

Change Parent–School Disputes to Sustainable Development for the Indonesian’s Social Capital

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Abstract

The study administrated qualitative method for IQA (Interactive Qualitative Analysis) to assess the preferred organizational change pattern for the Ombudsman of the Republic Indonesia (ORI). It adhered to the initiation of partnership done recently with the socialization at 13 Public Elementary Schools (PES) all situated in the Jakarta Metropolitan Area. Sustainability of such a partnership institution is the imperative for further nation character building, for the sustainability of the comparative advantage for the Indonesian’s social capital in the future globalized industry. Three separated focus group discussions (FGD) were held for 3 PES which incidentally chosen, since each readily available for FGD immediately after socialization. A systematic sampling was also managed to choose the most involved during the socializations to represent 6 teachers and 6 parents for every FGD. Another focus group interview (FGI) was also held involving 3 Principals and 3 Heads of School Committee (HSC) from the three schools. A nested sampling was applied here to supposedly eliminate their ‘deviant’ role in the FGD. The study conceived that a paradigm shift is needed for ORI-PES relationships to alter the watchdog philosopher into co-management and co-creation with mutual-trust based. More specifically ORI also needs, at the earliest of socializations, to convey successively the long-term strategic value along with learning for the complaint and the operational value along with learning for the investigation. For those, the truth of recovered mutual-trust across parents, schools and ORI would be stretched to ‘bridge-trust’ up progressing further the existence of trust in government that all be affirmed by the individuals. Since those generalized trust scales up within the PES educational domain, thus sustainable development for the Indonesian’s social capital would have been positively exist.

Keywords: Generalized Trusts, Ombudsman, Partnerships Management, Social Capital, Sustainable Development.

1. Introduction

Social capital (CS) in terms of cultures, values and beliefs, and unique customs within the organization or the society (Coleman 1990, 1988) could be the investment of the organizations or enterprises for their global competitive advantages (Nahapiet & Ghoshal 1998). The existence of CS within the institution or industry unarguably ought to be maintained and developed, in order to grow and adapt for the future demands and values (Tsai & Ghoshal 1998). A dialectical process for the organizational change goes through in harmony with the environmental alterations (Van de Ven & Poole 2008), growing by adopting and exchange rules of the game to structure for anew future values, as what Giddens (1984) argues about duality in the structurations. Consequently, partnership management becomes a crucial alternative for such a change, particularly when co-evolution and co-management are the precondition for smooth alteration processes (Carlsson & Berkes 2005, Plummer & Armitage 2006), and predominantly when co-production and co-creating are the prerequisite for anew creative and innovative social values (Voorberg et al 2014, Giddens 1991).

Remarking the collaboration theory from Bitizzi et al (2004), particularly within the business setting, it might be articulated that inappropriate directives could lead partnership into unexpected propositions, even unproductive ones. Also comparing to the new institutionalism economics of Williamson’s (1979), it might be pronounced that inappropriate governing in partnership would cause the productive and innovative climates harder to be revived and a mass squandering occurred. Partnerships with unproductive propositions would then be the cost of both the organization and the community at large.

Since the Public Service Legislations enacted early 2009 in Indonesia, the New Public Management (NPM) practices for every unit of public service, as Denhardt and Denhardt (2007) gestured, all are going to shift into New Public Service (NPS) practices. Also accordingly, surveillance over public services become crucial issue, as Tummers & Kruijen (2014) conceived in the systematic review, there would be a shift to govern the public services from surveillance traditions to ‘co-management’ also ‘co-production’ and ‘co-creation’ philosophers. Those all are the requirement for an effective partnership, in favor of collaboration that create value not only for both parties involved, but also for the society at large (Voorberg et al 2014).

2. Conceptual Framework

This study is inquiring the progress of partnership between the Ombudsman of the Republic Indonesia (ORI) and Public Elementary Schools (PES) for co-management issue in efficient dispute resolutions to accelerate completion the existed hidden parent-school disputes. Further it is inquiring the same progress for co-creation issue in anew innovative social value to enrich the cooperativeness dogmata in the society. All will keep up rise the certainty of sustainability the social capital empowerment institutionalism (SCEI), as also Lickona (1991) postulates that education at the elementary school is the institutionalism for the basic human character building. Sustainability of such an institution is the imperative for the sustainability of the comparative advantage for the Indonesian in the future globalized industry.

3. Literature Review

3.1 Social Capital (SC)

SC is values and beliefs that create unique work practice or social relational patterns owned by a communal of individuals in the organization or society (Coleman 1990, 1988) that those potentially be able to create the competitive advantage of the enterprise or even of the nation economy in the global industry (Hitt et al 2002). A unique social relational pattern can generate work efficiencies for continuous improvement and better quality work of life (Lee 2004). Corporate core-competence, as Prahalad & Hamel (1990) proposed, are the unique work practices that could be the enterprise's competitive advantage, since all are inimitated easily.

SC is an asset for the enterprises while it is also the resources for the nations (Lin 1999). SC is not used up for living, despite it is invested to grow simultaneously with the enterprises and the community for the nation future prosperity. Lin (1999) put forward that for sustainable wealth, SC should be upward with the competitive value to confront competitions and challenges that continually on the rise. While, social relational patterns or culture uniqueness (Ports 1998) do not always the advantages of the entity, but are all deployed rightfully. Learn from Dalzell's (2009), it is implied that culture abandonment could also lead to unpredictable cultural development that creates values with mediocre, even with unproductive working culture. For that reason SC development needs proper planning, deployment and monitoring with the spirit of sustaining competitive advantage for the enterprises, even for the nations.

SC, in practical, frequently deals with social trust that economically valuable for the society (Fukuyama 1995). Cohan and Prusak (2001) argues that SC is about cohesiveness actively operationalized in the organizational network, all bound together based upon common values, mutual trust and mutual understanding for possible working together. Lorenz (1999) verified that trust relational can generate efficiencies for team works, since trust existence can lower cost for lesser time spending in overseeing and correcting mistakes. Further, Uslaner (2002) established that relationships can generalize trust levels from relational between individual in a group (micro trust) becomes trust relational amongst groups or organizations (mezzo trust), to trust relational amongst individual in the society at large (macro trust); all evidently became the character of the community for the reciprocities (Putnam 1995) and for the cooperativeness (Gambetta 1988, Woolcock 1998).

SC and its growing proceed within the formal and informal educational domain (Bordieu & Passeron 1998). The basic human characters, i.e.: reciprocity, honesty, and solidarity do need an earlier nurturing, as Eccles (1999) and Lickona (1991) testified that the early formal educations are the most crucial moment for individual's further social life. Grolnick and Slowiackzek (1994) confirmed that originality and commitment of parent involvement at the earliest student's formal educational are the other deeds, rather than responses the belated individual student's educational problems got in the way. Caldwell (1998) hypothesized that School-Based Management (SBM) approach is an effective way to promote involvement and give stronger roles for parents and other educational communities in association with the schools and teachers to educate the pupils, all with the spirit of partnership and co-management.

3.2 Organizational Sustainable Development (OSD)

Organizational growth requires plan and control, so as to grant sustainable development. Business self growth with continuous improvement should be viewed as a necessary, but not sufficient since most indicate that it performs satisfactorily under real-business partnership for sustaining the competitive advantage (Wernerfelt 1989). D'Aveni (1994) argues that organizational change should be governed in concert with the environmental changes, because the competitions and the environment grown-up faster and unpredictable. Drucker (1999) said that one cannot manage change, but one can only be ahead of it. Organizational change preferably moves faster than the changes itself. Competitors cannot be seen as always the enemy endangering individual growth, but they can be expected as companion move forward in alliance synergically build the future communal growth (Todevo & Knok 2005). Organizational Sustainable Development (OSD) can only be attained through join synergical growth with inter-organizational augmentation and with the environmental surrounding.

OSD calls for co-management to preserve the co-existence of all parties in affiliation, as also Wyatt (2008) testified that co-management practices had managed to survive both preserving local cultural of the

Aboriginal Forestry in Canada and been advancing economic value at the wider-ranging communities. Carlsson and Berkes (2005) argue that co-management is a keep going problem-solving overcoming emerging hurdles during the organizational advancement simultaneously with the environmental growth. Co-management is an emergent cooperation at up-and-coming situation for the mutual growth. Instead of the reactive nature, Van de Ven and Poole (2008) conceived that the proactive organizational change should designedly proceed in constant dialectical assessment with the environmental progressing.

3.3 Partnerships

The most common practice of partnership is in the Private Public Partnership (PPP), it aims to create superior public goods (UN-ESCAP 2011). The other is partnership in knowledge management for innovation and entrepreneurship with Triple Helix concepts, i.e: University – Business – Government partnerships (Etzkowitz and Leydesdorff 2000; Etzkowitz 2008). Van de Ven and Poole (2008) argue that the proactive organizational change should proceed through uninterrupted dialogues for reciprocal change with the environmental progressing. Not only does it need the exchange, also Voorberg et al (2014) do assume that the dialogues supposedly hold the moral fiber of the co-productions and the co-creations. Basically partnerships own by itself the will of collaborations, the courage to create added value in favor of more than just the both parties who work together (Ostrom 1996, Meijer 2012, Gebauer et al 2010, Gill et al 2011), and all by the faith of co-production and co-creation.

In other words, cultivating anew and maintaining the existing values do require partnership with collaboration strength. Derived from duality theory of Giddens' Structuration (1991a), partnerships norms as being created institutions are at once induced by and also to sway with the existed norms. Also derived from Voorberg et al (2014), co-production and co-creation are two equipments that supposedly run jointly with trust at each, to co-produce the routine to gain the target, and to co-create the creative to gain the social innovation, both entail anew steadiness and sustainable innovation at once. Progressing anew while maintaining the existing values do need partnership with collaboration intensity.

3.4 The Ombudsman

Global democracies call for adoptions at every government in most countries in the world. Denhardt and Denhardt (2007) argue that public service deployment would not run well with the conventional NPM philosophers, since it is merely the routine of quality improvements meant for more efficient and faster public services. The routine improvements cannot, however, compete against the acceleration of technology progressions. What the best routine improvements can do is on par with the latest applied technology. A quantum leap for the quality and inovative public services can only be attained by NPS philosophers with the principles of partnership, with collaboration toward the citizens. Partnership governance with the democratic nature and good citizenship is the imperative for the creation of the quality and innovative public services, as also implied from Denhardt & Denhardt (2007) that the demanding quality and innovative NPS could only continue living in partnership with citizens and also with the good citizenship.

Choudhury (2008) hints that the society with highly democratic awareness will demand for more variety and more rapid services. All those, however, will certainly increase frictions and disputes displeasing the public servants. To alter dispute to productive public service requires mediators. Back to 18th century at the reawakening people right of the Kingdom of the Sweden, Ombudsman was the institution with the role of overseeing the ruler in working for the people, it did also mediate people before the King Charles XII (Gonzales-Volio 2003). King Charles had learned from harmful, listened and had sensed in prototyping the ombudsman afterward for the better honorably future, as Theory-U of Scharmer (2007) affirmed that all as seeing – sensing and 'presencing' (the future) for the better truthfully prospect, all through crystallizing and prototyping ideal future ahead of real performing. Ombudsman then in its progress lately became the Parliamentary Ombudsman with the additional function as the independent body for the alternative dispute resolutions or ADR practices (Giddings 2008). The assignment is to resolve disputes between individual public or communal against the government, without jurisdiction course of actions. The Ombudsman with pro bono, impartialities, fairness, simpler and faster ADR will certainly help growing the democracies (Gadlin 2000).

Challenges, especially for the ADR practices in Indonesia, do absolutely call for transformational spirit to resolve easily and justly for each single public service dispute, as also insisted by Ridley Duff & Bennett (2010). It is a must for Ombudsman the Republic of Indonesia (ORI) to alter disputes to the better and everlasting trust relationships for all disputants in order to promote democracies. The normative work of ORI proceeds through Filling Complaint Stages, Investigation Stages, Mediation Stages, goes through Recommendation Stages. The preferred ending stage is, however, out of recommendation stage, since recommendation with condemnation is the very last choice, also is of out the sense of duty the ombudsman in safeguarding democracies (Ombudsman the Republic of Indonesia Act Number 37, 2008).

4. Research Methodology and Design

The study is a qualitative research employing structured qualitative analysis, i.e. IQA (Interactive Qualitative Analysis) from Northcutt and McCoy (2004), aiming at producing the pattern of causal relationship of the affinities or key-themes. It would portray the alternative of actions to improve resourcefully the partnership program of PES-ORI for more ascertain the sustainability of the SCEI.

The research was based on the phenomenological annotations expressed by the constituents at all experience with ORI socialization for the partnership program. The socializations had accomplished for 13 PES, during April to October 2014, all were situated in the Jakarta Metropolitan Area. Researcher was also involved in the occasions. The collection of this qualitative data had, at first, administrated through three focus group discussions (FGD) with teachers and parents as the constituents. For triangulation, it had also collected the other data from the principals and the heads of school committee, as the expert resource persons. Included in the data were the response alongside the feelings and experiences of the constituents during the FGD. The later acquired qualitative data were anew sight of the potentials that have to be accomplished and reached in the near future (Kitzinger, 1994). The triangulation had been through a focus group interview (FGI). Here, the researcher took role as a moderator jointly structuring the data with the resource persons for further progression of the IQA.

Researcher, at the earlier of every FGD, had channeled the teachers and parents expressing in written with a three-word maximum phrase (in bahasa), on a piece of paper (post-it) to get going in response the socializations, all by silent brainstorming. Four cycles of 20 minutes each in every FGD were intentionally offered for teacher and parents to express freely their opinions, all under guidance of their comprehensive learning for the normative work of the ORI. No limit of number of post-it generated by any individual at any cycle. All FGDs were administrated for 36 teachers and 36 parents at 3 PES which were incidentally selected since each readily allocate the time for FGD immediately after socialization. Three FGD were done separately. A systematic sampling was also managed to choose the most involved during the respective socializations for 6 teachers and 6 parents to join in every FGD. Also, another focus group interview (FGI) was arranged involving 3 Principals and 3 Heads of School Committee (HSC) from the three schools. A nested sampling was applied here to supposedly eliminate their 'deviant' roles at the respective FGD (Kitzinger 1994). The FGI was arranged once at another place and on available time for the six collective resource persons. A complete research design is depicted in Figure 1.

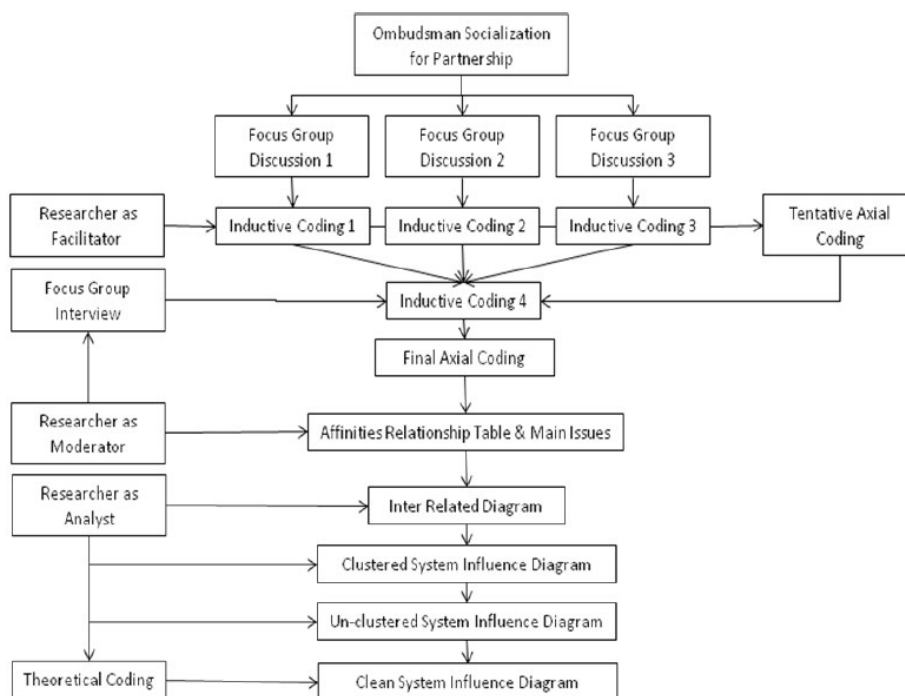


Figure 1. Research Design

At a single FGD the inductive coding and axial coding had done jointly in open discussions involving researcher and the constituents. During inductive coding clarification of every meaning of each three-word phrase was openly discussed, and further clustering all of them into fewer themes or affinities. With these single loop creative thoughts (Northcutt & McCoy 2004), those three FGDs had been revealing 7 (seven) unflinching settled key-themes or factors, i.e.: Low Presumptive Trust in Schools, We Concern About, Learning for Complaint, Learning for Investigation, Learning for Mediation, Micro Trust in Partnership (trust between

teachers and parents with school), Mezzo Trust in Partnership (trust between teachers and parents with ORI). An axial coding process was then ending for every FGD by all describing almost the same tentative hierarchical structure of those seven settled key-themes; all had, later on, been there for the reference of the FGI session.

Afterward, the FGI had worked for the existed seven key-themes, stressed more in 'listening' and clarifying, recycling the issues of those key-themes, and had treated exhaustively the tentative hierarchical structure for a complete final system of more meaningful solutions for the troubles aroused (de Visser & Smith 2007). The FGI went through the same stage of inductive coding and axial coding with the citation in mind the previous seven key-themes. By cognitively done through the double loop creative thought, FGI would have been going through different way of thought and assumption (de Visser & Smith 2007) for anew three-word statements adding and editing the seven key-themes of the FGDs. Two other key-themes or factors revealed from the inductive coding processes at FGI, i.e.: Paradigm Shifts and Macro Trust in Partnership.

The FGI was ending up with the step of 'final axial coding' exploring the issues that all turning possibly up from the relational across the nine key-themes (ex FGD and ex FGI). At this stage, the role of researcher was a moderator for the participants to inquiring and exploring the issues within the practical logics and facts on the field, and then concluding all 72 possible issues with the individual votes for the validity of the respective issue. The result was 161 votes across all issues for the total nine key-themes. Enclosed (Appendix 1) is all the issues and the tallies for each in the ART (Affinities Relationship Table).

5. Result and Discussion

Earlier, the study had administrated three FGD spending four hours for each, or twelve hours in total. Also it had administrated one FGI spending eight hours to end all votes and tallies of the 72 issues in the ART. Spending approximately twenty hours for administration and conversion all the phenomena into structured qualitative information could be in question. It is yet conceded that the experience and commitment tells, as Morgan (1998) pondered this circumstance in his manuscript about an effective focus group, the study did also confirm that mostly all the focus groups had facilitated the brainstorming, moderated discussions and ultimately generated the unfailing settled key-themes with a final sound and consistent hierarchical structure.

The analysis was firstly aimed to identify the number of main-issues that those exactly effect the alternative actions for resourcefully improve the partnership program of PES-ORI to further establish the sustainability of the SCEI. All 161 votes of the 72 issues were examined inside the ART (Appendix 1) by pareto-protocol (Northcutt & McCoy 2004). It implied that 30 particular main-issues were the most important issues that could determine better partnership ORI-PES for the better sustainability of the SCEI. The number of 30 came from the accumulated issues with the highest vote of 6 at the first row, and went down to vote of 3 (in 2nd column) at the 30th row with the highest power of 40.942 (in column 7th). Those accumulated 30 issues were the main issues supposedly being the parsimonious amount of the issues that could solve the existed problems economically (Northcutt & McCoy 2004). Those all engage in relatively lesser amount (41.67%) of the issues (30 out of 72), it could, however, solve relatively larger amount of approximately 82.61% (column 5) of the problems. The rest could be ignored because the issues with the vote of two and less could be assumed unimportant, or since the power goes lesser and lesser (in column 7th).

		1	2	3	8	4	5	7	6	9	Out (↑)	In (→)	Gap Value
Low Presumptive Trust in the Schools	(1)		↑		↑	↑	↑	↑	↑	↔	6	0	6
We Concern About	(2)	→			↑		↑	↑	↑	↑	6	1	5
Learning for the Complaint	(3)	→	→	↑		↑	↑				3	2	1
Paradigm Shifts	(8)				→	↑	→	→	↑	↑	3	3	0
Learning for the Investigation	(4)	→	→	↑	→	→		↑	↑	↑	4	4	0
Micro Trust in Partnerships	(5)	→	→	→	→		↑	↑	↑	→	3	5	-2
Learning for the Mediation	(7)	→	→	↑		→	→		→	↑	2	5	-3
Mezzo Trust in Partnerships	(6)	→	→	→		→	→	↑		↑	2	5	-3
Macro Trust in Partnerships	(9)	↔		→		↑	→	→	→		1	5	-4

Figure 2. Details for Inter Related Diagram (IRD) and the Gap Value

Focusing on 30 main-issues in the ART with 9 factors in hand, the analysis across linkages, or interrelation for one factor with each other, could yield the IRD or Inter Related Diagram (Figure 2). It examined how every single factor could directly and / or indirectly affecting the sustainability of the SCEI. The analysis generated gaps value, since it was cross-tallying the 'in' (being influenced) sign against 'out' (to influence) sign for the respective factor. By putting all in descending order toward the gap value, it tells that the highest gap of Low Presumptive Trust in the Schools was at 6 and of We Concern About was at 5. Both exposed that each is the driving force of the causal relational system for the establishment of the sustainability of the SCEI.

By the same token, it also defined that three factors, i.e.: Learning for the Complaint, Learning for the Investigation and Paradigm Shifts, each was the pivot factors for the causal relational system, since each represented the gap at value of one (1), at value of zero (0) and at value zero (0), respectively. All show that each is the pivot factor to circulate the driving factors into the outcome factors. While the other factors, i.e: Micro and Mezzo Trust in Partnership, Learning for the Mediation and Macro Trust in Partnership, each is the outcome for the system, because the gap value became smaller and each turned into negative gap value. More specifically the Macro Trust in Partnership was at the ultimate outcome for the system, since the gap was at the smallest or at negative gap value of minus four (-4).

There were thirty linkages with 'out' sign and thirty linkages with 'in' sign originated from the IRD. All those could craft a Clustered SID (Clustered System Influence Diagram) with its hierarchical structure. The most left side factor was for the Low Presumptive Trust in Schools, since it was at the highest positive value (+6); the most right end factor was for the Macro Trust in Partnerships, since it was at the lowest negative value (-4). Those all linkages were the integrated Systems Influence Diagram to ascertain the sustainability of the SCEI. The balance of 30 arrow lined 'out' and 30 arrow lined 'in' for all nine factors as named it in detail of the IRD (Figure 3) are representing the complete linkages across factors for the causal relational structure for the system of the sustainability for the SCEI.

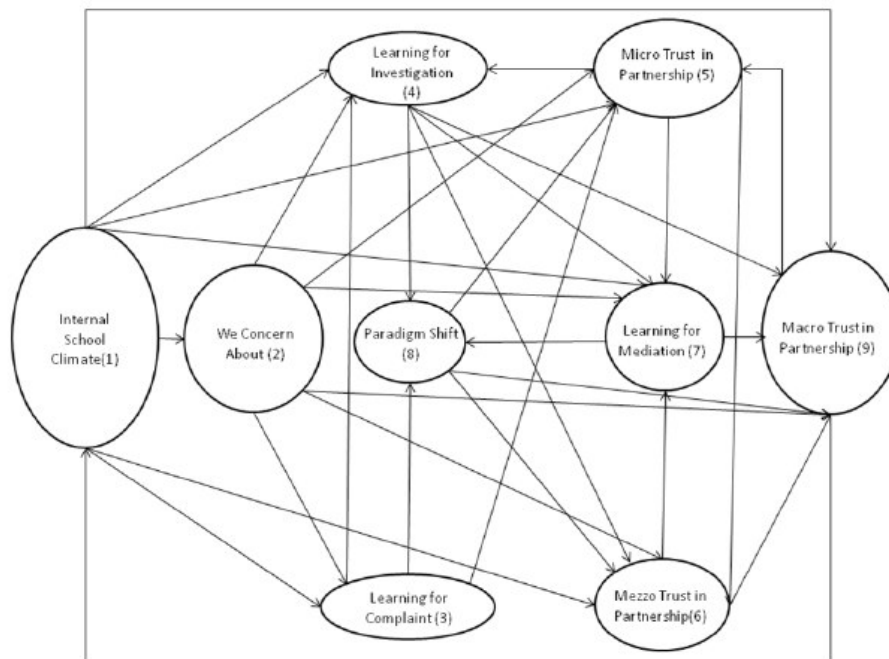


Figure 3 Clustered SID (System Influence Diagram)

Figure 3 shows all possible linkages for the nine factors. It would, however, be too complex to grasp for a straight forward knowledge, since there were several reciprocal linkages across factors, and there were also several factors each influenced directly to more than two factors at once. Simplification is required to simply trim linkages down and cut the ‘out’ linkages to only one for each factor, except for certain second linkage that might inevitably be a must. Overview in case of this particular negative nature of driving factors would be desirable to omit those redundant linkages, by reassessing and repositioning each factor so as to straight forwardly come up with an affluent outcome.

Further simplification constructed the Unclustered SID (Figure 4), a direct cause and effect relationships of the primary and secondary drivers with the secondary and primary outcomes, by all passing through the pivot factors. It conveyed that the ‘low presumptive trust in schools’ and ‘its concerns’ could elicit the ‘learning for complaint’ and the ‘learning for investigation’ differently, to instigate the ‘paradigm shifts’ for co-management and co-creation. At the same time the shifts could restore the ‘micro’ and the ‘mezzo’ trust in partnerships across parents, teachers, and ORI. Given that improvement of the two accumulated level of mutual-trust, it would then be easier to ‘learn for the mediation,’ whilst all by design would had been re-establishing the ‘Macro Trust in Partnerships’. Rothstein and Stolle (2008) confirmed that all those three integrated mutual-trust levels would by design generalize trusts, the creation of trust in government owned by the individuals, in this case trust in government owned by the individual parents and teachers.

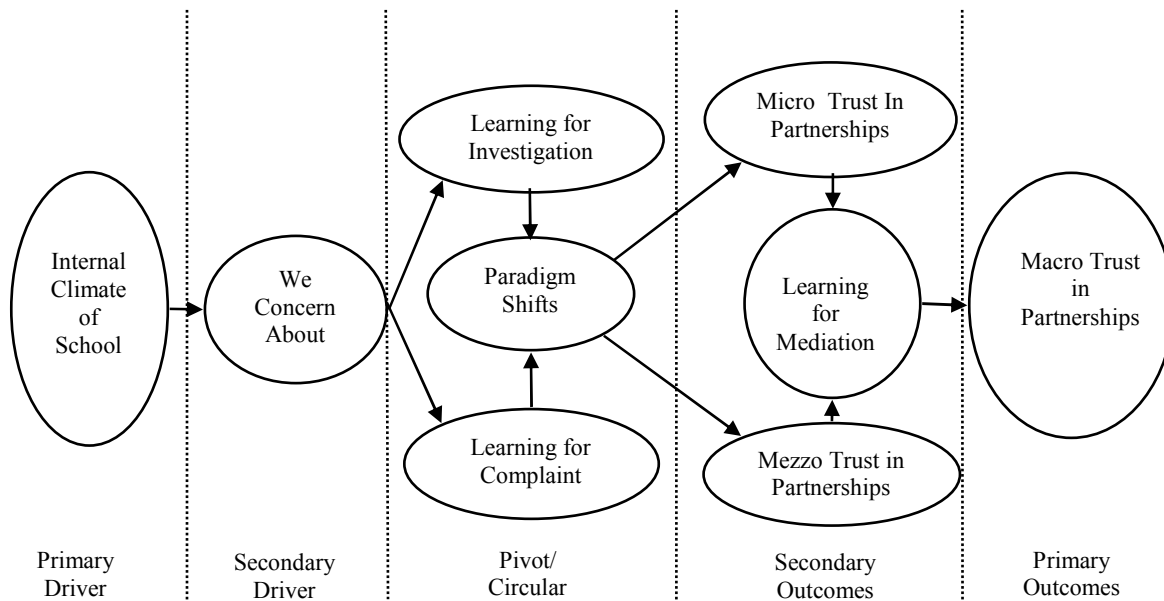


Figure 4 Unclustered SID

The IQA also made obvious that theoretical coding for the Unclustered SID, in this case for nine factors, could be condensed into Clean SID with plainly three factors of input-process-outcome (Northcutt & McCoy 2004). Condensing could also be made by merging two or more into one factor, if each had the same or the approximate gap values; in this case could be condensed into simply: the negative nature of the phenomenon for the driver for the input –the learning and the paradigm shift for the pivot – the other learning for better off with the surrounding for the outcomes (Figure 5). In detail, it could be construed that the inter-organizational negative relational experiences with its concerns could with different learning be all through the paradigm-shifts prompting other learning for partnerships and collaborations to raise the spirit of co-management and co-creation for anew the organizational values of which synergically with and for anew ideals the community surroundings.

In reference to the basic Grounded Theory (Strauss and Corbin 1990; Mills et al 2006; Jones and Alony 2011) the Clean SID are assumed to be similar with theoretical coding process; it presumes that there is another positive learning for paradigm shift in every negative circumstances, i.e: all inter-organizational negative relational experience with its concerns would turn into buoyancies, once learning advancing differently all through paradigm shifts with the partnership and collaboration spirits, and there would be other learning for changes in the organizational beliefs and values in concert and synergically with the growing ideals at the society surroundings. The essence is all sustained the partnerships principles (Voorberg et al 2014) in collaborations with co-management and co-creations, and is all verified the Duality Theory of Giddens' Structuration (Giddens 1991a). Cognitively, all the process goes through Theory-U (Scharmer 2007), i.e: The negative experience with concern representing the Seeing – Sensing phases; Paradigm shift of for co-management and co-creation representing the *Presencing* phase; Other learning for better off with the surrounding representing Crystallizing – Prototyping – Performing of the post-paradigm shift phases.

The Negative Nature of the Phenomenon → The Learning and The Paradigm Shifts for Partnership and Collaboration → The Other Learning for Better Off with The Surrounding

Figure 5 Clean SID: the Paradigm Shift in Partnership with Collaboration Spirit

6. Conclusions and Recommendation

The moral fiber of collaborations might shift the existed latent disputes amongst parents, teachers and the PES to more positive and productive thinking to grow mutual-trust across the educational institutions. ORI would have been taking the role in it. ORI would also grow together with the PES, the teachers and the parents not only for the sake of its own sustaining growth, but also for the sustainability development of the next quality work force with cooperativeness as social capital and the nation comparative advantage.

Further researches in ORI-PES partnership to cover all 32 provinces in Indonesia are desirable, given that all would intensify the study to correctly establish the policies for educational and labor force resolutions. More researches in ORI-Schools partnership in all provinces to cover all level of education are also considered necessary, as all might to map precisely the most significant educational level that contributes to the Indonesian's comparative advantage.

Further studies in sustainability development with other perspectives are certainly required. Meta-

analysis with multilevel-trust analysis is not the only option to appraise sustainability developments. As the studies have done with multilevel-trust analysis in educational public services, further studies with the same analysis meant for the partnerships of ORI with public health services and with public social-legal services in Indonesia are definitely mandatory. To complete current study in sustainability development toward Indonesian's social capital, these all three domains are the most crucial ones, as all would surely generating the sustainability development for the Welfare State.

Other direction are also preferable for future sustainable development researches, particularly in the area of patriotism for both private and governmental executives in fighting 'unconscious' corruptions and all 'latent' practices in natural devastation. Patriotism, to combat unconsciousness and latent wrong doing, needs courage and physical also metal efforts educating others for awareness with sincere and possibly sacrificeness. How to assess patriotism through IQA or any mean of valid and reliable research methodology is critically important in predicting the sustainability of the existence of a pleasant world with democratic society. Patriotism, in current practical managerial actions, is undeniably the essence of sustainable development management.

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Appendix 1 The ART and Power Analysis with Pareto Protocol

	Affinity Pair Relationship or Issue	Sorted Frequency (Decending)	Accumulated Frequency	Accumulated Percent of Frequency	Accumulated Percent of Relationship	Power
1	1 → 2	6	6	3.727	1.389	2.338
2	1 → 4	6	12	7.453	2.778	4.675
3	1 → 5	6	18	11.180	4.167	7.013
4	1 → 6	6	24	14.907	5.556	9.351
5	1 → 7	6	30	18.634	6.944	11.690
6	1 → 8	6	36	22.360	8.333	14.027
7	1 → 9	5	41	25.466	9.722	15.744
8	2 → 4	5	46	28.571	11.111	17.460
9	2 → 5	5	51	31.677	12.500	19.177
10	2 → 6	5	56	34.783	13.889	20.894
11	2 → 7	5	61	37.888	15.278	22.610
12	4 → 5	5	66	40.994	16.667	23.432
13	5 → 6	5	71	44.099	18.056	26.043
14	5 → 8	5	76	47.205	19.444	27.761
15	2 → 8	4	80	49.690	20.833	28.857
16	2 → 9	4	84	52.174	22.222	29.952
17	3 ← 4	4	88	54.658	23.611	31.047
18	3 ← 5	4	92	57.143	25.000	32.143
19	3 → 7	4	96	59.627	26.389	33.238
20	3 → 8	4	100	62.112	27.778	34.334
21	3 → 9	4	104	64.596	29.167	36.429
22	4 → 7	4	108	67.081	30.556	36.525
23	5 → 9	4	112	69.565	31.944	37.621
24	6 → 3	3	115	71.429	33.333	38.096
25	6 → 9	3	118	73.292	34.722	38.570
26	6 ← 7	3	121	75.155	36.111	39.044
27	6 ← 8	3	124	77.019	37.500	39.519
28	7 → 5	3	127	78.882	38.889	39.993
29	8 → 9	3	130	80.745	40.278	40.467
30	7 → 8	3	133	82.609	41.667	40.942*
31	7 ← 9	2	135	83.851	43.056	40.795
32	2 → 1	2	137	85.093	44.444	40.649
33	4 → 1	2	139	86.335	45.833	40.502
34	5 → 1	2	141	87.578	47.222	40.356
35	7 → 1	2	143	88.820	48.611	40.209
36	8 → 1	2	145	90.062	50.000	40.062
37	9 → 1	2	147	91.304	51.389	39.915

38	6 → 1	2	149	92.547	52.778	39.769
39	3 → 2	1	150	93.168	54.167	39.001
40	4 → 2	1	151	93.789	55.556	38.233
41	5 → 2	1	152	94.410	56.944	37.466
42	6 → 2	1	153	95.031	58.333	36.698
43	7 → 2	1	154	95.652	59.722	35.930
44	8 → 2	1	155	96.273	61.111	35.162
45	9 → 2	1	156	96.894	62.500	34.394
46	3 → 1	1	157	97.516	63.889	33.627
47	1 → 3	1	158	98.137	65.278	32.859
48	2 → 3	1	159	98.758	66.667	32.091
49	7 → 3	1	160	99.379	68.056	31.323
50	8 → 3	1	161	100.00	69.444	30.556
51	9 → 3	0	161	100.00	70.833	29.167
52	3 → 4	0	161	100.00	72.222	27.778
53	5 → 4	0	161	100.00	73.611	26.389
54	6 → 4	0	161	100.00	75.000	25.000
55	7 → 4	0	161	100.00	76.389	23.611
56	8 → 4	0	161	100.00	77.778	22.222
57	9 → 4	0	161	100.00	79.167	20.833
58	3 → 5	0	161	100.00	80.556	19.444
59	4 → 5	0	161	100.00	81.944	18.056
60	6 → 5	0	161	100.00	83.333	16.667
61	8 → 5	0	161	100.00	84.722	15.228
62	9 → 5	0	161	100.00	86.111	13.889
63	3 → 6	0	161	100.00	87.500	12.500
64	4 → 6	0	161	100.00	88.889	11.111
65	9 → 6	0	161	100.00	90.278	9.722
66	5 → 7	0	161	100.00	91.667	8.333
67	6 → 7	0	161	100.00	93.056	6.994
68	8 → 7	0	161	100.00	94.444	5.556
69	4 → 8		161	100.00	95.833	4.167
70	6 → 8	0	161	100.00	97.222	2.778
71	4 → 9	0	161	100.00	98.611	1.389
72	7 → 9	0	161	100.00	100.00	0

Source: FGI with 3 Principals and 3 Heads of School Committee.

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