., 2003; Tang & Shen, 2013).

According to the literature reveals the collaboration has been widely viewed as a critical dimension of programs for citizen, objective, safeguarding citizen economic and safety, social and environment (Galvez & Rojas, 2019). At this point, the role of stakeholder collaboration is needed to support the program in achieving the outcomes and it has been viewed as a dimension of sustainability innovation for future-oriented activities (Goodman et al., 2017).

According to the literature states that dimension of collaboration has to be viewed strategically that using upon as the collaboration of participants or stakeholder in term of inter-agency collaboration because it can amplify to be more value successful collaboration programs (Sowa, 2009). In the theory of capacity, the stakeholder's collaboration is defined as the capability of organizations or the whole of the organization in working together, developing and adjusting programs, and keep with solid sustainable planning to inter-organizational systems in the efforts to get the collective outcomes.

Further, in interorganizational collaboration has common within governmental and non-governmental organizations, where implementation should improving competency and management. Strategic collaboration objectives in this research refers to the professional that will have a strategic collaboration of objective to complementary role and cooperatively working together, sharing responsibility for problem-solving, and making decisions to formulate and carry out plans for teaching (Bay, 2020; Serdyukov, 2017). Empirically, the common strategic objectives have had usefulness to be determined in getting the Interorganizational collaboration, find objective and outcomes (Beech & Huxham, 2003).

The objectives of interorganizational collaboration approach are involved to understand the success factors that lead to and barriers to the development of collaboration among agencies or organizations (Hocevar et al., 2007; Jansen et al., 2009) and lead the internal motivation to collaborate among members, developing a strategic collaboration of agencies, resource investment in collaboration, structural flexibility (Phillips et al., 2000). Organizational learning refers to the process of change of an organization and capability to modify though knowledge, mental models of actors, policy, rule, process, strengthening, and improving performance in public sectors (Chiva et al., 2014). Organizational learning becomes one strategic dimensions of strategic collaboration to provide the strategic solution, for example, five types of personal benefits resulting from collaborative participation, including enhancement of scientific and share knowledge, development of interdisciplinary cultures and exposure to different organization cultures, enhanced abilities to work across boundaries and with different publics, enriched networking opportunities and opportunity to learn about other programs for serving the public (Agranoff, 2004). Organizational learning has benefits to enable organizations in transforming individual knowledge into organizational knowledge (Basten & Haamann, 2018).

Meanwhile, the capacity development refers to some efforts of the whole of parties to strengthening the school internal collaboration with strategic collaborative planning, developing school leader capacity, school organizational sustainable learning, stakeholder involvement to collaborating, and inter-organizational collaboration among schools' personnel. In the term of capacity development, the education service quality is only be achieved if there is an effort to develop capacity development in school development policy programs (Ho & Lee, 2016). The capacity development may be promoting a sustainable competitive advantage in public organization extensively (Ban et al., 2003; Brown, 2004). Then, this study will be analysed through the mixed method to know deeply how effective strategic collaboration for capacity development does.

In this study, the strategic collaboration define as the strategy of education institutions for local government to exaggerate the needs and intention of community groups and education stakeholders in developing the quality of basic education and outcomes. The strategic collaboration perspective consists of some dimensions such as; the same perceptions,

commitment, and trust to collaborating with others to share problems and accomplished them. All actors will build the collective action and synergize to share their knowledge and strategic innovation planning, and implementation to make some innovative ideas to provide the best policy strategy and implementing them to reach the goals that have been determined who have sited in the same table for chance and sustainability of basic education changes. Then, in the capacity development of basic education, there are two dimensions in the term of basic education development policy in providing the service standards in basic education. We refer to two approaches in education development, first, the organizational approach, which is focused on the process of capacity development at the level of individual organizational which including school leader development, teacher competence development, students' characters development, assessment capacity, and education assurance system. Second, the institutional approach, which focused on policy that govern education management involved quality assurance and improvement of education sectors. In the context of the external education environment that includes, school-based management capacity development, stakeholder collaboration, school administration process capacity, school culture innovation, community group participation, and adaptive organizational in the abundance era of education.

### 3. Methods

The authors used a mixed-method to analyse the research data concerning the minimum service standards in Basic Education at local government in Indonesia. This study used questionnaires and semi-structured interviews to gain quantitative and qualitative data. In this analysis used descriptive statistics methodology by using SPSS and AMOS, then, analysis reliability and validity test, and KMO and Bartlett's Test.

The total number of research samples is 350 respondents of the population. The characteristic of respondents' demography has consisted of 200 people from primary school, and 150 teachers from secondary school. The sum of the research sample by using stratified random sampling that selected randomly from primary and secondary school. In determining the respondents of this research, we used the margin of error was  $\alpha=0.05$ . In data collection, we use two techniques: the quantitative data are gained through the questionnaire, and the qualitative data were collected by using the analysis of the integrative components (Miles et al., 2014).

#### 3.1. The measurement of the hypothesis

In analysing data through a mixed-method approach almost for six months. For the data analysis, the first analysis in this article using the quantitative analysis through descriptive statistics, and then it will use statistical package for social science (SPSS) software to measure the validity and reliability. Meanwhile, for the qualitative data, then use data research through questionnaires, and there are some informants have involved to answer the questionnaire. Moreover, the online survey is conducted by researchers to gain quantitative data, and the qualitative data were collected through an in-depth interview with the key informants (Creswell, 2014). On the other hand, reliability of qualitative data, we follow Lincoln and Guba in providing trustworthiness of semi-structured interview for checking credibility, transferability, dependability, and confirmatory (Lincoln & Guba, 1985).

**Table 1.** The strategic collaboration approach dimensions, indicators, and scholars

No.	Dimensions	Indicators	Scholars
1	Strategic Collaboration Planning	<ul style="list-style-type: none"> <li>- Work planning agendas (SCP1)</li> <li>- Dynamic structure activities (SCP2)</li> <li>- Dynamic strategy planning (SCP3)</li> <li>- Successfully contribute knowledge (SCP 4)</li> <li>- New Perspective and ideas (SCP6)</li> </ul>	(Dinkel et al., 2016; Hall & Simeral, 2008; Stoll, 2009)
2.	Collaborative Leadership Development	<ul style="list-style-type: none"> <li>- Transformed activities over time (CLD1)</li> <li>- Task developing leaders (CLD2)</li> <li>- Create value both within organizations and beyond (CLD3)</li> <li>- Leadership development programs (CLD4)</li> <li>- Collaborative competencies and integrity (CLD5)</li> </ul>	(G. L. Anderson, 1990; G.L. Anderson & Grinberg, 1988)
3.	Stakeholder Collaboration Capacity	<ul style="list-style-type: none"> <li>- Stakeholder commitment to collaboration (SCC2)</li> <li>- Stakeholders need capacities (SCC3)</li> <li>- Organizational structures that encourage stakeholder involvement (SCC4)</li> <li>- Stakeholders improvement capabilities (SCC8)</li> </ul>	(Akhlaghi et al., 2012; Hussein, et.al, 2020; Dursun et al., 2013).
4.	Interorganizational Collaboration	<ul style="list-style-type: none"> <li>- The actors' ability to collaborate (IOC1)</li> <li>- The interorganizational work among actors (IOC2)</li> <li>- The relation of actors in working together (IOC3)</li> <li>- Integrity of actors in completion the duties (IOC8)</li> </ul>	(Bay,2020; Serdyukov, (2017; Fann Thomas et al., 2006; Hocevar et al., 2007; Jansen et al., 2009).
5.	Capacity Development in Basic Education	<ul style="list-style-type: none"> <li>- Plan and manage education systems (CBDE4)</li> <li>- Developing the actor's capacity (CBDE7)</li> <li>- Reconstructing basic education systems (CBDE8)</li> <li>- Build professional and organizational capacities (CBDE9)</li> <li>- Financial support (CBDE10)</li> </ul>	(Fann Thomas et al., 2006; Hallinger & Heck, 2010; Kapucu & Demiroz, 2013).

Source: Author's modification (2023)

Table 1 shows that the strategic collaboration approach consists of four dimensions based on the review of literature that is closely related to the development of capacity in basic

education performance achievement. Furthermore, according to the extent literature of education development, we identify there are four dimensions which have correlated to the capacity development in education, for examples; plan and manage education systems, developing actor's capacity, reconstructing basic education systems, build professional and organizational capacities, and financial supporting.

### 3.2. Hypotheses

Then, based on the above analysis that this research posited the following four hypotheses as follows:

- The strategic collaboration planning has a positive and significant influence on the capacity development of basic education (CDBE).
- The collaborative leadership development has a positive and significant influence on the capacity development of basic education (CDBE).
- The stakeholder collaboration capacity has a positive and significant influence on the capacity development of basic education (CDBE).
- The interorganizational collaboration has a positive and significant influence on capacity development of basic education (CDBE).

## 4. Results and Discussion

### 4.1. Result 1

In the analysis of research has been divided into two sections, the first is the research findings will elaborate the quantitative analysis, then it will follow the explanation of qualitative analysis which analyse the informant results interviews. Then, we elaborate the results of descriptive statistics analysis by using SPSS, and we find that the reliability scale based on the Cronbach Alpha was 0.896. Based on the findings show there are four dimensions used to analyse the strategic collaboration approach on the capacity development of basic education (CDBE). The results involve of each dimension such as: strategic collaboration planning (SCP) on CDBE has estimated value = 0.143, S.E= 0.050, C.R= 2.869, with probability value is  $P=0.004$ , then, the hypothesis is accepted. This analysis confirms the strategic collaboration planning has significantly influence the capacity development of basic education. Meanwhile, the finding also verifies that collaborative leadership development (CLD) has influenced CDBE, with the estimate value find that 0.177, S.E=0.043, C.R.=4.118 with the probability value is  $P=0.000$ . This result reveals the hypothesis that collaborative leadership development has significantly influenced the capacity development of basic education (CDBE).

The results of research show that stakeholder collaboration capacity (SCC) on the capacity development of basic education (CDBE). The result of the analysis shows that the estimate value of SCC is that 0.117, S.E.=0.033, C.R.= 3.516, with probability value = 0.000. This finding confirms that stakeholder collaboration capacity has significantly influence the capacity development of basic education (CDBE) in the level of significant  $\alpha=0.01$  and/or  $\alpha=0.05$ . Finally, the result finding confirms that interorganizational collaboration has significantly influence the capacity development of basic education (CDBE). According to the

analysis reveals that the estimate value is that 0.277, S.E.=0.057, C.R.=4.819, with P=0.000. The result verifies that the interorganizational collaboration has significantly influenced on the capacity development of basic education (CDBE). Based on the quantitative analysis above shows that there are four dimensions of strategic collaboration approach confirmed have positive and significantly on the capacity development of basic education (CDBE). The summarize of the results of research analysis in quantitative analysis will be presented in the following:

**Table 2.** The strategic collaboration approach on the capacity development of basic education

	<i>Estimate</i>	<i>S.E</i>	<i>C.R.</i>	<i>P</i>	<i>Label</i>
CDBE <---- SCP	0,143	0,050	2,869	0,004	Accepted
CDBE <---- CLD	0,177	0,043	4,118	***	Accepted
CDBL <---- SCC	0,117	0,033	3,516	***	Accepted
CDBL <---- IOC	0,277	0,057	4,819	***	Accepted

Source: Authors (2023).

Then, we have analyzed the KMO and Bartlett's Test, then, the results of the analysis showed that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.876, the Chi-Square results approximately 8170,586,  $df = 253$ , and the significant level  $\alpha = 0.05$  or the KMO analysis is in the significant level. These results confirm that the sample adequacy has values greater than  $> 0.876$  or 87,6% which is considered the sample research is representative sample. The results are related to the previous research, which has found that the capacity development in education has made it interested to be studied, because it improves the basic education.

#### 4.2. Discussion

According to the collaborative planning, the usefulness of a new civics-based planning model is that assigns direct responsibility for plan preparation to impacted stakeholders. The model is called collaborative planning (CP) or shared decision making (SDM), and it evaluates its advantages and disadvantages by reviewing recent theoretical and empirical research.. However, the education quality achievement in urban areas in Indonesia is not accuracies and it has a gap model (Samion & Darma, 2018). The process of changing learning and teaching is the basic education viewed as the main effort to a pursuit in the change process in education (Stoll, 2009). Based on the above analysis then the analysis of the interview of the qualitative analyse show that it is clarified from the results of an interview with key informant states that strategic collaboration is needed to make the best results for developing the school leaders and teachers' capacity. Another key informant states that the primary school stated that the strategic collaboration planning for the school is important to develop open discussion among teacher and develop the success of formulating school strategic planning and implementation. Meanwhile, there is a teacher in the secondary school points out that it will also affect effectively for the success of the basic education programs, the community participation and school leaders to supporting the school programs.

In the efforts to respond to education policymakers, educators and researchers have searched for alternative strategies to foster school-wide change, effective influence for all aspects of school innovation culture and school administration process, support schools in initiating and sustaining their innovations. In this context, the leadership collaboration may develop through a strategic collaboration approach because it is played an important role in collaboration and capacity of school leadership responsibility and accountability.

The role of collaborative leadership can develop the spirit of the team members to reach goals, strengthening the interorganizational capacity, building commitment to school management capacity, improving the school and students' performance, and developing accountability of school members to achieve high performance. Besides that, the strategic collaboration may develop the leadership collaboration for the basic education, can make the program achieved for education change sustainability. This result has related to the previous study, for example, Davis in his study found that the school leaders can move away from a planning framework that emphasizes only short-term target setting and move to an effective strategic approach (Davies, 2004).

Moreover, the analyse of leadership collaboration strategy is the core strategy in education management to enhance capacity development to get school performance improvement (Connolly & James, 2006). In term of transformation and innovation, the role of school leadership and management have become exceptionally complex and increasingly demanding with the leadership collaboration and synergize for being accountable for developing the leadership capacity and public organization adaptable and flexible (Mertkan, 2011). Empirically, for school capacity development, preparing resources, and human resource training process, knowledge transferring and acquisition, developing a technical skill for teachers and school leaders, and the benefit of organizational collaborative learning is that the efforts are focused on goal-oriented achievement (Kapucu & Demiroz, 2013; Kim & Park, 2020; Popova-Nowak & Cseh, 2015; Saadat & Saadat, 2016).

Furthermore, the results of the interview with the key informants from school leaders of the secondary school stated that it is realized that the one dimensions in building the success in learning and teaching programs that is the teachers have a chance to make collaboration learning and capacity development in education management. Further, the key informant from secondary school confirms that all of the school teachers in the secondary school view that the school is the place for giving chances to develop the teachers' competence, then, the school must be viewed as organizational learning dan social collaboration to provide the development of the education teaching process and management capacity development.

In line with this research, we argue that collaborative leadership has an important role to develop the spirit of the team members to reach goals, strengthening the inter-organizational capacity, building commitment to school management capacity, improving the performance, and education service quality assurance. The capacity development in education playing an important role to improve the education quality service, for example, there is a need to improve the performance in the education sector in a competitive era, then, it needs capacity development in education (Malyan & Jindal, 2014). Other scholars view that capacity development can be referred to as the term of capacity building which is important to overcome wicked problems in education (Ho & Lee, 2016).

In the case of educational practice of learning and development, three aspects must be provided, such as individual variability, addressing adversity, and support resilience (Darling-Hammond et al., 2020). Another dimension viewed as an important aspect in the development of school capacity must fully need for stakeholder collaborative capacity (Howley & Sturges, 2018). Another analysis showed that inter-organizational collaboration has been viewed as the pivotal mechanism in supporting the various activities to develop activities and school performance (Cates, 1986). Overall, the efforts in developing the capacity of education are to ensure the basic education quality assurance and improvement viewed as the ends of capacity development in education. Based on the qualitative analysis showed that the term of interorganizational collaboration, there are some statements from key informants from school leaders pointing out that strategic collaboration is an important aspect to enable the awareness of the stakeholders and the community to be more active in supporting the school management.

Furthermore, there is one of the school committees for secondary school revealed we recognize that strategic collaboration model has become the term for making innovation successful and it has an added value to developing the ability, skill, competence, and the trust-building in managing basic education. According to the above interview can be explained that the success in achieving basic education at local government, it must be ensured that the implementation of strategic collaboration approach should be prioritized and put in the front line to empowering the school personnel and school management. This approach can help minimize complex problems in managing school education could be minimized step by step and finally, education might be realized. The results also support by some empirical research that is the strategic collaboration approach may develop the comprehensive strategic planning program better in the public organization (Foster- Fishman et al., 2001).

Based on the whole analysis in quantitative and qualitative approaches, we can explain that strategic collaboration approach has consist of four dimensions including: strategic collaboration planning, collaborative leadership development, stakeholder collaborative capacity, and interorganizational collaboration. Then, there is capacity development of basic education, which is the main term in emerging the capacity and build component in basic education. Based on the above model of strategic collaboration, we argue that the effectiveness and efficiency in basic education may improve better through innovation and develop the school elements capacity to get ability, skill, competence, and trust.

Furthermore, strategic collaboration in education should provide a innovation policy for strategic capacity development in basic education. The way of to improve the learning and teaching process in the school, school personnel capacity, school resources, and education quality improvement and sustainability. Besides that, the strategic collaboration approach can improve successfully the school management capacity to ensure their school vision, mission, objective, and target will achieve smoothly, and it can be solved the most pressing challenges in basic education for local government. It was no doubt that making the capacity development in education sector more successful through strategic collaboration innovation approach as the best policy strategy in developing the capacity of education service, and basic education quality improvement to provide the basic education performance and better quality of education policy in Indonesia.

## 5. Conclusion

This study has investigated the role of the strategic collaboration approach on capacity development in basic education at the local government in Indonesia. This study confirms that the strategic collaboration approach has an effective influence on the capacity development in basic education. This research article elaborated on the analysis of quantitative and qualitative approach. There are four dimensions of strategic collaboration approach which may use in developing the capacity development of basic education for local government in Indonesia.

According to the results analysis show that the strategic collaboration planning has involved five indicators such as work planning agendas, dynamic structure activities, dynamic strategy planning, successfully contribute knowledge, and new perspective and ideas. Further, the collaborative leadership development indicates five indicators, for example: transformed activities over time, task developing leaders, create value both within organizations and beyond, leadership development programs, and collaborative competencies and integrity. Meanwhile, the stakeholder collaboration capacity consisted of four indicators, such as: stakeholder commitment to collaboration, stakeholders need capacities, organizational structures that encourage stakeholder involvement, and stakeholder improvement capabilities. Next, the interorganizational collaboration has indicated four indicators involved the actors' ability to collaborate, the interorganizational work among actors, the relation of actors in working together, and integrity of actors in completion the duties. Finally, the capacity development of basic education has consisted five indicators such as: plan and manage education systems, developing actor's capacity, reconstructing basic education systems, build professional and organizational capacities, and financial supporting.

The strategic collaboration approach on the capacity development of basic education (CDBE). The results involve of each dimension such as: strategic collaboration planning (SCP) on CDBE has estimated value = 0.143, S.E= 0.050, C.R= 2.869, with probability value is  $P=0.004$ , then, the hypothesis is accepted. Then, collaborative leadership development (CLD) has influenced CDBE with the estimate value find that 0.177, S.E=0.043, C.R.=4.118 with the probability value is  $P=0.000$ . This result reveals that hypothesis that collaborative leadership development has significant influenced the capacity development of basic education (CDBE). Meanwhile, stakeholder collaboration capacity (SCC) on the capacity development of basic education (CDBE). The result of analysis shows that the estimate value of SCC is that 0.117, S.E.=0.033, C.R.= 3.516, with probability value = 0.000. This finding confirms that stakeholder collaboration capacity has significantly influence the capacity development of basic education (CDBE) in the level of significant  $\alpha=0.01$  and/or  $\alpha=0.05$ . Finally, the result finding confirms that interorganizational collaboration has significantly influence the capacity development of basic education (CDBE). According to the analysis reveals that the estimate value is that 0.277, S.E.=0.057, C.R.=4.819, with  $P=0.000$ . The result verifies that the interorganizational collaboration has significantly influenced on the capacity development of basic education (CDBE).

The strategic collaboration may ensure to improve the capacity development of school leaders and teacher for primary and secondary school since the dimensions and indicators can be expected to be enhanced and effectively. In order to improve the strategic collaboration approach for basic education, we recommend that beside the four dimensions that has mention

earlier, it should be better to implement strategic collaboration for the local government, school leaders, and teachers that must be developed administrative capacity, school management, education service quality, and performance improvement.

## 6. References

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