

**Towards a Theory of e-Participation:
An Actor-Network Theory (ANT) Perspective**

By

Muhammad Yusuf

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**School of Computing
Faculty of Technology
University of Portsmouth
United Kingdom**

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ABSTRACT

Participation in government activity is compulsory and is needed on one level or another for activities across multiple fields including politics, economics, education, health, planning and others. E-Participation is a growing area of research. It is dynamic, complex in both nature and execution and has multiple dimensions.

The aim of this research is to better understand the role of technology in the participation processes available, focusing on the education and planning fields in the UK and Indonesia. The Actor-Network Theory (ANT) has been used as a theoretical lens through which to analyse the in-depth comparative case studies presented in the UK and Indonesia. Both countries are separated in different parts of the world, which may have both similarities and differences regarding their respective socio-cultural influences, politics, the economy, history and other contextual backgrounds. This cross comparison between a set of case studies with a different context provides the base from which to explore the participation processes and to capture any generic attributes that arise.

The research includes a novel-structured literature review of 612 papers. Also included are four sizeable case studies that took around six months each involving field visits to Indonesia and similar field work in the UK.

This research provides contributions, such as a suggested new method for exploring e-participation and a literature review, new models and definitions of e-participation that covers schools and planning which were not well covered in the previously existing literature. Finally, it will contribute a base theory of e-participation.

Keywords: e-participation, role of technology, in-depth comparative case studies, UK, Indonesia

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DECLARATION

Whilst registered as a candidate for the above degree, I have not been registered for any other research award. The results and conclusions embodied in this thesis are the work of the named candidate and have not been submitted for any other academic award.

This thesis contains 45,848 words of main texts, excluding cover, declaration, table of contents, list of publications, list of abbreviations, list of figures, list of tables, acknowledgements, diagrams, tables, references and appendices

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LIST OF ABBREVIATIONS

Abbreviations	Full words
UK	United Kingdom
ECEG	European Conference on E-Government
ICEG	International Conference on E-Government
ECDG	European Conference on Digital Government
ANT	Actor-Network Theory
SST	The Social Shaping of technology
IS	Information System
ACPI	Academic Conferences and Publishing International Limited
WASET	World Academic of Science, Engineering and Technology
ICEBEG	International Conference on E-Business and E-Government
SoSReS	Social Sciences Research Society
ICEGOV	International Conference on Theory and Practice of Electronic Governance Center for Electronic Governance
UNU	United Nations University
IIST	International Institute for Software Technology
ICITEA	International Conference on Information Technology, E-Government and Applications
IISRC	Institute of Information System and Research Centre
CEDEM	Conference for E-Democracy and Open Government
EGOV	IFIP E-Government Conference
IFIP	International Federation for Information Processing
ICDGS	International Conference on e-Democracy, e-Government and e-Society
ISTP	Index to Scientific and Technical Proceedings
ISSHP	Index to Social Sciences & Humanities Proceedings
EJEG	The Electronic Journal of E-Government
FGD	Focus Group Discussion
ICT	Information and communication technology
SSM	Soft system methodology
SMS	Short message service

GPS	Global positioning system
SIM	Subscriber Identification Modules
VICS	Vehicle Information and Communication System
CAISI	Client access to integrated services and information
NIC	The National Information Consortium
SARS	Severe acute respiratory syndrome
TV	Television
GIS	Geographic Information System
NGO	Non-government organization
MDGs	Millennium Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization
NVIVO	A software for qualitative data analysis
LINE	An application for chatting
SMT	Senior Management Team
IAPS	The independent associations of prep schools
HMC	The headmasters and headmistress conference
UNESA	Universitas Negeri Surabaya (State University of Surabaya)
PASDIAD	The Pacific Nations Social and Economic Development Association
KPI	Konsorsium Pendidikan Islam (Islamic Education Consortium)
BAPPEKO	Badan Perencanaan Pembangunan Kota (City Development Planning Body)
SMART	Surabaya Mass Rapid Transportation
MUSRENBANG	Musyawaharah perencanaan pembangunan (Development planning meeting)
ITB	Institut Teknologi Bandung (Bandung Technology Institute)
ITS	Institut Teknologi Sepuluh Nopember (Sepuluh Nopember Technology Institute)
IAPI	Ikatan Ahli Perencana Indonesia (Indonesia planner expert group)
ASPI	Asosiasi Sekolah Perencanaan Indonesia (Indonesia planner school association)

SSW	Surabaya single windows
IMB	Ijin mendirikan bangunan (Building development permit)
SKRK	Surat Keterangan Rencana Kota (City planning information letter)
DCKTR	Dinas Cipta Karya dan Tata Ruang (Public work and spatial planning department)
BAKESBANGPOL	Badan Kesatuan Bangsa dan Politik (<i>the body of nation unity and politics</i>)
UPTSA	Unit pelayanan terpadu satu atap (One stop single service unit)
DISKOMINFO	Dinas Komunikasi dan Informatika (Informatics and communication department)
PPP	Partai Persatuan Pembangunan (Development Unity Party)
PKB	Partai Kebangkitan Bangsa (Nation Revival Party)
Satpol PP	Local government Police
NHRC	The National Housing Reform Council
SVO	Stadsvormingsordonnantie
AIA	Algemeen ingenieurs-en Architectenbureau
VLB	Vereeniging voor Locale Belangen
LA	Localism Act
NPPF	National Planning Policy Framework
PEGPS	Plain English Guide to the Planning System
LDF	The Local Development Framework
EU	European Union
UN	United Nations
JDSN	Jaringan Data Spasial Nasional (National spatial data network)
CCTV	Security camera
SIGIS	Surabaya Geographic Information System
RPJMD	Rencana Pembangunan Jangka Menengah Daerah (Local intermediate period development planning)
LCC	London City Council
BLC	Broadband Learning Centre
NATO	<i>The North Atlantic Treaty Organization</i>
PC	Personal Computer

US	United States
BKPRN/D	Badan Koordinasi Penataan Ruang Nasional/Daerah (National/Regional Spatial Planning Coordination Body)
RT	Rukun Tetangga (a small group of neighbour consist of more than 10 families or houses)
RW	Rukun Warga (a small group of neighbour which bigger than RT)
LKMK	Lembaga Ketahanan Masyarakat Kelurahan (People forum at Kelurahan level, Kelurahan is the lowest level of government in Indonesia)
BKPR	Badan Koordinasi Penataan Ruang (Spatial management coordination body)
CPB	The Central Planning Bureau
UNDESA	United Nations of Department of Economic and Social Affairs

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LIST OF PUBLICATIONS

No	Title	Category	Publisher/ Conference/ Journal	Year	Status
1	Trends of E-Government Research : A Literature Review	Poster	School of Computing (SoC) Student Conference – University of Portsmouth, UK	2013	Published
2	Research Philosophy and Methodologies of E-Government Research	Poster	Faculty of Technology Research Conference – University of Portsmouth, UK	2013	Published
3	A base of knowledge, mobile and web 2.0 technologies regarding E-Government	Book chapter	IGI Global	2014	Published
4	Research Philosophy and methodologies on E-Government: Update from ECEG and ICEG	Conference paper	The 14 th European Conference on E-Government (ECEG), Romania	2014	Published
5	Research Philosophy and methodologies on E-Government:	Journal paper	The Electronic Journal of E-Government	December 2014	Published

	Update from ECEG and ICEG		(EJEG) Volume 12 Issue 2 pp 95-207		
6	A Novel Framework of E-Participation	Conference Paper	The 14 th European Conference on E-Government (ECEG), Romania	2014	Published
7	A Novel Framework of E-Participation for Education Sector	Conference Paper	The 6 th International Conference on E-Participation (ePart), Ireland	2014	Accepted (Not presented due to funding issue)
8	A Novel Framework of E-Participation in School	Poster	Faculty of Technology Research Conference – University of Portsmouth, UK	2014	Published
9	In-depth comparative case study in participation: Interpretative approach	Conference paper	The 15 th European Conference on E-Government (ECEG), UK	2015	Published
10	Model of Actor Network Theory (ANT) for Planning Process in the UK	Poster	The 15 th European Conference on E-Government (ECEG), UK	2015	Published
11	A Review of	Journal	The Electronic	June 2016	Published

	e-Government Research as a Mature Discipline: Trends, Themes, Philosophies, Methodologies, and Methods		Journal of E-Government (EJEG) Volume 14 Issue 1 pp 18-35		
12	Digital citizen participation within schools in the UK and Indonesia: An Actor-Network Theory (ANT) Perspective	Journal paper	Journal of Information volume 7 issue 4 pp 1-27	November 2016	Published

LIST OF FORTHCOMING PAPERS

No	Title	Category	Publisher/ Conference/ Journal	Year	Status
1	E-Participation within planning in the UK and Indonesia: an Actor-Network Theory (ANT) Perspective	Journal paper	Journal of Environment and Planning C: Government and Policy	2017	
2	Application of Actor-Network Theory (ANT) in e-participation arena	Journal paper	International Journal of Actor-Network Theory and Technological Innovation (IJANTTI)	2017	

CHAPTER 1

ROLE OF TECHNOLOGY FOR SUPPORTING CITIZEN PARTICIPATION IN THE UK AND INDONESIA: AN ACTOR-NETWORK THEORY (ANT)

1.1. INTRODUCTION

Participation is required for every activity across multiple fields including politics, economics, education, health, planning and more. Participation also has multiple dimensions and is always changing due to the always forward development of technology. A long time ago, people participated through face to face meetings and low technology, such as paper. Now with the growth of technology including the internet and social media, it has changed the way that people participate in activities. Participation can be done through various forms of media including electronic technologies, such as by telephone, email, websites, mobile and social media as well as traditional media or non-electronic technology, like letters and meetings.

This research will examine the role of technology in supporting citizen participation and will take into account in-depth comparative case studies in both the UK and Indonesia. Both countries are in different parts of the world which are Western Europe and South East Asia respectively. Moreover, both countries have similarities and differences with regard to their dynamic and complex environments that include the socio-cultural, political, historical, economic, legal and other spheres. Comparative case studies of the two different contexts will provide explicit examination of the chosen phenomena focus; for instance, a forces examination of differences and similarities. In addition, this research will use ANT as a theoretical lens for analysing the case studies.

The structure of this thesis chapter is to first highlight the key points of the thesis as a whole. This will be followed by the research dissemination through publications, a brief of any contributions, general profiles of the UK and Indonesia, notes on any gaps in the research literature, the aims of the research, the specific research questions themselves, the importance of the research and any relevant works and theory comparison.

This research began with a structured literature review of 612 papers focusing on the

abstracts and more than 1,000 keywords of the European Conference on E-Governments (ECEG) from 2007 to 2012, the International Conference on E-Government (ICEG) from 2007 to 2010, many other academic journals and other relevant references. One of the significant contributions from the literature review as a whole was a novel-structured literature review method focusing on abstracts, keywords and themes using a focus group discussion by the multi-disciplinary and international backgrounds of the participants to identify themes relating to e-government. This was complemented through a more traditional literature review activity to assist in the identification of any gaps in the understanding of e-government which led to the main focus on this thesis about e-participation (See Chapter 2). The result was an in-depth comparative case study of two countries - UK and Indonesia - specifically in relation to two areas of participation, school and planning. The school case study focused on a grammar school in Hampshire, UK and a private school in Surabaya, Indonesia (See Chapter 4). Additionally, the planning case studies focused on local governments of Portsmouth, UK and Surabaya, Indonesia (See Chapter 5). This research has been disseminated through twelve publications consisting of three conference papers, one book chapter, three journal papers, four posters and one paper about the exploratory research of the school case study that was accepted in the 6th International Conference on E-Participation (ePart) 2014 in Ireland. However, the conference was not attended due to a funding issue (See List of Publications).

1.2. PROFILES OF THE UK AND INDONESIA

This research took place in both the UK and Indonesia in Western Europe and South East Asia respectively. Therefore, understanding both contexts is needed. The brief profiles of both countries are summarized in *Appendix A*. According to *Appendix A*, both countries have different social, economic and political backgrounds. However, there are similarities, such as a multi-party system in politics and the fact that both countries are the members of the G20 group.

Understanding the cultural aspects of both countries is also important to help understand behaviour of people's participation in both contexts. According to Hofstede (2001), there are two types of society called collectivist and individualist. *Appendix B* quotes the differences between collectivist and individualist societies by characteristic according to

Hofstede (2001). The UK could be categorised as an individualist society and Indonesia could be classified as collectivist. However, generalising that all of the UK is strictly individualist and Indonesia society is always definitely collectivist is a cliché that needs to be avoided. There are some aspects of sub-culture in the UK which are collectivist and some communities in Indonesia that are individualist and vice versa.

This research also examines the comparisons between the UK and Indonesia based on the national culture dimensions listed above (Hofstede, 2016). Details of the cultural comparison will be presented in the appendix C and D.

1.3. GAPS IN THE RESEARCH LITERATURE

There are some relevant works already in existence with this research in the e-government, e-participation and ANT fields (See Chapter 2 for the literature reviews) .

Based on the literature reviews in Chapter 2, there are gaps as follows:

- a) Existing E-Participation frameworks do not capture the full context and complexity factors of E-Participation
- b) There are limited present theories of E-Participation
- c) Research about e-participation using the Actor Network Theory (ANT) perspective is still limited, particularly in the case of capturing the role of technology in schools and planning areas.

1.4. AIMS OF THE RESEARCH

The aim of this research is to develop a novel framework of E-Participation and theory of E-Participation that capture the role of technology supporting citizen engagement.

1.5. RESEARCH QUESTIONS

Based on the gaps in the research literature about E-Government, E-Participation and ANT in the chapter 2 that limited studies about how the role of technology in particular context using ANT as the theoretical lens the research question was set up as follows: ‘What is the role of technology in participation using the ANT perspective?’

1.6. IMPORTANCE OF THE RESEARCH

There are importance of this research is as explained below:

- a) This research is important for researchers to update, enhance and complement the existing theories and/or definitions of e-participation
- b) This research is also essential for researchers to update, enhance and complement the existing frameworks and models of e-participation
- c) This research is significant for researchers to explore in relation to how to apply ANT as a theoretical lens in e-participation research. There are various ways for ANT to be applied in numerous fields. It can update, enhance and complement those existing ways of ANT application, particularly in e-participation arena.
- d) This research is important to explore the role of technology in the school and planning case studies in the UK and Indonesia I am going to put forward which are coming from different parts of the world across varied social, cultural, political and economic backgrounds.
- e) This research is significant for practitioners, especially policy makers and relevant stakeholders in relation to e-participation implementation, particularly in the school and planning context.

In Summary, this research provided contributions about a novel-structured literature review method, models or frameworks, definitions, a brief theory of e-participation and others regarding to E-Government, E-Participation and ANT (See Chapter 6 for details of the contributions). Furthermore, there are four sizeable case studies of one school in the UK, one school in Indonesia, one planning in the UK and one planning in Indonesia that took around six months to collate consisting of gathering data and documents, observations and about fifty interviews including face to face and virtual. Also, field visits to Indonesia included schools, planning offices, local parliament, and attending planning meetings.

1.7. THESIS STRUCTURE

Chapter 1 presents the research problem, the context that it has been presented in and a summary which explains about the volume of the work, any publications and both academic and social contributions. Furthermore, this chapter will cover the profiles of the UK and Indonesia, such as the socio-cultural, economic and political backgrounds of each. Moreover, Chapter 1 will also examine the differences between collectivist and

individualist societies and the six dimensions of national culture. Additionally, this chapter will capture the gaps in the research literature, and put forward the aims of the research, the research question, their importance, and summary as well as the structure of the research as a whole. Finally, it will describe Chapter 1 in summary.

Chapter 2 covers the literature review which consists of previous studies in relation to e-government, e-participation and ANT. The first sub-section of the e-government review includes an introduction, the literature review research methods, previous studies, the literature review results, discussions and reflections, and then finally any conclusions. Moreover, a sub-section of e-participation consists of an introduction, the literature review research methods, related works, the proposed framework of e-participation and any conclusions. The sub-section of ANT captures the relevant theories to this research, the main concepts, history, limitations and critiques, variations of ANT applications in the context of various subjects and the application of ANT in the initial framework of e-participation. Chapter 2 will then be summarised.

Chapter 3 is about the research philosophy and methodology which consists of the goal(s) of the research, the research paradigm and philosophical standpoints, the research approach, methodology, methods, in-depth comparative case studies, whether it is inductive or deductive, the use of the theory, ethics and the research design framework. Chapter 3 will then be summarised.

Chapter 4 presents e-participation within schools which consists of an introduction, the case studies results, similarities and differences, the developed framework, discussions, reflections and contributions, conclusions and the implications for further theory and practice. The sub-section of the case studies results covers the research results from a grammar school in Hampshire in the UK and a private school in Surabaya, Indonesia. This sub-section will produce a model of participation in each school, and then collate them together in the next sub-section in relation to the developed framework. This sub-section will present 3 models including the updated framework of e-participation in the schools, alongside a common ground model of e-participation in both and finally a model of e-participation within each separate school. Furthermore, the sub-section of discussions, reflections and contributions will capture the analysis of previous works about e-participation frameworks which will include the model of e-participation within each

school. It will also present a diagram of the participants understanding about the level of e-participation and propose a new definition about e-participation within schools.

Chapter 5 covers e-participation within planning which consist of an introduction, a model developed based on an exploratory study, the field work research results, the comparison case studies, the discussions and reflections of research results in both of the case studies, the appropriate conclusions and their contributions and implications. The sub-section of the model developed based on the exploratory study includes the model of the planning process in Portsmouth in 1975 (pre-internet), the model of the planning process in Portsmouth in 2015 (after the advent of the internet and social media), details about planning in Indonesia from 1905 to 1950 and a model of spatial planning in Surabaya in 2015. The sub-section of comparison case studies consists of the similarities and differences of the research results, any common ground between the models of participation and e-participation within planning based on both case studies, a comparison of the e-participation frameworks and the proposal of a new definition of e-participation within the area of planning.

Chapter 6 captures the broader conclusions which consist of discussions and reflections, a generic model of e-participation, a new definition, a base theory of e-participation and any limitations that arose. This chapter will also present the research contributions, further implications for both theory and practice as well as future research agenda.

1.8. SUMMARY

This chapter presents the research problem in a wider context, summary of this research, the UK and Indonesia profiles that were used, any gaps in the research literature, the aims of the research, the research question(s) and their importance as well as the overall structure of the research.

CHAPTER 2

LITERATURE REVIEW

The literature review consists of three main sections including section 2.1 that covers E-Government, section 2.2 that examines E-Participation and section 2.3 that captures ANT. These sections will be explained in more detail below.

2.1. E-GOVERNMENT

This section includes sub-section 2.1.1 about the introduction to e-government, sub-section 2.1.2 covers literature review research methods, sub-section 2.1.3 describes the previous research, sub-section 2.1.4 presents the literature review results, sub-section 2.1.5 examines the appropriate discussions and reflections and sub-section 2.1.6 will be the conclusion. The literature reviews have been published in Yusuf, Adams, & Dingley (2014a), Yusuf, Adams, & Dingley (2014b), Yusuf & Adams (2014) and Yusuf, Adams, & Dingley (2016a).

2.1.1. Introduction

This introductory section provides a brief overview of what e-government is. It then goes on to the previous research, the research aims, intended contributions, implications and the broad structure of this sub-section.

E-Government is a relatively young discipline and is continually evolving as new technologies emerge. It is being applied in an increasing number of government activity programmes in many countries. Consequently, one would expect that e-Government research and related activities also change and evolve particularly in relation to the main themes, concepts, models, trends, philosophy, methodologies and methods therein.

E-Government is a global phenomenon with continually changing practices and priorities. It is also a broad area covering a variety of interdisciplinary subjects including Computer Science, Information Systems, Information Technology, Politics, Public Management, Finance, Health and Sociology. E-Government activity takes place from the richest and most technologically developed nations to the poorer and less developed nations. Bolivar

et al (2010) showed that various academic departments conducted research on e-Government as following: 22.5% did research by public administration, 7.3% research by marketing and communication, 12.4% research by management science, 5.8% research by library and information Science, 15.2% research by public and policy science, 10.6% research by computer science and information system, 8.4% research by Practitioners, 7.6% research by accounting, business and economics, 9.37% research by others. Heeks & Bailure (2007) identified that e-government researchers came from diverse departments such as business/management, public administration, political science, computer science, library and information studies, e-government, information systems, government/governance, non-academic research institutions and more beside.

E-Government as a term was coined in the late nineties and has since gained various definitions such as one by the US Congress in 2002: *“Government supported by Information Technologies for delivering good services and information to Government stakeholder effectively and efficiently.”* (Gronlund & Horan, 2005)

The European Union (EU) also defined E-Government as *“the use of information and communication technologies in public administrations - combined with organisational change and new skills - to improve public services and democratic processes and to strengthen support to public policies”*. (EGOV community, 2016)

The One U.S. General Accounting Office examined some of the challenges of E-Government implementation such as strong leadership commitment, effectiveness, preserving citizen concerns, privacy and security issues, electronic records, good technical infrastructures, human capabilities for IT skills, consistent and standardized public service delivery (Jaeger & Thompson, 2003). In other work, E-Government has three main challenges that are as follows (Signore et al, 2005):

1. Technical challenges include interoperability, privacy, security and multimodal interaction.
2. Economic challenges consist of specific issues such as costs, reusability and portability.
3. Social challenges cover some aspects, such as accessibility, usability and acceptance.

Jaeger & Thompson (2003) explained some important issues for successful E-Government implementation as shown below:

- Assuring that the capability exists to implement suitable technologies.
- Propagating the importance of E-Government to the general public.
- Ensuring that the public can acquire meaningful information and services.
- Creating the integration of local, regional and national E-Government programmes.
- Elaborating on the methods and achievement indicators to evaluate E-Government performance.

As a consequence, E-Government implementation not only faces technical issues but also non-technical issues. E-Government is such a broad issue and all manner of interdisciplinary subjects exist in order to achieve its goals. Grönlund & Horan (2005) proposed that the three goals of E-Government are as follows:

1. To make the government more efficient.
2. To deliver better government services to citizens.
3. To improve the appropriate democratic processes.

There are previous works that capture the changing and evolving nature of E-Government research activity as follows: Siau and Long (2005) proposed the five stage model using a qualitative meta-synthesis methodology; Irani et al (2007) summarised papers that examined the past, present and future aspects of E-Governance; Yildiz (2007) reviewed the limitations of the existing E-Government literature; Heeks & Bailure (2007) examined the viewpoints, philosophies, theories and methods of E-Governance based on journals and conference papers; Bertot et al (2008) presented various issues about citizen-centred e-government system implementation; Wimmer et al (2008) identified 13 themes in the eGovRTD2020 from regional workshops with experts, appropriate governments, IT departments, consulting, and academia, and produced an e-government research roadmap; Bolivar et al (2010) studied themes and methodologies in association with E-Government from 321 articles published in Journals from the Information Science and Library Science as well as Public Administration Subjects; Bannister & Connolly (2010) discussed research topics, trends and types from 544 papers presented on ECEG from 2001 to 2009 and other references. Since 2010, there has been much activity in the context of E-Government and there is a need for an updated literature review.

The literature review in this thesis aims to identify some of the evolving focuses of E-Government research activity as well as providing an alternative analysis to complement

the previous works that examined the changes in E-Government research and also provide an update. Then, a novel-structured literature review of the multiple sources and focused group discussions for analysis on the keywords and paper abstracts were conducted to capture and collate together the key themes, research philosophies, methodologies and methods of e-Government (*Figure 1*).

The review then focused on the role of mobile and web 2.0 technologies in E-Government. As a result, E-Government is moving to M(obile)-Government and Government 2.0. M-Government allows for government activities using mobile technologies to achieve its goal to improve public services and to increase transparency, efficiency and effectiveness. Clearly, mobile technologies are more popular in many developing countries where cable access to the Internet infrastructure may be limited. Moreover, Government 2.0 means that the government uses web 2.0 technologies to support their activities to achieve their overall goals. It has become popular since the boom of Web 2.0 or Social Network technologies, such as Twitter, Facebook and MySpace. Nowadays, the Internet, Mobile and Web 2.0 Technologies have converged since the Internet and Social Networking are accessible through both PC and mobile devices.

Hence, this literature review makes a contribution to the existing research by providing an update evaluation on e-government research as a complementary evaluation of the previous works. This section focuses on the evolving themes, trends, philosophy, methodologies and methods used in the research within the e-government domain. These studies illustrate clearly that e-government is dynamic and becoming increasingly mature as a discipline. However, the initial review results show a lack of theory development in this field. This section also contributes a method for conducting a literature review, especially if in relation to e-government. Furthermore, it aims to make a contribution by providing a base of knowledge covering technology practicalities in the E-Government domain, especially when concerning mobile and web 2.0 technologies for practitioners, policy makers and people interested in e-government. For practitioners, policymakers and people interested in E-Government, this literature review will provide some insight on how e-Government activity, from a global perspective, has changed and evolved and how the practicalities involved have also changed in supporting mobile and web 2.0. For E-Government researchers, it will provide an insight on the practice of E-Government

research itself. It highlights the main approaches and areas of investigation that have been done and are suggested. It also illustrates those areas where there remains the opportunity for further investigation.

Therefore, this section has the strong implication for researchers as a reference for conducting research in the e-government area, especially when it comes to understanding potential research opportunities, identifying themes, core issues, research philosophies and methodologies.

2.1.2. Literature review research methods

This sub-section describes the methods used in this literature review. *Figure 1* below illustrates the flow of the available research methods which will be explained in more details below the diagram.

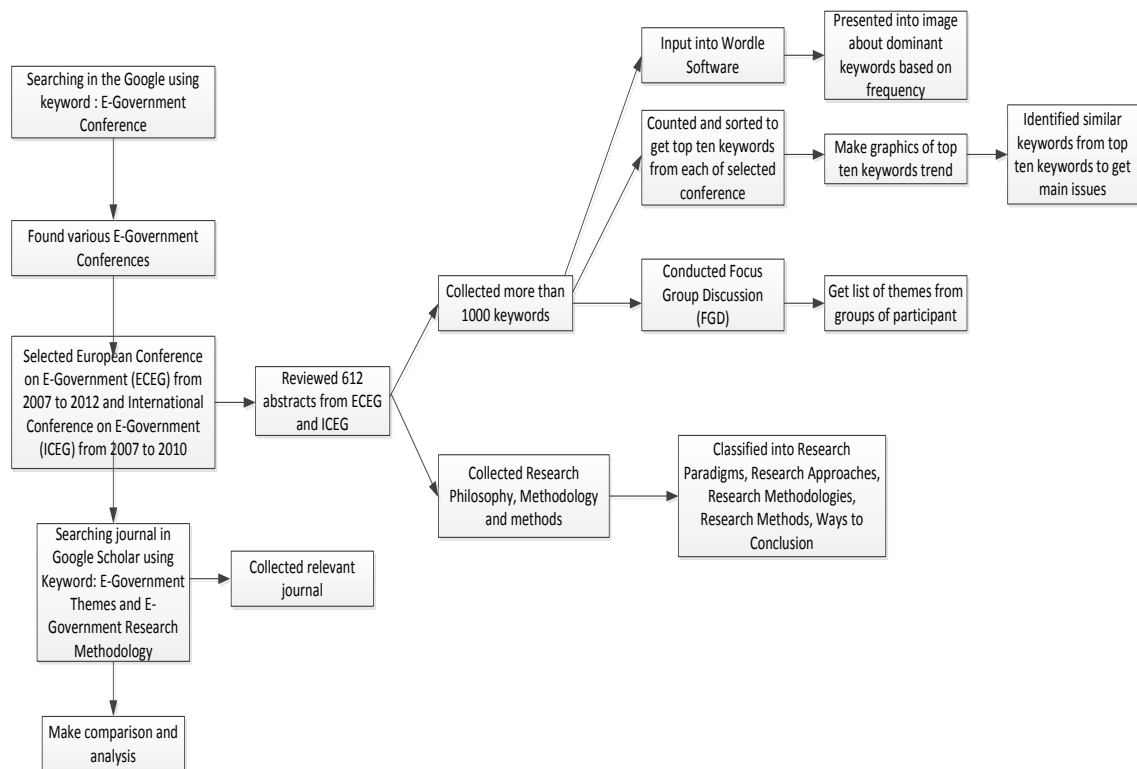


Figure 1: Flow of literature review method

Webster & Watson (2002) suggested that the literature review should start from the leading journals. However, conferences are a good barometer on current activity, ongoing issues and the changing focus in e-government as a better early morning system than journals due to the time in which it takes for the issues to be collated and published.

Therefore, e-government conferences were searched in Google Search Engine and the results are as follows:

- ECEG - organized by Academic Conferences and Publishing International Limited (ACPI)
- ICEG - organized by ACPI
- International Conference on E-Government (ICEG) - organized by World Academic of Science, Engineering and Technology (WASET)
- GCC E-Government and E-Services Conference - organized by Datamatix
- International Conference on E-Business and E-Government (ICEBEG) - organized by Social Sciences Research Society (SoSRoS).
- International Conference on Theory and Practice of Electronic Governance (ICEGOV) - organized by Centre for Electronic Governance – United Nations University (UNU), International Institute for Software Technology (IIST).
- International Conference on Information Technology, E-Government and Applications (ICITEA) - organized by Institute of Information System and Research Centre (IISRC)
- Conference for E-Democracy and Open Government (CEDEM) - organized by Faculty of Business and Globalization – Danube University Krems
- IFIP E-Government Conference (EGOV) - organized by International Federation for Information Processing (IFIP)
- International Conference on e-Democracy, e-Government and e-Society (ICDGS) - organized by WASET.

The primary literature review focuses on the ECEG and the ICEG, which were organized by ACPI. These conferences were selected because the ECEG was the first conference focus on E-Government in Europe since 2001 and was held regularly every year until now (Bannister & Connolly, 2010). Since 2017, the name of ECEG has changed to become the European Conference on Digital Government (ECDG), still organized by the ACPI. The ICEG has been held since 2005. Hence, ECEG is the longest and most established E-Government conference and ICEG is one of the main conferences capturing thoughts on E-government from around the world. Both conferences also represent academic and practitioners perspectives.

Both conferences are also listed in the Thomson Reuters ISI Index to Scientific and

Technical Proceedings (ISTP), the Thomson Reuters ISI Index to Scientific and Technical Proceedings (ISTP/ISI Proceedings), the Thomson Reuters ISI Index to Social Sciences & Humanities Proceedings (ISSHP) and the Thomson Reuters ISI Index to Social Sciences & Humanities Proceedings (ISSHP/ISI Proceedings) (International Conference on E-Government, 2010) (European Conference on E-Government, 2012). The ECEG is indexed by the Institution of Engineering and Technology in the UK, Ranked B in the Australian CORE listings, listed in the EBSCO database of Conference Proceedings, Ranked C in the Australian Research Council ERA Conference List and Indexed by Google Books and Google Scholar.

Some good papers from both ICEG and ECEG will be published in the Electronic Journal of E-Government (EJEG). The EJEG is Rated level 1 in the Danish Government bibliometric lists, Indexed by the Institution of Engineering and Technology in the UK, listed in Ulrich's Periodical Directory, the Norwegian Social Science Data Services, the Open Access Journals database, the EBSCO database of electronic Journals and the Cabell Directory of Publishing Opportunities, listed in ProQuest database and indexed by the Institution of Engineering and Technology in the UK. Therefore, those indexes above indicate that both conferences have good quality and feasible to be selected.

This literature review focused on ECEG from 2007 to 2012 since it was conducted at 2013. Therefore, ECEG papers on later years are not included. Moreover, the ICEG was not held in 2011 and 2012. Therefore, it only focused on the ICEG papers from 2007 to 2010. The papers' abstracts from the ICEG 2007 to 2012 were selected for review since some papers have been covering E-Government issues before 2007 and some limited papers covered the issues from 2007 to 2012.

Following this, it reviewed 612 abstracts and collected all of the keywords and collated them into a list. More than 1,000 keywords were collected from all of the abstracts from both selected conferences. The keywords represent the core issues in the papers which written by the authors, therefore it provides a robust dataset. Then the words were entered into Wordle cloud software to help identify the dominant words based on usage frequency. In the output image, a bigger size of keyword indicated a larger frequency of use.

Then, the keywords were sorted, counted and the top ten keywords are selected based on the highest numbers. The keyword “E-Government” had the highest number, but it was ignored since this literature review was about identifying the main issues in E-Government rather than the system itself. After that, graphics were created which displayed and described trends of keywords every year. Additionally, diagrams were created to show the core issues present in E-Government.

A Focus Group Discussion (FGD) was conducted in order to get the appropriate themes based on the participants’ perspectives about E-Government and their justification for their choices. FGD was chosen as it is commonly used in social constructivist research and is a form of qualitative methodology. In the FGD, participants were divided into 4 groups and asked to classify all of the keywords into groups and give themes for each classification. Then, they discussed the reasons why they grouped the keywords and wrote the themes. The FGD’s participants came from various backgrounds and levels of knowledge about computing technology, public management, politics, government, education, health, finance and how they relate to E-Government. They also have various levels of expertise, or are conducting research into the following areas:

- E-Government from Computer Science & Information Systems
- E-Government from Public Administration
- E-Government from Marketing and Communications
- E-Government from Management Sciences
- E-Government from Library and Information Sciences
- E-Government from Public and Policy Sciences
- E-Government from Accounting, Business and Economics.
- Practitioners on Government (Education/Finance/Health)
- Citizens

Participants were also international, from a range of places such as Indonesia, Ghana, Kurdistan of Iraq, China, UK, Libya, and others as well that have various first languages. English was not the first language for some of the participants. This may influence their perceptions and perspectives about the keywords, give how they may not have the same understanding of it as a native speaker. Therefore, the participants represent a mixed group of people, perspectives and perceptions. As a part of the ethics procedure, the FGD

participants signed a consent form before they started the FGD process. Then, the literature review results were analysed from both the selected conferences and the FGD results. The analysis then captured the relationship top ten keywords and titles from the FGD

Furthermore, all of the abstracts from both selected conferences were reviewed. Then the philosophies, methodologies and methods used by the authors were collected and counted. After that, the results were categorised into Research Paradigms, Research Approaches, Research Methodologies, Research Methods, Way to Conclusion, and Other. The 'Other' category refers to Not Clearly Stated (Yusuf et al, 2014; Yusuf et al, 2016). Some papers stated clearly the methodologies and methods presented in the abstracts but some were not clearly informed. Therefore, the unclear methodologies and methods were classified as Not Clearly Stated. For instance, the paper's authors only wrote about countries where the research was conducted without stating clearly that it was a case study research. Therefore, those papers were classified as a case study and therefore potential case study research.

In the next step, the results were presented through graphics about the research methodologies and research methods of ICEG from 2007 to 2010, and ECEG from 2007 to 2012 as well as the top ten methodologies and methods of ICEG from 2007 to 2010 and ECEG from 2007 to 2012. The research paradigms, way to conclusion and other categories were not presented in the graphics since the numbers were quite small in comparison.

Finally, some journals were collected to identify the themes and research methodology on E-Government, then comparisons and an analysis was conducted with the previous journals. The journals were used to validate the results of the literature review based on ECEG from 2007 to 2012 and ICEG from 2007 to 2010.

Furthermore, some of the journals and conferences papers were examined to investigate the practices and issues of Mobile and Web 2.0 technologies in relation to E-Government. The existing frameworks of those technologies was then examined. A government-people relationship framework through Mobile and Web 2.0 technologies was then proposed in this literature review. The method was chosen because many of the papers captured the

practicalities and frameworks across many cases and countries. This research is needed to assess how successful or problematic those frameworks are when implemented across different fields.

This novel method complements other approaches for a literature review providing mechanism in order to capture a large number of literature, current themes and issues focusing on the abstracts and keywords.

2.1.3. Previous Research

This sub-section examines the previous works that focussed on the themes of and within the E-Government research activity. Siau & Long (2005) proposed the five stage model of E-Government using a qualitative meta-synthesis approach to integrate the different E-Government stage models into a synthesized one as shown in *Figure 2*. This model provides a synthesized conceptual framework for researchers and practitioners to evaluate e-Government development as it currently stands. Case studies or action-based research were suggested to understand how best to implement E-Government successfully.

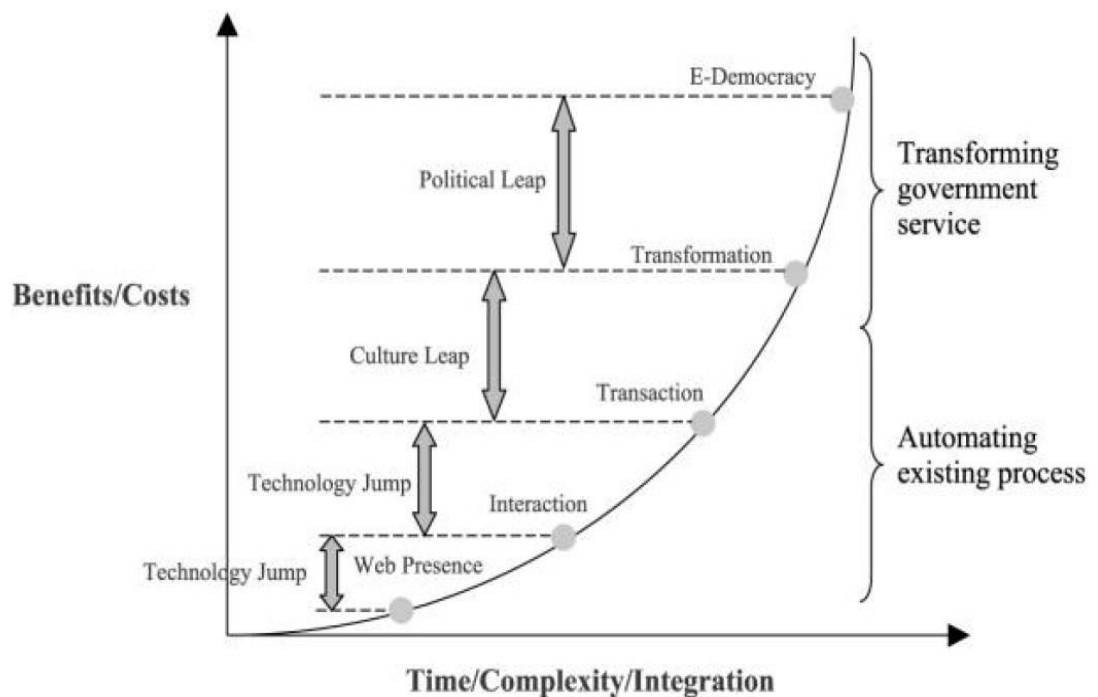


Figure 2: Five-stage model of E-Government (Siau & Long, 2005)

Irani et al (2007) summarised some E-Government-related issues from the various references looking at remote voting systems, the measurement of E-Government functions, E-Government trajectories and the impact of electronic reverse auctions and

their impact on procurement.

Yildiz (2007) argued about the limitations of the E-Government concept as a whole including that there is not standard definition of the concept and that the way that the term is interpreted by different interest groups. The issue is that it is ambiguous, poorly defined and/or context-dependent rhetoric and contains more hype and promotional efforts than the aspects of change required to meet the E-Government agenda. Yildiz (2007) suggested two points which were classified into topical suggestions, such as policy processes and the political nature of E-Government as well as methodological suggestions about looking at the topic from output to the resulting process.

When Heeks & Bailure (2007) did a literature review, they did not find any concepts about the research philosophy. Many researchers did not examine research philosophy as part of their E-Government research. Most methods were unclear and had poor epistemology, as well as mix of deductive and inductive approaches. Additionally, only a few papers had a clear position as pure positivist to use one example. Some papers tended towards an unclear positivist approach but there were no papers from a social constructivist viewpoint. The analysis showed that there was a dominant research philosophy coming from one philosophical approach. Further studies about the involvement of research philosophy in E-government are needed to make E-Government stronger as a discipline. They also found that there are multiple knowledge frameworks such as theory-based, framework-based, model-based, schema-based, concept-based, category-based and non-framework-based work. The highest numbers of papers used model based-works and the lowest number papers were those that contained theory-based works. They summarized the various research methods used by E-Government researchers and the results are: No discernible method (20 papers), Hunt and Peck (19 papers), Questionnaire (15 papers), Document analysis (14 papers), Interview (14 papers), Web Content evaluation (7 papers), Literature Review (6 papers), Reflection (on project experience) (6 papers), Observation (3 papers) and others (7 papers). The results describe the limited methods used in E-Government research. The results will be compared with our own literature review results. It will be interesting to get an update about the changes that are happening in the E-Government research methods (Heeks & Bailure, 2007).

Bertot et al (2008) summarised the areas of citizen-centred E-Government Research from various papers into the below points:

- Needs, Abilities and Expectations
- Literacy
- Community Engagement and Partnerships
- Usability, Functionality, and Accessibility

Wimmer et al (2008) identified 13 themes in the eGovRTD2020 project that is funded by the European Commission. The 13 research themes are interrelated to each other and the multidisciplinary field is as following:

1. Trust in E-Government
2. Semantic and cultural interoperability of public services
3. Information quality
4. Assessing the value of government Information and communication technology (ICT) investment
5. eParticipation, citizen engagement and democratic processes
6. Mission-oriented goals and performance management
7. Cyber infrastructures for e-Government
8. Ontologies and intelligent information and knowledge management
9. Governance of public-private-civic sector relationships
10. Government's role in the virtual world
11. Crossing borders and the need for governance capabilities
12. E-Government in the context of socio-demographic change
13. Data privacy and personal identity

Bolivar et al (2010) did a literature review and found different research themes in E-Government:

- Technological innovation and modernization in public administration management
- E-Government programme/project evaluation and policy analysis
- E- Participation and digital democracy
- E-Services
- Accountability, transparency and dissemination of information
- Behaviour of citizens in relation to the applications of E-Government

- E-Government and personnel/human resources
- Legislative architecture
- Intergovernmental relations
- Digital divide and resistance barriers to E-Government
- Organizational theory and behaviour

They also found that the methodologies used in E-Government are varied as listed below (Bolivar et al, 2010):

- Action Research
- Case studies
- Content analysis
- Comparative analysis
- Critical incident technique
- Chi-Square method
- Ethnographic studies
- Evaluation research
- Factorial analysis
- Feasibility studies
- Hermeneutic exploration
- Holistic approach
- Heuristic approach
- Informetric studies
- Life history method
- Longitudinal design
- Marketing technique
- Non-empirical
- Normative approach
- Regression analysis
- Scene evaluation
- Social network analysis
- Structural equation model

Empirical research methods are more dominant than non-empirical. The dominant

quantitative methods consist of regression analysis, followed by structural equation modelling and evaluation research. The graphic of qualitative and quantitative trends showed that qualitative methodology has become decreased and quantitative methodology has increased from 2000 to 2009 (Bolivar et al, 2010); Bannister & Connolly (2010) reviewed this and found the following topics are involved, such as National, Evaluation, E-Democracy, Local Government, Interoperability, E-Voting, E-Participation, Identity, E-Procurement, and Website. The most popular topic was National evaluation, which described the state of E-Government or some aspect of E-Government in specific countries. Furthermore, the types of each topic are varied and there was no one clear trend. They also found that there are various types of papers include conceptual, investigative, case, theoretical, methodological and technical approaches. The dominant type of paper was case studies. Additionally, they classified the papers into type and sub-type, and found the following results in no particular order: Concept/Concept, Investigative/Analytic, Case/Concept, Case/Descriptive, Case/Discussion, and Theoretical/Theoretical. Concept/Concept was the most frequent type and sub-type of paper. The study showed that the number of investigative and numerical research papers increased, while the number of papers focusing on conceptual research decreased. Also, they found that E-Government research tends toward analytical and investigative research.

2.1.4. Literature review results

This sub-section captures the literature review findings and related analysis regarding those results. We will explain in more detail below.

A. Themes in E-Government

Based on the literature review from ECEG from 2007 to 2012 and ICEG from 2007 to 2010 focusing on abstracts, there were themes that emerged as explained below. Details of the themes will be presented in the appendix E, F, G and H.

There are 4 similar keywords within the top ten keywords (See appendix G and H) groups from both conferences as follows: E-Democracy, E-Participation, E-Voting and E-Governance. However, the rest of the keywords are different, such as Local Government, Public Sector, Public Policy, Interoperability, ICT Support, E-Government implementation, Transparency, Public eServices, Governance, Trust Issues, E-Commerce and Identity Management. Therefore, those four keywords that are the closest are the core

issues in E-Government activity as presented in *Figure 3* below (Yusuf & Adams, 2014; Yusuf et al, 2016a).

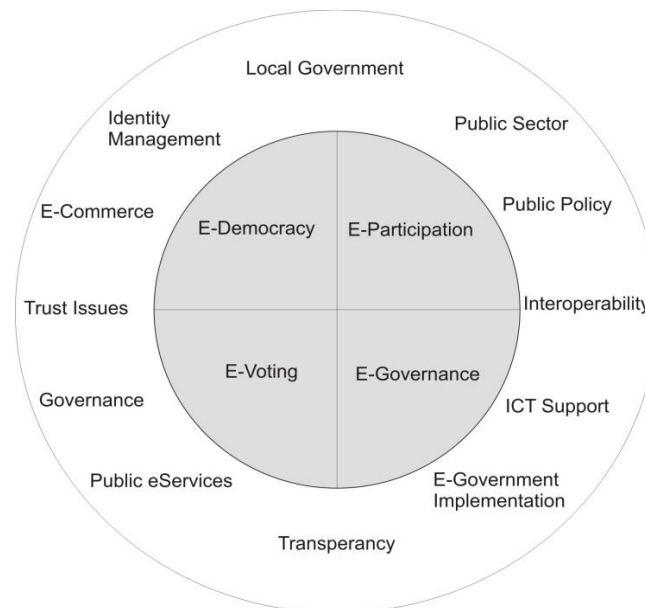


Figure 3 : Main issues on E-Government research based on ICEG 2007 to 2010 and ECEG 2007 to 2012

Then, the FGD was conducted to validate the keyword’s classification. The participants were divided into 4 groups and wrote down various themes as shown in *Table 1* below. The diagram in *Figure 3* shows the result from the quantitative process that was executed and *Table 1* below is the result from the corresponding qualitative process. E-Governance is the only similar word from both classifications, however some other words are related to the issues shown in the diagram, such as Democracy and Politics related to E-Democracy, Citizen related to E-Participation, Public Management related to Public Services and Public Sector, Technology related to ICT Supports. Therefore, the various titles in the FGD table are fundamentally the same across numerous keywords. Both classification results also indicate that E-Government issues consist of both technological issues and non-technological issues.

Table 1: List of title based on group subject of FGD

Group A	Group B	Group C	Group D
Citizen	Countries	E-Government	Regional
Security	Finance	Policy	Actors
Countries	People Usability Accessibility	Democracy	E-Services

Standards and Policies	E-Government	Tools-Technology	Management
E-Government Transactions	Abbreviations	Tools-Design	Research
E-Government Activities	Ambiguous	Tools-Research	Information
Legal	Health	Tools-Practice	Technology-Usability
Technology	Bug wards	Structure-Information Needs	Technology-Security
Taxation	IT Service Related	Culture	Technology
Government Services	Future	Public Management	Legal
E-Government Portal	Research Methods + Themes	Concepts	Education
Management	Management	Communication	Economics Finance
Election	Issues		E-Governance
Characteristics of E-Government	Public		Politics
			Unclassified
			Jargon

B. Research Methodologies and Methods on E-Government

In this section, a classification of research philosophy and methodologies in the E-Government area is presented (See Appendix I, J, K, L, M, N, O and P). The collected data will be classified into ‘research paradigms’, ‘research approaches’, ‘research methodologies’, ‘research methods’, ‘demonstrated conclusion’ and ‘other’.

The used research approaches include qualitative, quantitative and mixed methods. In the conferences, the quantitative approach was stated as quantitative, quantitative empirical or empirical quantitative as well as a mixed method stated as Qualitative-Quantitative and Qualitative-Quantitative empirical. Both tables in Appendix I and J also demonstrate that case studies and potential case study approaches as well as surveys are the dominant research methods. Some of the authors did not state clearly the case study that they used, but only wrote down the place or country where their research was conducted. Therefore, those papers are categorised as case study and potential case study research papers to be certain even if the rest of the information is incomplete. Many authors did not state their methodologies; hence the papers were grouped as Not Clearly Stated.

There are various methodologies used in the E-Government domain such as Case study,

Empirical Approach, Soft system methodology (SSM), Usability Research, Comparative Approach, Exploratory Study, Q Methodology and Hybrid Methodology.

There are many methods used in the aforementioned E-Government papers from desk research to empirical research, as well as quantitative to qualitative. Moreover, using a survey is the dominant method in ECEG 2012 and ICEG 2007 to 2009 (See Appendix I and J).

There were trends, such as case study and potential case study being the most popular and the most frequently method used in each year. The second most frequently method was Not Clearly Stated. Both figures also point out other various methods, such as Surveys, Questionnaire, Interview, Empirical Approach and Literature review or an Extensive Literature Review (See Appendix I and J).

C. Mobile and Web 2.0 Technologies

Technology can be used as a tool to support government activities and management in order to achieve the government's goals. For this reason, it is important to understand the function of technology as well as how technology changes over time. This sub-section focuses on mobile and web 2.0 technologies for use in relation to connected E-Government. It examines the practices and issues involved as well as the frameworks of mobile and web 2.0 technologies related to E-Government. Based on the focussed literature review, there are some keywords related to mobile and Web 2.0 technologies which are used by authors of ECEG papers, such as Twitter, M-Voting, M-Participation, Mobile Technologies, Social Networks, M-Government and Web 2.0. In the ECEG, keywords related to mobile and web 2.0 technologies have been prevalent since 2008. Overall, Web 2.0 has the highest frequency at six keywords and M-Participation has the lowest frequency at 1.

Web 2.0 and M-Government keywords emerged in most conferences (unless ECEG on 2011 for M-Government and ECEG on 2010 for Web 2.0). This means that mobile and Web 2.0 technologies have been used in a manner that can be readily documented from 2008 onwards. In the ICEG, there were three keywords related to Mobile and Web 2.0 Technologies, such as 'Social Network', 'Web 2.0' and 'Government 2.0'. These keywords came up during conferences in 2007 and 2008. Overall, the most frequently

used keyword is 'Social Network'. The least frequently used keyword is 'Government 2.0'. The data from the ECEG and the ICEG indicated that Web 2.0, or in other words 'Social Network' was the most frequent keyword used in both conferences. Therefore, Web 2.0 technologies were more popular than mobile technologies in the E-Government research and discussion area. This phenomenon is in line with the growing trend of social network technology which slightly increased in that period. It shows that Web 2.0 is not just for Facebook, but also for the serious business of E-Government. This result showed an opportunity for the government, practitioners and the citizen to manage Mobile and Web 2.0 effectively regarding Government activities.

In the past, M-Government through mobile devices had been operating within limited facilities. For example, the limited characters of a short message service (SMS). Whilst e-mail has always been able to accommodate more characters and multimedia content, this has come of age from 2009 onwards with the advent of smartphones and tablets allowing for it to be accessed from anywhere with Wi-Fi or a data connection. The limited facilities of older mobile devices can be solved due to the convergence of smartphones and tablets with desktop PCs. Smartphones and tablets can now be used to call and send text messages. In addition, the devices can be used to access the Internet and related facilities such as websites, e-mail and other multimedia content. M-Government is fit for the developing world because of the limited access to cable Internet but high penetration of mobile phones. For example, this is particularly noticeable in Jordan, Mexico, Indonesia, Nigeria, and the Philippines etc. Many people in developing countries are more familiar with mobile phones rather than internet when accessed through PCs. (Kumar & Sinha, 2007). Furthermore, some examples of mobile technology implementaton in E-Government activity are explained below (Trimi & Sheng, 2008) :

1. My Mobile Virginia Project is the first M-Government project used in Virginia USA. This project has various features such as current weather information, legislative information, lobbyist lists, election notices, tax-related information, and information for tourists. All of the features above can accessed through mobile devices.
2. Parking Day SMS applicatons are used to remind drivers in Iowa who did not park their car in the right place. The drivers will receive a text message from the application and be asked to move their cars to a more appropriate place.
3. A Global Positioning System (GPS) app was used to provide a mobile traffic map to inform commuters in Seattle about slowdowns, traffic lights and traffic flow.

Commuters could then calculate the traffic situation and journey time through the mobile traffic map.

4. California on the Go-System helps citizens to get updated information about energy warnings, traffic jams and press releases directly from the government's office. This application can be used by citizen through their mobile devices.
5. The Government of Canada's Wireless Portal provides information about their MPs' contact information, the border wait time, economic indicators, passport services and also government news releases. The portal can be accessed by Canadian citizen through their mobile devices.
6. SMS applications are used by the London Police Department to inform citizens about security threats and emergency alerts. Citizens therefore have an early warning system from the police.
7. The German Police use GPS in mobile phones to monitor those who are suspected of having an involvement in crime.
8. Mobile devices are used by parking inspectors in Austria to check whether drivers have paid for their parking or not. These devices have connection to a central parking database. The data gathered is delivered directly to the database server.
9. Mobile technologies used in Sweden are in place to inform the public about job vacancies. It also provides a parking payment system, a government inspector service, tax services and the details of mobile healthcare providers.
10. Personal identification was embedded into the Subscriber Identification Modules (SIM) Card Code in Finland since every mobile phone has a unique SIM Card Code. The Finnish Government also use an Electronic ID card to make transactions through mobile phone as well as travel documents.
11. M-Government has been implemented for tourist information, disaster prevention and child rearing in Japan. This government also has the Vehicle Information and Communication System (VICS) stored in a similar fashion which provides information on traffic congestion, road works, car accidents, parking lots and up-to-date weather information.
12. The South Korean government has implemented M-Police system which helps officers' access information about missing cars, driving licenses, vehicles histories and pictures of drivers through their mobile devices.
13. The Hong Kong Government sent text messages to six million mobile phone users to calm them in relation to rumours about the SARS virus health scare in 2004.

14. The Singapore Government implemented a text message service application to remind citizens about parking tickets, national service obligations and passport renewal deadlines,

There are additional practices in countries all over the world in addition to the examples above. Some countries may implement M-Government on one scale or another, but there is still limited available research done about the success and methods of said implementation. The case studies above seem to indicate that the USA and Europe are surging ahead with M-Government implementation compared to countries in Asia and Africa.

The results from the literature review shows the diverse application and practices involved in m-government activities. Further investigation about M-Government implementation in various developing countries would be very interesting, because of the different social contexts and cultural experiences/expectations. Although the technologies used are inherently same, the social context and culture may give a different result regarding their implementation. Kumar & Sinha (2007) illustrated some of the related issues regarding M-Government as follows:

1. Mobile Authentication is important in order to conduct a standard policy for all types of device. So, authentication should not be restricted to specific devices.
2. Mobile Payments – Nowadays mobile devices are not only for calling and sending text message, but they can also be used as payment devices like the systems implemented in Europe, US and some of Asia. The government should consider addressing regulations for this.
3. Location-Aware Applications, such as GPS, Google Map, Navigation emergency 911 (e911), and other technologies will allow the government and its citizens to access information based on the user's location, impacting on the activities of both. For example, citizens in the UK can easily find a place or road by just typing the postcode or address into Google Maps. A citizen who wishes to locate that address can easily use on-line navigation applications to get there.

The issues above may have an impact on the citizens' behaviour, government regulations, policies and social culture. Further studies are required to assess the M-Government's impact on people, regulations and policies. Technological changes may change society's behaviour and culture as well.

Besides mobile technologies, the government can also use Web 2.0 which is very popular to support government activities. Web 2.0 or social network sites such as Facebook, Twitter and MySpace are used by billions of users. Nowadays, Web 2.0 is not used only for friendship, but also for/by businesses, marketing, government, politics and even in the field of education. This chapter captures the usage of Web 2.0 technologies across various domains (Osimo, 2008):

1) Web 2.0 for Government.

Osimo (2008) presented Web 2.0 for use in government activity, such as Aboliamoli.eu for facilitating regulations and law enforcement; Alaska State agencies has a database for cross agency collaboration; California wildfires has a system for service provision; Change.org has one for supporting public participation in relation to petitioning; there is an anti-cyberbullying campaign that involves public communication; and Ganfyd uses knowledge management and human resources.

2) Web 2.0 for Regulation.

Some examples show the role of Web 2.0 in the regulatory process. For example, case studies of the US Patent Office and the patenting process where the filtering process for patent application can be assessed by self-appointed experts. Also, in Italy, a government-backed regulation allows for mobile operators to add a charge to each new mobile phone sold. An Italian citizen was unhappy that he could not get clarification of what this charge was for, and collected 800,000 signatures asking his Government the same question. His petition was then sent to the European Commission, who outlawed the charge, changing the regulations. Nowadays, web 2.0 facilitates the participatory process in regulation debates.

3) Web 2.0 for Cross-Agency Cooperation.

In most cases, cooperation between different agencies or divisions is poor. Web 2.0 can be used as an option to overcome this problem. For example, CAISI – Alaska Social Services - used to co-ordinate various social and health service providers to provide accessible services for homeless people.

4) Web 2.0 for Knowledge Management.

One of the example is the Allen and Overy International Law Firm which have 4,500 employees and offices across 19 countries. This firm engaged with web 2.0 to support their shared knowledge. Web 2.0 was also used to increase effectiveness and efficiency in managing employees which were distributed in separate offices.

5) Web 2.0 for political participation and transparency.

One of the main problems for the government is low public participation. The UK Prime Minister's Office launched an E-Petition website to facilitate citizens who submitted their petition directly to the Prime Minister and where the petitions can be signed and seen by other people. Then, the Prime Minister's office will give its response to the petition using the same system. Many politicians also use Web 2.0 to interact with their voters, especially during a campaign.

6) Web 2.0 for service provision.

The main aim of ICT used in the government is to improve government services and how they are accessed by citizens. Web 2.0 can facilitate citizens to participate actively to overcome disasters and problems such as Hurricane Katarina, the Earthquake in Njgata (Japan) and the wildfires in Southern California. In the UK, there is a citizen-controlled school acceptance process through web 2.0 technologies as well.

7) Web 2.0 for law enforcement.

People can upload photos of cars and bikes that are parked in disabled parking and bike lanes to Caughtya.org and mybikelane.org websites. Citizens can also discuss local problems such as broken paving slabs, street lighting, etc and suggest how local authorities can solve these problems through fxmystreet.com. Therefore, Web 2.0 has encouraged citizen participation to help the government improve law enforcement and aesthetic improvement activities.

The literature review results also show a diverse area of application and practice in relation to Government 2.0. A key conclusion is connected to E-Government implementation through Mobile and Web 2.0 technologies that not only considers the technology aspect, but also the non-technological aspects such as social influences, politics and any cultural aspects. So a comprehensive framework that covers both aspects is needed in order to improve the effectiveness of E-Government and to avoid any failed implementation.

Furthermore, this sub-section will examine the existing frameworks regarding mobile and web 2.0 technologies in association with E-Government. El-Kiki, Lawrence, & Steel (2006) proposed a response management framework of m-Government. The aim of the framework was to control the adoption process of new technology and to reduce any risks as well as guaranteeing effectiveness, efficiency, flexibility and transparency. The framework consists of four main points as follows (El Kiki et al, 2006):

- 1) Input. This point includes the challenges and opportunities factors, such as political, organisational, administrative, developmental, technological, etc.
- 2) Processing. It relates to m-Government management and is divided into strategic, managerial and operational.
- 3) Output. This point consists of the change and innovation aspects.
- 4) Outcome. This point includes the benefits and risks factors such as political, organisational, administrative, developmental, technological, etc.

The Government needs to manage the organisation into three levels of management - strategic, managerial and operational - in order to adapt to new mobile technologies as they emerge. The response to processing the level of management required will mean managing changes and innovations. The outcome and input have a recursive relationship with one another, which means that any change in the input will affect the outcome whilst the outcome will influence the input of the next cycle. The outcome consists of both benefits and risks, and both of these should be well planned (El-Kiki et al, 2006).

One of the Web 2.0 Technologies frameworks for E-Government is a Public-Private-Citizen (PC2) Collaboration framework. This framework involves three parties, such as the Government (Public), Profitable Companies that support public values, and people who manage the access to the information and get services from Citizen Relationship Management access points (Citizen). Public-Private Collaboration means that some E-Government projects are completed by public and private partnership. For instance, in the United States (US), 20 states are in partnership with the National Information Consortium (NIC) to develop their E-Government portal. Private-Citizen Collaboration means that e-Government projects are conducted from private companies directly to the citizens. An example of this is a public library user in the city of Calgary, Alberta, who did not find a book on the public library website. They can then buy it from Amazon through the public library's website. Citizen-Public Collaboration means that the citizen can use technology provided by the government in question; the non-emergency 311 calling service in New York City was established on the initiative of Mayor Michael Bloomberg in March 2003 (Hui & Hayllar, 2010).

There are two frameworks to explain the efforts from the government to encourage citizens into getting involved with citizen-sourcing projects. The first framework illustrates multiple dimensions to classify citizen-sourcing initiatives based on contextual

components. The Nam (2012) first framework consists of three dimensions of citizen-sourcing initiatives, such as their purpose (image-making), collective intelligence (professional knowledge or innovation ideas), and strategy (contest, wiki, social networking, or social voting) and the second framework is a tool to assess the performance of citizen-sourcing initiatives. This framework includes design evaluation, process evaluation and outcome evaluation (Nam, 2012).

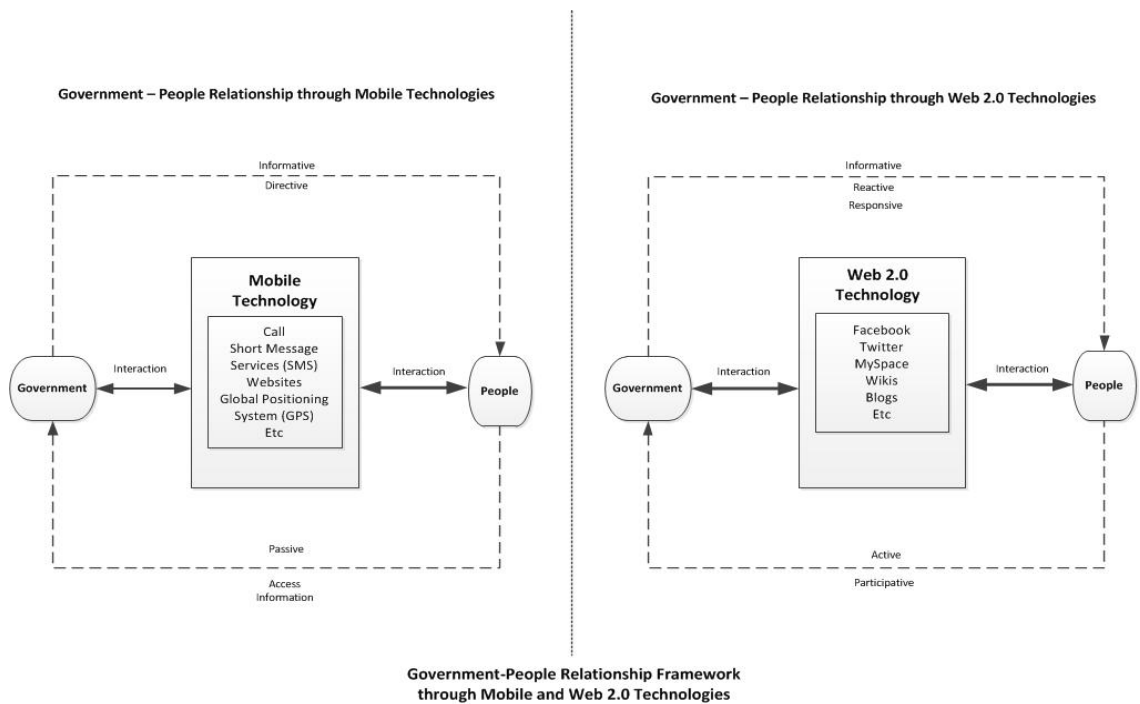


Figure 4: Government-people relationship framework through mobile and web 2.0 technologies

Building upon the works of El-Kiki et al (2006), Hui & Hayllar (2010) and Nam (2012) and the results from the literature review, this research proposes a Government-People Relationship Framework through mobile and Web 2.0 technologies as shown in *Figure 4* above. Our framework has been developed based on the practicalities of M-Government and Government 2.0 as shown in some of the countries and areas above and contains the three main parts of E-Government such as Government, Technologies and People. On the left-hand side, the Government interacts with people through the Mobile 2.0 technologies. The relationship between the government and the people is both informative and directive. Informative means that the government will mostly use mobile technologies to share information with people such as weather information, tourism information, tax information, traffic jams, security threats and emergency alerts. Directive means that the government will give directions to the users to do something. For instance, in Hong Kong,

the Government sent text messages to make citizen calm regarding the rumours around the SARS Health scare of 2004. The relationship of people to the government is mostly passive and only to access information.

These relationships are different compared to the Government-People relationship through Web 2.0 technologies. Relationships from government to people are informative, reactive and responsive. This means that the Government publishes information through Web 2.0 technologies such as Facebook, Twitter, MySpace, Wikis and blogs and gives its reaction through the same medium as well as responding to tweets, comments and statuses on Facebook, to use one social media outlet as an example. People can actively participate through Web 2.0 technologies such as making petitions, reporting, complaining, arranging consultations, campaigning and engaging with each other. And so, the changing of technology has had an impact on the changing relationship behaviour between the government and the people.

2.1.5. Discussions and reflections

This sub-section provides discussions based on the results above in relation to the important points from the previous studies and our focused literature review which will be discussed below. Since mobile and web 2.0 technologies already covergen, evaluating mobile and web 2.0 in E-Government can be completed together.

Some of the parameters used to evaluate E-Government are (Alshawi & Alalwany, 2009):

1. Technical issues.

Technical issues consist of two evaluation parameters, such as pperformance and aaccessibility. The performance parameter can be measured from the effectiveness of the service and how well the personalized information and services work. Moreover, the aaccessibility parameter can be measured from how efficiently the user interface, disability access and language translation functions.

Mobile and web 2.0 technologies have a good performance indicator which the users can use to send messages, information or complain to the government via mobile-based and web 2.0 applications. The government also can give information, directions and respond via mobile and web 2.0 applications in turn. Nowadays, many governments provide a mobile phone number, text messages, Facebook, Twtter and other applications for their citizen services. This mobile-based and web 2.0 facilities

complement their landline phone facilities using personal information and services from their own mobiles, which makes them more effective because people can use the facilities from anywhere. People can interact with each other using the web 2.0 technologies. Mobile and web 2.0 technologies also have many applications which involve personalised information and services, Mobile and web 2.0 technologies are also accessible, especially for users in developing countries which have a high penetration of mobile phone access (including smartphones) rather than internet access via cable. It also has language translation features, so the users can set up their language in the mobile device, but not all applications have language translation – this is something that can be looked into to improve their services. On the other hand, this technology still has limited features and services for disabled users, so this issue should be considered for technology developers in order to improve their accessibility. Overall, mobile and web 2.0 technologies have been used in E-Government activities effectively but it needs to improve continuously especially with regard to applications for facilitating disabled citizens.

2. Economic issues

Economic issues are about cost saving, especially how much money and time can be saved. The government can save a lot of money and time through mobile and web 2.0 technologies rather than only using paper based methods. In the past, the government used paper for disseminating information and facilitated citizen affairs. The government therefore spent a lot of money on this paper-based process and it also took a lot of time to both prepare and implement. Nowadays, the government can disseminate information cheaply and quickly via text message, mobile-based websites and web 2.0. Through these media routes, the government can also get a quick response from people, especially through web 2.0 applications, such as Facebook, Twitter etc.

3. Social issues

Social issues consist of the evaluation of openness, trust issues, and the user's perception about the ease of use and usefulness as a whole. This includes web 2.0 technologies such as Facebook, Twitter, and others which can be accessed from mobile devices as well addressing any openness issues. The government can update their information or issue directions to citizens through Facebook and Twitter; everybody can access this information and give a response as long as they are a member of the Facebook group or a follower of the government Twitter accounts. Everybody else also can access this, comments and respond as well. So, interaction in the web 2.0 is

not only from government to citizen, but also citizen to citizen. Recently, many governments and people are using web 2.0 (accessed from PC or mobile devices) for governmental and personal affairs. This phenomenon shows that web 2.0 (includes via mobile) have addressed the issues of trust, ease of use and usefulness issues.

The evaluation of mobile and web 2.0 technologies should be conducted in qualitative and quantitative methods in order to get in-depth results. Some qualitative methods can be used, such as an in-depth interview and focus group discussion to understand what the challenges and possible solutions are to overcome the problems presented. Moreover, quantitative methods such as statistical analysis based on a questionnaire can be conducted to monitor mobile and web 2.0 technology usage in E-Government activities.

2.1.6. Conclusions

In this section, there will be the conclusions from the literature reviews as explained below. In summary, this review shows that the case study and potential case study research methods are dominant, and that there is diversity in the research philosophy, methodology and methods in the E-Government domain. It also concludes that E-Government is evolving over time and becoming increasingly mature as a discipline.

Theory development in E-Government is done by adding and combining existing theories from other disciplines such as Politics, Sociology, Computing, Information System, Economics, Public Management and others.

Our structured literature review is based on selected conferences that show that the top ten keywords in ICEG papers from 2007 to 2010 are (1) E-Democracy, (2) E-Governance, (3) E-Commerce, (4) E-Participation, (5) Governance, (6) E-Government implementation, (7) Public Sector, (8) E-Voting, (9) Public Policy, (10) Transparency. Furthermore, the top ten keywords from the ECEG papers from 2007 to 2012 are (1) Interoperability, (2) E-Democracy, (3) ICT Support, (4) E-Participation, (5) Local government, (6) E-Governance, (7) Identity Management, (8) Public eServices, (9) E-Voting, (10) Trust Issue.

The top ten methodologies from ECEG 2007 to 2012 are (1) Case Study, (2) Not Clear Stated, (3) Survey, (4) Literature Review, (5) Questionnaire, (6) Empirical Approach, (7)

Interview, (8) Quantitative and Qualitative, (9) Qualitative, (10) Statistical. The top ten methodologies from ICEG 2007 to 2012 are (1) Case Study, (2) Not Clear Stated, (3) Survey, (4) Questionnaire, (5) Interview, (6) Empirical Approach, (7) Quantitative Empirical, (8) Qualitative, (9) Extensive Review of Literature Review, (10) Qualitative and Quantitative Empirical.

There are various research paradigm, approaches, methodologies, research methods and ways to reach conclusions used by researchers from ECEG 2007 to 2012 and the ICEG 2007 to 2010. The research paradigms include both the interpretative and critical realist approaches. This paper also shows the qualitative, pure quantitative and mixed method as being used research approaches. Overall, case studies and potential case studies as well as surveys are the dominant methods used by E-Government researchers.

This literature review provides an example to guide other researchers, particularly in options for conducting repeatable literature review methods that capture input from large numbers of reference material.

The reviews above illustrate that there are ongoing changes in the E-Government domain including the specific areas of research philosophy and associated methodologies. E-Government has grown and matured as a discipline.

In the future, there is the potential to do research on theory development in E-Government since it is still very limited, especially in the specific areas of E-Participation, E-Voting, E-Democracy, E-Governance etc.

The inclusion of the latest technologies, such as mobile and web 2.0 are becoming an increasingly important part of E-Government. The framework developed in this chapter captures the relationship between the government, technology and the people such as directive, active, reactive, responsive and informative.

Case studies, potential case study and surveys are the dominant methods used in E-Government research. E-Government research uses various research philosophies, methodologies and methods ranging from extreme continuum positivist and social constructivist to pure qualitative and compromise of both.

Furthermore, there are continual changes regarding E-Government issues, such as E-Participation, local government, identity management and E-Governance. There are also unchanged issues, such as management, technology, finance, politics, health, policy and governance.

Most governments use mobile technologies to share information and give directions to their people, but web 2.0 technologies can encourage people to participate actively in government as well. Therefore, the different technologies used produce different social behaviours, as shown in the Government-People Relationship Framework proposed by the authors of this chapter. Through mobile technologies, the relationship formed (Government to people) is informative and directive. Directive means that the government give the people a direction to do something.

This relationship is different when in relation to the Government-People relationship facilitated through Web 2.0 technologies. Relationships from government to people in this context are informative, reactive and responsive. This means that the government publishes information through Web 2.0 technologies, such as Facebook, Twitter, MySpace, Wikis, Blogs and others, and gives its responses to tweets, comments and statuses. People can actively participate through Web 2.0 technologies, such as making petitions, reporting, complaining, consulting, campaigning and discussing issues or policies with each other. Thus, the change of technology has an impact on the changing relationship behaviour between the government and the people.

An evaluation of mobile and web 2.0 technologies should consider three issues; technical, economic and social. However, applications for disabled people need to be more developed to make mobile and web 2.0 technologies more accessible.

Research is required in the future to assess the impact of M-Government and Web 2.0 on E-Government and in turn, on the people, regulations and policies, particularly in non-Europe and US countries. Further research is also needed in the E-Participation area when considering combining mobile and web 2.0 technologies

2.2. E-PARTICIPATION

This section will consist of sub-section 2.2.1 about the Introduction, sub-section 2.2.2 covering the literature review research methods, sub-section 2.2.3 capturing the related

works to do with e-participation, sub-section 2.2.4 covering the proposed framework of e-participation and 2.2.5 for the conclusion. This work has been published in Yusuf, et al (2014)

2.2.1. Introduction

E-Participation is one of the core issues within the E-Government domain which has been emerging in the last few years, especially in Europe. E-Participation aims at encouraging public participation through technology to make the government's decisions more legitimate and publicly supported. E-Participation is also significant for educating people about the complex process of policy making. Therefore the citizen has an understanding and better awareness about the rationale of the produced policy.

This sub-section captures the frameworks of E-participation which consist of the existing frameworks produced by other researchers and then a new proposed framework of e-participation from the author. Drawn from the desk-based research, the existing frameworks have merit but do not seem to capture the full complexity of the E-Participation domain. This research aims to propose a novel framework of E-Participation which covers the more complex factors consisting of both technological and non-technological factors.

Hopefully this novel framework of E-Participation will provide a contribution for researchers and practitioners, and especially policy makers in government institutions to help them map E-Participation domains and the factors needed to implement E-Participation successfully. This novel framework will also contribute to the E-Participation area as a whole by providing a tool to capture the main actors and influences in the E-Participation process itself. It also provides a base to consider the roles of the different technology channels and categories.

2.2.2. Literature review research methods

This sub-section is based on desk research about the previous frameworks of E-Participation to find out the limitations. Furthermore, a novel framework of E-Participation will be proposed based on the evaluations and limitations of the previous frameworks. The proposed framework has been developed and collated together from the previous frameworks of E-Participation and enhanced. The review showed that some

of the previous frameworks are based on desk research and others are based on case studies. Therefore, desk research was used in this literature review.

2.2.3. Related Works

There are previous works that exist that capture E-Participation frameworks and ANT which will be explained below.

a) Characterizing E-Participation in Policy Making by Macintosh (2004).

Macintosh (2004) developed three levels of participation for characterizing e-democracy initiatives as shown in *Figure 5*. *Figure 6* illustrates the 5 high-level stages involved in policy making from agenda setting, analysis, policy creation, and implementation through to monitoring (Macintosh, 2004).

b) A Framework for scoping eParticipation by Tambouris et al (2007).

The framework as shown in *Figure 7* includes layers, such as the democratic processes, participation areas, participatory techniques, categories of tools and any ICT technologies involved (Tambouris et al, 2007)

c) The shape of the eParticipation: Characterizing an emerging research area.

The model as shown in *Figure 8* consists of some of the elements as following: e-Participation actors, activities, effects, evaluation, contextual factors and the research approach involved (Saebo et al, 2007).

d) A Domain model of E-Participation by Kalampokis et al (2008).

The framework as shown in *Figure 9* has been developed to address the E-Participation domain. This model consists of three main domains; the stakeholder, participation process and ICT Tool. Each domain has sub-domains as shown *Figure 10*, *Figure 11* and *12* below (Kalampokis et al, 2008).

e) A Framework of ICT Exploitation for E-Participation Initiatives by Phang & Kankanhalli (2008). This is a three-step procedure for an E-Participation initiative implementation presented as shown in *Figure 13* (Phang & Kankanhalli, 2008).

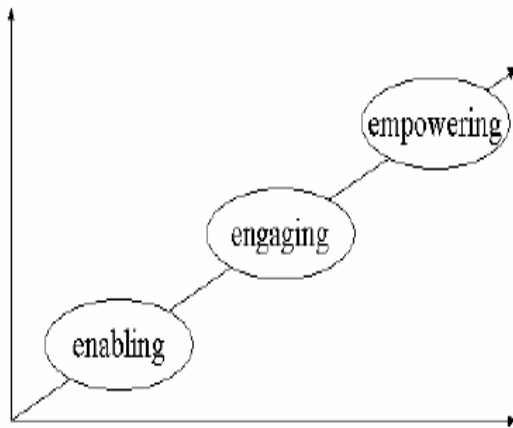


Figure 5: Levels of participation (Macintosh, 2004)

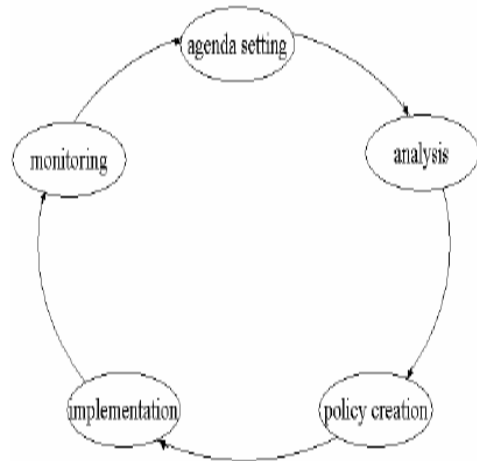


Figure 6: Policy-making life cycle (Macintosh, 2004)

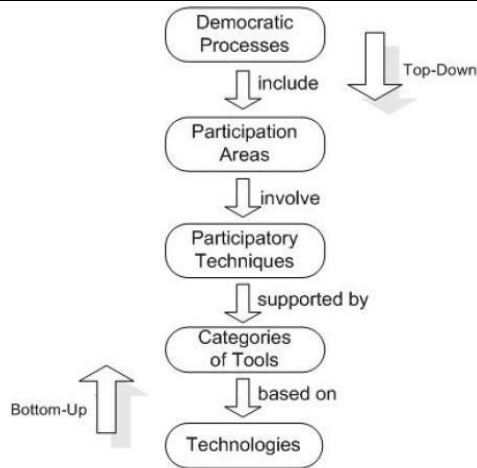


Figure 7: Framework of e-participation (Tambouris et al, 2007)

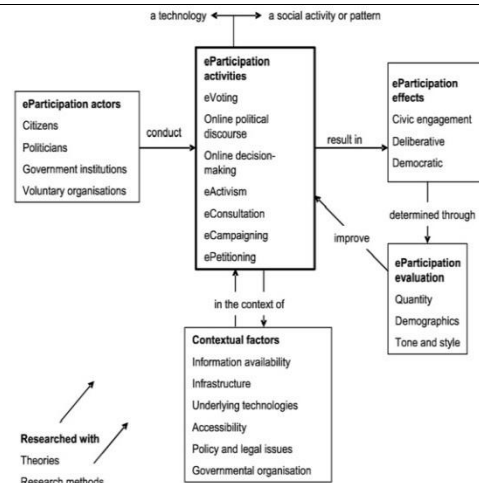


Figure 8: Framework of e-participation (Saebo et al, 2007)

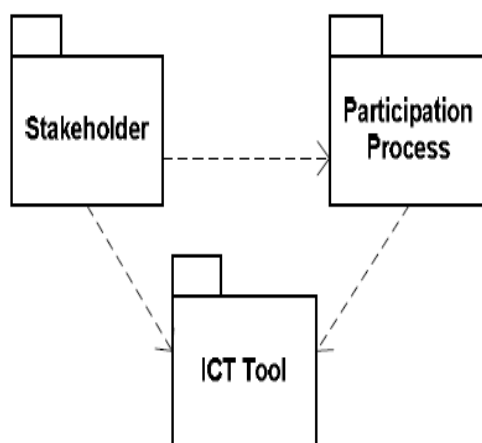


Figure 9: The UML package diagram representing e-participation domain (Kalampokis et al, 2008)

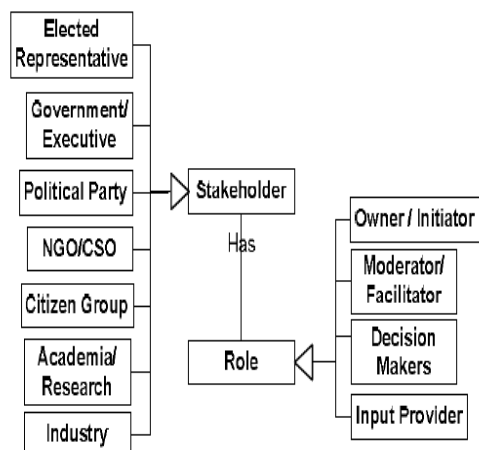


Figure 10: The stakeholder sub-domain (Kalampokis et al, 2008)

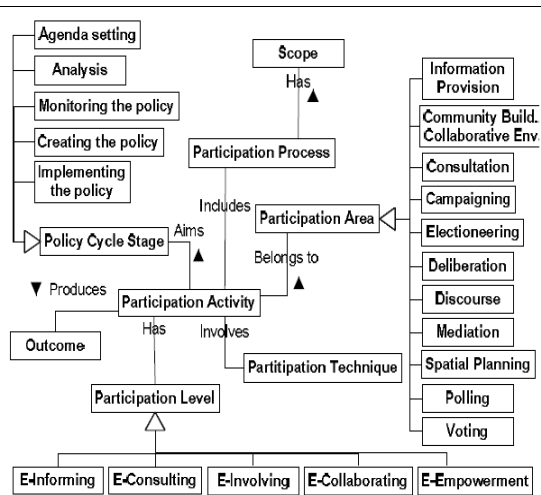


Figure 11: The participation process sub-domain (Kalampokis et al, 2008)

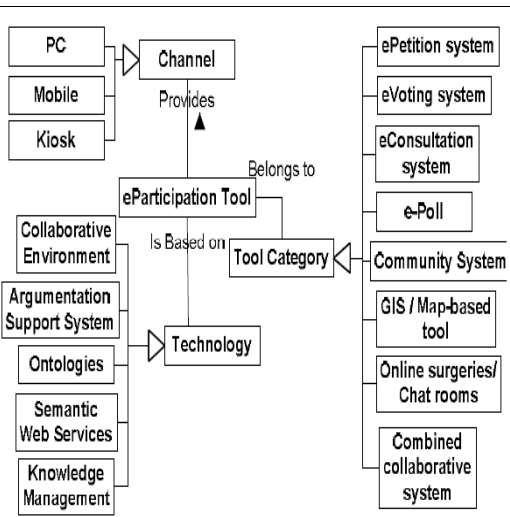


Figure 12: The ICT tool sub-domain (Kalampokis et al, 2008)

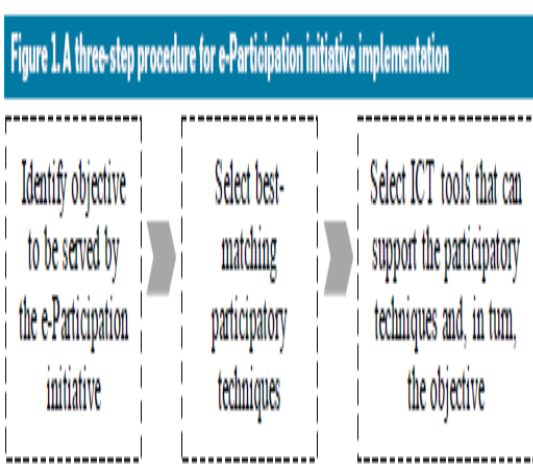


Figure 13: Three steps procedure for e-participation initiative implementation (Phang & Kankanhalli, 2008)

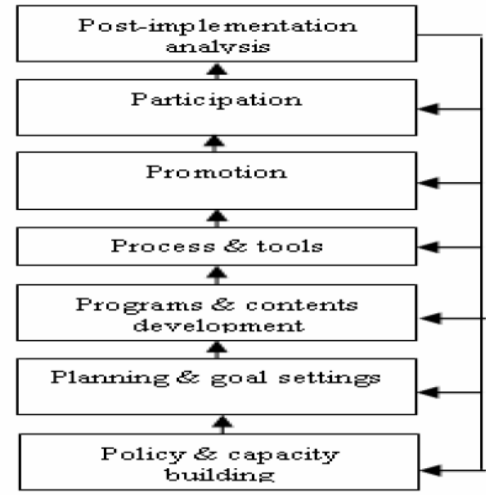


Figure 14: 7Ps Sustainable e-participation implementation model (Islam, 2008)

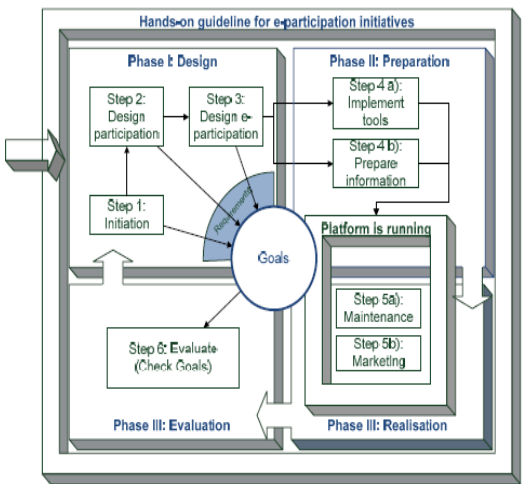


Figure 15: Hands-on guideline for e-participation initiatives: a six-step iterative process (Scherer et al, 2010)

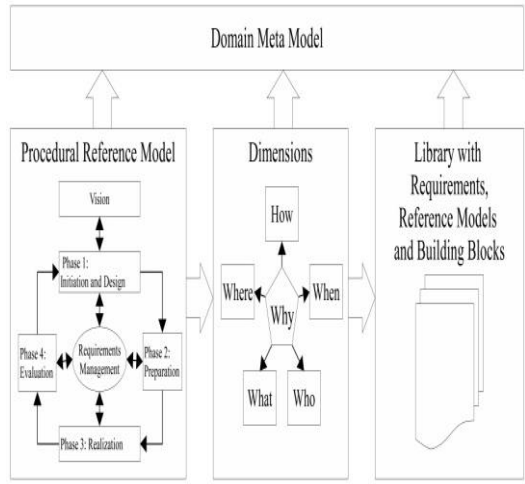


Figure 16: Reference framework of e-participation (Scherer & Wimmer, 2011)

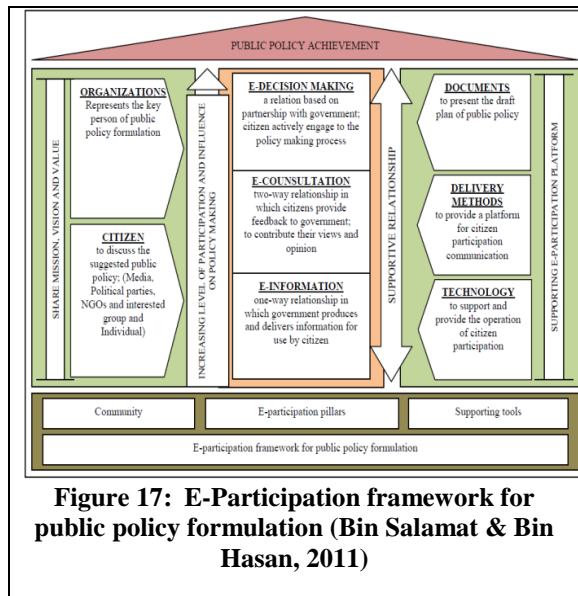


Figure 17: E-Participation framework for public policy formulation (Bin Salamat & Bin Hasan, 2011)

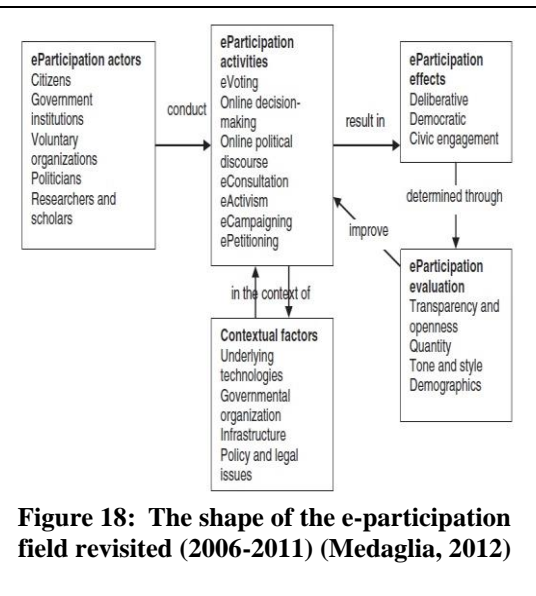


Figure 18: The shape of the e-participation field revisited (2006-2011) (Medaglia, 2012)

f) Towards a sustainable e-Participation implementation model by Islam (2008).

The framework as shown in *Figure 14* was proposed as being sustainable in any socio-economic conditions and can be implemented at a public and private level. The framework consists of 7 phases as shown in the figure above, starting from bottom to top (Islam, 2008).

g) Hands-On Guideline for E-Participation Initiatives by Scherer et al (2010).

This research is based on two European projects, VoicE and VoiceS, which illustrate the six-step iterative as shown in *Figure 15* above. This hands-on guideline will help to develop and implement E-Participation initiatives successfully (Scherer et al, 2010).

h) Reference Framework for E-Participation Projects by Scherer & Wimmer (2011).

The reference framework as shown in *Figure 16* above captures the holistic engineering approach to supporting the development of new E-Participation projects. This framework helps to provide the requirements of various E-Participation development projects from different organisations. This framework can also support communications between project actors with different levels of technical and political backgrounds as well as different perspectives (Scherer & Wimmer, 2011).

i) ANT Approach to Malaysia E-Participation Framework by bin Salamat & bin Hasan (2011)

The framework that has been developed is based on ANT in order to achieve a public policy which is in line with the people's will. The framework is shown in *Figure 17* above (bin Salamat & bin Hassan, 2011).

j) eParticipation research: Moving characterization forward (2006-2011) by Medaglia

(2012).

The model is developed based on the works of Saebo et al (2007). The model itself is shown in *Figure 18*.

The previous frameworks listed have been evaluated and summarised in *Table 2* below.

Table 2: Evaluation of previous e-participation frameworks

Framework	Author(s) (Year)	Methodology	Covered	Not Covered
Levels of Participation	Macintosh (2004)	Case studies in Europe	Stages of Participation	<ul style="list-style-type: none"> - Lack of deep elaboration about critical factors of Participation - Lack of Education factor -Lack of Participation stakeholders -Lack of explanation about philosophical foundation of participation levels -Lack of Web 2.0 channel -Lack of test out the framework into outside Europe (Methodology)
Framework for scoping E-Participation	Tambouris et al (2007)	Desk Research	Process from Democratic Processes, Participation Areas, Participation Techniques, Categories of Tools and Technologies	<ul style="list-style-type: none"> - Lack of Stakeholders in each stage - Lack of Technology channel - Methodology not clear stated - Lack of Empirical research to test out the framework (Methodology)
The shape of the eParticipation field	Saebo et al (2007)	Literature reviews	<ul style="list-style-type: none"> • E-Participation actors, • E-Participation activities, 	<ul style="list-style-type: none"> - Lack of complex factors - Lack of change factors

			<ul style="list-style-type: none"> • E-Participation effects • E-Participation evaluation • Contextual factors • Researched with theories and research methods 	- Lack of empirical research in various fields
A Domain model of E-Participation	Kalampokis et al (2008)	Desk Research	E-Participation domain and details of sub-domain	<ul style="list-style-type: none"> - Lack of complex factors which affect the domains - Methodology not clear stated - Lack of empirical research to test out the framework (Methodology)
A Framework of ICT exploitation for E-Participation Initiatives	Phang & Kankanhalli (2008)	Desk Research	- E-Participation objectives and ICT exploitations - a three step procedure for E-Participation initiatives	<ul style="list-style-type: none"> - Lack of web-based technology - Lack of non-technological factors which affect the E-Participation initiatives - Lack of empirical research (Methodology)
A Sustainable E-Participation implementation model	Islam (2008)	Desk Research	Stages of E-Participation implementation	<ul style="list-style-type: none"> - Lack of stakeholders of the E-Participation implementation - Lack of complex factors which affect the E-Participation implementation - Lack of empirical research (Methodology)
Hands-On Guideline for E-Participation	Scherer et al (2010)	Desk Research, Case studies in Europe,	A Six step iterative to develop and implement E-Participation successfully	- Lack of non-technological factors which affect the E-Participation

Initiatives		Survey/Questionnaires, Interview		<ul style="list-style-type: none"> initiatives, only political factor - Lack of evaluation framework - Lack of empirical research outside of Europe (Methodology)
Reference Framework for E-Participation	Scherer & Wimmer (2011)	Desk Research, Survey	Requirements of E-Participation project implementation	<ul style="list-style-type: none"> -Lack of non-engineering factors which affect the E-Participation projects -Lack of technology channels -Lack of Stakeholders -Lack of empirical research outside of Europe (Methodology)
Malaysia E-Participation Framework using ANT Approach	Bin Salamat & bin Hasan (2011)	Case study in Malaysia	E-Participation platform based on Malaysia case study and Actor Network Theory (ANT)	<ul style="list-style-type: none"> - Lack of complex factors which affect E-Participation implementation - Lack of explanation how the actor networks change and influenced each other - Lack of explanation about role of each technologies - Case study is broad and surface level (Methodology)
The shape of the eParticipation field revisited (2006-2011)	Medaglia (2012)	Literature reviews	E-Participation actors, activities, effects, evaluation and contextual factors	<ul style="list-style-type: none"> - Lack of complex factors - Lack of change factors - Lack of empirical research

E-Participation implementation is not only a matter of technological ability or the participation process itself, but it is also a combination of complex factor which also

affect the participation process. Most of the previous frameworks only capture a specific domain without realising that it is connected to other factors.

2.2.4. Proposed framework of E-Participation

A novel framework as shown in *Figure 19* is proposed based on the evaluation and limitations of the previous frameworks which will be explained in the next section. The framework has been developed through collating together some of the relevant previous frameworks and enhancing them. The proposed framework captures the complex factors related to E-Participation implementation including politics, economics, society, culture, education and technology.

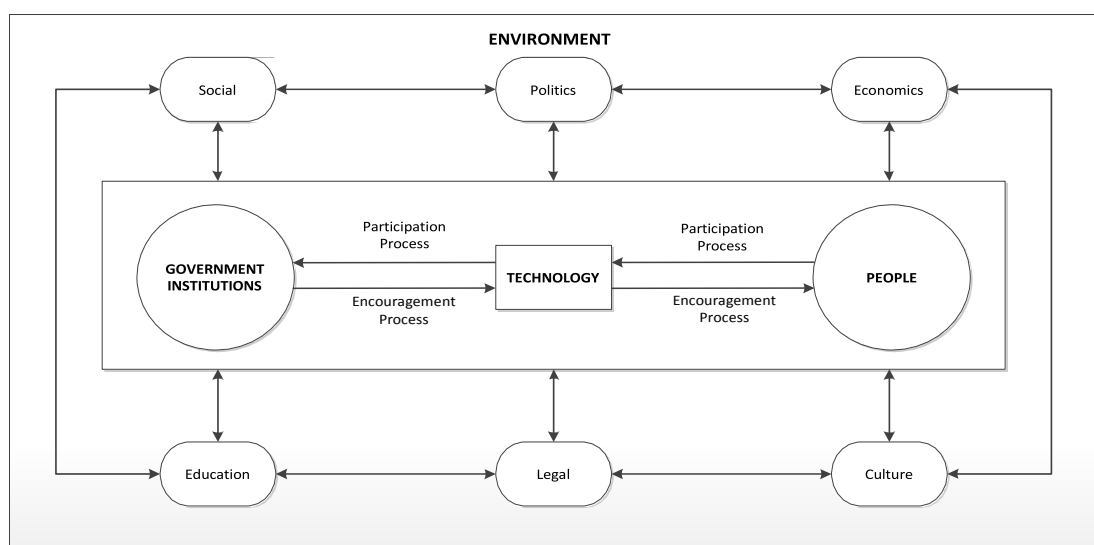


Figure 19: A main framework of e-participation

Figure 19 illustrates the main framework of E-Participation which has been proposed in this research. The main framework consists of governmental institutions and technology with people as an actor while technology acts as a conduit between the people and the government. People use the technology as part of the participation process with the government institutions. The government also uses the available technology to encourage engagement. This framework also illustrates the processes between government institutions, technology and people which are influenced by the drivers and barriers from social, political, economic, educational, cultural and legal forces. The drivers and barriers also have interactions between each other and said interactions can be different based on the environment. The main framework is divided into the sub-actors of government institutions, technology, people, participation processes and the encouragement process which will be explained in more detail below.

The sub-actors of the government institutions consist of categories and attributes as shown in *Figure 20* below. The attributes adopted from Kalampokis et al (2008) include an elected representative, government-associated executive and a political party. Moreover, the attributes of the government institutions consist of policies, administration, regulation(s) and services provided. All government institutions should have those attributes. Government institutions have an important role in the e-participation and policy-making process because they will be the ones making the final decisions.

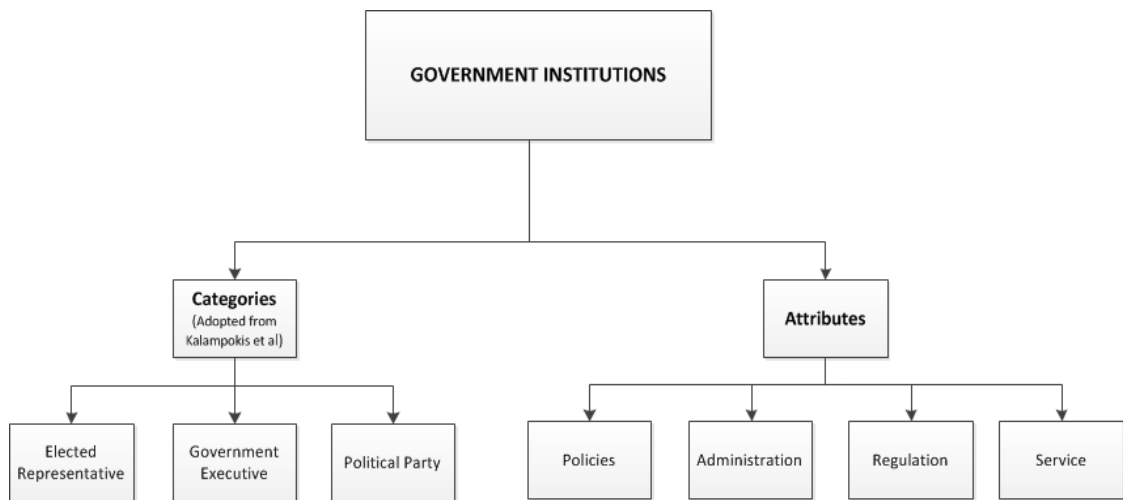


Figure 20: Sub-actor of e-government institutions

The sub-actor of technology includes the channel and categories as shown in *Figure 21* below. The technology channels consist of television (TV), radio, internet, mobile and web 2.0. The sub-actors of technology also has categories which have been adopted from Kalampokis et al (2010) which consist of an E-Petitioning system, E-Voting system, E-Consultation system, Geographic Information System (GIS)/Map-based tool, community system, E-Poll, chat rooms and a combined collaborative system. Different environments, cities, countries and contexts may have different technology channels as well as every technology channel having its own respective users. For example, TV and radio may be used widely by people from a certain age group. On the other hand, web 2.0 such as Twitter, Facebook, and other related social media network are more popular for younger people. All of the listed technology channels are complementary with each other as well as converging. The internet and mobile technologies can not only access web 2.0 but also TV and radio via streaming. Every

environment, city, country and context also has different categories of technology available to support E-Participation activities. Some environments, cities, countries and contexts may implement all of the technology categories, such as e-Petitioning system, e-Voting system, e-Consultation system, GIS/Map-based tool, community system, E-Poll, chat rooms and combined collaboration system. However other environments, cities, countries and contexts may employ only some of the available categories of technology. It depends on the readiness of technical, social, cultural, political and education and legal factors.

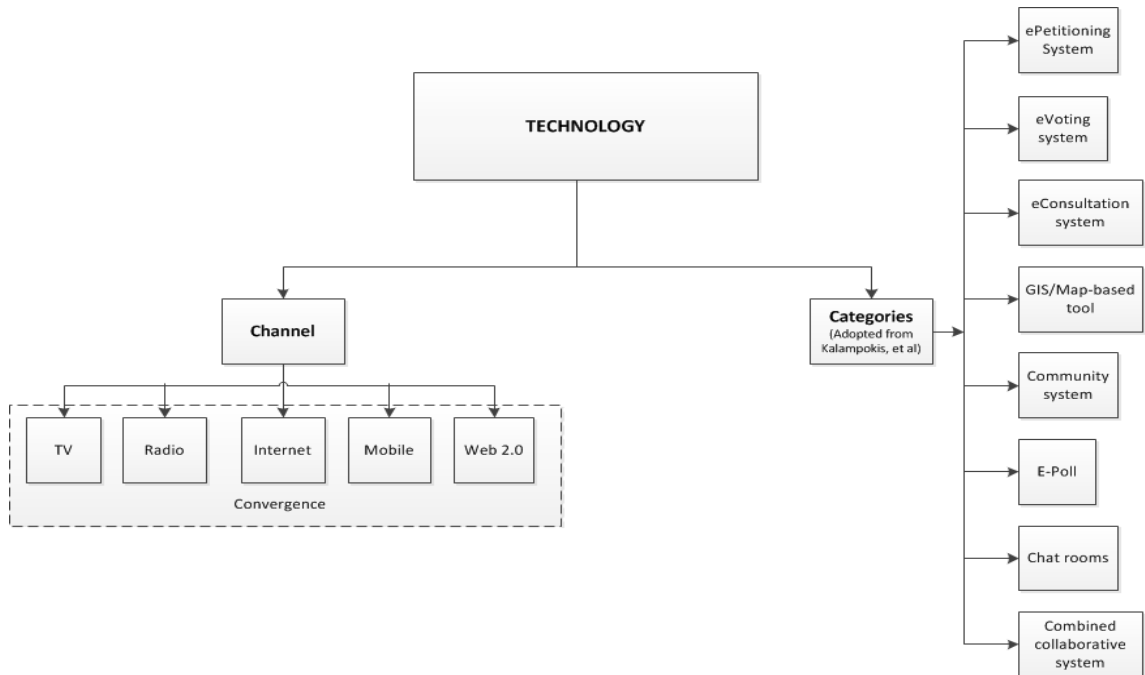


Figure 21: Sub-actor of technology

The sub-actors of the people category as presented in the *Figure 22* consists of the country’s citizens, non-government organizations (NGO), industries and academia. This categorisation has been adopted from Kalampokis et al (2010). All people should be encouraged to be involved in the participation process to make the policy-making process have a certain level of quality. Each category may have different activities to do in the participation process since they have different interests and agendas. For instance, academia may have more concerns regarding educational policies rather than industry policies. Therefore, accommodating all categories may help to improve the decision in becoming more legitimate and acceptable for all stakeholders. The decision may not satisfy all of the people but involving as many as possible can educate them about the rationale and complexity of the policy-making process itself.

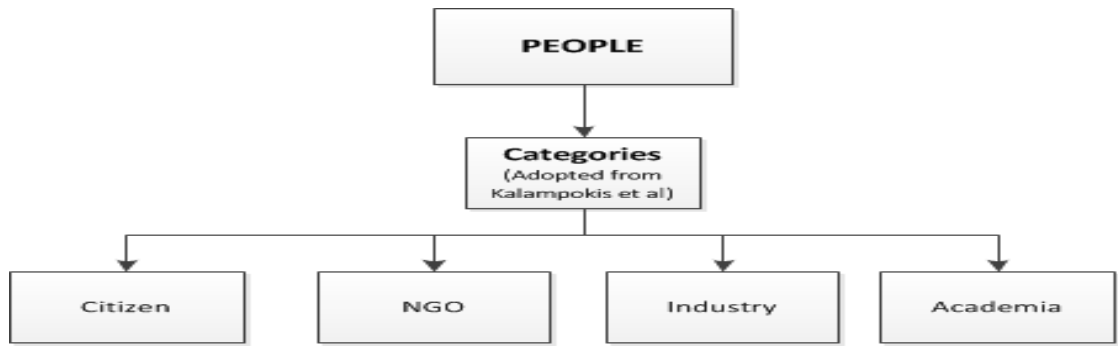


Figure 22: Sub-actor of people

Figure 23 below shows the sub-actors of the participation process which are divided into levels and areas. The levels of participation consist of enabling, engaging and empowering which have been adopted from Macintosh (2004). The areas of the participation process have been adopted from Kalampokis et al (2010).

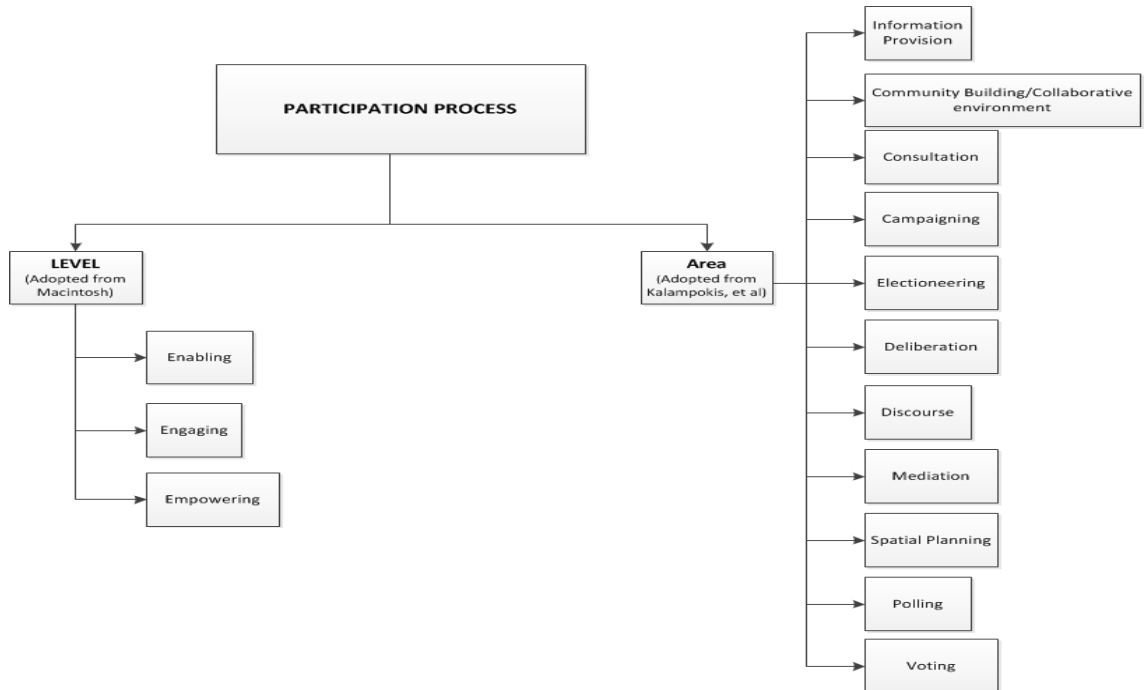


Figure 23:Sub-actor of participation process

The sub-actors of the encouragement process as described in the Figure 24 should be informative, directive, responsive, consultative and supportive. The encouragement process is conducted mostly by government institutions, but communities, such as NGO's or academia, can support these activities as well. The encouragement process can be applied through various activities which have characteristics such as informative, directive, responsive, consultative, and supportive. The encouragement process should

be informative as well, such as when a city council informs the people of their public agenda through their website. It is also directive as people get directions from the government and other institutions to do something in the participation process. Furthermore, being responsive means that the government institution gives responses to people's ideas, comments, aspiration and critiques. The encouragement process also means that people can consult the government institutions with their problems, for example floods, traffic jams and criminal activity. Therefore, there are two pathways for communication between government institutions and the people involved in the consultation activities. Government institutions also support all of the participation activities done by people in various ways.

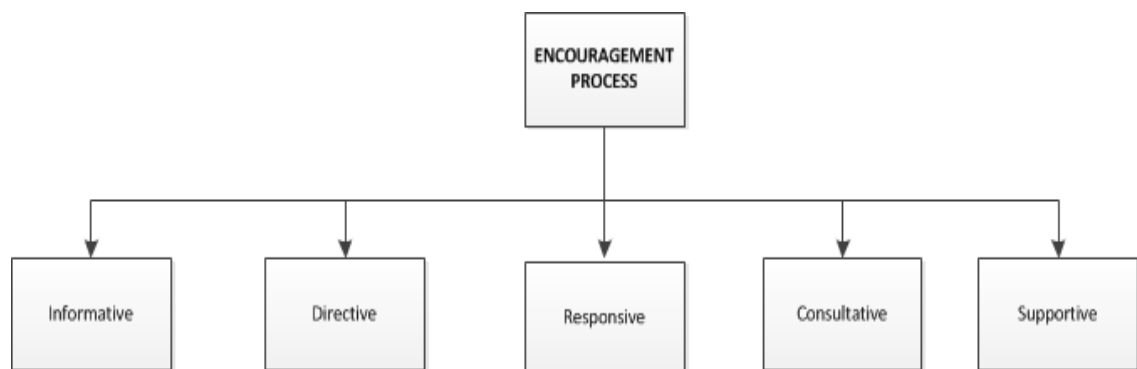


Figure 24: Sub-actor of encouragement process

The framework uses the pragmatic perspective which has benefits such as:

- a) More accurate description of reality.
- b) More suitable with reality.
- c) Increasing possibility of successful implementation.
- d) Practical framework to capture more richness of case examples, such as the context, people, technologies and processes involved in E-Participation.

The participation process also can be different depending on the environment, city, country and context. The three levels of participation which were proposed by Macintosh (2004) are based on European case studies, therefore further empirical research outside of Europe is needed to test out whether this level of participation can be apply worldwide or if it needs refining. One of the factors that influence the differences in the level of participation is the philosophical foundation of the society in question. Participation activities are also diverse in themselves. Islam (2008) proposed a 7Ps Sustainable e-

participation implementation model which presumed to be fit under any socio-economic conditions and can be initiated by both public (state) and private agencies. This model is interesting, however, as it is a high level model, based on desk research and has not yet applied empirical research. Therefore, the model might be changed if applied in any particular context.

2.2.5. Conclusions

The main contribution of this literature review is providing an E-Participation framework that complements the previous E-Participation frameworks and collates together the main themes therein. The previous frameworks of E-Participation just covered a specific domain without connecting the full set of complex factors. The new proposed framework captures the complex factors which affect the E-Participation implementation process that can be either drivers or barriers, such as politics, technology, economics, society, culture, education and legal factors. Any framework of E-Participation should consider those complex factors since E-Participation implementation is not only a technological or participation problem. ANT helps to map the actors and roles involved and also describe the global actors which may affect the E-Participation implementation process externally. Hopefully, this review will make a further contribution to the E-Participation area by providing a tool to capture the main actors, drivers and barriers. It also will provide a base to consider the roles of the various technology channels in the people-government institutions relationship. The proposed framework is important for researchers, practitioners and policy makers to map the E-Participation domains and related factors. The next stage will be collecting data from the case studies in Portsmouth (United Kingdom) and Surabaya (Indonesia) to apply the framework.

2.3. ACTOR NETWORK THEORY (ANT)

This sub-section will explain the Actor-Network Theory (ANT) based on our literature review. It has been published in Yusuf et al (2014, 2016).

There are various theories which are relevant to this research, such as the social shaping of technology (SST), Institution theory, Structuration theory, Stakeholder theory and the ANT. A brief summary of each of the theories will be explained below.

2.3.1. The Social Shaping of technology (SST)

This theory was developed by MacKenzie and Wajcman (1985) and explains that the design and implementation of technology is shaped by a range of factors such as the organisations in place, political influences, the economic situation at the time and cultural factors, as well as technical considerations (Williams & Edge, 1996). According to Edge (1988), the social shaping perspective emerged from the critique of technology determinism as following:

- a. The nature of technologies and the direction of change were unproblematic or pre-determined.
- b. The technology had the necessary impact required for work, economic life and society as a whole, therefore the technological changes produced social and organisational change as a result.

Furthermore, there are many discussions about SST and any common ground as follows (Russel & Williams, 2002):

- A move away from polarised positions, radically novel theoretical claims and programmatic statements;
- Substantial reconciliation between what were once sharply divided and often antagonistic camps;
- A willingness to explore overlaps and complementary areas;
- The pragmatic use of a variety of theoretical resources in case studies;
- More attempts to find theoretical syntheses;
- Drawing on concepts and substantive findings from other areas of technology-based or related studies and broader social theories;
- Trying to find a balance between what were exclusive emphases, or accepting that different characteristics may predominate in different areas of technology and domains of use, rather than assuming that one pattern holds for all.

2.3.2. Institutional Theory

According to Scott (1987), he explained that the concepts of institution and institutionalization have been defined in various ways, with substantial diversity between documented approaches. A summary of the various institutional theorists are described in the *Table 3* below.

Table 3: Summary of various Institutional Theorists (Scott, 1987)

Theorists	Concepts
Philip Selznick	<ul style="list-style-type: none"> • Organisational structure as an adaptive vehicle shaped in reaction to the characteristics and commitments of participants as well as to influences and constraints from the external environment. • ‘to institutionalize’ is to infuse with value beyond the technical requirements of the task at hand (Selznick, 1957:17) •Organizations are technical instruments, designed as means to definite goals. They are judged on engineering premises; they are expendable. Institutions, whether conceived as groups or practices, may be partly engineered, but also have a “natural” dimension. They are products of interaction and adaptation; they become the receptavles of group idealism; they are less readily expendable (Sleznick, 1957:21-22) • Selznick’s institutional approach emphasized the importance of history, a holistic and contextual approach • Selznick (1957:16) clearly viewed institutionalization as a “process”, as something “that happens to the organization over time” • Selznick emphasized the cressive, unplanned and unintended nature of institutional processes (Selznick, 1949)
Berger and Luckman	<ul style="list-style-type: none"> • “Social order exists only as a product of human activity” (Berger and Luckmann, 1967:52) • “Institutionalization occurs whenever there is a reciprocal typification of habitualized actions by types of actors” (Berger and Luckman, 1967:54) • Berger and Luckman emphasized the importance of emplying an historical approach. • Institutionalization involves three phases or “moments”: externalization, objectivation, and internalization.
Zucker	<ul style="list-style-type: none"> • Institutionalization is both a process and a property variable. It is the process by which individual actors transmit what is socially defined as real and, at the same time, at any point in the process the meaning of an act can be defined as more or less a taken for granted part of this social reality. Institutionalization acts, then, must be perceived as both objective and exterior (Zucker, 1977:728) • Institutionalization is rooted in conformity-not conformity en-gendered by sanctions (whether positive or negative), nor conformity resulting from a “black box” internalization process, but conformity rooted in the taken for granted aspects of everyday life.....institutionalization operates to produce common understandings about what is appropriate and, fundamentally, meaningful behaviour (Zucker, 1983:5) • The focus is on a single pattern or mode of organizational behaviour and the emphasis is placed on the rationale for or nature of the process underlying adoption of or conformity to the pattern
Meyer and Rowan	<ul style="list-style-type: none"> • Institutionalization involves the processes by which social processes, obligations, or actualities come to take on a rulelike status in social thought and action (Meyer and Rowan, 1977:341) • Institutionalized belief systems constitute a distinctive class of elements that can account for the existence and/or the elaboration of organizational structure (Meyer and Rowan, 1977)
Hughes	<p>More commonly the term institution is applied to those features of social life which outlast biological generations or survive drastic social changes that might have been expected to bring them to an end.....(There exist) a tendency of human beings to get set in their ways. Other animals undoubtedly show a similar tendency, but man alone transmits to future generations a great number of his acquired ways of behaving. He alone gives reasons for his ways, makes a virtue of them and glorifies them for their antiquity (Hughes (1939:283-284)</p>
Hertzler	<ul style="list-style-type: none"> • The institutions of a society have a high degree of stability and function

	<p>as the major mechanisms for social continuity (Hertzler, 1961:81)</p> <ul style="list-style-type: none"> • Hertzler (1961:84) placed great importance on the external and overdetermined nature of institutional patterns
Friedland and Alford	<ul style="list-style-type: none"> • The institutional logic of capitalism is accumulation and the commodification of human activity. That of the state is rationalization and the regulation of human activity by legal and bureaucratic hierarchies.....that of the family is community and the motivation of human activity by unconditional loyalty to its members and their welfare (Friedland and Alford, 1987:36) • Friedland and Alford emphasized the importance of differentiated institutional spheres with varying substantive content but did not take on the question as to why such differentiation occurs • Some of the most important struggles between groups, organizations and classes are over the appropriate relation between institutions, and by which institutional logic different activities should be regulated and to which categories of persons they apply. Are access to housing and health to be regulated by the market or by the state? Are families, churches or states to control education? Should reproduction be regulated by state, family or church • This version of institutional theory focuses attention on the existence of a set of differentiated and specialized cognitive and normative systems-institutional logics-and patterned human activities that arise and tend to persist, in varying form and content, in all societies

2.3.3. Structuration Theory

This theory was developed by the sociologist Anthony Giddens. According to Walsham & Han (1990), this theory aims to resolve the debate in social theories - such as interpretative sociologies - which are concerned with the level of human agents and human action as well as other associated theories, such as structuralism and functionalism, which emphasize the structure of social systems. Giddens argued that agents and structures are not two independent and conflicting elements, but are a mutually interacting duality. Any given social structure is being drawn on by human agents in their actions, while the actions of humans in social contexts serve to produce and reproduce the social structure as it stands. Additionally, the social structure itself is a resource deployed by human actions which is enabling and disabling (Jones & Karsten, 2003). The basic concept of structuration theory is shown in *Figure 25* below.

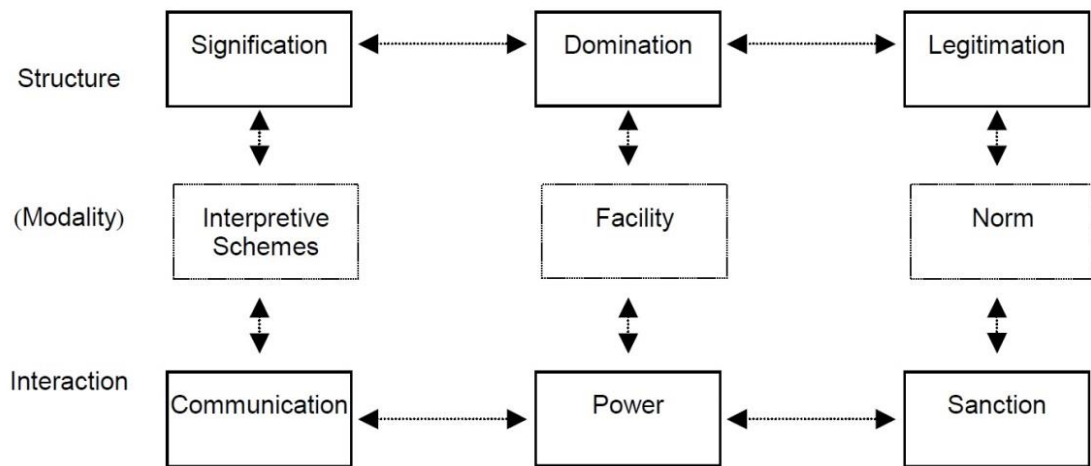


Figure 25: The dimensions of the duality of structure

In the diagram above, both social structures and human interactions are broken down into three dimensions and then interlinked by three modalities. First of all, human communication involves the use of interpretative schemes which are stocks of knowledge that human actors draw upon in order to make sense of their own and others' actions. They thereby produce and reproduce structures of meaning which are termed 'structures of signification'. Secondly, human agents use power in their interactions by drawing on facilities such as the ability to allocate materials and human resources; therefore they produce and reproduce structures of domination over others based on authority and knowledge. Finally, human agents sanction their actions by drawing on the norms or societal standards of morality and thus produce and reproduce social structures of legitimisation. It is important to note that the separation of structure and interaction into three dimensions are still interlinked. Furthermore, signification is structured through language and its use can also express aspects of domination and has a normative force. These descriptions implies that social actions can reproduce existing structures, but also produce new structures depending on the authority of the human actor(s) in question. Furthermore, structure is regarded as rules and resources which exist only as memory traces in human minds and are made manifest only in the instances when they are drawn upon in action and interaction (Walsham & Han, 1990). Furthermore, *Table 4* below summarises the key features, implications and potential issues of structuration theory, particularly in relation to IS research.

Table 4: Key features of structuration theory, implications and some possible issues for Information System (IS) research (Jones and Karsten, 2003)

Feature of structuration theory	Implication	Potential issues
Duality of structure	Structure and action are inseparable and co-existent	Structure exists only through action. It never pre-exists action
Structure is a ‘virtual order of transformative relations’	Rules and resources exist only in their instantiation and as memory traces orienting conduct	Material resources, such as technology, influence social practices only through their incorporation in processes of structuration
Essential reclusiveness of social life	Structure is produced and reproduced in every instance of action	Social phenomena are temporary regularities in an ongoing process
Agents always have the possibility to do otherwise	Structural constraint simply places limits upon the feasible range of options open to an actor in a given circumstance	Compliance with structural constraint implies choice to do so
Agents are knowledgeable about their actions and continuously reflect on their conduct	Agents are aware of their condition and reflect on it	Agents may not be discursively aware of their knowledge
Unacknowledged conditions and unintended consequences	Production and reproduction of society is not wholly intended or comprehended by social actors	Social generalisations are temporally and spatially circumscribed
Routine is integral to the continuity of the personality of the agent and to the institutions of society	Individual identity and social institutions are sustained through routine	They seed of change is there in every act which contributes towards the reproduction of any ‘ordered’ form of social life
Time space distanciation	Societies “screeth” over spans of time and space	The importance of face to face interaction for social integration and the capability of technologies to facilitate integration “at a distance”
Double hermeneutic	Concepts that sociological observers describe are already constituted as meaningful by social actors and can themselves become elements of the actors’ understanding of their own condition	Social actors can reflexively appropriate the researcher’s understanding of their condition

2.3.4. Stakeholder Theory

This is a view of capitalism that stresses the interconnected relationships between a business, its customers, suppliers, employees, investors, communities and others who have a stake in the organization (Freeman, 2014). It was originally developed by R Edwar Freeman in the book ‘*Strategic Management*’ in 1984 (Freeman & McVea, 2001). *Figure 26* below describes stakeholder theory.

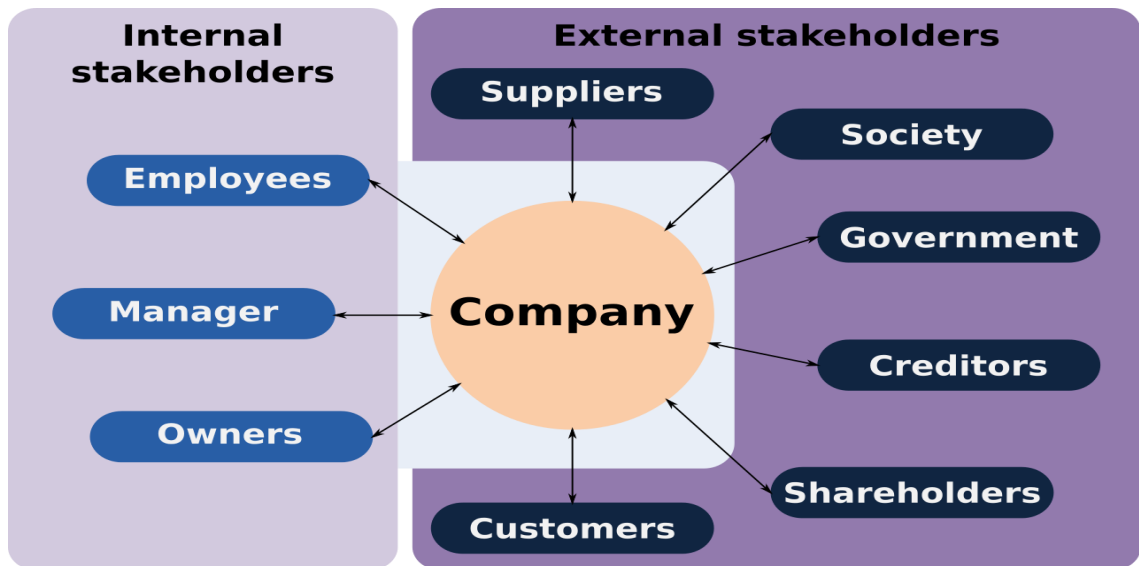


Figure 26: Stakeholder theory diagram (Freeman, 2014)

According to Freeman, Wicks, & Parmar (2004), stakeholder theory begins with the assumption that values are a necessary and explicit part of doing business. It asks managers to articulate the shared sense of the value that they have created, and brings its core stakeholders together. It also pushes managers to be clear about how they want to do business, specifically to do with what kinds of relationships they both want and need to create with their stakeholders to deliver on their purpose. Furthermore, Stakeholder theory focuses on the articulation of two core questions: ‘What is the purpose of the firm?’ and ‘What responsibility does management have to the stakeholders?’ (Freeman, 1994).

Therefore, comparison between those relevant theories was done in this research to analyse the advantages and disadvantages as describe in the *Table 5* below.

Table 5: Comparison and analysis of relevant theories

Theories	Brief Descriptions	Advantages	Disadvantages
The Social shaping of technology (SST)	This theory was developed by MacKenzie and Wajcman (1985). It explains that the design and implementation of technology are patterned by a range of factors, such as	<ul style="list-style-type: none"> • Avoid ‘technological determinism’ • Consider various factors, such as organisational, political, economics and culture • Consider technological change 	<ul style="list-style-type: none"> • Does not state about change factors. • Does not examine about power relation. • Does not emphasize non-human factors. • Does not emphasize local-global networks.

	organisational, political, economic and cultural factors as well as technical considerations (Williams and Edge, 1996).	<ul style="list-style-type: none"> • Avoid generalisation • Cross-disciplinary 	
Institutional Theory	According to Scott (1987) explained the concepts of institution and institutionalization have been defined in various ways, with substantial among approaches, such as by Selznick, Berger and Luckman, Zucker, Meyer and Rowan, Hughes, Hertzler, Friedland and Alford.	<ul style="list-style-type: none"> • Emphasize the importance of history, a holistic and contextual approach (Selznick, 1957:16) • Consider complexity of institution • Examine social conditions • Capture processes in the institution 	<ul style="list-style-type: none"> • Does not state about change factors • Does not examine about power relation • Does not emphasize non-human factors • Does not emphasize local-global networks
Structuration Theory	This theory was developed by sociologist Anthony Giddens. It examines that agents and structures are not two independently and conflicting elements, but as a mutually interacting duality	<ul style="list-style-type: none"> • Avoiding deterministic approach • According to Walsham & Han (1990) that this theory has potential application in IS research in terms of operational studies, use as a meta theory, and use of individual concepts • According to Chisalita (2006) that this theory is flexible and allows the combination with other theories. 	<ul style="list-style-type: none"> • We do not recognize power relations between local and global structures, change and complex factors, non-human factors. • According to Kort and Gharbi (2013) there are 3 criticism include the conflation of structure and human agent, the complexity and the outspread of the theory then lead to contradictions, lack of assumptions and methodological guidelines.

Stakeholder Theory	It was originally developed by R Edward Freeman in the book of Strategic Management. This is a view of capitalism that stresses the interconnected relationships between a business, its customers, suppliers, employees, investors, communities and others who have a stake in the organization (Glaser, 2008).	<ul style="list-style-type: none"> • Covers all relevant stakeholders • It has attention to bigger perspective of values, not only money profits. 	<ul style="list-style-type: none"> • Similar with Structuration theory above, we do not recognize power relations between local and global structures, change and complex factors, non-human factors.
Actor-Network Theory (ANT)	It is a concept developed by Callon, Latour and Law in the 1980s (Callon, 1986; Latour, 1987; Law, 1991). It explains about networks which consist of heterogeneous or socio-technical elements called Actants, such as human, technological artefact, organizations, institutions, and others.	<ul style="list-style-type: none"> • Avoid deterministic approach • It is an established theory in the sociology of science and technology and particularly has implemented in various subjects (Stanforth, 2006) • It seems suitable for case studies to help describe and understand the contexts of both case studies • It is able to use on interpretative and qualitative research • It covers power relations, change and complex factors, non-human factors 	<ul style="list-style-type: none"> • Many controversies of this theory, particularly about non-human actors • Some researchers addressed limitations of ANT, such as Whittle & Spicer (2008) who suggested that ANT actually has ontologically realist, epistemologically positivist and a politically conservative account of organizing. ANT also failed to contribute to the development of critical approaches to organization

In this research, ANT was chosen as the base theory for this thesis in relation to e-participation activity since it seemed a good and explicit tool to capture the role of technology (*Section 2.3*). Concept of ANT will be explained more details below.

ANT is a concept developed by Callon, Latour and Law in the 1980's (Callon, 1986; Latour, 1987; Law, 1991). It explains about networks that consist of heterogeneous or socio-technical elements called Actants such as humans, technological artefacts, organizations and institutions (Callon & Law, 1989; Law, 1991; Hanseth et al, 2004). The actor in ANT is unique which has their own theories, frames, context, metaphysics and ontologies. Latour (2004) explained that ANT is a theory about how to study things, particularly when things are changing fast and where the boundaries can be ambiguous. ANT can be used to describe something that does not at all look like the traditional form of a network. Good field work always produces a lot of descriptions. Therefore, ANT can be used as a data description from fieldwork and needs explanations when and where relevant. ANT assumes that that 'social relations' are dependent on both the material and natural world (Callon & Law, 1989). *Table 6* below shows some of the key concepts in ANT (Bin Salamat & Bin Hasan, 2011; Walsham & Sahay, 1999).

Table 6 : Summary of some key concepts in ANT (Bin Salamat & Bin Hasan, 2011; Walsham & Sahay, 1999)

Concept	Description
Actor (or Actant)	Both human beings and non-human actors
Actor-network	Heterogeneous network of aligned interests, as following: people, organizations, and standards
Enrollment and translation	Creating a body of allies, human and non-human, through a process of translating their interests to be aligned with the actor-network
Delegates and inscription	Delegates are actors who "stand in and speak for" particular viewpoints that have been inscribed in them
Irreversibility	The degree to which it is subsequently impossible to go back to a point where alternative possibilities exist
Black box	A frozen network element
Interresment	a process of convincing the other actors to accept and recognize definition of the focal actor
Immutable mobile	Network element with strong properties of irreversibility and effects that transcend time and place

In term of sociological origin perspective, Latour (1999) explained that contexts too flow

locally through networks, including geography, medicine, statistics, economics, or even sociology. This is where the ANT has used the insights of sociology of science and sociology of the social sciences. ANT slowly drifted from a sociology of science and technology, from a social theory, into another enquiry of modernity – sometimes called comparative, symmetrical, or monist anthropology (Descola & Palsson, 1996). This method is needed to help analyse unstructured cases that have unclear boundaries. It is widely used in Information System (IS) as well as other subjects (Walsham, 1997). When ANT was developed, it was not alone; there were similar movements in feminist theory, cultural studies, social and cultural anthropology, and other parts of post-structuralism (Law, 1999). Some researchers addressed the limitations of ANT, such as Whittle & Spicer (2008), who suggested that ANT actually is an ontologically realist, epistemologically positivist and politically conservative account of organizing. ANT has also failed to contribute to the development of critical approaches to organization. Furthermore, Faik & Walsham (2013) captured technological change and socio-economic-political contexts. Faik & Walsham (2013) also used ANT for criticising dominant approaches that assume “*an ontology of stacked levels that considers each level to be embedded in the higher ones or considers one level as the locus of action and others as constituting its context*”. It is an interesting alternative approach to ontology that needs more investigation and empirical work, especially for ANT researchers. In relation to Digital Government, Heeks & Stanforth (2007) used ANT to explain the trajectory of an e-Government case study, particularly the local and global actor-networks that surround the e-Government projects. Moreover, Stanforth (2007), ANT particularly the work of Michel Callon and John Law is also used as a framework for understanding the processes of implementing e-government in developing countries by Stanfortj (2007). In the Information systems field, Bloomfield et al (1992) examined the development of management information systems in NHS hospitals in the UK and the “actor-network” approach of Callon and Latour is employed in the analysis of fieldwork data collection in three-year period. Moreover, Walsham & Sahay (1999) captured the GIS implementation in India and using ANT for analytical purposes. Cho et al (2008) also applied ANT to explore the implementation of a radiology network system in a Swedish hospital.

Sayes (2014) examined the issue of symmetry between humans and non-humans. We argued that humans and nonhumans have the same contribution even if they have a different role in influencing and developing actors, actants, networks, and local/global

networks mobilisations. Humans and non-humans complement each other with their own characteristics, behaviours, uniqueness, roles, activities, movements, identities, changes, developments and evolutions. Humans and non-humans exist in reality; therefore we cannot exclude any groups from our research. We just need to identify the existing relationships between human and non-humans without ignoring them. There are various ways to implement ANT in different subjects as presented in *Table 7* below. Based on the table below, the dominant ways to apply ANT are identified as actors/actants, networks, problematization, interresment, enrolment and mobilization.

Table 7: Researches of ANT applications in various subjects (Bloomfield et al, 1992; Bloomfield & Vurdubakis, 1994; Walsham & Sahay, 1999; Holmstrom & Stalder, 2001; Madon et al, 2003; Heeks & Stanforth, 2007; Cho et al, 2008; Perillo, 2008; Bin Salamat & Bin Hassan, 2011; Faik & Walsham, 2013; Kumar & Rangaswamy, 2013; Sayes, 2014)

Authors (s)	Title	Application method
B. P. Bloomfield, D. J. Cooper and D. Rea	Machines and manoeuvres: responsibility accounting and the construction of hospital information systems	Identified actors and analysed interpretative approach about resource management and technology implementation.
B. P. Bloomfield and T. Vurdubakis	Boundary disputes negotiating the boundary between the technical and the social in the development of IT systems	Identified actors/actants, relationships, and changes
G. Walsham and S. Sahay	GIS for District-Level Administration in India: Problems and Opportunities	Telling a different story, anti-narrative, key events and phrase in the case. It also examining processes of network building in the case study
J. Holmstrom and F. Stalder	Drifting technologies and multipurpose networks: the case of the Swedish cash card	Identified actors, networks, interests and agenda
S. Madon, S. Sahay and J. Sahay	Implementing property tax reforms in Bangalore: an actor-network perspective	Provide themes related to problematization, interresment, enrolment and mobilization
R. Heeks and C. Stanforth	Understanding e-Government project trajectories from an actor-network perspective	Discussed local and global networks framework, network and project trajectory, as well as investigated network and power.
S. Cho, L. Mathiassen and A. Nilsson	Contextual dynamics during health information systems implementation: an event-based actor-network approach	1) Identified significant dynamics related to implementation content 2) Used events to focus, structure, and present the ANT analysis

S. Perillo	Constructing participation practice: ANT account	Discussed translation, a sociology associations, and network building
M. A. Bin Salamat and S. Bin Hassan	An Actor Network Theory (ANT) approach to Malaysian e-participation framework	Identified group of user, the actor, and roles, the causes, building the actor network, obligatory passage point (OPP), obstacles and enrolment
I. Faik and G. Walsham	Modernisation through ICTs: towards a network ontology of technological change	Discussed ontological and methodological principles of ANT
N. Kumar and N. Rangaswamy	The mobile media actor-network in urban India	Described actors, actor-networks, the 4 moments of translation: problematization, interresment, enrolment and mobilization
E. Sayes	Actor-Network Theory and methodology: Just what does it mean to say that nonhumans have agency?	Understanding nonhumans exercise agency

This research used ANT because it is a well known theory in the sociology of science and technology. ANT is also as an established theory because it has been implemented in various subjects, has many critiques and development (Stanforth, 2006). In addition, ANT seemed suitable for use in case studies, is further useful in interpretative and qualitative research and can help us to describe and understand the contexts of both case studies. ANT will be used to help analyse the interactions and use of technology by the various stakeholders (Callon, 1986; Latour, 1987; Law, 1991).

In relation to its origin as a sociological perspective, the ANT captures phenomena about technology implementation in particular social context.

Additionally, the proposed main framework of e-participation in the sub-section 2.2.4 above was used as a guide for conducting the empirical research in the UK and Indonesia. This empirical research will be explained more details in the section 4 and 5. The main framework is developed based on ANT concepts. Latour (2004) pointed out that ANT is about description, and an explanation needed when it is relevant. There are actors and roles which have been identified from the main framework above as shown in *Table 8* below. All of these actors are connected and influence each other as a network.

Table 8 : List of actors and roles for a novel framework of e-participation

Number	Actors	Roles
1	Technology	As a conduit and tool between government institutions and people to support participation and encouragement process
2	Government Institutions	To encourage people to participate in the policy making process and educate people about policy making process and rationale behind the
3	People	to participate in the policy making process such as discussion, debate,
4	Participation process	to support policy making process and make the policy has a certain quality, more legitiate and acceptable
5	Encouragement process	to educate and support people in the participation and policy making process
6	Complex Factors	as drivers and barriers which are influenced e-participation process
7	Environment	as a context which e-participation process take place

ANT also presents power translation between global and local networks. In the main framework above, government institutions, technology, people, participation process and encouragement process represent actors in the local network. Furthermore, complex factors such as social, political, culture, education, legal and economic factors as well as the environment stands for actors in the global network. All of the actors in the global and local networks are heterogeneous as pointed out in ANT. Therefore, the implementation of E-Participation should consider not only the actors in the local network but also the actors in the global network as well. Many projects in Information system and E-Government failed because they only consider technological factors. Latour (1986) explained that *“when you have power-in potentia-nothing happens and you are powerless; when you exert power-in actu- others are performing the action and not you. Power over something is a composition that is made by many and attributed to one”*. Callon also pointed out that *“those who are powerful are not those who hold power in principle but those who practically define or redefine what holds everyone together”* (Stanforth, 2006). The factors involved in an E-Government failure may not only result from the local network, but also from the global network as well. Further empirical research is needed to understand the relationship between actors in the local network and global networks. The empirical research will investigate about power and the translation involved between actors in the local and global network in the E-Participation process.

In the planning field, Doak & Karadimitriou (2007) captured ANT which combines with complexity and chaos to build up an understanding about actors, structures, systems, strategies and actions; Boelens (2010) used the ANT approach to explain its usefulness and limitations regarding an interactive and behavioural planning approach and Webb (2010) commented on an actor-relational approach (ARA) in planning by Boelens. The associative democratic basis of the ARA seven-step programme does not currently provide a full enough guarantee that mindful consideration will occur of the political and ethical content of the projects and regimes that it generates (Webb, 2010); Rydin (2010) also responded to Boelens' research and argued that he missed the opportunity of considering how ANT could be directly relevant to planning theory. Rydin (2010) used ANT to understand the planning practice and applied ANT for exploring the relationships between actants in regulating low-carbon commercial development.

2.4. SUMMARY

This chapter contains literature reviews about E-Government (Section 2.1), E-Participation (Section 2.2) and ANT (Section 2.3). The literature review of E-Government consists of trends, themes and mobile and web.20 technologies. Section 2.1 also provides guidance for a literature review to other researchers. Section 2.2 provides an explanation of the existing works and frameworks of e-participation. Based on the existing frameworks, we have proposed a novel framework of e-participation. Finally, the section 2.3 captures various theories, ANT including the definition, explanation, main concepts, why ANT is needed, limitations, the various ANT applications in many fields and the application of ANT for use in the novel framework of e-participation.

CHAPTER 3

RESEARCH PHILOSOPHY AND METHODOLOGY

3.1. INTRODUCTION

This chapter discusses the research paradigm, approach and methodology which have been used in this research. The research philosophy and methodology is based on the literature reviews about E-Government and needs to be explained explicitly as it will influence the research results.

Firstly, this chapter will briefly discuss the main goal of the research and then this will be followed by the research paradigm and philosophical standpoints, research approach, methodology, in-depth comparative case studies, inductive-deductive logic, use of theory, ethics, research design framework and finally a summary of this chapter.

3.2. GOAL OF THIS RESEARCH

This research aims to understand e-participation in the UK and Indonesia. According to Neuman (2011), the purpose of this research could be classified as exploratory, descriptive and explanatory research. This research explores and describes role of technology in different countries (the UK and in Indonesia) and also in different contexts as following: one school in the UK, one school in Indonesia, planning in the UK (Portsmouth) and planning in Indonesia (Surabaya). Furthermore, this thesis will try to explain the similarities and differences of those contexts and propose a theory of e-participation based on those contexts. This research will also apply ANT in the e-participation field, particularly in relation to schools and planning.

3.3. RESEARCH PARADIGM AND PHILOSOPHICAL STANDPOINTS

This study uses a social science method as it captures technology implementation in the social world. Therefore, according to Burrell & Morgan (1979), social scientists need to consider ontological, epistemological and human nature. Ontological refers to the assumptions which concern the very essence of the phenomena under investigation. Epistemological is the assumptions about the grounds of knowledge on how to understand

the world and communicate this to others. Additionally, human nature is the relationship between human beings and their environment.

In the previous literature review of ECEG from 2007 to 2012 and ICEG 2007 to 2010, some authors explicitly used a critical realism and interpretative paradigm. This study uses the interpretive paradigm since e-participation consists of technological and non-technological factors which includes complex factors such as; economics, legal, politics and socio-cultural influences.

According to Walsham (2006), interpretive research is:

“Start from the position that our knowledge of reality, including the domain of human action, is a social construction by human actors. Our theories concerning reality are ways of making sense of the world, and shared meanings are a form of inter subjectivity rather than objectivity”.

This research also takes on the non-positivism epistemology stance. Walsham (1995) explained that according to Archer (1988), ‘*non-positivism*’ means facts and values are related each other, difficult to separate and both are involved in scientific knowledge;

With respect to ontology, this research could be categorised between internal realism and subjective idealism (Archer, 1998). Internal realism has the perspective that reality is “*an intersubjective construction of the shared human cognitive apparatus*” and subjective idealism means that each person has their own construction of reality.

3.4. RESEARCH APPROACH

This research uses the qualitative approach for reasons given below. Silverman (2000) captured the features of qualitative research according to Halfpenny (1979) which includes soft, flexible, subjective, political, case study, speculative and grounded. He also took the preferences of qualitative research from Hammersley (1992) as following: “*understood simply as the analysis of words and images rather than numbers, observation rather than experiment, unstructured rather than structured interviews, attempting ‘to document the world from the point of view of the people studied’, a rejection of natural science as a model, a preference for inductive, hypothesis-generating research rather than hypothesis testing*”; Myers (1997) also explained that qualitative research uses the social sciences to help researchers to examine social and cultural phenomena. The

examples of this method are action research, case study research and ethnography. Literature reviews on e-government above shows that the qualitative approach was dominants in the ECEG from 2007 to 2012 and ICEG from 2007 to 2010. These methods consider the context's complexity. The qualitative approach is not suitable for answering research questions, such as 'how much' which the quantitative methods conclude are necessary. It is also time consuming as it deals with people and social phenomenon which are dynamic and unpredictable. Qualitative data sources include observations and participant observation (fieldwork), interviews and questionnaires, documents and texts and the researcher's impressions and reactions. Furthermore, qualitative research methods are designed to help the researchers to understand people and the social and cultural contexts within which they live. Kaplan & Maxwell (1994) discussed the goal of the qualitative research as "*understanding a phenomenon from the point of view of the participants and its particular social and institutional context which the textual data are quantified*". Based on the literatures quoted above, this research focuses on the qualitative approach.

3.5. RESEARCH METHODOLOGY

This research uses the case-study approach which suits the interpretive paradigm and qualitative approach. Case study research has been used in various fields and departments such as business, marketing, computing, politics, sociology and anthropology. According to Orlikowski & Baroudi (1991), case study research is the most widely used qualitative research method in information systems research. This type of research is also useful in capturing and understanding the context for studying phenomena using diverse data collection and analysis methods (Darke, Shanks and Broadbent, 1998); Yusuf, et al (2014) concluded that case study research is the most dominant research method in the field of E-Government. It has also been identified by Bannister & Connolly (2010) that case by case approach as an investigation paper is dominant. In another paper, an empirical research method is more dominant rather than a non-empirical one in relation to E-Government (Bolivar et al, 2010).

3.6. RESEARCH METHODS

According to Yin (1989), evidence for case studies may come from six sources as follows; documents, archival records, interviews, direct observation, participation observation, and physical artefacts. Walsham (1995) argued that interviews are the

primary data source since the researcher can understand the participant's perspective, aspirations and interpretations about the actions and events directly. Therefore, this research uses focus group discussions, observations, interviews, raw data and document collection since the listed are in line with the interpretive paradigm and qualitative research methodology. Those methods were used on the basis of the E-Participation framework and the ANT as a theoretical lens.

3.7. IN-DEPTH COMPARATIVE CASE STUDIES

In-depth comparative case studies are often used as a research lens to get a better understanding about the e-participation phenomenon instead of just one case study. It offers opportunities to get a better understanding of e-government, particularly in relation to e-participation activities such as similarities and differences in both case studies. There is limited guidance on conducting comparative case studies which span across countries, languages and cultures. However it also has extra challenges, such as foreign language, context and socio-cultural aspects. Cultural comparison between the UK and Indonesia as described by Hofstede (2016) shows a complex context as a whole, therefore any generalisation attempt must be treated with caution. For example, Indonesians who have lived in UK over the years may have a combination of both cultures in their lives. However, the comparison case study approach using different cases provides a baseline to capture e-participation elements which transcend the broader context. While anomalies do exist, we are looking at the broader concepts and results in this thesis.

This study aims to develop guidance for other researchers to conduct comparative case study research at a distance as well as in their local areas of access. In this research, we conducted in-depth comparative case studies on e-participation in the UK and Indonesia, particularly in the school and planning fields. The results from these two empirical streams of work are the data and foundation to address the main research question about the role of technology for supporting citizen participation. There are also some rationales for the selection of the specific case studies in both stream of work, such as each council was a sample represents a planning process in both countries. Also, the school samples represent particular education system and processes in the UK and Indonesia.

Furthermore, hopefully we will produce a more robust model and definition of e-

participation with the intention of proposing a base theory of e-participation. This method enhances and complements the previous works of e-participation which are based on one case study (Macintosh, 2004; Bin Salamat & Bin Hasan, 2011). This method also complements previous works about comparative case studies such as that done by George & Smoke (1974), George (1979) and George and McKeown (1985) who captured the idea of focus and structure in the comparative case study research method, Collier (1993) who discussed about the comparative method, Fox-Wolfgramm (1997) about the dynamic-comparative case study method, Kaarbo and Beasley (1999) who outlined a practical guide to the comparative case study method in relation to political psychology, Sako (2004) captured comparative case studies of organizational capability enhancement, and also Abadie, Diamond and Hainmueller (2011) who wrote about an R-package for synthetic control methods in comparative case studies.

3.7.1. Research Methods for school case study

This sub-section describes the methods that will be used in this investigation. This research is an interpretive study, is qualitative in nature and has been executed using in-depth comparative case studies. It was conducted in both contexts (UK and Indonesia) for one year. First, the research design was developed consisting of choosing two comparative case studies in the education sector in the UK and Indonesia. Then, a literature review, pilot interview and in-depth interview with similar stakeholders from both schools were developed accordingly. Secondly, the existing e-participation frameworks in the literature were compared, resulting in an initial framework to which we applied the case studies. After that, the actual research method will be described as following.

The research started with an exploratory study consisting of an investigation and selection of significant issues in Hampshire, UK, and Surabaya, Indonesia. The exploratory study was needed to get an initial understanding, information and knowledge about the case study and the context. We investigated the available information through Internet-based media, conferences and journal papers, and public talks. Furthermore, the information was also gathered from a seminar about the development of Surabaya in London in the UK. In a comparative case study, the researcher should choose the same issues as a method of comparison with a strong justification for selecting otherwise. Education issues were selected as it is important for

most countries around the world. In this study, we investigated objects of each case study in both countries which have similar characteristics. A grammar school in Hampshire, UK and a private school in Surabaya, Indonesia were selected as the respective research objects. Both schools have similar characteristics; good management, facilities and an education system that offers the same sort of educational programmes through nursery, primary school, junior school and senior school. Information about the schools was collected through their websites, Facebook, Twitter, and YouTube.

In the next step, we updated the initial framework and sub-frameworks of e-participation based on the results of the exploratory study. ANT was used as a theoretical tool to analyse the case studies, which has been included in an ethics review process to verify that the research was trustable. A selection of theoretical tools and frameworks was needed to interpret the results and identify any questions to ask and issues to consider. As discussed above, citizen participation is a complex topic often operating within a dynamic geopolitical and social environment. To analyse such a complex phenomenon requires good theoretical support that accurately captures the interplay between people and technology. In addition, ANT is a good contender for such as support.

Afterwards, in-depth interviews were conducted which consisted of designed interview questions, a pilot interview and recruited participants, as well as interview conversations. We interviewed 19 people for pilot interviews and in-depth interviews. Each of the stages will be explained in more detail below.

A. Design of the in-depth interview questions

In designed interview questions, the researcher should draw upon theoretical tools and frameworks for their work. In this part of the process, the researcher also must consider the research questions and aims of the study. The researcher must ask questions to get the data for answering the research questions and achieving the aims of the research. In this research, the interview questions were designed based on the updated framework and sub-frameworks of e-participation in relation to both schools. The interview questions were also based on ANT main concepts. In the comparative case study, the interview questions needed to be in different language based on the case study location. In this study, the first draft of the interview questions were

written in English and then translated into Indonesian as the questions will be asked to the stakeholders of a grammar school in Hampshire, UK and a private school in Surabaya, Indonesia.

B. Pilot interview

The pilot interview was conducted in order to validate the in-depth interview questions and preparations. Based on the pilot interview processes and results, the researcher can evaluate the interview questions and then update if necessary. It also needs to be conducted in multiple languages given the respective locations of the case studies. In this study, the pilot interviews were conducted with 4 interviewees consisting of a former school governor of another grammar school in Hampshire, UK and a young parent of school in Hampshire, UK. Those pilot interviews were conducted in English. Then there were interviews with a former teacher from a private school in Surabaya, Indonesia, conducted in Indonesian and a former of parent at a grammar school in Hampshire, UK. *Table 9* below summarizes the list of interviewee for pilot interviews.

Table 9: List of interviewees for pilot interviews

Interviewee	Number of interviewees
A former of parent at a grammar school in Hampshire, UK	1
A former school governance at another grammar school, UK	1
A former teacher at a private school in Surabaya, Indonesia	1
A parent of school in Hampshire, UK	1

C. Approaching and recruiting of the participants of the in-depth interview

The initial approach and recruiting process should take care to choose participants as similar as possible for both case studies. The process of approaching and recruiting participants can be a different process. In this study, we conducted some of the process below.

- The participants of a grammar school in Hampshire, UK.

The interviewer contacted the school through email and a posted letter. Then, the Deputy Head (communications and co-curriculum) replied through email stating that he was happy to do the in-depth interview along with the marketing manager. For another interview, the interviewer also contacted a parent whose child was enrolled in the grammar school through email who then came to his office for a face to face

meeting. It was then that the parent agreed to do the in-depth interview. The interviewer also tried to contact alumni as well, but none of the alumni contacted us back. The interviewees are 3 people who represent the stakeholders of the school.

- Participants of a private school in Surabaya, Indonesia.

The process of contacting, approaching and recruiting participants started when the interviewer contacted the Head of a private school in Surabaya, Indonesia through the telephone. The Head of the school gave a recommendation for the participants to include one parent, one Vice Head of the school for student affairs, two teachers, one member of the admin staff and one from the foundation staff sector. Then the interviewer also contacted the suggested candidates through mobile phone and four Alumni through Facebook.

D. Interview conversation

The interview conversation process should consider different techniques given the participants, media used and time zone due to different contexts. Also, the researcher should have flexibility and sensitivity while conducting the interview itself. In this research, the interviewees are the school stakeholders in both schools with different tasks and responsibilities. The interviews were semi-structured. The interview agenda was exploring the roles of various technologies in the citizen participation within school. There were some main themes in the list of interview questions, such as stakeholders and the main influences, supporting systems, relationships, participation, interaction and communication, media of participation, and complex factors (See appendix S In-depth interview questions investigating e-participation of school in the UK). The interviewer have a list of interview questions, however the interviews did not strictly follow the manuscript provided. When the interviewer found some interesting answers, the focus changed to explore said answers more in detail. Also, the interviewer had to adjust the questions depending on the relevance to the interviewees. The interview process in each school will be described in more detail below. The summary of the interviewees is presented in *Table 10*.

- A grammar school in Hampshire, UK.

The interview conversation was conducted with two important stakeholders of the grammar school by way of a face to face meeting in the school together. The interviewees

were the Vice Head of Communication and Co-Curriculum and a Marketing Manager. Those two people are therefore representative of the stakeholders in the school. Furthermore, the interview with one of the parents was conducted in his office. All of the interviews were conducted in English and recorded. Additionally, all of the consent forms were presented to and signed by the interviewees.

- A private school in Surabaya, Indonesia.

Most of the interview conversations in this school were conducted at a distance since the case study and interviewees were located in Indonesia and Japan respectively. One of interview was held by way of a face to face meeting since the interviewee was staying in Portsmouth at the time. The interviewees consisted of twelve people include a Head of the school, a former Head of the school (he was a head of school when the in-depth interview was conducted), a head of the school, a former Vice Head of the School for Student Affairs (she was a vice head of school for student affairs and is a vice head of infrastructure now), two teachers, a member of the admin staff, a member of the foundation staff, four alumni and one parent. Those participants were chosen to represent the main stakeholders of the school in Surabaya, Indonesia. Some of consent forms were written and some others were done verbally since only a few of participants returned the consent form back. The participants who did not send back the form then were asked for consent verbally and recorded in the interview process before the interviewer asked any of the questions. For the interview conversations done at a distance, the interviewer used various media such as a mobile phone, landline, LINE application, Skype and took care to consider the different time zones involved. The interviewer was staying in the UK and most of the participants were staying in Indonesia which is a 6 hours' time difference. One of the interviewees was staying in Japan; consequently the interviewer had to adjust with their available time based on the Japanese time difference.

Table 10: List of interviewees for in-depth interview

School	Interviewee	Number of interviewees
A grammar school in Hampshire, UK	Deputy head of communication and co-curriculum	1
	Marketing manager	1
	Parent	1
A private school in	Head of school (former vice head of school for curriculum)	1

Surabaya, Indonesia	Former head of school	1
	Vice head of school of infrastructure (former vice head of school for student affairs)	1
	Teacher	2
	Administration staff	1
	Alumni	4
	Foundation Staff	1
	Parent	1

After that, the coding process was conducted. Basit (2003) argued that coding, a crucial stage of qualitative data analysis, is tedious and time-consuming when carried out manually and that it may take several weeks to get acquainted with a software package enough to code qualitative data electronically in a confident manner. The coding processes are processes to get codes or themes from the conversation in the interview. These processes consist of the transcribing process, coding, classifying the codes and finding any themes, patterns and relationships. Details of the involved processes will be explained below.

E. Transcribing process.

The transcribing process may or may not be needed depending on the researcher's preference, the request of participants or other factors. Some researchers may transcribe the interview result using software and others will prefer to do it manually. The transcript may need to be passed back to the interviewee for checking, however, it depends on the conditions of the interview. In this study, four of the interview results from the interviewees in Indonesia were transcribed. The transcripts were also passed back to the interviewees since the Head of School, Vice Head School for Student Affairs and an alumnus requested to get the interview transcript and revised it accordingly. The transcribing process was completed manually without using any transcribing software. This is aimed at keeping the researcher intimate with the data and understanding the context of the conversation fully. Also, the researcher should consider the translation process, if required. It may not be necessary to translate the transcripts; it depends on the researcher's preferences and what justifications are given. In this example, the content of transcript was still in Indonesian to avoid contextual loss and implicit meaning from the text. Some words cannot be translated into or from English as the meaning can change.

F. Coding activities.

Coding activities should consider the various techniques, tools and processes available. There are various tools available such as NVIVO and Atlas Ti. The researcher also should consider how to represent the coding results as accurately as possible. In this study, various ways for implementing the coding process and the tools used were explored; the advantages and limitations of each way are listed as following:

- The coding process done manually using MS Word and MS Visio based on a transcript of the interview.
- The coding process done manually using MS Word based on the audio recording of the interview.
- The coding process using NVIVO 10 based on the transcript of the interview.
- The coding process using NVIVO 10 based on the audio recording of the interview.

G. Visualisation using Software of NVIVO 10

In this research, we used NVIVO 10 as the software in the coding process. Welsh (2002) is one of the researchers who has used NVIVO, and he argued that the search tools in NVIVO allow the researcher to interrogate the data at a particular level. NVIVO 10 presents the results through various visualisations such as charts, cluster analysis, tree map and graphs. *Figure 27 to 38* below shows examples of visualisations generated by NVIVO 10.

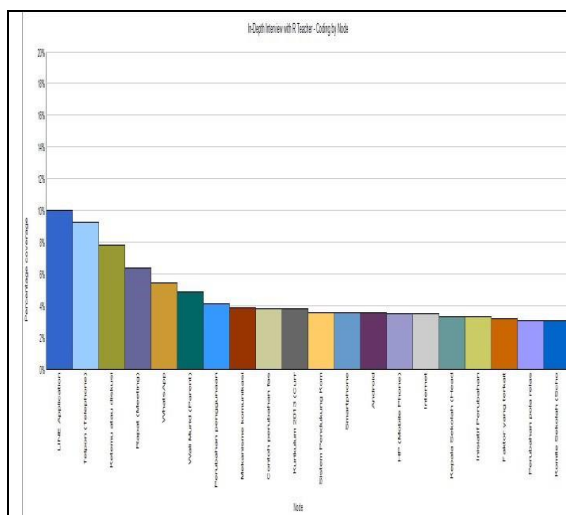


Figure 27: Coding by node

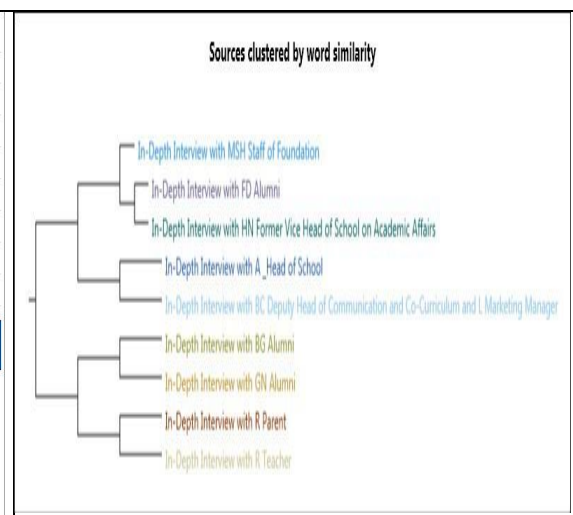


Figure 28: Sources cluster analysis by word similarity using Pearson Correlation Coefficient

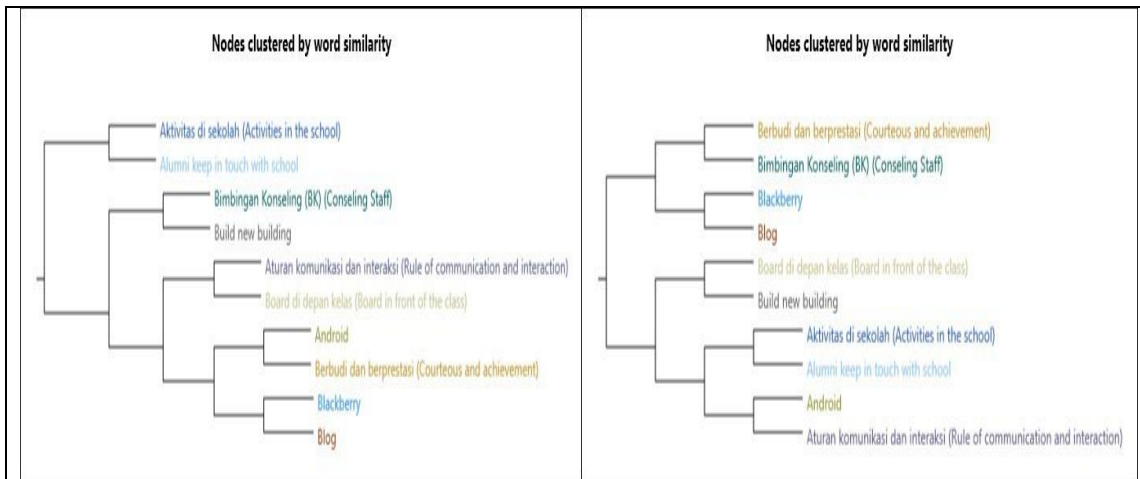


Figure 29: Nodes cluster analysis by word similarity using Pearson Correlation Coefficient

Figure 30: Nodes cluster analysis by word similarity using Jaccard's correlation

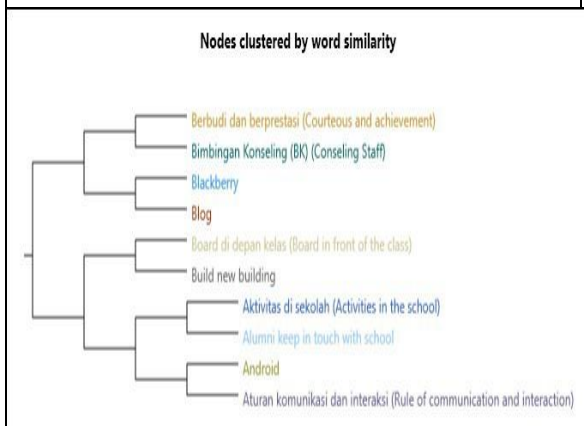


Figure 31: Codes cluster analysis by word similarity using Sarenzen's correlation coefficient

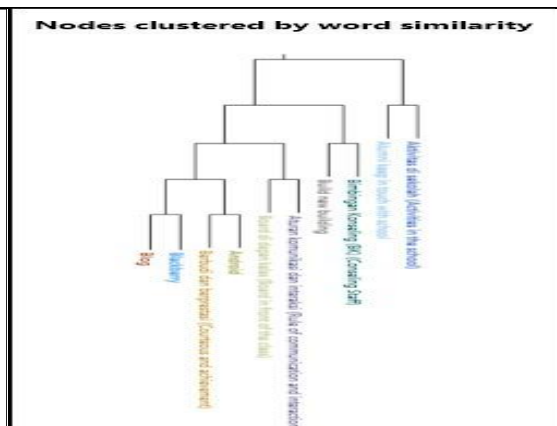


Figure 32: Nodes cluster analysis by word similarity using vertical dendrogram

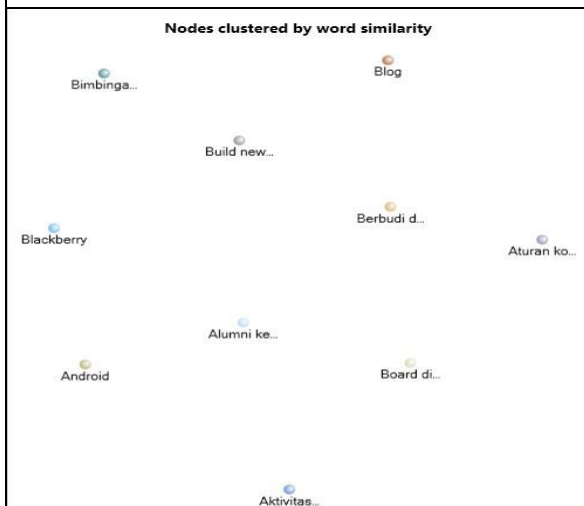


Figure 33: Cluster analysis using 2D cluster map

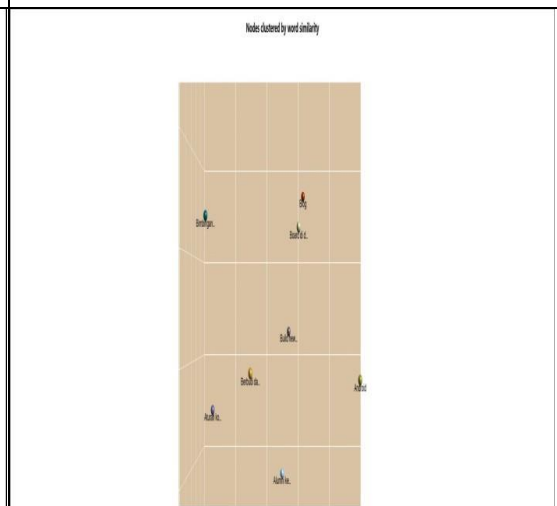


Figure 34: Cluster analysis using 3D cluster map

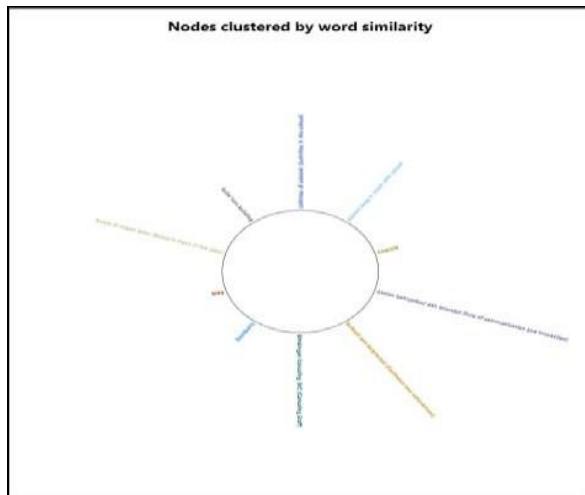


Figure 35: Cluster analysis using circle graph



Figure 36: Tree maps of sources compared by numbers of nodes coding

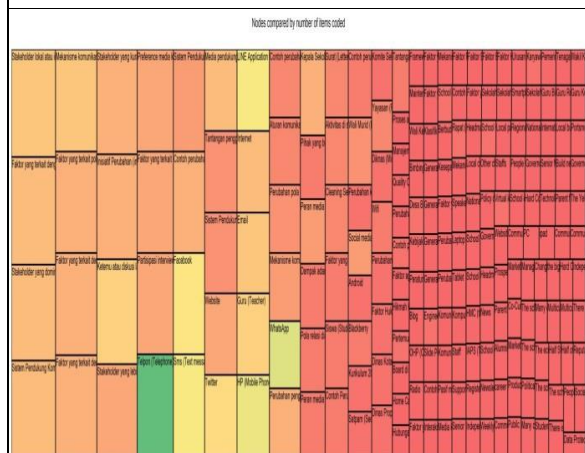


Figure 37: Tree maps of nodes compared by numbers of items coded

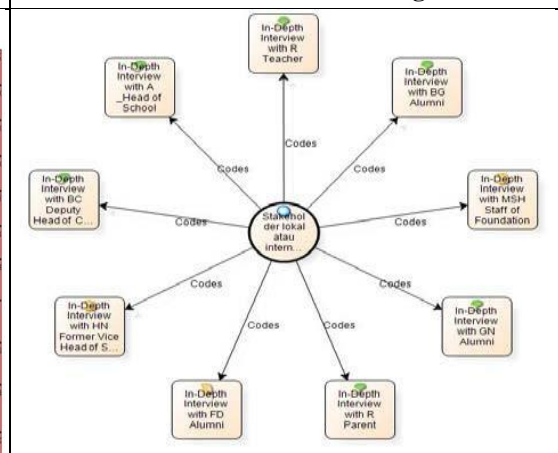


Figure 38: Graph of local or internal stakeholder

Furthermore, some similarities and differences were analysed as well as common themes from the results of both case studies. Moreover, a common model of participation in both schools was developed as a result. This model is based on the model of participation in each school. As this research focuses on digital participation, therefore a model of e-participation within schools was developed and focuses on electronic technology for supporting participation. The interview results were also listened to again to verify the results, model, and sub-models. Then interpretation, analysis, and reflection were done to understand the case studies in both contexts in the fullest detail available.

The research method is also included in the validation process. The validation process was based on an iterative and reflective cycle to double check the consistency of the results. The validation consists of several stages:

- Investigation through resources and references.

- Discussion with a former parent from the grammar school and a former teacher of the Surabaya school.
- Update of the initial framework and sub-frameworks of e-participation using ANT perspective.
- The design and evaluation of interview questions.
- Pilot interview and interview conversation.
- Re-listening to the interview results.
- Interpretation, analysis and reflection of the interview results.

H. Analysis, discussions and reflections of research method

This sub-section examines some of the discussions and insights based on the reflection of the research process as explained below.

- Differences processes involved in conducting case study research in the UK and Indonesia

There are different processes between conducting a case study in Indonesia and in the UK. The differences are shown in *Table 11* below.

Table 11: Differences process between conducting case study research in the UK and Indonesia

Case study of the UK	Case study of Indonesia
<ul style="list-style-type: none"> • The approaching and recruiting process were more difficult since the interviewer did not know anybody in the school. Also, the school stakeholder did not know the interviewer. Therefore, the interviewer used formal approach by sending email then followed by original formal letter to the school. • There were few communication media, such as email, original letter and face to face meeting for approaching and recruiting participants as the research was conducted locally. • Researcher should consider rule and formal approach for contacting and recruiting participants. 	<ul style="list-style-type: none"> • The approaching and recruiting of the participants started from the Head of the school as the most responsible person for all activities in the school. It was also easier for the interviewer to get other interviewees. When the head of the school contacted and recommended other interviewees, most of them agreed to do interview. It happened since the head of the school is more senior than other interviewees and is respected by other interviewees. Alumni were contacted easily through Facebook once the author had recommendation from one of the alumni. • Trust between researcher and participants are the most important factor. Trust was developed as the first author and all of the

<ul style="list-style-type: none"> • Communication media was not used, since all of the interview conversations were conducted by face to face meetings. • There were not time difference • All consents were written and easier to get since the interview was conducted locally and through face to face meetings. 	<p>interviewees in the school already know each other.</p> <ul style="list-style-type: none"> • Researcher should consider informal approach for contacting and recruiting participants • Various communication technologies are important to support interview at distance and made the cost of interview cheaper than face to face meeting. • The interview conversations considered time differences between UK, Indonesia and Japan. • Consent was more challenging for interview at distance. There were some challenges to get written consent because the participants were busy or had technicalities problems for returning the consent form, therefore verbal consent and recorded were the solution
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- Ethics.

Resnik (2011) detailed that the most common way of defining ethics is the norm for conduct that is distinguished between acceptable and unacceptable. These social norms also help members of the discipline in question to coordinate their actions or activities and to establish the public's trust in the discipline. Therefore, confidentiality and anonymity are important things in relation to the ethical considerations of the study to hand. The researcher has to ensure that the data will be keep confidential and that the personal data of the participants is anonymised. These things are a part of research integrity and developing trust in the researchers. In any research process involving children, there are different guidance and practices between participants in Indonesia and in the UK. In Indonesia, as a part of developing trust, then the researcher would be better asking consent from the parent and especially from the child themselves. The consent does not necessarily have to be written, although sometimes oral consent is accepted. If the researcher provides a written consent form, then it looks more professional. On the other hand, in the UK, there is a Research Ethics Guidebook (2016)– a resource for social scientists that explains that there is a general rule that the researcher should get consent from gatekeepers, such as a parent or/and teacher or others who are responsible for taking care of the child. Also, the researcher should get consent from each individual child that they interview – not from children as a group. There are

no significant differences about how to dress when conducting research in Indonesia or in the UK. As long as the researcher is wearing professional dress, it will support the research activities because it can help to develop trust between the researcher and the participant. Therefore, the researcher should consider the norms, rules and have a degree of sensitivity awareness over what is acceptable and unacceptable in the relation to the object of case study. Additionally, the researcher should be careful of knowledge bias when conducting research in a place or object which has an emotional relationship to them, such as their home city. Researcher should therefore be balanced when conducting comparative case studies. For example, one case study was conducted in the researcher's home city and another comparative case study was conducted in another city. The balance processes, analysis, discussion and any insights should be carefully considered by researcher.

- Coding process.

In the coding process, there was a transcribing process which is challenging. One of the challenges for the transcribing process without software was that it was very time consuming. The researcher has to listen to every single conversation and type it out, then re-listen/type it again many times to make sure that there are definitely no mistakes. Some researchers using a qualitative approach have been coding manually and others use software, such as NVIVO and Atlas Ti. Basit (2010) argued that coding - a crucial stage of qualitative data analysis - is tedious and time-consuming when carried out manually, and that it may take several weeks to get acquainted with a software package to code the qualitative data electronically. Welsh (2002) argued that the searching tools in NVIVO allow the researcher to interrogate the data at a particular level. However, the software is less useful for addressing issues of validity and reliability in the thematic ideas that emerge during the data analysis process. In this research, some of the interview results were coded manually without software of NVIVO 10 and some others using the software of NVIVO 10. Those coding processes were also based on the transcripts and audio recordings. Some advantages and limitations are explained in *Table 12* and *13* below.

Table 12: Advantages and limitations of coding process without and using software of NVIVO 10

Coding process	Advantages	Limitations
Without Software of NVIVO 10	<ul style="list-style-type: none"> • Easier to operate since the researcher and people more 	<ul style="list-style-type: none"> • Limited visualisation

	<p>familiar with word processing such as: MS Word</p> <ul style="list-style-type: none"> • Easier to trace the codes and the sources 	<ul style="list-style-type: none"> • Need more than one applications for visualisation
Using Software of NVIVO 10	<ul style="list-style-type: none"> • It has various visualisations, such as described in the figure 6 above. • Easier to query and trace the codes and sources • Easier to make reports and • It has specific features for qualitative data analysis 	<ul style="list-style-type: none"> • Complicated features, the researcher should learn or get training to operate the software of NVIVO 10 • Expensive price for the license

Table 13: Advantages and limitations of using transcript and audio recording as sources of coding process

Coding sources	Advantages	Limitations
Transcript	<ul style="list-style-type: none"> • More intimate with data while do transcribing • Easier to re-reading and translating 	<ul style="list-style-type: none"> • Longer process since transcribing process is time consuming • There are some challenges when the transcript need to pass back to interviewees, such as: busy, technicalities problems, and others.
Audio Recording	<ul style="list-style-type: none"> • Can do coding directly from audio recording and do not need for transcribing process • Faster and Easier to re- listening 	<ul style="list-style-type: none"> • Sometime difficult to understand the content when the interviewees speak in different language or accent. • Takes time for translating.

3.7.2. Research methods for planning case study

A. Research methods of the UK case study.

Firstly, the research design was developed consisting of choosing the UK as a case study, literature review, data and document collection, creating models, and an in-depth interview with planning stakeholders in Portsmouth. *Figure 39* below describes the flow of research method.

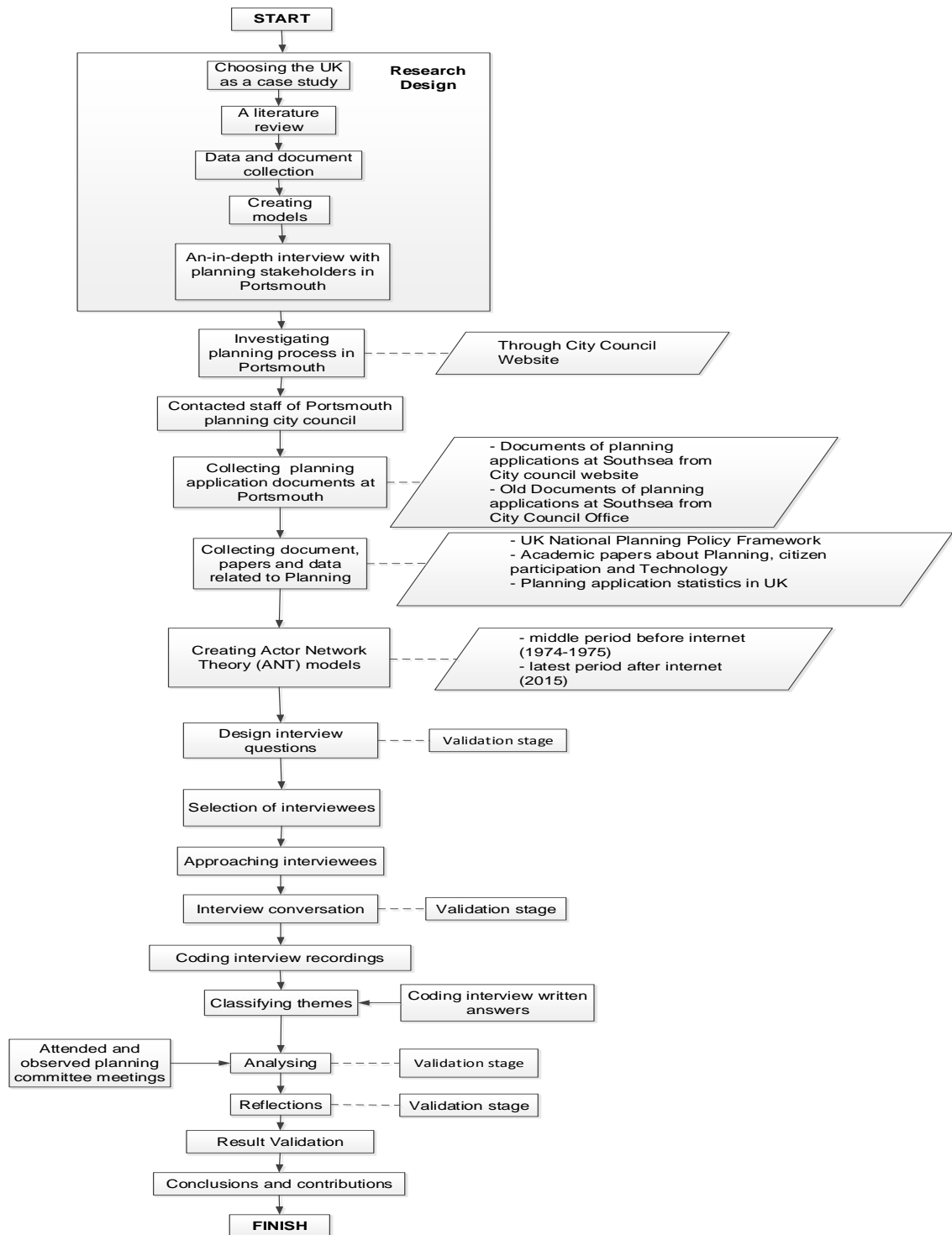


Figure 39: Flowchart of research method for investigating role of technology in planning in the UK

This research was started by investigating the planning processes and procedures in Portsmouth through the city council’s website. Then some of the previous planning applications in Southsea, Portsmouth were collected from the council’s website in addition to some old planning documents in 1975 and 1983 from the microfiche at the Civic Offices. This research focuses on the planning documents in 1975. Documents consisted of the National Planning Policy Framework, planning committee meeting

documents, data related to the planning process, journals, conference papers, books and research reports. Planning application statistics in the UK were also collected, such as the number of planning applications decided by district level planning authority and the type of development, the number of applications received, decided, granted and delegated, environmental statements received and the flow of applications according to district planning authority. Then the planning models based on ANT were created to describe the planning processes in Southsea, Portsmouth in 1975 and the planning processes at Portsmouth in 2015. The period of 1975 indicates before the internet came of age and 2015 is after the internet and social media became commonplace.

The researcher had interviews with the planning stakeholders as following: an academic as well as a citizen about planning in Dorset, an academic about e-participation, a senior academic about retail and planning, a citizen about their participation in planning, a councillor and former city council leader about planning, two interviews with an academic about planning, a planning officer about planning, a planning consultant and former planning staff of a company about planning, two councillors about the role of technology and the impact of the Localism Act 2011 on planning and a city development manager of Portsmouth City Council about planning. *Table 14* below describes the target and actual interviewees in the Portsmouth planning case study

Table 14: Target and actual interviewees in Portsmouth planning case study

Target	Actual	Comments
<ul style="list-style-type: none"> - Portsmouth City Council Leader - Portsmouth Councillors - Head of Planning Department Portsmouth City Council - Academics - Portsmouth Citizen 	<ul style="list-style-type: none"> - 2 Councillors - 1 Councilor and a former of Portsmouth city council leader - 1 Portsmouth city development manager - 1 Planning staff Portsmouth City Council - 3 Academics - 1 Academic and Dorset citizen - 1 Citizen - 1 Planning consultant and former of planning company staff 	<p>The actual interviewees are relevant because those people are stakeholders, experts, involved and understand about the planning process based on their experience, knowledge and responsibility.</p>

The interview techniques were varied, such as interviews with citizens and academics

that were held by face to face meetings, while the interview with the planning officer and the consultant were held through email. The interview questions was sent and answered by the interviewees through email. Then, the councillors were also asked some questions through Govfaces.com, a platform for interactions to be facilitated between citizens and politicians in Portsmouth, and the two councillors contacted answered the questions. *Table 15* below presents the various media used in the interviews.

Table 15: Various media used in the interviews process

Interviewees	Interview media
1 of Citizen	Face to face meeting
4 of Academics	Face to face meeting
1 of Planning officer	Email
1 of Planning consultant	Email
1 of councillor	Face to face meeting
2 of councillors	Govfaces.com
1 of Portsmouth City development manager	Face to face meeting

In the interview process, there was a list of interview questions but they were flexible in actual interview to chase up any interesting responses. The researcher adjusted the questions based on the interviewee. There was an interviewee that did not have any experience about the planning process; therefore the researcher asked questions about e-participation which he had expertise on. Sometimes the researcher explored more in-depth questions when the interviewee had an interesting answer even if they were not strictly the questions written down. The researcher was also flexible regarding the interview technique, for example, two of the interviewees answered the questions by email since they preferred to do that. The researcher also asked questions through govfaces.com since the researcher had tried to contact the councillors through email but they did not respond. The researcher could not ask many more open-ended questions through govfaces.com, and so focused on the main questions.

After the interviews have completed and we have had the results, they were then coded and classified. The interview recordings were listened to one by one and every interesting theme was written as a code in the list. The minute start and minute end was also written for the codes. Then, the codes were classified into grouped themes as followings: media, government, wider stakeholders, law and policy, changes, infrastructures and properties,

complex factors and interesting themes. After that, the written interview answers were read and put with the interesting codes in the themes group. The answers of the two councillors from govfaces.com were also coded and put into the group of themes as well.

In one of the interview sessions, one of the academics showed the Plain English Guide to the Planning system which was published in January 2015 and explained that the Localism Act 2011 is an important planning document (Department for Communities and Local Government, 2015). The planning officer also gave information about the Statement of Community Involvement in the planning document itself. As a result, the document was collected and reviewed in this study. Furthermore, the model of ANT in 2015 was updated based on the minutes of the planning committee on the 8th April, 2015, as was the Statement of Community Involvement in planning. The researcher also attended public planning committee meetings twice, and observed the presentations from applicants and objectors, and discussions between Portsmouth councillors, Portsmouth city council planning officers, applicants and Portsmouth citizens. The decision-making process was also observed by the Councillors themselves.

In each stage, there are also validation stages:

- The questions were reviewed in the design interview questions stage.
- The question lists were reviewed again in the interview conversation as to whether or not the questions were suitable for the interviewee or if they needed adjustment or more exploration to get interesting answers.
- The research method and results were reviewed in the analysing and reflections section.

The researcher then validated the research results through double checking the codes of each interview, summarising the codes and re-listening to each of the interview recordings. Additionally, the researcher checked carefully to avoid missing something in the analysis and reflection results.

Reflections of the research methods.

There are some reflections based on the research methods above. It was easy to contact all of the interviewees except the Portsmouth city council leader. The researcher actually hoped that they could interview her as she is a top decision maker in Portsmouth City

council, but there was no response.

More citizen interviewees were needed who are involved in the planning process, but it was not easy to contact people who have both experience and who are involved in planning.

In the coding process, there are some software applications available for qualitative data analysis such as NVIVO and Atlas Ti. However, the researcher had technical problems when it came to using NVIVO 10. Therefore the researcher used Microsoft Word to make it easier to capture the codes of the interview results. Then the researcher used Microsoft Excel to summarize all of the codes and to classify them into themes. Microsoft Visio was used to draw the chart for describing the elements of e-participation within the planning sector in the UK.

The qualitative data was unstructured, unique and the answers were sometimes unpredictable given what was asked. The data based on interview is subjective based on the interviewee's experience, voice and views. The researcher should make interpretations, analysis, reflections and make sure that the conclusion is based on the qualitative data. Therefore, as an interpretative study, the analysis process is combining all the data into one frame. However, ANT is set as a theoretical lens, hence why the exploration data is still based on ANT principles.

Technology has helped the interview approach to be much easier such as email, mobile phones and Govfaces.com facilitating it by optional methods when face to face was not available.

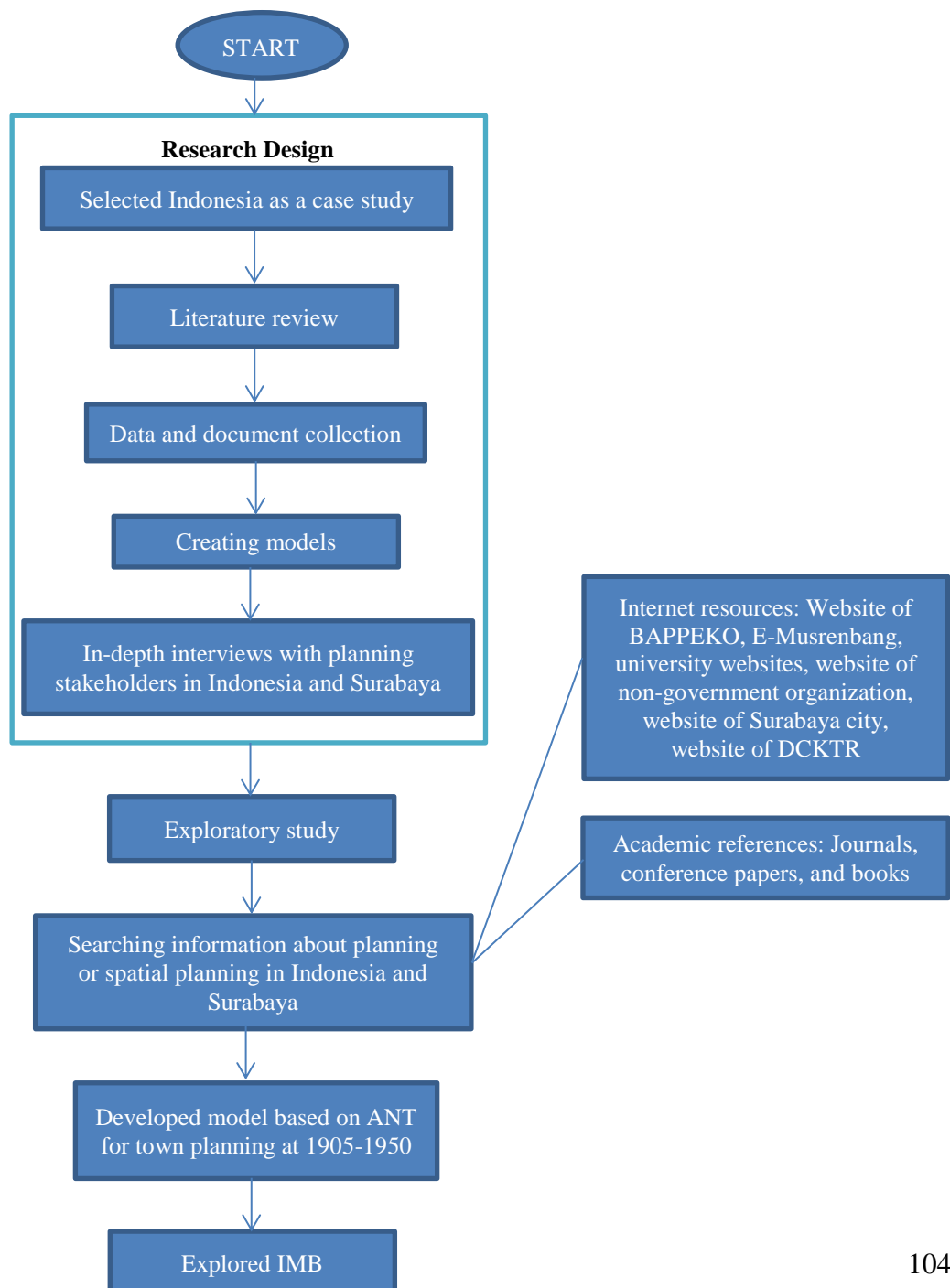
Researcher should keep an open mind during the interview process since the answers may differ with what we expected previously.

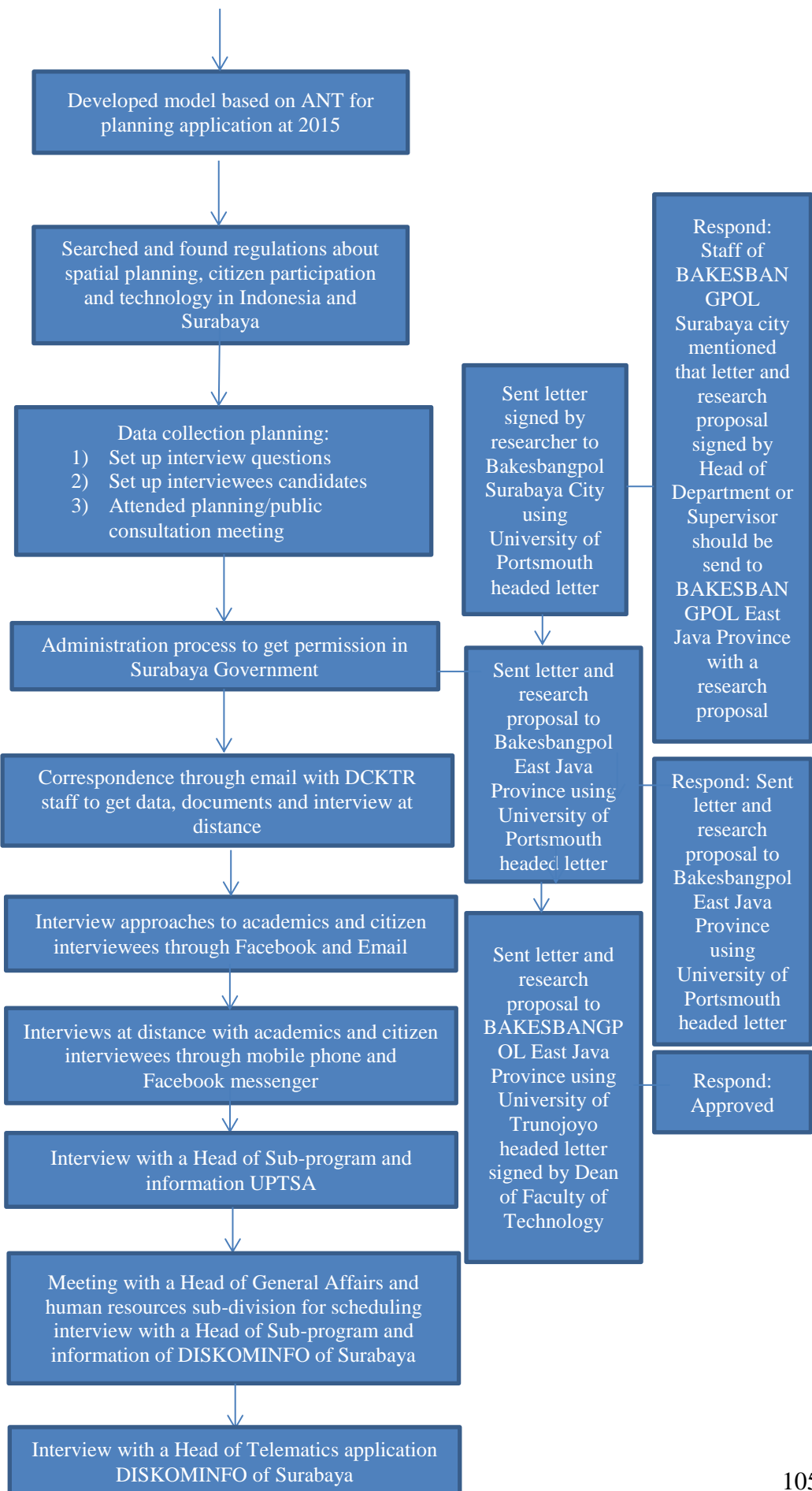
Observations are useful to get to know and feel the atmosphere of the decision-making process in relation to the planning committee meetings. The researcher saw the expressions when some of the citizens were disappointed and upset at the decision made

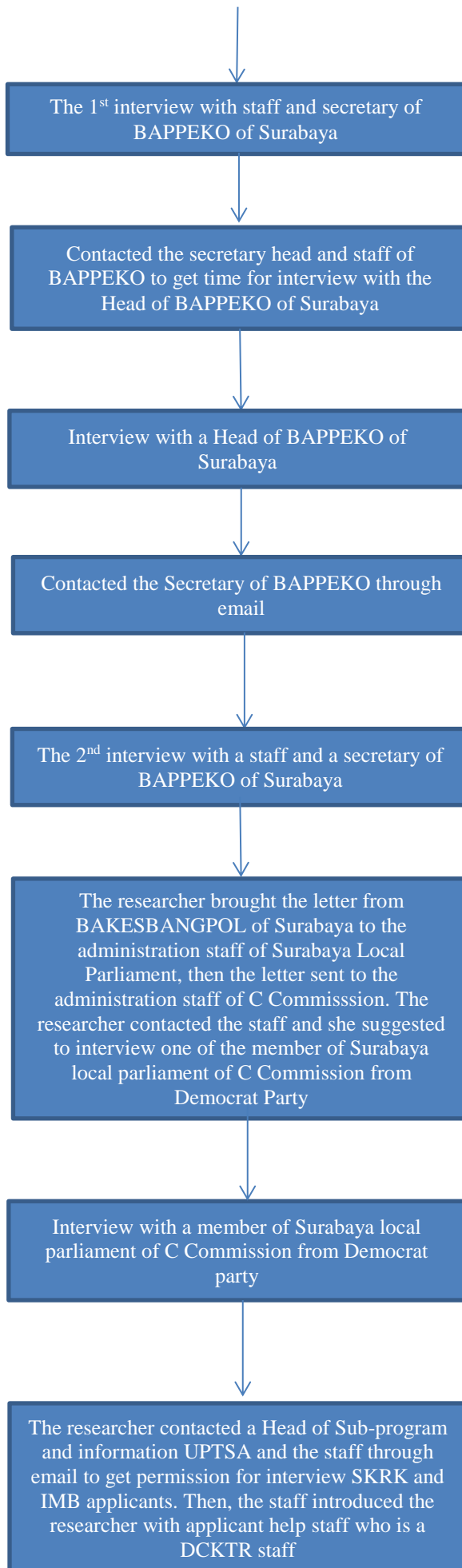
by the planning committee. The researcher also could observe the process itself and the arguments in the meeting. However, the researcher did not know whether any other communications between the applicant, planning committee and city council officers had happened outside of the meeting.

B. Research Method of Indonesia case study

This section contains the research process of planning in Indonesia. The overall process consists of the developed research design, an exploratory study, field work research, analysis, a discussion and any reflections and then finally a conclusion. *Figure 40* below shows the flow of the research process.







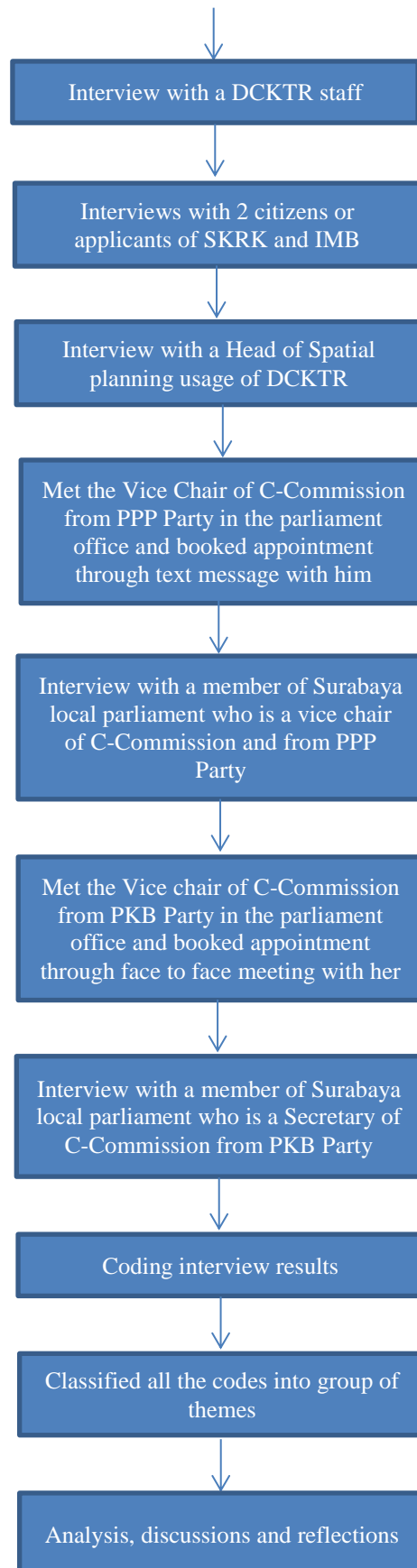




Figure 40: Flow of research method for Indonesia planning case study

The following section captures the details of the research process. First, the research design was developed after choosing Indonesia as a case study, followed by a literature review, data and document collection, creating appropriate models, and then an in-depth interview with the planning stakeholders in Indonesia and Surabaya followed by an analysis, further discussion, any reflections and the conclusion.

The research began with an exploratory study through searching for all of the information related to planning or spatial planning in Indonesia from internet resources and academic references such as a journals, conference papers and books. The website of the development planning body of Surabaya City/Badan Perencanaan Pembangunan Kota (BAPPEKO) was also explored. The website presented information about Surabaya Mass Rapid Transportation (SMART) and the Electronic City Development Planning Meeting/E-Musyawah Perencanaan Pembangunan Kota Surabaya (E-Musrenbang) which is relevant to the planning sector.

Next, references such as articles and books about the early period of planning in Indonesia were explored. Furthermore, the model based on those articles and ANT was developed. It captured town planning in the Dutch East Indies and Indonesia from 1905-1950 (Roosmalen, 2008).

Some university websites which have a city planning department, such as ITB and ITS, were also explored to get information about their research, staff and other information related to city planning. Then the researcher examined non-government organizations (NGOs) related to town planning through their websites, such as a group of Indonesia Planner Experts/*Ikatan Ahli Perencana Indonesia* (IAPI) and the Indonesian Planning Schools Association/*Asosiasi Sekolah Perencanaan Indonesia* (ASPI).

Additionally, the website of Surabaya city government <http://www.surabaya.go.id> was investigated and the researcher found Surabaya Single Windows (SSW) for public

services. One of the menus is *Dinas Cipta Karya dan Tata Ruang* (DCKTR). This website contains all of the information about the activities of this department including spatial planning, such as Building Development Permit/*Ijin Mendirikan Bangunan* (IMB) and City Planning Information Letter/*Surat Keterangan Rencana Kota* (SKRK). Moreover, the researcher developed a model based on the above procedures and the ANT perspective.

Then the researcher found academic references and regulations about planning or spatial planning, citizen participation and technology in Indonesia and Surabaya City in the Indonesian language, such as government regulation No 26 of 2008 about national spatial planning, the Surabaya Mayor's Regulation No 28 of 2013 about the Procedure of Permission service and non-permissions as two examples.

Based on the exploratory study results, the interview questions and interviewee candidates were set up. They are the spatial planning stakeholders in Indonesia and Surabaya city as follows:

- Academics on city planning.
- Citizen.
- Head of DCKTR.
- Head of UPTSA.
- Academics on E-Government.
- IMB/SKRK applicant.
- Chair of C-commission.
- Mayor of Surabaya.
- Surabaya Parliament members for spatial planning.
- Head of BAPPEKO.

Then the interviewees above were contacted through various channels, such as the academics were contacted through Facebook and email, and the researcher interviewed some of them at a distance by mobile phone. The researcher also sent the interview questions to other academic interviewees and discussed spatial planning through Facebook. However, the interviewee targets and the actual responders are different due to many circumstances such as the Head of DCKTR always being busy and not having time for an interview - he delegated to Head of Spatial Planning (one level below of the

head of DCKTR). But the Head of Spatial Planning was always busy as well. Therefore, the staff of DCKTR suggested to the researcher to interview the Head of Spatial Planning Usage (one level below the Head of Spatial Planning). The researcher then interviewed her in the DCKTR office. *Table 16* describes the number of interviewees which total nineteen people.

Table 16: Number of interviewees

Interviewee	Number of interviewees
Academics	4
PhD students	2
DCKTR Staff	1
Head of spatial planning usage of DCKTR	1
Head of Sub-program and information UPTSA	1
Head of Telematics application of DISKOMINFO	1
Staff of BAPPEKO	1
Secretary of BAPPEKO	1
Head of BAPPEKO	1
Citizen or IMB/SKRK applicants	3
Vice chair of C Commission – PPP Party	1
A member of C Commission – Democrat Party (a Chair of Legislation body and a former chair of Surabaya local parliament)	1
Secretary of C Commission – PKB party	1
TOTAL	19

The next step was when the researcher applied to get a permission letter for field work in DCKTR which was approved by the Board of Nation Unity and Politics /*Badan Kesatuan Bangsa dan Politik* (BAKESBANGPOL). For the first step, the researcher sent a formal letter using the University of Portsmouth’s headed paper to the BAKESBANGPOL Surabaya city government, but the staff mentioned that the letter should be sent to BAKESBANGPOL of East Java Province Government. We then sent a new letter and our research proposal appropriately. However, the staff of BAKESBANGPOL of East Java province informed us that the letter should be sent to the Interior Ministry because it is an overseas institution. The letter used a letter from the home university and was sent to BAKESBANGPOL of East Java, and finally the letter was accepted. The researcher therefore had permission from BAKESBANGPOL of Surabaya city. Then, the

BAKESBANGPOL of Surabaya city sent the disposition letter to DCKTR to give them access to the data and documents required. Moreover, the researcher had correspondence through email with the Staff of DKCTR to request the documents below:

- 1) IMB application documents 1975.
- 2) IMB 2015.
- 3) Regulations related to IMB 1975.
- 4) Regulations related to IMB 2015.
- 5) Technology usage regulations and documents for supporting citizen participation in the IMB application process.
- 6) Other relevant documents.

In the correspondence email, the staff mentioned that it was difficult to provide IMB data for 1975 because it was not published yet on their website. DCKTR is still archiving all of its IMB data and documents from 2014 until now. Therefore, DCKTR was only able to provide data of the IMB permit results from 2015 without the details of the application documents due to their personal data protection policy. The researcher searched the regulations of Surabaya city on their website. After that, the in-depth interview questions list was sent to the DCKTR staff and requested to be passed on to the Head of DCKTR and the Head of Spatial Planning. However, there was no further communication with the staff.

Some academics and citizens were approached through various media channels such as Facebook, email and WhatsApp for an interview. Then those academics and a citizen were interviewed at a distance through a mobile phone and Facebook messenger. Each interview took a maximum of sixty minutes. Due to the time difference between the UK and Indonesia for the academics and Australia for the citizen, the researcher had to adjust the interview time based on their preferences.

Before the field work was conducted, the researcher sent th^e second request letter to BAKESBANGPOL of East Java province for the approval of their field work research request. Then, there was a disposition letter sent to BAKESBANGPOL of Surabaya City. Moreover, there were disposition letters sent to Surabaya local parliament, BAPPEKO, DCKTR, DISKOMINFO and UPTSA.

Then the field work research began. The first interviewee was one of the Heads of the Sub-Program and Information of UPTSA of Surabaya through a face to face interview in the UPTSA office. After the interview was finished, the researcher met a Head of the General Affairs and HR sub-division of DISKOMINFO for scheduling an interview with a Head of the Telematics application sector of DISKOMINFO of Surabaya. A day after that, the researcher interviewed the Head of the Telematics Application sector in his office. Furthermore, the researcher came to the BAPPEKO office to get an interview with the Head of BAPPEKO. However, the BAPPEKO secretary explained that she would be providing information for the interview. Then, the secretary was interviewed in the Secretary of BAPPEKO's room. In the middle of the interview, the secretary gave information about the city development's planning process and the supported technology that was involved. This was the first interview with them as there were two more. Once the interview was completed, the researcher met the Head of BAPPEKO in front of his office and asked for an interview, which he then agreed to. Furthermore, the interview was held for around twenty minutes since he was busy. In the next few days, the researcher contacted the secretary of BAPPEKO through email and asked for the second interview to be arranged. The secretary agreed and the interview was held in his office accompanied by the same secretary as before. The next interview was in the Surabaya local parliament building.

The researcher needed to bring the BAKESBANGPOL letter to the administration staff at the parliament office. Then the letter was sent to the administration staff of C Commission. Furthermore, the researcher contacted the staff through mobile phone asking for an interview with the Chair of C-Commission; however the Chair was not in the office. The researcher had the Chair's mobile phone number from a colleague, and they then sent text message to them. The Chair said that he would be in the office Monday, Tuesday and Friday during the week. Therefore, the researcher came to his office at an appropriate; however he was not in his office again. Then the Chair of the C-Commission's staff suggested an interview with one of the members of the Surabaya local parliament of C-Commission from the Democrat party.

The next interviewee was with a member of DCKTR staff in UPTSA. Before the interview, the researcher contacted a Head of the Sub-Program and Information UPTSA through email to get permission for interviewing SKRK and IMB applicants. The staff

introduced the researcher with a member of the applicant help staff who was a member of the DCKTR's staff. Furthermore, the interview was held with the DCKTR staff. Once the interview was finished, the staff member suggested that the researcher interview one of the SKRK and IMB applicants. The interview was held with an applicant who was a housing developer company member of staff. The researcher then interviewed another citizen who applied for an IMB application. The interview with the last citizen was done without a recording as he objected to being recorded, therefore the researcher made a note of his responses.

The researcher contacted an administrative member of staff of DCKTR to get permission and a time for an interview with the Head of DCKTR. However, the Head gave the disposition to interview with the Head of Spatial Planning instead. When the researcher tried to get a time for the interview, she was always busy. The staff suggested for an interview with the Head of Spatial Planning Usage that is one level below the Head of Spatial planning. Then, the interview ended up being held with the Head of Spatial Planning as initially planned. The interview with the head was done without digitally recording it as well since she objected. Therefore the interviewer was made notes of the answers.

The next interviewees were two members of the Surabaya local parliament of C Commission. The interviewer met the Vice Chair of C Commission in the parliament office and he gave his mobile phone number to the interviewer. He was a parliament member from the PPP party. The interviewer contacted the party member through a text message to book an appointment in order to interview him. The interview was held in the local parliament office. After that, the interviewer made an appointment with the secretary of the C Commission from the PKB party through a face to face meeting in the C Commission's office. The face to face interview was held in the one of Vice Chair of the parliament office's rooms.

In the field work research, the interviewer also attended a public C-Commission meeting. It was organized by the C Commission for discussing complaints about a traffic jam near the Al Akbar Mosque. The traffic jam happened because of a Ramadhan bazaar event. The meeting participants were C Commission members, DCKTR staff, Satpol PP (Local government police), Lurah and Al Akbar mosque staffs. It was an open meeting for the

public, therefore it covered by journalists. After the field work finished, the researcher coded all of the interview results and classified all of the codes into themed groups.

Reflections on research methods

Some reflections on the research methods used in the Surabaya case study are presented below. There were long and complicated administration procedures as well as bureaucratic processes in order to get access to the data and for interview approval. Once the approval letter was published, it still did not guarantee that the interview could be conducted. It needed numerous more approaches to make the interviewees agree.

Informal approaches and personal relationships are important and make it easier to get access and subsequently, an interview.

There are various media used for approaching interviewees such as email, Facebook, WhatsApp and non-technological such as letters and face to face meetings.

There was an uncertainty while approaching interviewees in this context. Therefore, flexibility was important.

Contacting, approaching, and interviewing academics was easier compared to the other interviewees since they are more familiar with research.

3.8. INDUCTIVE OR DEDUCTIVE?

According to Hyde (2000), *“there are two general approaches to reasoning which may result in the acquisition of new knowledge include inductive and deductive. Inductive is a theory building process, starting with observations of specific instances, and seeking to establish generalisations about the phenomenon under investigation. Deductive is a theory testing process which commences with an established theory of generalisation and seek to see if the theory applies to specific instances.”*

This research uses both the inductive and deductive approach. The inductive-deductive approach can be seen in the initial framework of e-participation which was developed based on the previously existing frameworks of e-participation and then applied to case

studies and contexts as follows: one school in the UK, one school in Indonesia, planning in the UK (particularly Portsmouth) and planning in Indonesia (Specifically Surabaya). These applications were done using the deductive approach. Then the models of e-participation within the schools and planning, as well as a generic model of e-participation, were generated based on the data in those case studies. Furthermore, the new definitions and a base theory of e-participation were created using the inductive approach.

3.9. USE OF THEORY

In this research, theory was used as an initial guide to designing the interview questions, data collection and as a final product of the research (Walsham, 1995). Furthermore, ANT was used as a lens to interpret and analyse what is going on in e-participation context and to recognise the role of technology in e-participation. Additionally, this research produced a base theory of e-participation as the final product.

3.10. ETHICS

The study has gone through the ethics review for approval and followed the ethics procedures of the Faculty of Technology University of Portsmouth UK. The first ethics review was done before the FGD to validate the keyword classification. The second ethics review was completed before conducting the in-depth interviews. Furthermore, the research did not collect any personal data and all of the results from interviews, observations, data and document collections has been confidential and used only for the PhD research.

3.11. RESEARCH DESIGN FRAMEWORK

In the beginning, the initial research design was set up as described in *Figure 41* below. The first stage was the structured literature review of e-government, the literature review of e-participation and frameworks and then the development of the initial framework of e-participation. The next step involved an in-depth case study, in-depth interview, ethnography study of e-participation events and an online questionnaire taken in Portsmouth (UK) and Surabaya (Indonesia). There are E-Participation activities involved for the ethnography study, such as e-petitions, city planning and citizen-government

communication via radio. Moreover, the results will be processed and analysed using qualitative analysis and statistics. The results will then be combined, triangulated and analysed to refine the final framework of E-Participation and to develop a related theory. The theory of E-Participation will be supported by philosophical foundations which were gathered from the further literature review. All of the stages will be based on ANT.

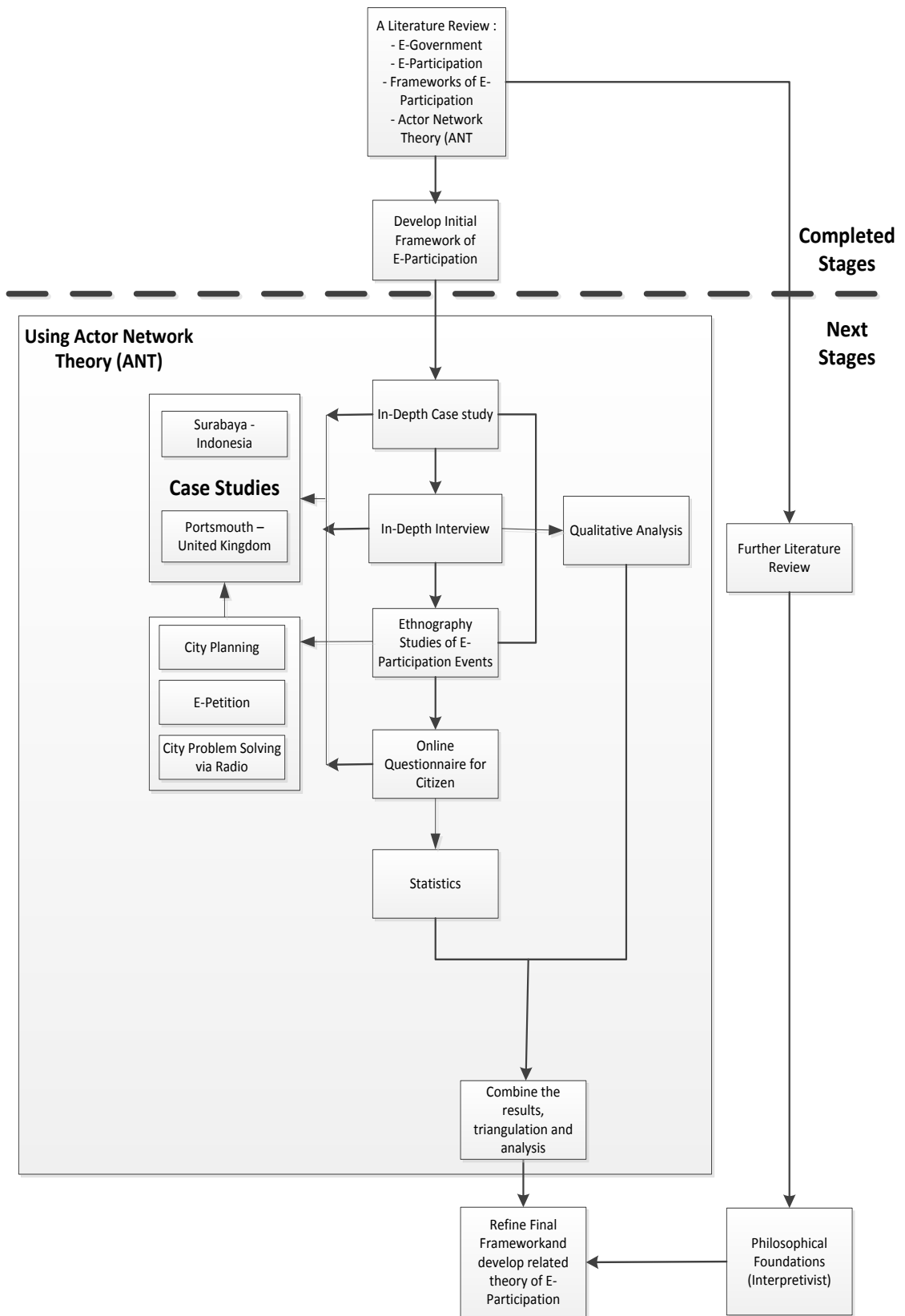


Figure 41: Initial research design

Furthermore, the further research design was developed as shown in *Figure 42* below.

The research design began with a literature review of e-government, e-participation and ANT. Then it focused on e-participation and selected the in-depth comparative case studies method to execute in the UK and Indonesia. Furthermore, ANT was selected as a theoretical lens to help interpret and analyse the case studies. Based on the literature reviews of e-participation and ANT approach, we developed the initial frameworks of e-participation. The initial frameworks were then applied into the school and planning case studies in the UK and Indonesia. Moreover, a new model of e-participation will be developed based on the case studies and finally a base theory of e-participation overall can be developed.

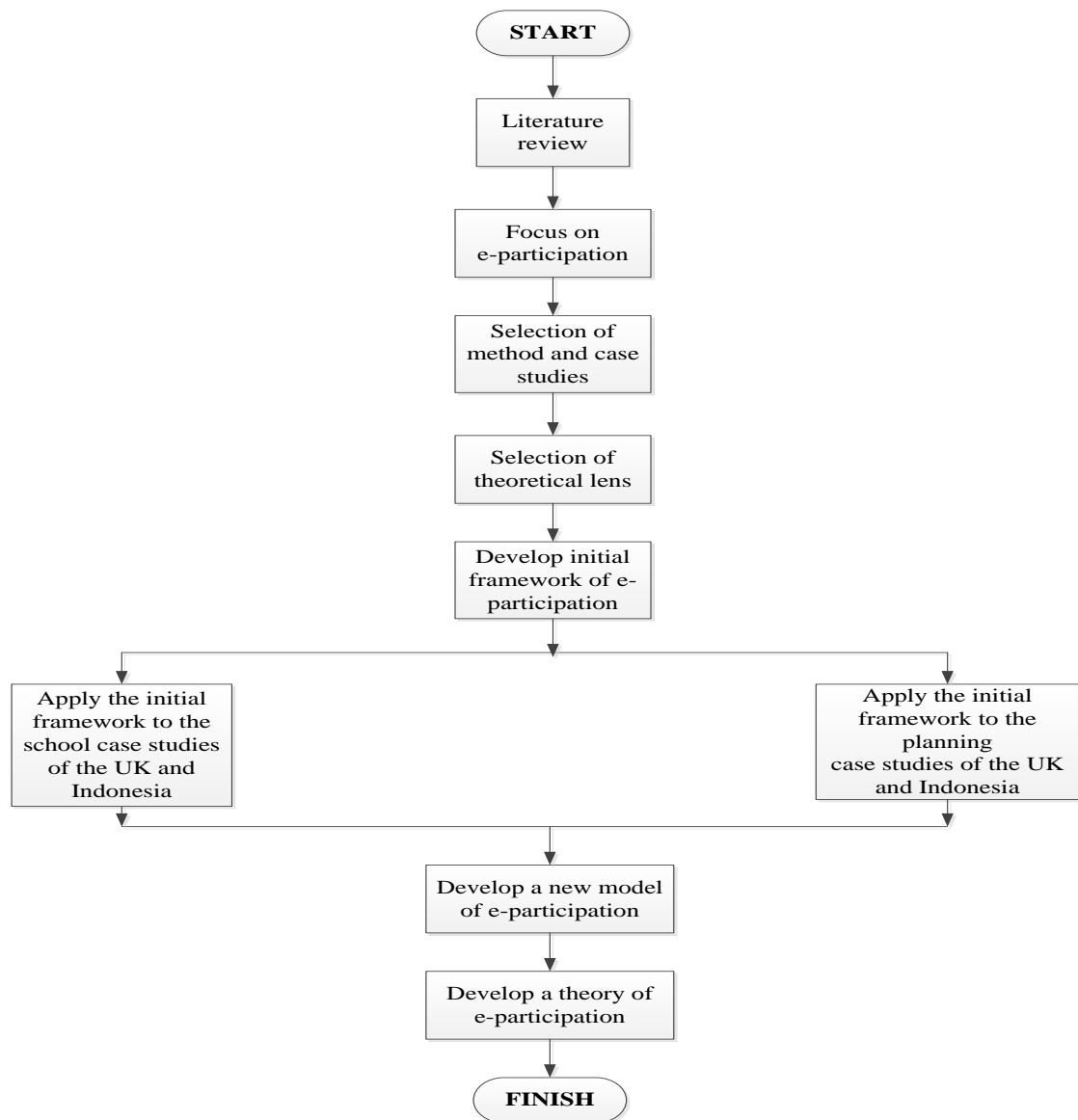


Figure 42: Further initial research design

The actual research process was changed due to the case study context and this can be

seen in *sub section 3.7*.

3.12. SUMMARY OF THE RESEARCH APPROACH

This research is consistent and in line with the interpretive paradigm and non-positivism epistemology stance, between internal realism and subjective idealism ontology stance, the qualitative approach and case study methodology. Some methods therein include focus group discussions, observations, data and document collections, and interviews. This research also uses both deductive and inductive logic. As an interpretive research, ANT is used as an initial guide to design the data collection and will help to develop a theory as the final product of the study. An ethics review has been done in order to ensure that this research has integrity, quality and is trustable.

Chapter 4 will capture e-participation within a school in the UK and Indonesia. Furthermore, in *Chapter 4* and *5*, aspects of the research method will be discussed in relation to the context of the research described in those sections.

CHAPTER 4

E-PARTICIPATION WITHIN SCHOOL

4.1. INTRODUCTION

This introductory section briefly places the research in a broader context and provides the definition and importance of digital participation, especially in the education arena. It then goes on to cover the gap, aim, contributions and the main conclusions of the research as a whole. Digital citizen participation can be defined as citizen involvement in a particular activity using digital technology. Citizen participation is important in making the activity in various fields of government successful. Oakley (1995) argued that a higher level of participation is needed to increase project efficiency and effectiveness, self-reliance among the participants and the number of people who potentially can benefit from the ongoing developments. In politics, Alesina & Ferrara (2000) pointed out that citizen political participation has a significant impact on policy making and economic activities. Since the Internet age, there have been changes in the available participation channels and processes, using various electronic media for communication and interaction. This is the realm of “digital participation”, where the government interacts with its citizens through the Internet and other ICT outlets (Macintosh, 2004; Tambouris et al, 2007; Kalampokis et al, 2008; Islam, 2008; Phang & Kankanhalli, 2008; Scherer et al, 2010; Scherer & Wimmer, 2011; Bin Salamat & Bin Hasan, 2011). Recently, citizen participation has not only been through physical and face to face activities, but also through digital technologies such as Twitter, Facebook, WhatsApp, Email, Website and Mobile applications.

Most e-participation studies are held in the political field like what Medaglia (2012) captured in his work such as e-voting, online political discourse, online decision making, e-activism, e-consultation, e-campaigning, and e-petitioning. However, there are limited works available to researchers with regard to e-participation in the education field. Therefore, we are interested in exploring e-participation within education, particularly schools.

Education is an important area of government for most countries. According to UNESCO

(2015), there are many reasons as to why education is important in reaching the Millennium Development Goals (MDGs) including that more people would be able to grow, develop and learn as a result of being more equal and just societies, as well as living healthier lives. A good education is important in being more productive and providing the potential to be able to earn a higher wage (Robeyns, 2006; Corner & Haynes, 1991). Education is also one of the top priorities in government activity for most countries, when it comes to consuming resources and constitutes a top issue in frequent political debates. Nicky Morgan, the previous education secretary of the UK, stated that education is at the heart of the government's agenda. Similarly, in Indonesia, the government placed the education third out of their nine top priorities, with the top three as follows: *“Firstly, increasing Indonesian quality of life through improving education and training through a program called Smart Indonesia; Secondly, revolution of the nation character through restructuration of national education curriculum; Thirdly, strengthening diversity and Indonesian social restoration through strengthening diversity education and creating a dialogue space between citizens”* (Jokowi & Kalla, 2015).

High participation from all stakeholders involved in schools often results in good student performance. Corner & Haynes (1991) argued that parents can contribute insight and knowledge that complement the school staff to improve the quality of the curricula and programs therein. The teachers' participation in school decision-making is aimed at increasing compliance with administrative decisions and accommodating the teachers' rights and expectations as professionals (Conley, 1991). Participation is a key area of high government-citizen interaction and there is participation from the local level in an educational establishment through to high-level national discussions in politics and popular media. Morgan (2015) argued that schools should be fully integrated within the local community, with local parents and other schools. Many people have a particular concern about the quality of schools since they want the best start for their children. Baswedan (2015) persuaded people to participate in improving education. Digital citizen participation is a key component in education as it is one of the most important sectors in government. However, there is limited work available covering digital participation in the education sector, which is a significant gap in the digital participation domain given the importance of education for both government and society.

This research aims to address this gap by exploring the role of technology in participation

activity within the school systems. Therefore, we have also set the basic research question: ‘What is the role of technology in the schools of the UK and Indonesia?’ E-participation and education are also important in IS research. As e-participation and the democratising potential of IT represent a new set of challenges for IS research, this research will explore how IT interacts with non-technological factors in complex settings in different contexts. This research will be analysed using ANT (Callon, 1984; Latour, 1987; Law, 1991) which provides an understanding of the interaction and participation of school stakeholders and other elements. This research will therefore make a contribution to the existing literature by providing a model of e-participation in schools. This research will investigate digital citizenship in the school context and discuss how various media channels support the participation of all school stakeholders. It will also provide an understanding about citizen engagement in schools.

This chapter is structured as follows. First, it will present the introduction which consists of defining digital citizen participation, the importance of citizen participation, changes in the citizen participation process over time, the importance of education, participation and digital citizen participation in education, the gap in the digital participation domain and the aims, contributions and main conclusions of the research. Next, the study will describe the research methods in both case studies and reflect on the methods selected. Moreover, this chapter will capture the research results contained in the two case studies, showing the similarities, differences and a developed common ground model. Furthermore, it will provide a discussion of any interesting points that emerge from the case studies. Finally, we will draw any conclusions based on the research results, any implications for both theory and practice as well as consequences for other researchers.

4.2. CASE STUDY RESULTS

This sub-section discusses the findings that emerged from the interview results and the coding process. This section describes the analysis and is classified into six main themes; stakeholders, changes, supporting systems, media, complex factors, and interaction, communication, and participation. These themes are also based on the ANT perspective which captures actors/actants, actor-networks, enrolment and translation, delegates and inscription, irreversibility, black box, immutable mobile as well as local-global mobilization. The key concepts of ANT will be explained in more detail in the method

section.

Stakeholders, support systems, and media are the actors/actants. Complex factors and interactions, communication and participation are the actor-networks. Changes are enrolment, translation, and irreversibility. Complex factors are the black box. Media and the support systems in place are also the delegates which have a frozen organisational discourse and immutable mobility. Complex factors and changes include the local and global mobilization.

The results of each case study will be explained in more detail below. In the case studies below, there are used the terms as follows: dominant stakeholders and media as well as less-dominant stakeholders and media. Dominant means that those stakeholders and media have a high influence on the interactions, communications and participation process in both schools. There are also other complex factors, such as legal, politics, culture, education and economics that influence the interaction, communication and participation processes in both schools. Additionally, the channel technologies can be defined as a conduit for supporting the aforementioned in both schools. School system technologies are the various technologies which manage the data of the teachers, parents, staff and pupils/students in both schools.

4.2.1. Case study of a grammar school in Hampshire, UK.

This section moves on to describe in greater detail the result of the investigation in the selective grammar school in Hampshire, in the UK. This school has four overlapping groups of stakeholders as described in *Figure 43* below: internal, external, dominant and less dominant. The internal stakeholders are the Headmaster, students, teachers, the senior management team (SMT), support staff and the school governors. Furthermore, the external stakeholders are local businesses, international partners, the Independent Associations of Prep Schools (IAPS), the Headmasters and Headmistress Conference (HMC), parents, local charities and partners, and their alumni. The dominant stakeholders are parents, school governors, staff and people. The less dominant stakeholders in the school are local businesses, charities, and Portsmouth festivity organisers.

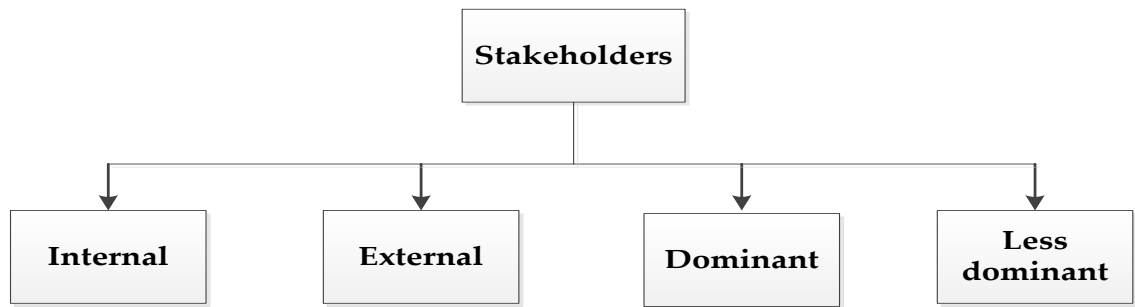


Figure 43: Model of stakeholders at a grammar school in Hampshire, UK

The school uses various media channels for participation activities between all stakeholders as shown in *Figure 44* below. The first medium is technology-based/paperless, which can be classified into channels and school systems respectively. The channels include a) internet based, such as email, website, YouTube, Facebook, Twitter, virtual learning environment; and weekly newsletter delivered electronically; b) landline-based, such as telephone; c) hardware, such as PC and iPad and d) mobile based, such as mobile phone, iPad and text message. Furthermore, the school system consists of pastoral care, staff, parents, pupils and governors. The second is non-technology/paper-based; for instance, the school produces a school magazine, letters, provides a parent forum, face-to-face meetings, a school diary, an alumni magazine, and a prospectus. The third channel is that of dominant media such as a weekly electronic newsletter, the school website, school diary and emails. The fourth is less dominant media, such as social media. Email is included in the first and third categories as it is a technology that has a dominant influence and/or is used by many stakeholders in this school.

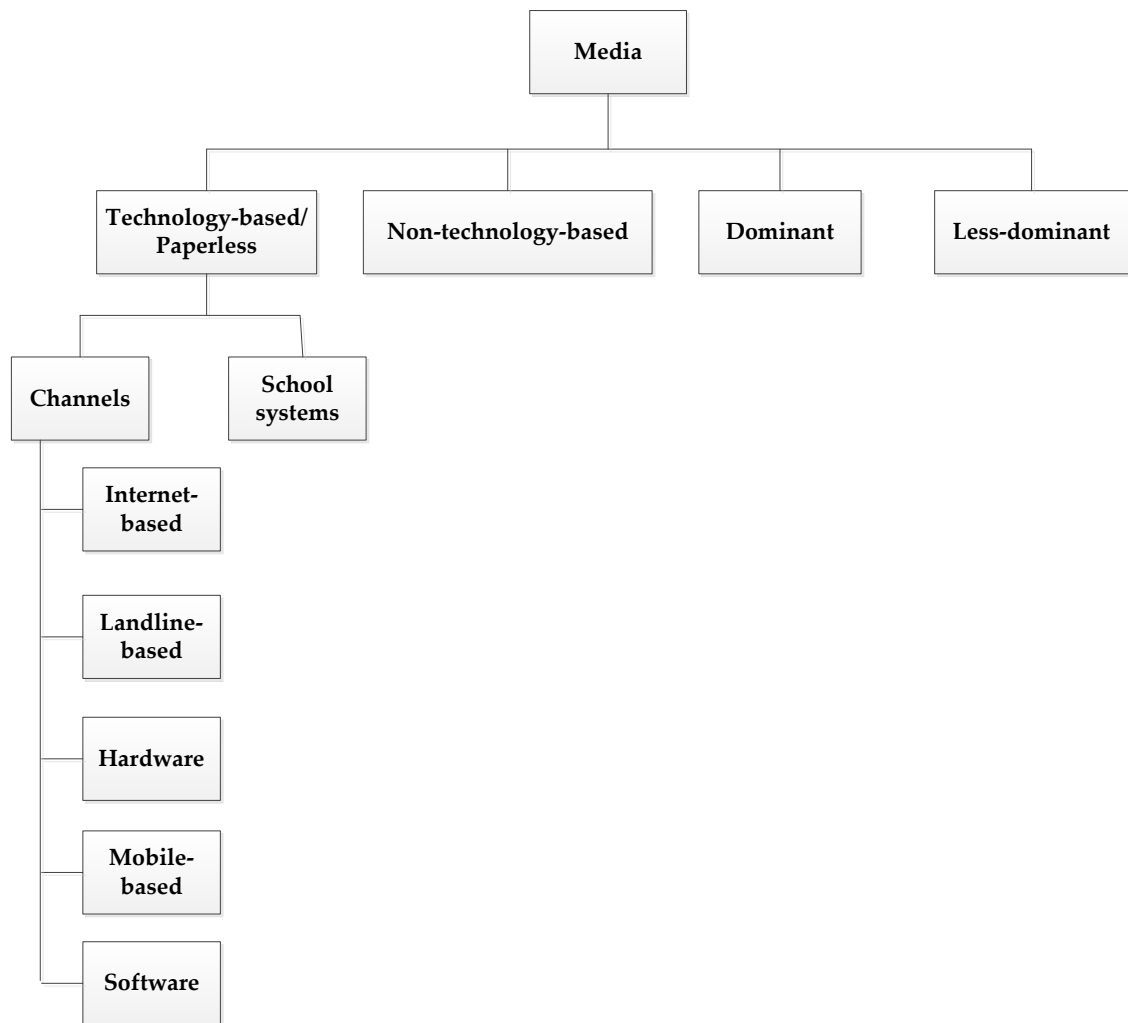


Figure 44: Model of media which are used at a grammar school in Hampshire, UK

The school also has support systems in place for interactions, communication and participation activities including an internet policy that can be accessed, a digital council, social media policies, data protection policy, and other policies available such as food hygiene, safeguarding, and consent. *Figure 45* below shows the support systems in place in this school.

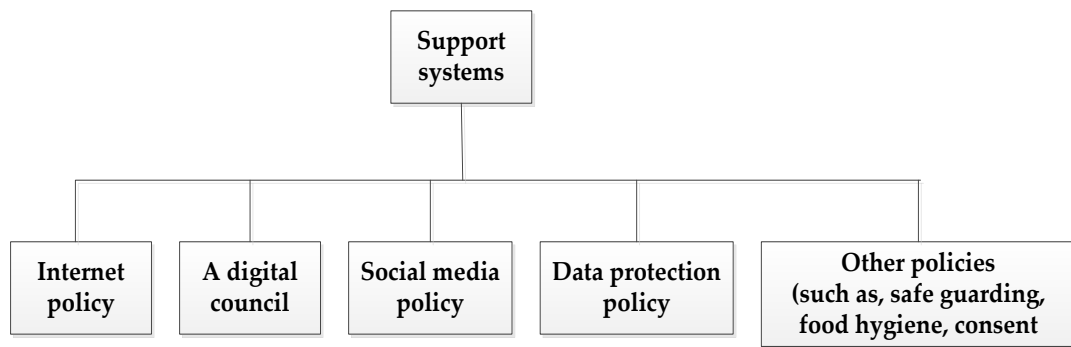


Figure 45: Model of support systems at a grammar school in Hampshire, UK

Moreover, we have gathered communication, interactions and participation activities in the school and classified them into some categories below:

a) **Type.** They can be divided into informative, directive, responsive, consultative and supportive activities. Communication, interaction, and participation through media channels (technology and non-technology) can be informative to disseminate information, particularly from the school to other stakeholders. For example, the grammar school publishes school magazines and a newsletter to inform parents about school activities, any changes of schedule and other information. The school also has various media outlets such as a virtual learning environment for giving directions to parents and pupils about what they have to do to support the educational processes. Furthermore, the grammar school uses Facebook, Twitter, email, telephone, provides a virtual learning environment and other activities such as face to face meetings to maintain responsive, consultative and supportive activities between the school and stakeholders.

b) **Level.** According to Macintosh (2004), there are three levels of participation: enabling, engaging and empowering. First, the enabling process supports those who would not typically have access to the internet and allows them to take advantage of the large amount of information that is available. The grammar school has an enabling process by using paper-based media, such as face to face meetings and letters. Second, the engaging process indicates the process used to reach out to a wider audience for feedback on the policy-making processes themselves. This process is referred to as top-down consultation. In this process, the school used a virtual learning environment, newsletter, and school magazines as the media involved in top-down consultation from the school to the parents. Various technologies avenues and outlets such as email, website, Facebook, Twitter and parents' forum were used to support the engagement process which means that parents can actively interact with the school's policy-making process through the media available.

Third, the empowering process is concerned with supporting active participation and is referred to as the bottom-up process to influence the policy making stage. This step can be taken through various media channels and technology such as the parents' forum, emails, Facebook, Twitter, a virtual learning system, the newsletter and school magazines.

c) **Activities.** There are various activities encouraged regarding communication, interaction, and participation such as open evenings, an open morning when they advertise the school, informal team coffee sessions for the parents, a parent-teacher association, association fundraising, and social events; parent can also participate by speaking to the teachers and the headmaster in an informal setting. *Figure 46* below describes the interaction, communication and participation in the grammar school.

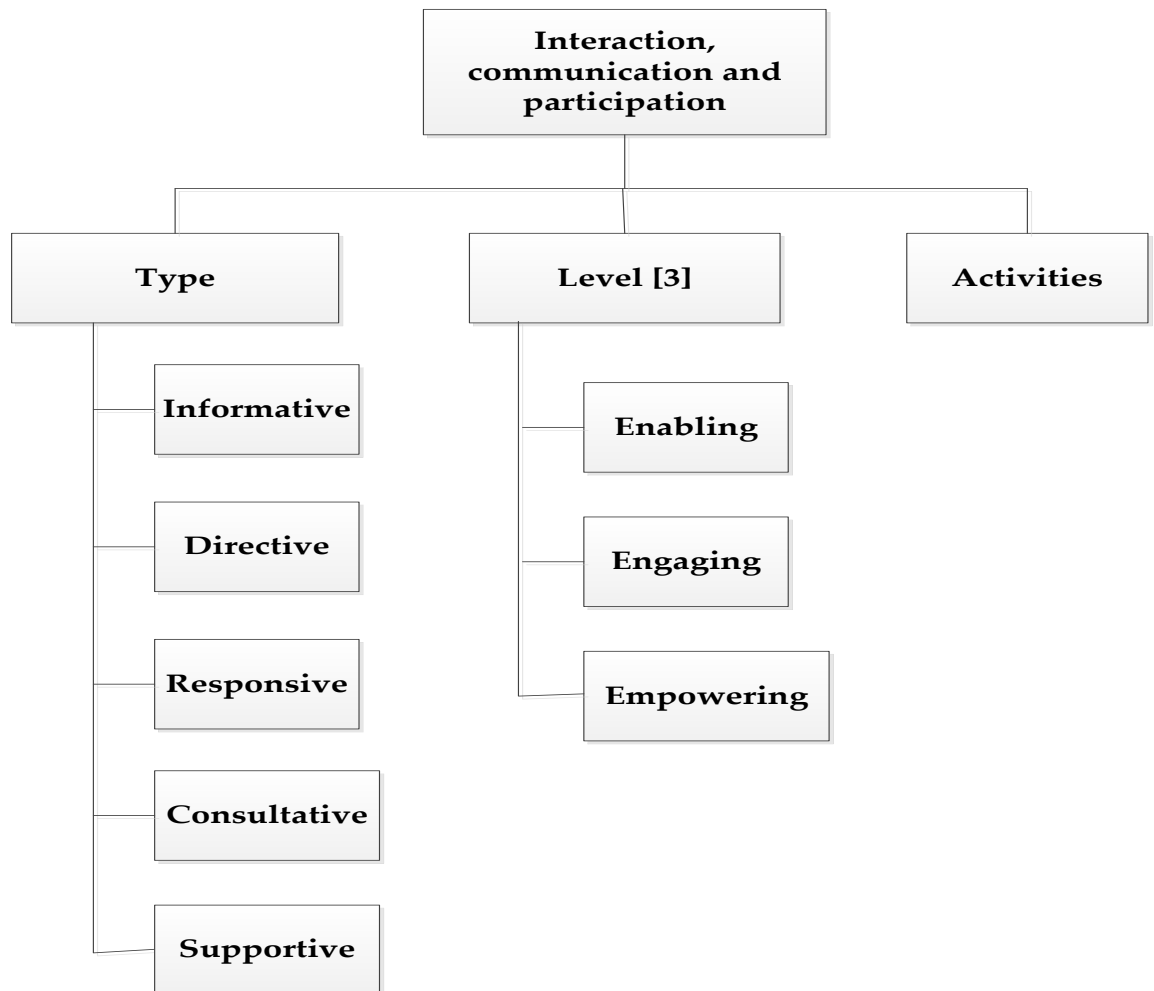


Figure 46: Model of interaction, communication and participation at a grammar school in Hampshire, UK

The school has complex factors involved that influence the interaction, communication and participation activities. The first is the legal factors: the school has to follow established rules and obey UK laws, as does every school and educational institution in

the UK. The second factor is economics: the economy of the UK, and indeed the whole world, has suffered in the last few years and the school has struggled but can survive. The third factor is politics: for example, health and safety regulations making certain school activities difficult may have a political basis. The fourth factor is culture: the students come from multicultural backgrounds, such as English, Chinese and Russian. This needs to be taken into consideration. The fifth factor is education, with students coming from different schools prior to entering that particular establishment. The sixth factor is the reputation that the school has maintained as one of the oldest schools with good academic results. The seventh factor is time: for instance, one parent said he lacked the time for participating in the school’s available activities. *Figure 47* below shows the complex factors that influence the grammar school in Hampshire, the UK.

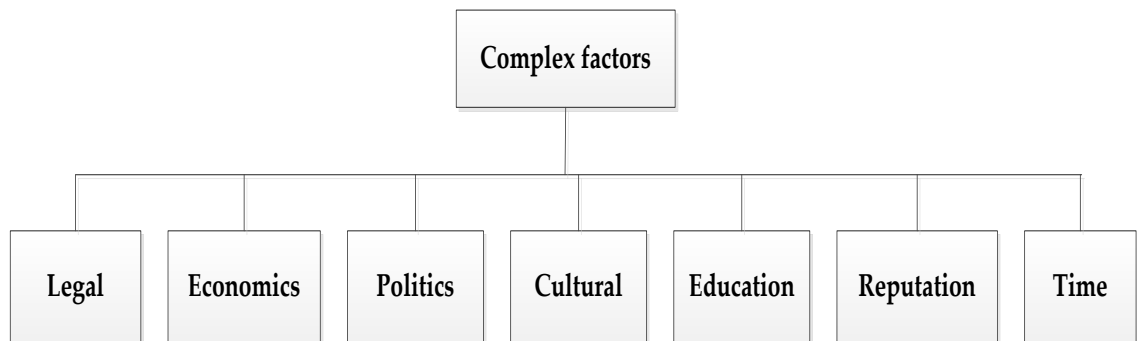


Figure 47: Model of complex factors which influence a grammar school in Hampshire, UK

There are some changes that influence the interactions, communications and participation processes in the school. For example, the school governors and the SMT are the stakeholders who drive forward any changes. The school governors approve the changes and the SMT supports the change through, in one instance, building a brand new sixth form building. Policy changes are often recommended and some low-level policies are changed and integrated by the SMT themselves. The biggest change in the last five years was changing from printed/hard copy to paperless/email/online. *Figure 48* below captures the change factors in this particular grammar school.

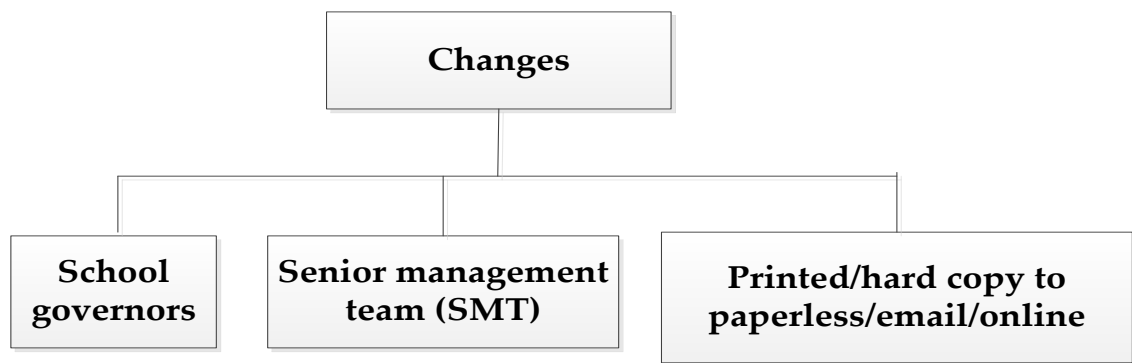


Figure 48: Model of changes which influence a grammar school in Hampshire, UK

Based on the results, a model was developed that describes the connection between the above elements (actors, actants and networks) as shown in *Figure 49* below. The internal school stakeholders in Surabaya school have two ways of managing various interactions, communications and participation activities with their external stakeholders through numerous media. The processes influence and are influenced in turn by several support systems, complex and change factors. The details of each element can be seen in the boxes below.

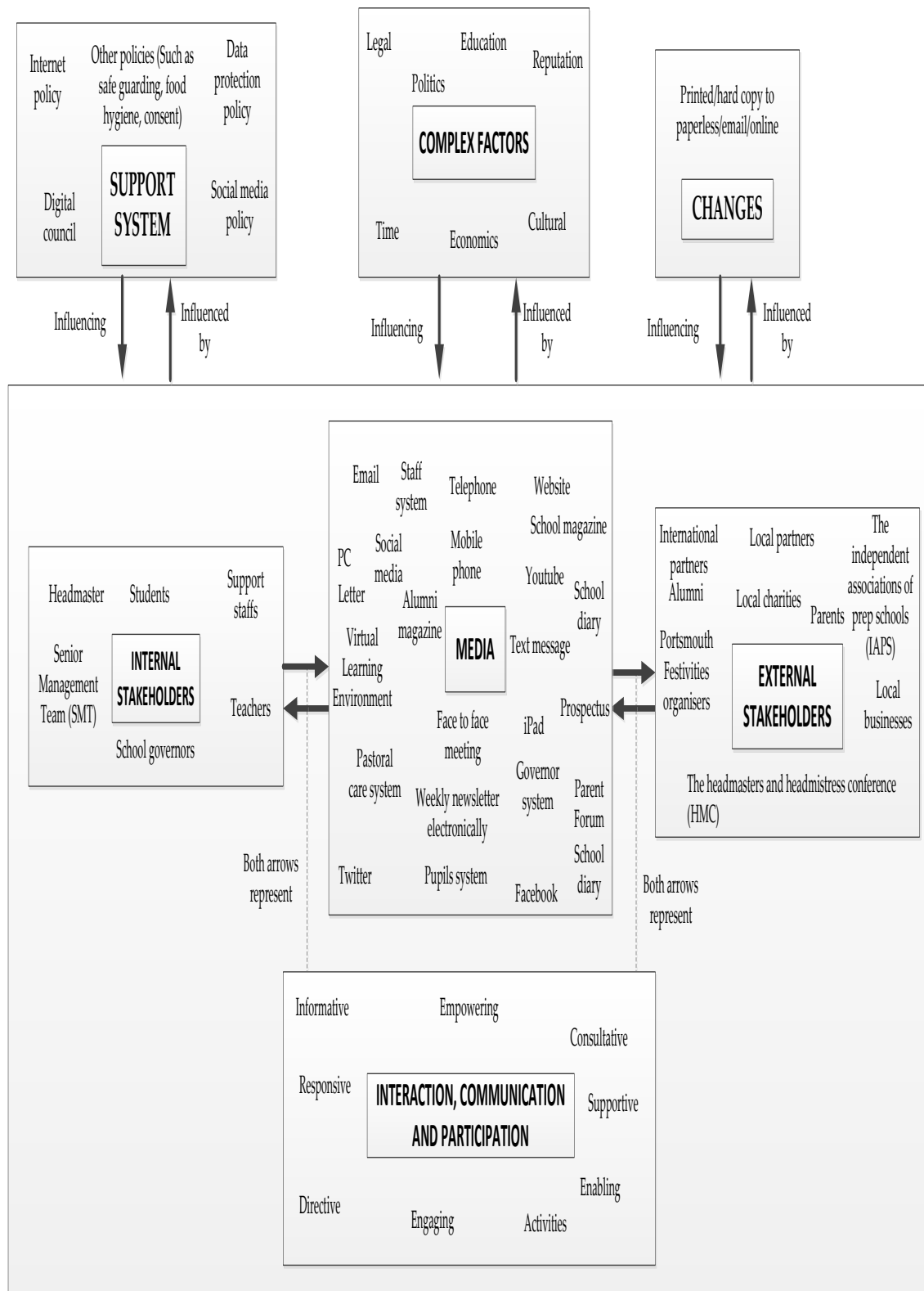


Figure 49: Model of participation in Hampshire school

4.2.2. Case study of a private school in Surabaya, Indonesia.

The school has four groups of stakeholders including internal, external, dominant and less

dominant as described in *Figure 50* below. The internal stakeholders are the Head of School, Vice Head of School, school leaders, students and teachers as well as the support staff. Moreover, the external stakeholders are the foundation body, the Ministry of Education and Culture of the East Java province and Surabaya city, the directorate of senior high school development, parents, school supervisors, school committees, the Islamic Education Consortium, UNESA (State University of Surabaya), people who live around the school, the police, village partners, other schools, and overseas universities that are affiliated with them. The dominants stakeholders are the foundation (this is a legal body that has responsibility for the school, therefore the Head of School is responsible to the foundation body), parents, any school committees and the officials from the Ministry of Education and Culture of Surabaya city. In addition, the less dominant stakeholders include the Head of School, Vice Head of School, and counselling staff, UNESA, The Pacific Nations Social and Economic Development Association (PASIAD) in Turkey, donors and security staff.

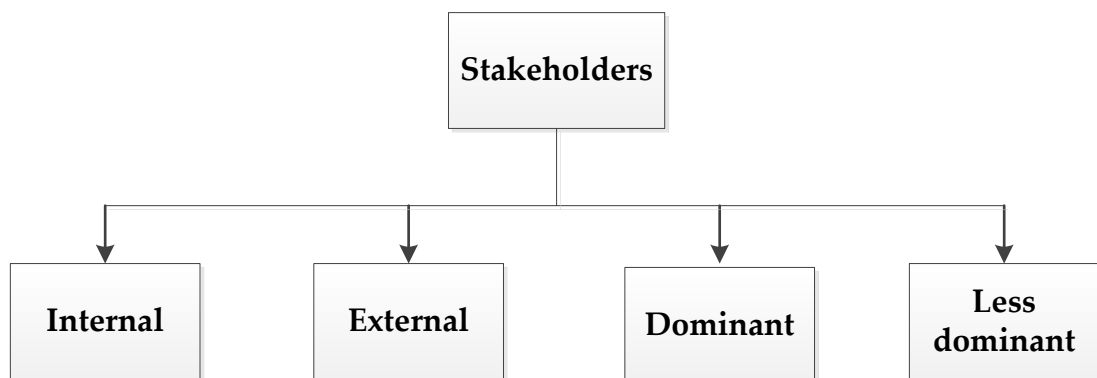


Figure 50: Model of stakeholders at a private school in Surabaya, Indonesia

In this school, the stakeholders use various forms of media as shown in *Figure 51* that consist of technological and non-technological groups. Technology can be divided into channels and school systems. The channels can be categorised into a) landline based, such as telephones and internal telephones; b) internet based, such as email, websites, weblogs, YouTube, Facebook, e-Learning, weblog of Hikmah Harmony (the school's weblog); c) mobile based, such as mobile applications, mobile calls and text messages; d) hardware, such as laptops, smartphones, digital whiteboards, LCD screens; and e) software, such as Power Point and electronic worksheets. Another technology system that is used is a school system which manages the database for managing all of the information on

teachers, parents, staffs and pupils. The stakeholders also use non-technological channels as follows: home calls, a school magazine, a parents’ forum, face-to-face meetings, letters home, formal letters and white boards. The dominant media in Surabaya school are landline telephones, mobile phones, WhatsApp, LINE and letters. However, other media are also used but less frequently, such as e-mails.

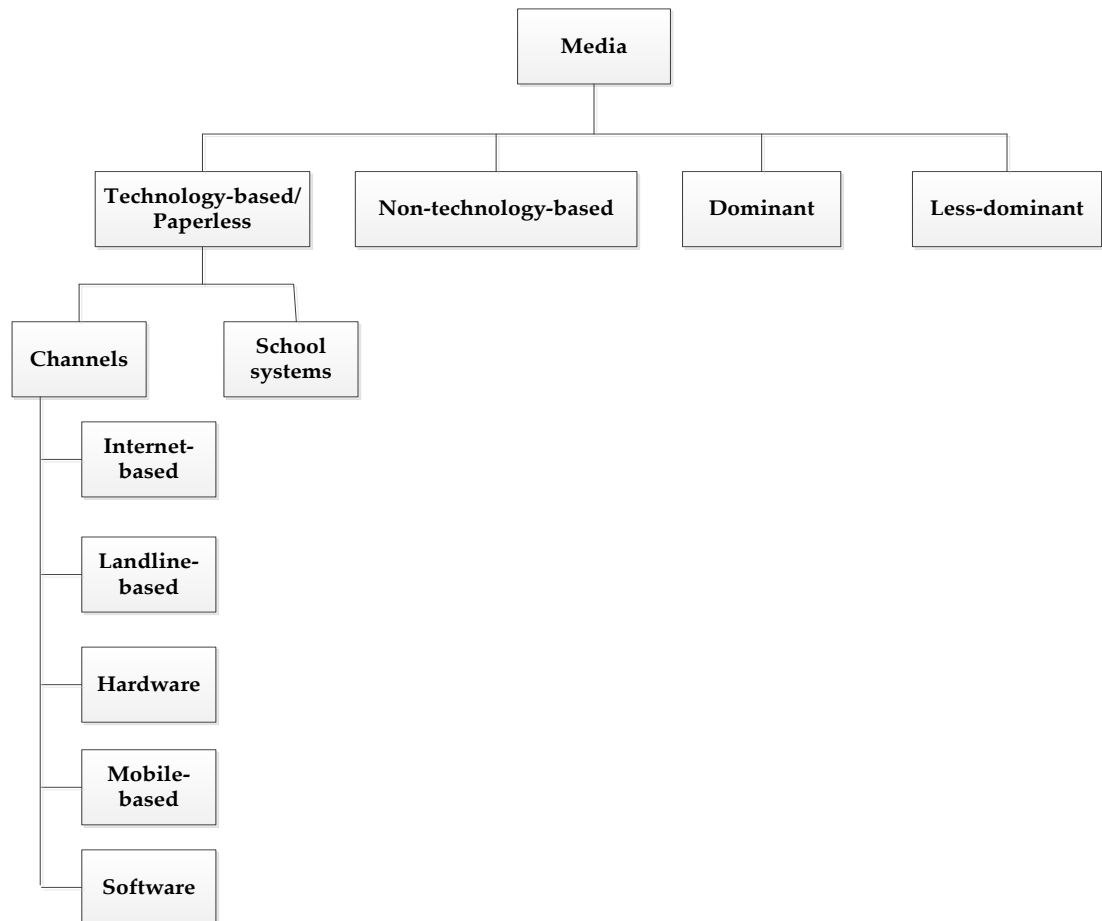


Figure 51: Model of media which are used in a private school in Surabaya, Indonesia

Surabaya school also has various support systems for supporting interactions, communication and participation in the school: school regulations, unwritten rules, the spirit of interaction, personal interactions, and a semi-formal organization for the alumni and standard societal norms. The former Head of School mentioned about the spirit of interaction as a support system. It seems that the former Head of School has the perspective that support systems are not only tangible systems but also intangible as well. *Figure 52* shows the support systems in place in this private school.

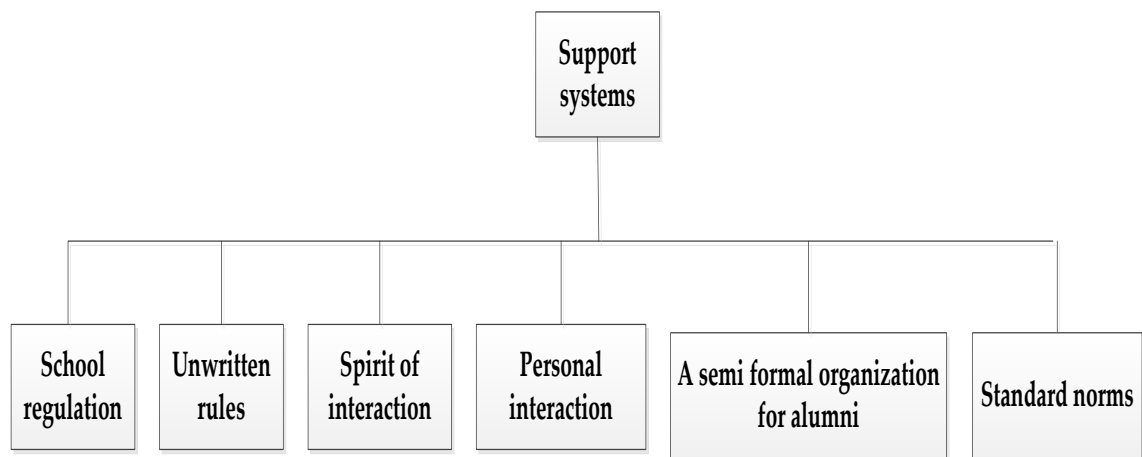


Figure 52: Model of support systems which influence a private school in Surabaya, Indonesia

There are communication-based, interactive and participation-encouraging activities in the private school and these can be classified into categories as shown in *Figure 53* and explained below:

a) **Type.** This can be divided into informative, directive, responsive, consultative and supportive activities. Communication, interaction and participation through the media (technology and non-technology) can be used to disseminate information, particularly from the school to other stakeholders. For example, the private school publishes school magazines to inform parents about ongoing school activities. The school also has various media channels and outlets for giving directions to parents and pupils on how to support the education process such as Hikmah harmony, letters, and face to face meetings. Furthermore, the private school is using email, the telephone, e-learning and face to face meetings to support responsive, consultative, and supportive activities between the school and its stakeholders.

b) **Level.** According to Macintosh (2004), the private school enables participation through face to face meetings, home calls and letters. The school also uses the Hikmah harmony weblog, landlines, an internal telephone network, and mobile based communication (mobile calls and text messages) in the engagement process. Furthermore, WhatsApp is used to support empowering participation between stakeholders, especially the teachers, other members of staff and school leaders.

c) **Activities.** There are various activities related to communication, interactions and participation such as alumni talks, supervising student organisations, alumni meetings; administration services for staff, finance help, students and the curriculum; counselling for students; alumni attending student organisation activities; foundation staff serving as a communicator link between the school and the foundation; and parents participating by

speaking to the teachers and the headmaster directly.

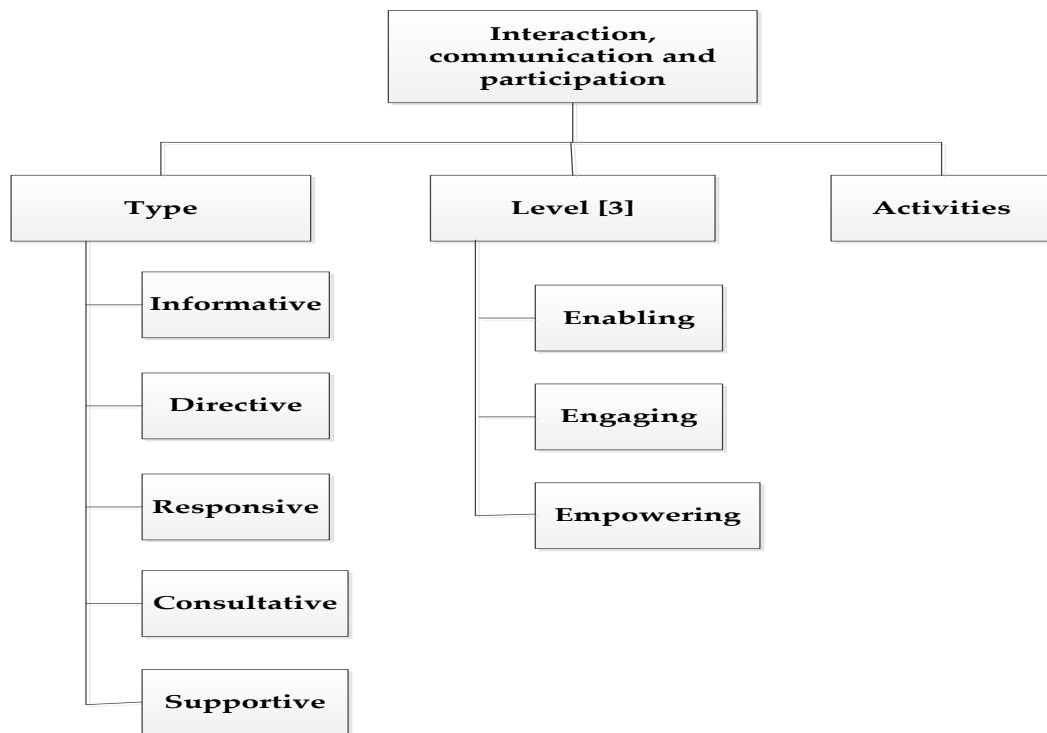


Figure 53: Model of interaction, communication and participation which influence a private school in Surabaya, Indonesia

This school also has complex factors in play that influence participation activities, as captured in *Figure 54* below. The first is the legal factor, such as laws regarding internet use and pornography. The second is the political factor such as election-related education. The third factor is economics such as saving paper and electricity. The students come from the upper classes; therefore they have access to good facilities which also influences their level of participation in the school. The fourth factor is cultural such as both the students and teachers coming from different ethnic backgrounds which affect the language taught and behaviour, and also brings into play the different cultures between a student's home and school. The fifth factor is education such as the teachers' skills and abilities, and any home supervision. However, other interviewees explained that legal, political, economic, cultural, and educational issues do not significantly influence participation in the school. The seventh factor is religion. The Vice Head of the school infrastructure (a former vice head of school for student affairs) said that students who have good religious background based on Islamic materials in the school curriculum usually have better communication skills, stronger self-confidence and are more responsive. The eighth factor is the student's level of independence. Even though the

school environment is already conducive to facilitating engagement, the students' independence factor is important to support their participation in the school. The ninth is safety. The school monitors how students access the internet. The tenth factor is the weather which affects the physical health of the teachers and pupils, especially when the weather is very hot and school activities are strenuous and/or outside. The eleventh is communication. The school frequently contacts their alumni to participate in school activities such as graduation and alumni sharing. The twelfth factor is publication; for instance, some teachers discuss school activities on Facebook.

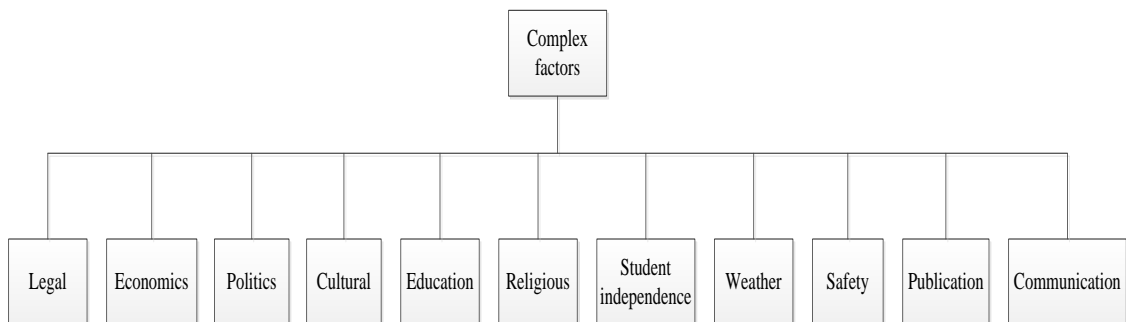


Figure 54: Model of complex factors which influence a private school in Surabaya, Indonesia

The school also has some changed factors, such as how previously their alumni only used mobile phones and face-to-face meetings and how they now use Facebook and WhatsApp. The changes stated were categorised into types and stakeholders. The types of changes consist of curriculum, infrastructure, policy, facilities, and student organization. Additionally, the stakeholders of change are the foundation, the school committee, school leaders, the Ministry of Education and the local culture. *Figure 55* below shows the changes that influence this private school.

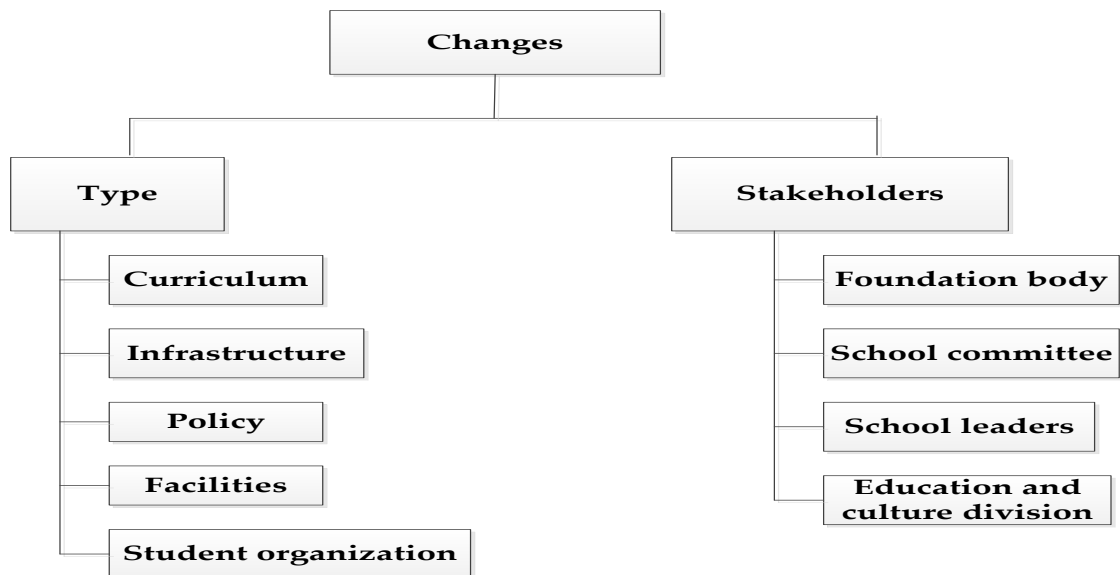


Figure 55: Model of changes which influence a private school in Surabaya, Indonesia

Furthermore, a model of participation of the Surabaya school was developed based on the above results and connections were between the elements of the actors, actants, and networks, as shown in *Figure 56*. Internal school stakeholders in Surabaya school have two ways of facilitating various interactions, communication and participation activities with the external school stakeholders through numerous media. The processes influence and are influenced by several support systems and complex/changes factors. Additionally, the details of each element can be seen in the boxes below.

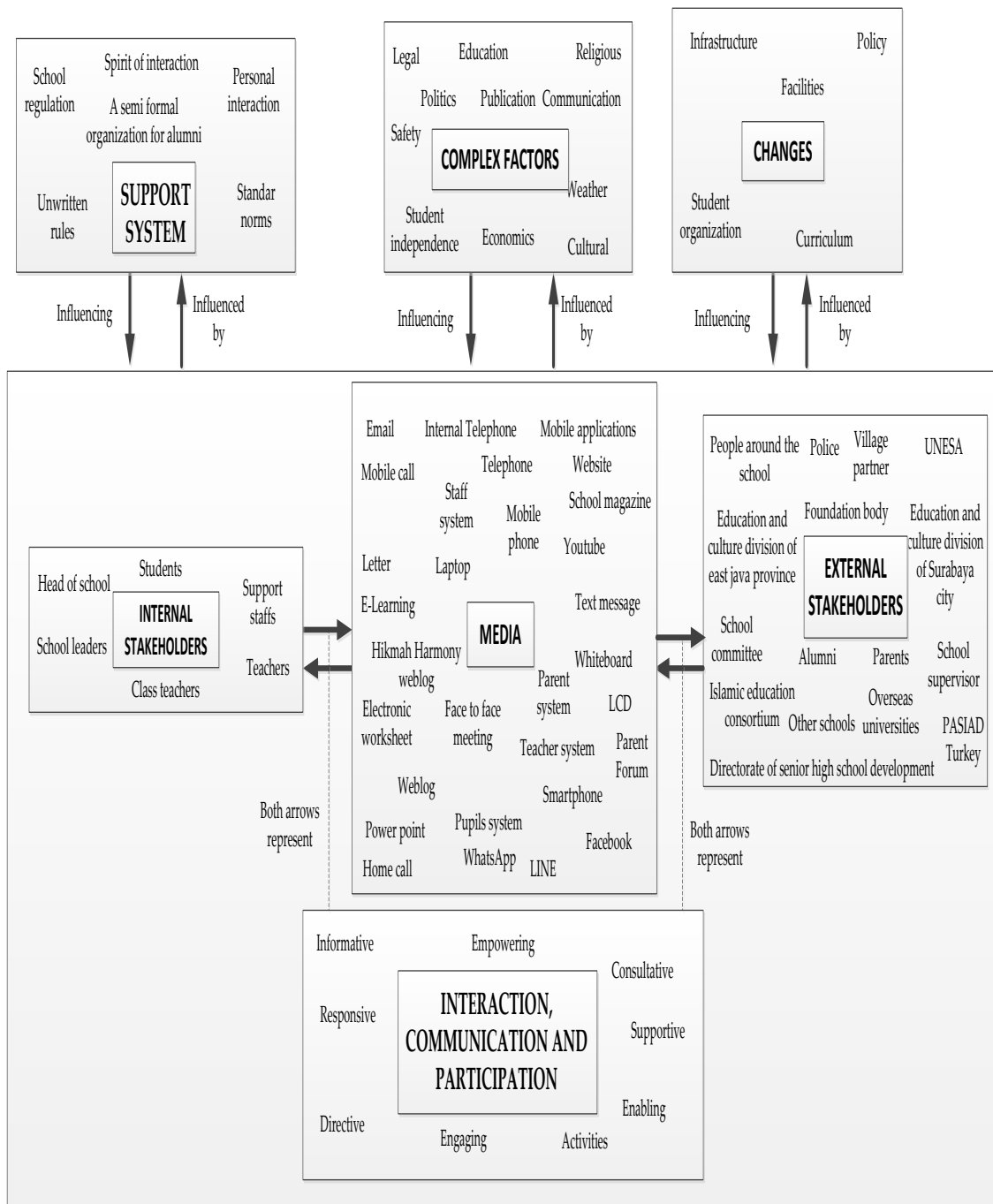


Figure 56: Model of participation in Surabaya school

4.3. SIMILARITIES AND DIFFERENCES

4.3.1. Similarities.

This sub-section captures the similarities in both schools as we compared the results. Both schools have some similar stakeholders, just with different terminology used to describe them. In describing the similarities, we will use the first word (in italics) to represent the term used in the grammar school and the second or third word after the slash to represent

the term used in the private school. *Table 17* below shows the similarities in the both schools. However, it must be noted that the Indonesian titles have translated as closely as possible from Indonesian into English.

Table 17: Similarities of both schools

Themes	Similarities
Stakeholders	<ul style="list-style-type: none"> • <i>Headmaster</i>/Head of School • <i>SMT</i> / Vice Head of School/School leaders • Teacher/Class teacher • Student • Parents • Support Staffs: maintenance staff, library staff, security staff, cleaning staff, counselling staff, other staffs • <i>School governors</i> / School Committee • Student Organisation • Alumni • Parents • Local partners/Trainer for extra curriculum/People around the school/Police • Local Business • Local Charities • <i>HMC</i>/Meeting of Head of schools
Media	<ul style="list-style-type: none"> • Parent forum • Face to face meeting • Email • Virtual Learning Environment/E-Learning • Telephone/Internal telephone • Letter/Home letter/Formal letter • YouTube • Twitter • Facebook • School Magazine • Website • Text message • PC • Pastoral care system/Counselling/Home Call • Mobile phone/Mobile Call • Staff system • Parent system

	<ul style="list-style-type: none"> • Pupil/student system • School Governance/School committee system • Smartphone • Laptop • Website • Power point • Worksheet • LCD • Local Radio • Skype • Digital/White Board
Supporting Systems	Policy/Regulation
Interaction, Communication, and Participation	<ul style="list-style-type: none"> • Level: Enabling, Engaging, Empowering (Macintosh. 2004) • Type: Informative, Directive, Responsive, Consultative, Supportive
Changes	<ul style="list-style-type: none"> • Type: Curriculum, policies, media • Stakeholders: School governors/School committee, SMT/School leaders • Policy change recommended by Senior Management Team/School leaders/Head of school • Change from hard copy/paper-based only to paper-based and paperless
Complex Factors	<ul style="list-style-type: none"> • Legal influenced • Politics influenced • Cultural influenced • Economics influenced • Education influenced

4.3.2. Differences

In this part, the differences between the two case studies as discovered through the results have been categorized around the main themes. *Table 18* below captures the differences between the two schools.

Table 18: Differences between both schools

Themes	A Grammar School in Hampshire, UK	A Private School at Surabaya, Indonesia
Stakeholders	<ul style="list-style-type: none"> • IAPS • International schools • National charities • International partners • County/Regional Partners • National Partners • Portsmouth Festivities organisers 	<ul style="list-style-type: none"> • Ministry of Education and culture of East Java province • Ministry of Education and Culture of Surabaya city • Directorate of senior high school development • School supervisor • Foundation • Konsorsium Pendidikan Islam (KPI) / Islamic Education Consortium • Village Partner • Other schools • Overseas Universities
Media	<ul style="list-style-type: none"> • Weekly newsletter delivered electronically • School diary • Prospectus • an iPad • Alumni magazine 	<ul style="list-style-type: none"> • LINE application • WhatsApp application • Hikmah Harmony • Blackberry Messenger • Weblog
Supporting systems	<ul style="list-style-type: none"> • Policy relating to use the internet • Digital council • Social media policy • Data protection policy • Other policies: food, safeguarding, etc. • Consent for student activities • Encouragement 	<ul style="list-style-type: none"> • School regulation about interaction • Unwritten rules • Personal interaction • Spirit of interaction • Semi-formal organisation • Unwritten agreement of communication • Standard Norms • Standard rules • Written rules • Agreed norms • Quality control forum
Interaction, Communication, and	Activities:	Activities:

Participation	<ul style="list-style-type: none"> • Open evening, the open morning when they advertise the school, informal team coffee session for the parents, • parent-teacher association, association fundraising, 	<ul style="list-style-type: none"> • foundation staff was a communicator between school • Foundation and parent participates through speaking to teacher and headmaster.
Changes	<ul style="list-style-type: none"> • Governors approved change • Use Social media as a school formal policy 	<ul style="list-style-type: none"> • Foundation approved change • Change to using WhatsApp instead of face to face meeting • Social media used by stakeholders but it is not a school formal policy
Complex factors	<ul style="list-style-type: none"> • Reputation factor influenced • Lack of Time for participation 	<ul style="list-style-type: none"> • Some interviewees mentioned legal factor did not influence • Some interviewees explained that Politics did not influence • Some interviewees explained that Economics did not influence • Some interviewees explained that education did not influence • Some interviewees explained that culture did not influence • Safety influenced • Student's independent influenced • Communication influenced • Publication influenced • Psychology influenced • Weather factor influenced

The complex factors in *Table 18* above are based on the interviewees' answers; however we identified some factors in the Surabaya school that also influence the Hampshire school. For example, the weather influences many UK school activities with fetes and fairs being brought indoors in rainy weather, and schools having to heat classrooms or send children home. Additionally, safety, student independence, publications and psychology are seen as influences at the grammar school as well.

4.4. DEVELOPED FRAMEWORK

There are significant points such as the stakeholder groups consisting of dominant, less dominant, internal and external and also the various media used in both schools which

can be divided into four categories: dominant, less dominant, technological and non-technological. Moreover, the stakeholders in the schools are using various types of technology: landline, internet-based, mobile-based, hardware and software. The internal stakeholders are also using the school system to support school activities. Both schools have support systems consisting of a formal system such as those to do with policy and regulation, as well as a non-formal system, such as unwritten norms, agreements, motivations, policies, morality, a quality control forum and the organisation structure as a whole. The complex factors which influence communication, interactions and participation in both schools are legal, culture, economics, education, politics and other factors such as reputation, time and safety. Additionally, the type of communication, interaction and participation in both schools is categorized into informative, directive, responsive, consultative and supportive. Additionally, change is another important theme. Therefore change can be categorised into stakeholder and type. In ANT, change is called a mobilisation of the local and global network (Law & Callon, 1992).

Based on the themes above, the main themes were collated and developed into a framework of e-participation in the school as shown in *Figure 57* below. The framework describes the stakeholders of the both schools which are using various forms of media and are supported by numerous support systems for communication, interaction and participation activities. These processes are influenced by changes and complex factors.

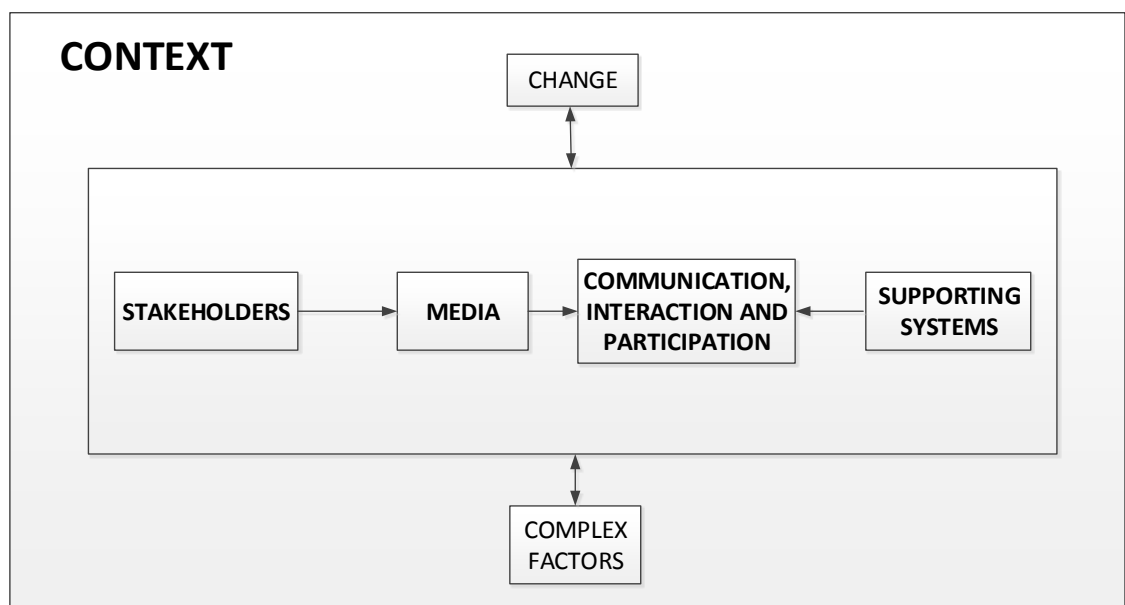


Figure 57: Early version of framework of e-participation in the schools

The framework above then was updated to be a common ground model of participation as shown in *Figure 58* below. It aims to describe more of the details about the two-way interaction, communication and participation between internal and external school stakeholders. The common ground model describes the role of technology in participation activity within the school systems as the aim of this research. It captures the internal and external school stakeholder's interactions, communications and participation each other and how it is mediated by technology and non-technological channels. These processes are influencing and influenced by numerous supporting systems, changes, and complex factors. From *Figure 58* below, technology can be identified as an active agent for supporting the two-way interaction, communication, and participation processes.

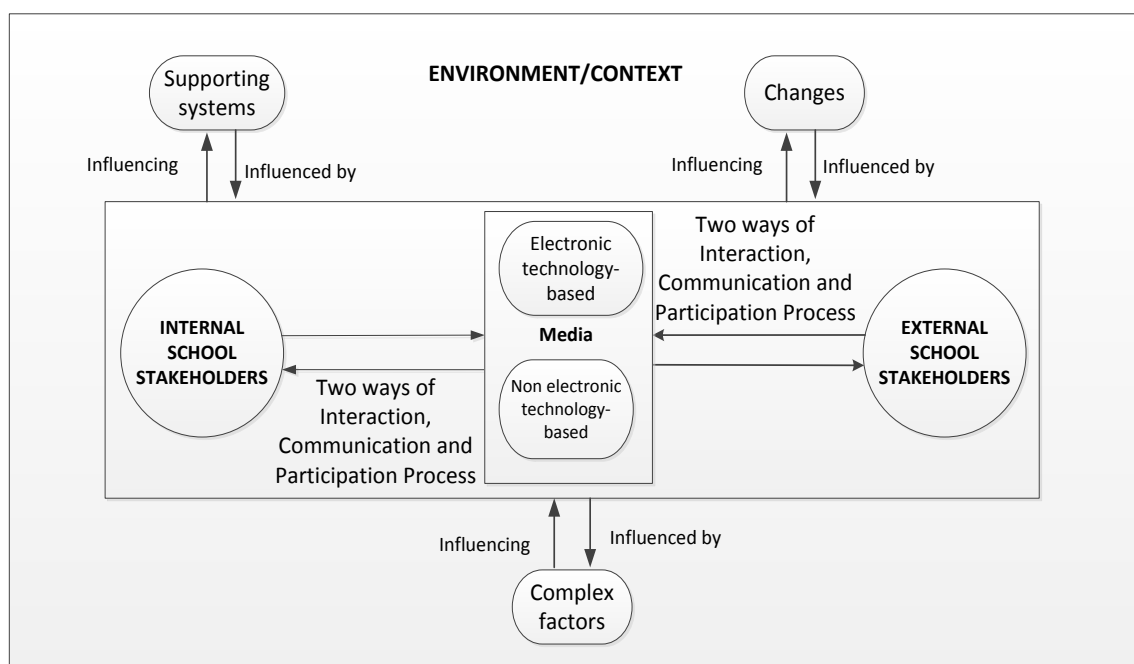


Figure 58: A common ground model of participation in both schools

As this study focus on e-participation, the model above was updated to focus on electronic technology in the middle as shown in *Figure 59* below. *Figure 59* enhances and complements the previous frameworks of e-participation, as presented in the literature review section and *Figure 5* to *18* respectively. This model of e-participation within schools consists of internal and external stakeholders, electronic technology, complex factors, changes, support systems, interactions, communications and participation. Complex and change factors are not included in the previous work about frameworks of e-participation by other researchers. This model below looks high level as consistent with other frameworks on e-participation, for example by Macintosh (2004).

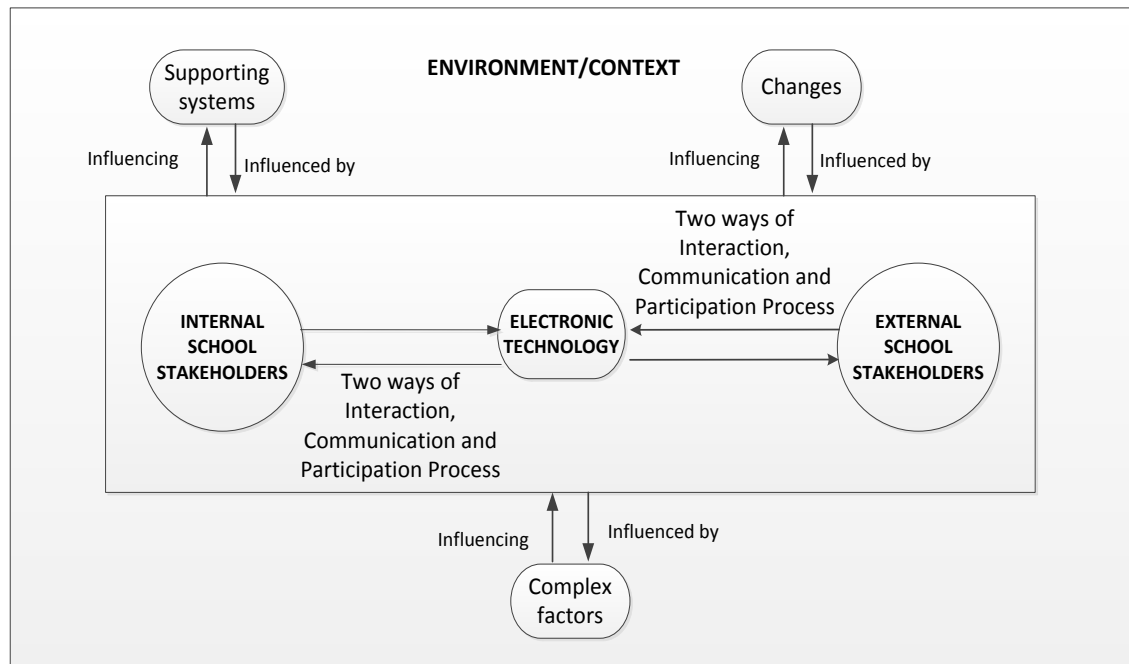


Figure 59: A Model of e-participation within school

4.5. CONCLUSIONS AND IMPLICATIONS FOR THEORY AND PRACTICE

Participation is an important and growing topic for researchers and practitioners in relation to the field of government activity (Oakley, 1995; Alesina & La Ferrara, 2000; Macintosh, 2004; Kalampokis et al, 2008; Islam, 2008; Phang & Kankanhalli, 2008; Scherer et al, 2010; Scherer & Wimmer, 2011; Bin Salamat & Bin Hasan, 2011; McGrath et al, 2012; Corner & Haynes et al, 1991; Conley, 1991; Walsham & Sahay, 1999; Perillo, 2008). It has gained greater prominence since the advent of the internet and the move towards e-participation. Our findings show that technology changes e-participation activity by acting as a conduit. Our work has confirmed that schools are at the forefront of e-participation activity with many stakeholders including teachers, parents, students, alumni, school staffs, and wider society engaging at this level.

This research hoped to capture the complexity of e-participation in a dynamic school system context and to produce a novel e-participation framework (*Figure 59*) that addresses the gap in the literature regarding e-participation in the school environment. This complements the existing works, such as that by Macintosh (2004); Tambouris et al (2007); Kalampokis et al (2008) covering e-participation in other areas of government

activity.

Of note is the further evidence for technology playing an influential role in participation, namely that it acts as an enabling, engaging and empowering agent. This research supports the work from Macintosh (2004).

The conclusions regarding the main findings and principal issues in this discussion are:

- 1) Technology and related media changes and influences participation between stakeholders.
- 2) There are similar sets of complex factors covering the different school systems in the two different countries used in this study.
- 3) Each context has its own unique complex factors.
- 4) Schools systems operate in a social and dynamic environment, so relevant citizen participation needs to be considered within this context. Citizen participation is a multi-dimensional process with many factors to take into consideration.
- 5) ANT is a relevant tool for investigating citizen participation in an increasingly technology dominated world. It is particularly powerful in capturing the influence of technology and related media in the participation process.
- 6) Research into non-key concepts of ANT may provide other new interesting insights for ANT.
- 7) Implementation of technology in a particular context/environment should include non-technological factors.
- 8) Multiple comparative case studies are useful for bringing out the uniqueness, differences and similarities between any case studies that are involved.
- 9) Technology is important for giving a voice and influence to people who previously did not have that level of access.

The issues and themes complement those covered in the previous e-participation studies (see *Table 2*), particularly those capturing the role of technology as an active agent in changing the participation landscape.

This research contributes by providing a model based on the ANT perspective for capturing e-participation in schools, particularly identifying the influencing role of technology as a conduit for enabling, engaging and empowering participation from

stakeholders in this important sector, thus extending work from Macintosh (2004). This work also contributes a definition of e-participation within schools. Additionally, this work has also made a contribution in terms of the use of ANT within the complex school environment and the use of comparative case studies as a research method to capture the factors present in complex environments.

There are implications for theory as follows: First, this research adds a model of e-participation within schools that will add to the existing body of knowledge about e-participation. Second, it demonstrates how to apply ANT in e-participation and education research by using comparative case studies. *Table 7* above shows there has been limited research conducted covering the application of ANT within the e-participation and education fields. The implications for practice are that the SMT or school leaders are advised to take complex and changing factors into account when considering the participation and engagement of the various stakeholders, particularly when it comes to implementing technology and support systems in the school in question. They should consider that once technology arrives, it will be used, even if formal policies or systems are not in place to control this in practice.

This research has some consequences for other studies; for example, in-depth comparative case study research is a rich but unstructured research calling for more work; a theory is needed to make the research more structured. Our research method can be used by other researchers and applied to other contexts, particularly when using comparative case studies coming from different parts of the world. This can be extended to more than one school in each country with similar and different characteristics. Schools can also learn from this research about school activities in different parts of the world. Other areas of government can learn from this research about the role of technology in supporting citizen participation. Dominant and less dominant actors should be considered by the government for mapping power structures, and how these can evolve with the implementation of technology in other sectors. The framework provided in this research could also be of use to practitioners and researchers in providing a structure for considering how government agencies can interact with citizen stakeholders. As can be seen, the framework captures the importance of the different communication channels between these stakeholders.

CHAPTER 5

E-PARTICIPATION WITHIN PLANNING

5.1. INTRODUCTION

Urban planning is a vital government activity to manage and improve the city environment and it has an impact on the city's citizens' quality of life and their daily activities (Wu, He, & Gong, 2010). Furthermore, urban planning also has a significant role to ensure that the effective developments bring a positive impact to people and the economy. It also plays a critical role for managing development (Department for Communities and local government, 2015). Most citizens have concerns about planning activity since they need comfortable cities and other public spaces. Therefore, public participation is needed to produce legitimate planning policies and successful projects. Howard & Gaborit (2007) argued that citizen participation through public consultation is increasingly important in publishing urban planning projects and getting feedback from citizens. Bugs (2010) also explained that citizen participation is needed since they know and experience the real conditions around them much better than anyone else.

Technology is likely to have a role in supporting citizen participation in planning. Some previous research have captured this as following: Howard & Gaborit (2007) examined virtual technology in relation to improving public participation in the urban planning process; Hanzl (2007) explored information technology for public participation in urban planning; Wu et al (2010) developed a 3D application and framework for public participation in the urban planning processes; Poplin (2012) explored the use of online games for public participation in urban planning; Bugs et al (2010) examined GIS and Web 2.0 for supporting public participation in urban planning in Brazil; Yigitcanlar (2006) studied online planning in Australian local governments; Shiode (2000) explored urban planning, information technology and cyberspace and Conroy & Cowley (2006) examined e-participation in planning. However, it is unclear how technology actually influences citizen engagement in the planning processes. To understand this complex socio-technical facet of planning,

There are limited studies that capture role of technology for supporting citizen

participation in the planning processes using ANT. Therefore, this chapter presents the results of comparative case studies between the UK, particularly Portsmouth and Indonesia, specifically Surabaya. It took around six months for the UK case study and for the Indonesian case study to be completed which consisted of an exploratory study, interviews, and observations through attending public planning meetings. This research included thirty interviews which consisted of eleven interviews for the UK case study and nineteen interviews for the Indonesian case study. Public planning meetings were also attended in Portsmouth and Surabaya as a part of the observation research.

This section begins with an introduction about the importance of planning, technology and citizen participation. Then, the next section covers the model developed based on exploratory study (sub-section 5.2), field work research results (sub-section 5.3), comparative case studies, (sub-section 5.4), conclusions, contributions and implications of research results in both case studies (sub-section 5.5).

5.2. MODEL DEVELOPED BASED ON EXPLORATORY STUDY

5.2.1. Case study in the UK

This section shows the models developed from this investigation in three different time periods: one from 1975, situated in the middle period before the internet, and a third from 2015, situated in the latest period since the advent of the internet and social media. This study makes a contribution to the existing literature by providing three planning models based on ANT that capture how technology influences citizen participation in the planning processes. The models are based on the ANT concept, specifically concerning the actors, actants and networks.

A. Model of planning process in Portsmouth at 1975 (Before the internet age).

This sub-section captures the planning process in Southsea, Portsmouth in 1975 as shown in *Figure 60* below. The model was developed based on the ANT concept analysis of a planning application to Portsmouth city council ref. 21378/C in 1975. Moreover, the network legends are presented in *Table 19* below.

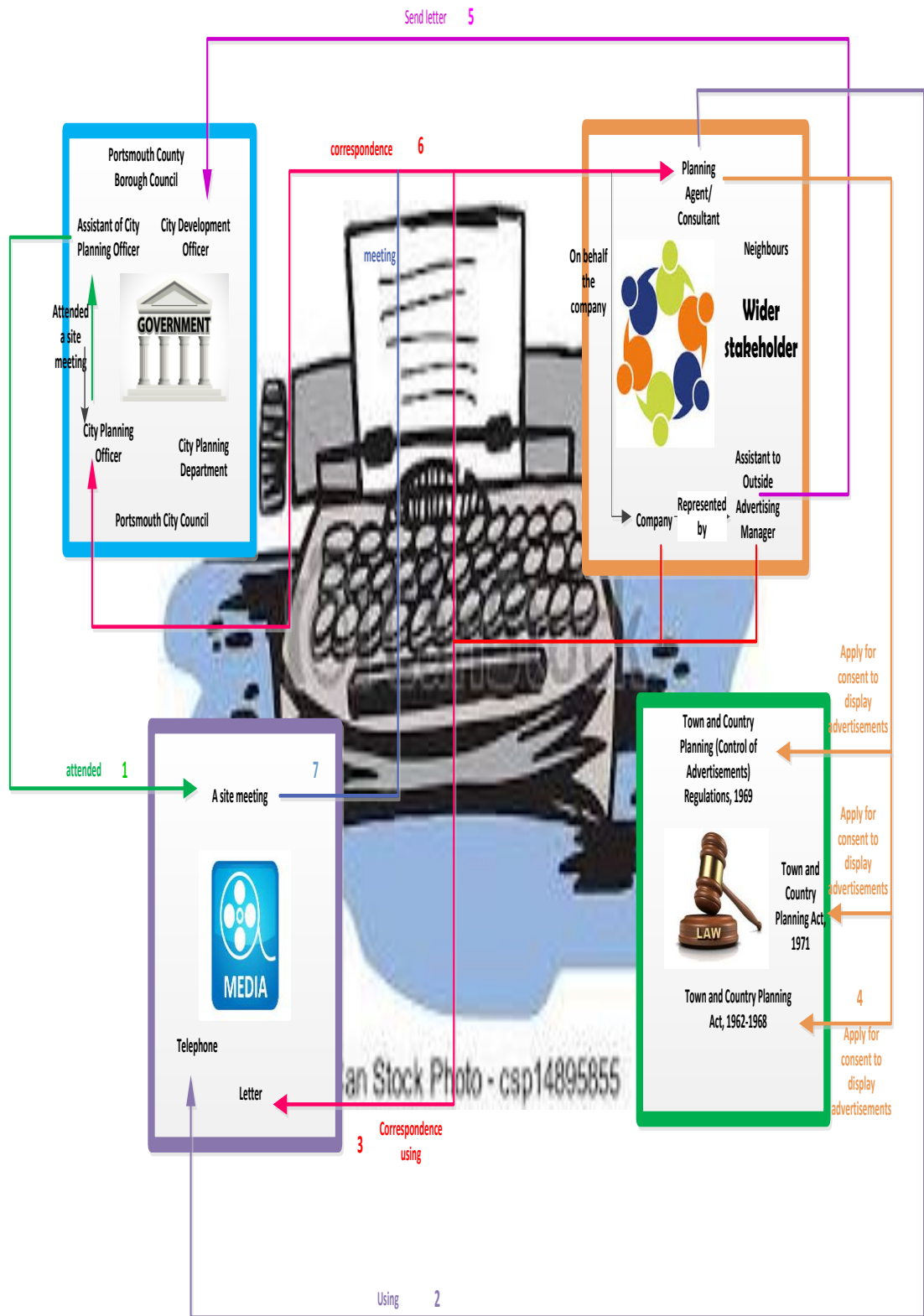


Figure 60 : Model of planning process in Southsea, Portsmouth UK at 1975 developed from Planning Department (1975) and other references.

Table 19 : Set of network legends of the planning model at 1975

Network numbers	Legends
1	Attended
2	Using
3	Correspondence by
4	Apply for consent to display advertisements
5	Send letter
6	Correspondence
7	Meeting

In this planning application, the company wanted to display a small external illuminated sign at the above shop in place of an existing flange sign on the ground. There was correspondence between the planning agent/consultant and the Portsmouth city planning officer. The communication between those stakeholders took place since the previous application was refused by the planning department in August 1974; a case representing planning processes which happened before the internet age. In this period, the planning process only used letters and a site meeting for communication between a company as an applicant, the planning agent/consultant which managed the application itself and Portsmouth City Council. Therefore, the correspondence took six months from January 1975 until June 1975.

In this case study, the researcher identified four groups of actors/actants:

1. Government: Portsmouth County Borough Council, Assistant of City Planning Officer, City Development Officer, City Planning Officer, City Planning Department and Portsmouth City Council.
2. Media: a site meeting, letter and telephone.
3. Law: Town and Country Planning (Control of advertisements) regulations 1969, Town and Country Planning Act 1971 and Town and Country Planning Act 1962-1968.
4. Wider Stakeholders: Planning agent/consultant, Company and an Assistant to outside advertising manager and neighbours.

In 1975, Portsmouth City Council/Portsmouth County Borough Council was a high influence actor/actant since it had both the city planning department and city planning officer who managed and made decisions about the planning applications. Moreover, a

site meeting was a medium which had only a middling influence. The meeting was suggested by the city planning officer after correspondence occurred between the planning consultant and the city planning officer. In addition, the assistant city planning officer was a government stakeholder who was categorised as a low influence actor. This role involves just following directions from the city planning officer to have a site meeting with the planning consultant, and the individual was not a decision maker for the planning application itself.

In summary, there was limited media used at the time and traditional media such as a site meeting and letters were still used.

B. Model of planning process in Portsmouth at 2015 (After the advent of the internet and social media age).

This sub-section examines the planning process in Portsmouth at 2015 as described in *Figure 61* below. The model describes the planning process in Portsmouth based on the ANT perspective analysis of planning application document Ref. 15/00527/PLAREG - Southsea Portsmouth, a Planning committee document at 8th April 2015, the website of Portsmouth city council and a Statement of Community Involvement in Planning 2012 produced by Planning Policy Team – Portsmouth City Council. Additionally, the network legends are shown in *Table 20* below.

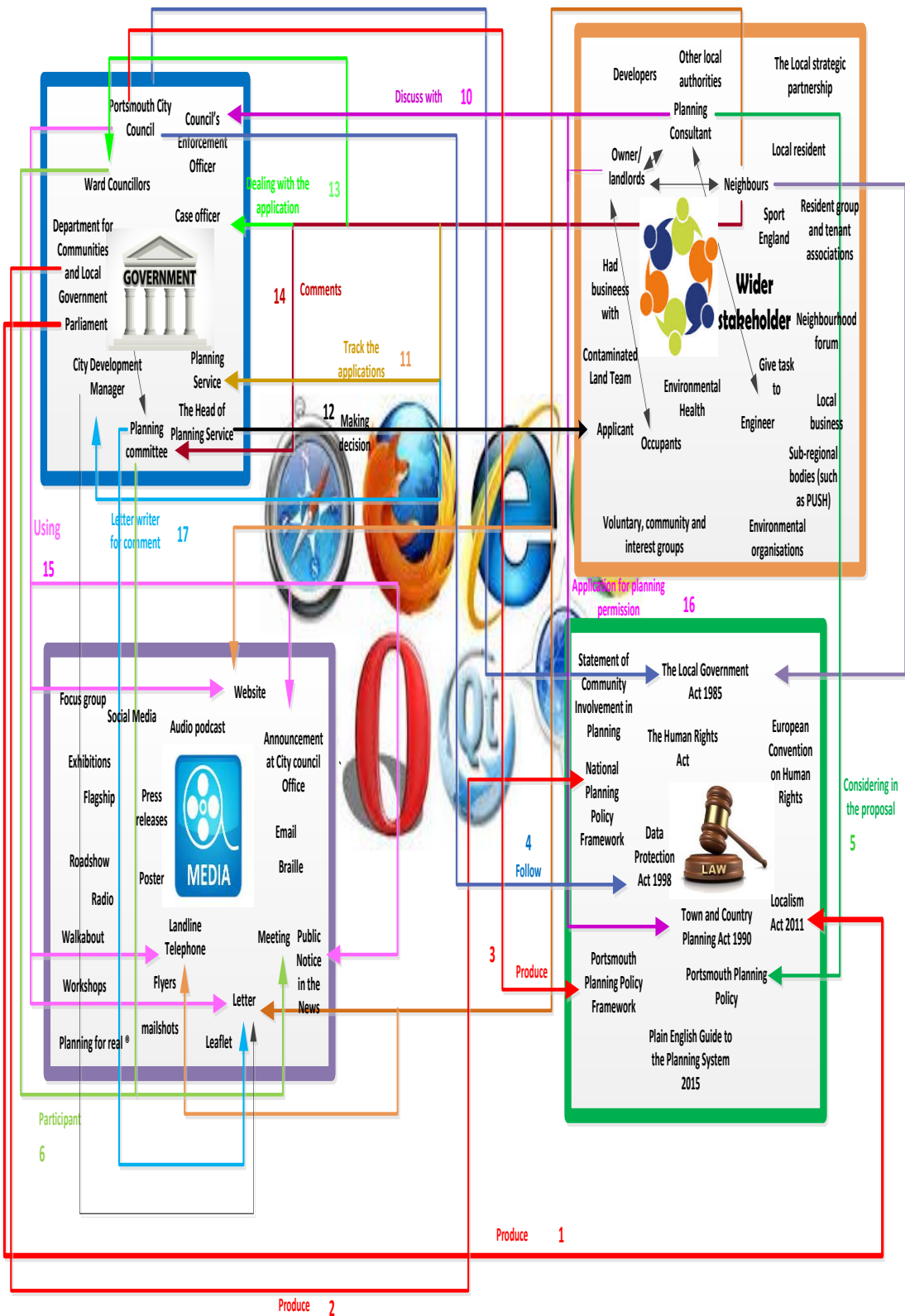


Figure 61 Model of planning process in Portsmouth UK at 2015 developed from Planning Department (2015a & 2015b) and other references.

Table 20 : Set of network legends from Model of planning process in Portsmouth UK at 2015

Network numbers	Legends
1	Produce
2	Follow
3	Considering in the proposal
4	Participant
5	Have right to publish all comments based on Using the medias for give comments
6	Discuss with
7	Track the applications
8	Making decision
9	Dealing with the application
10	Comments
11	Using
12	Application for planning permission
13	Letter writer for comment
14	Comments
15	Using
16	Application for planning permission
17	Letter for comment

Portsmouth City Council supplied as much as information as possible electronically to reduce the cost and to increase accessibility (Portsmouth City Council, 2012). The use of electronic media also sped up the planning process. However, non-electronic media was still used to support the stakeholders who prefer using those media channels. Portsmouth City Council also provides media for disabled stakeholders such as Braille and audio as well as other languages by way of translators and translated documents. Therefore, the various media channels available can cover the wide range of stakeholders who participate in the planning processes.

In this case study, there are four groups of actors/actants as explained below:

1. Government: Portsmouth City Council, Ward Councillor, Council’s Enforcement Officer, Case Officer Department for Communities and Local Government, Parliament, City Development Manager, Planning Service and the Planning Committee.

2. Media: website, announcement at city council office, email, meeting, public notice in the news, letters and leaflets.
3. Law and policy: the Local Government Act 1985, Localism Act 2011, Town and Country Act 1990, National Planning Policy Framework and the Portsmouth Planning Policy Framework.
4. Wider Stakeholders: developers, owners/landlords, contaminated land team, applicant, community and interest groups, environmental health manager and neighbours.

In 2015, the Planning Committee and ward councillors have a high influence since they make the decisions for major and, controversial developments, or those that go against council policy or are the subject of a deputation request which is contrary to the recommendations (Portsmouth city council, 2015). However, the councillors may possibly be overruled at the appeal stage to the office of the deputy prime minister. When the local council says no but the central government says yes, the local council cannot do anything. In addition, a neighbourhood forum is a medium influence actor/actant as it has a role but not as a decision maker. Additionally, an engineer is a low influence actor/actant since he/she only does what was decided upon.

There are various media channels that consist of technology and non-technology and the internet changed the planning process as well. The stakeholders are also more complex and citizen participation in planning is more actively encouraged by the government.

Furthermore, there are some important points as explained below. During the 1975 and 2015 periods, there are changes in the power structures, stakeholders, media/technology, participation and laws. Therefore, planning is a dynamic and a complex system which consists of both micro and macro systems. Planning is a micro system related to macro systems which consist of complex, changes; human, non-human, technology and non-technological factors. Changes in the macro systems may influence the planning systems.

Planning is a key area for high public participation since the project will have an impact on citizen's everyday lives and they need to have a comfortable living environment. In planning activities, technology has role for speeding up the process, reducing costs and increase accessibility, For example, Portsmouth city council website helps to speed up the planning application process, as the citizen does not have to come to the civic office

and will have easier access. The internet has enabled participation in planning but it has also added to the complexity and risk of overload of information for both professionals and citizens.

There are some actors which have a high, medium and low influence in the planning process. For instance some laws and policies, such as the Localism Act 2011, National Planning Policy Framework and Portsmouth Planning Policy Framework and Statement of Community Involvement in Planning have key messages to give more power to local authorities and to involve local people more in important planning decisions that will shape the local geography and the future of the city.

Models based on the ANT are useful in capturing the planning context which consists of various actors and actants, human and non-human factors. The three models show different representations based on the time periods. However, there are common themes such as government, media, law and policy and wider stakeholders.

There are changes in the media as follows: in 1975, the stakeholders used a site meeting, letter and telephone, then in 2015, Portsmouth city council provides various media channels such as a website, announcements at the city council office, email, Braille, meetings, public notices in the news, letters, leaflets, a landline telephone, flyers, mailshots, posters, press releases, audio podcasts, social media, focus groups, exhibitions, flagships, roadshows, radio, walkabouts, workshops and planning for real ® Portsmouth (Portsmouth city council, 2012). Since the internet age, there are numerous media including internet based media for supporting citizen participation in planning.

Traditional ways of communication, such as face to face meetings and letters are still used even though there are various technologies provided for participation in planning activities as an alternative. The traditional ways are still dominant for communication, especially face to face meetings that are used to make important decisions and to deal with extraordinary planning applications, for instance, a planning committee meeting.

In each period, there are similarities in that the local authorities have the dominant role in planning activities, for instance in 1975, the local authority was the decision maker for planning applications and in 2015, the plain English guide to the planning system

document (the newest planning document) explains that the local government is one of the key decision takers. Local government manages the planning systems, produces local plans, makes decision for planning applications and applies penalties for illegal developments.

There are layers of information, summaries and guides without actually being able to see the whole picture for ourselves. Back in 1900, all of the documents for planning would have been on the table at a meeting and anyone there could have studied them. The main issue would have been errors made by the clerks copying them, but this is something that could be checked by comparing them.

In the latest period of 2015, a braille document, audio form or another language is able to be provided by the local government to accommodate disabled people and non-English speaking citizen. This shows that the government is improving its services and accessibility, as well as reducing barriers for wider stakeholders. This media will help to improve public participation. Additionally, these formats should be supported by verification to make sure that the translations of these documents are not altered from the original meaning.

The planning application process in 2015 consists of four stages; initiation, participation, decision and the appeal stage. At the initiation stage, the applicant usually has a new plan, such as a building extension or development and then they need to apply for a planning permit. Next, the participation stage consists of the applicant using government support systems for registering the application, such as the website and following the planning application procedures. After that, the planning department will carry out a site visit and consult the relevant people and bodies, such as neighbours and statutory bodies as well as gathering comments about the application through various media, such as the website, email, a face to face meeting with any ward of the councillor or a letter. Furthermore, there will be a decision made by the head of planning services which would consider the recommendation from the case officer for minor applications. If there is no objection for the application, then the decision can be issued. Planning application decisions can be as following: unconditional permission, permission subject to conditions or refusal. If letters of objection to an application are received and the recommendation of the head of planning services is one of approval (provided that the application is not contrary to the

development plan), then a short report will be circulated to all councillors. This will summarise the representations received during the consultation period. Any councillor can then ask that the application be considered by the planning committee. Otherwise, it will be determined by the head of planning services under delegated powers. If a request is received during the consultation period expressing a view contrary to the head of planning services recommendation, then the matter will be referred to committee. If the application is for major development and is controversial, goes against council policy or is the subject of a deputation request which is contrary to the recommendation, then the officer's recommendation will be considered by the planning committee. Shortly after the application has been determined, a decision notice is sent to the applicant or their agent, and anyone who has made representations is sent a letter informing them of the decision. (Portsmouth city council, 2015). Moreover, there is an appeal process. *Figure 62* describes the stages of planning application process in the UK in 2015.

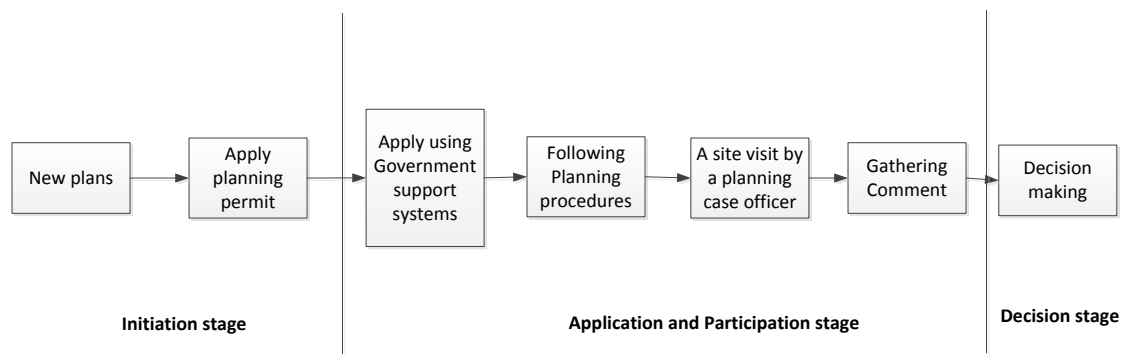


Figure 62: Flow of e-participation within planning in the UK

In summary, technology has changed over the years and has resulted in changes to citizen participation. The changes include an increased speed and access of information to wider groups of citizens. It also has improved the transparency of the planning processes and decision making. It has given power to different groups of stakeholders in the case of planning issues. The result of the analysis of the three different time periods shows a change in power structures, giving more prominence to wider citizen participation in the areas of information access and their voice in the planning processes. Our work indicates that technology is an active actor agent in e-participation which supports other work, such as Macintosh (2004), who identified that technology can enable, engage and empower public participation.

5.2.2. Case study of Indonesia.

This section captures the models of planning in Indonesia based on the exploratory study and ANT approach at two different periods: one from the early period from 1905 to 1950, and the other being 2015, since the internet and social media era. Details of the models will be explained in the sub-section below.

A. Planning in Indonesia at 1905 to 1950.

This sub-section examines planning in Indonesia from 1905 to 1950 as described in *Figure 63* below. The model below is developed based on the ANT concept analysis from one of limited works capturing the Indonesia planning study in the early period by Roosmalen (2008). Moreover, a summary of the network legends has been sorted for redundancy and presented in *Table 21* below.

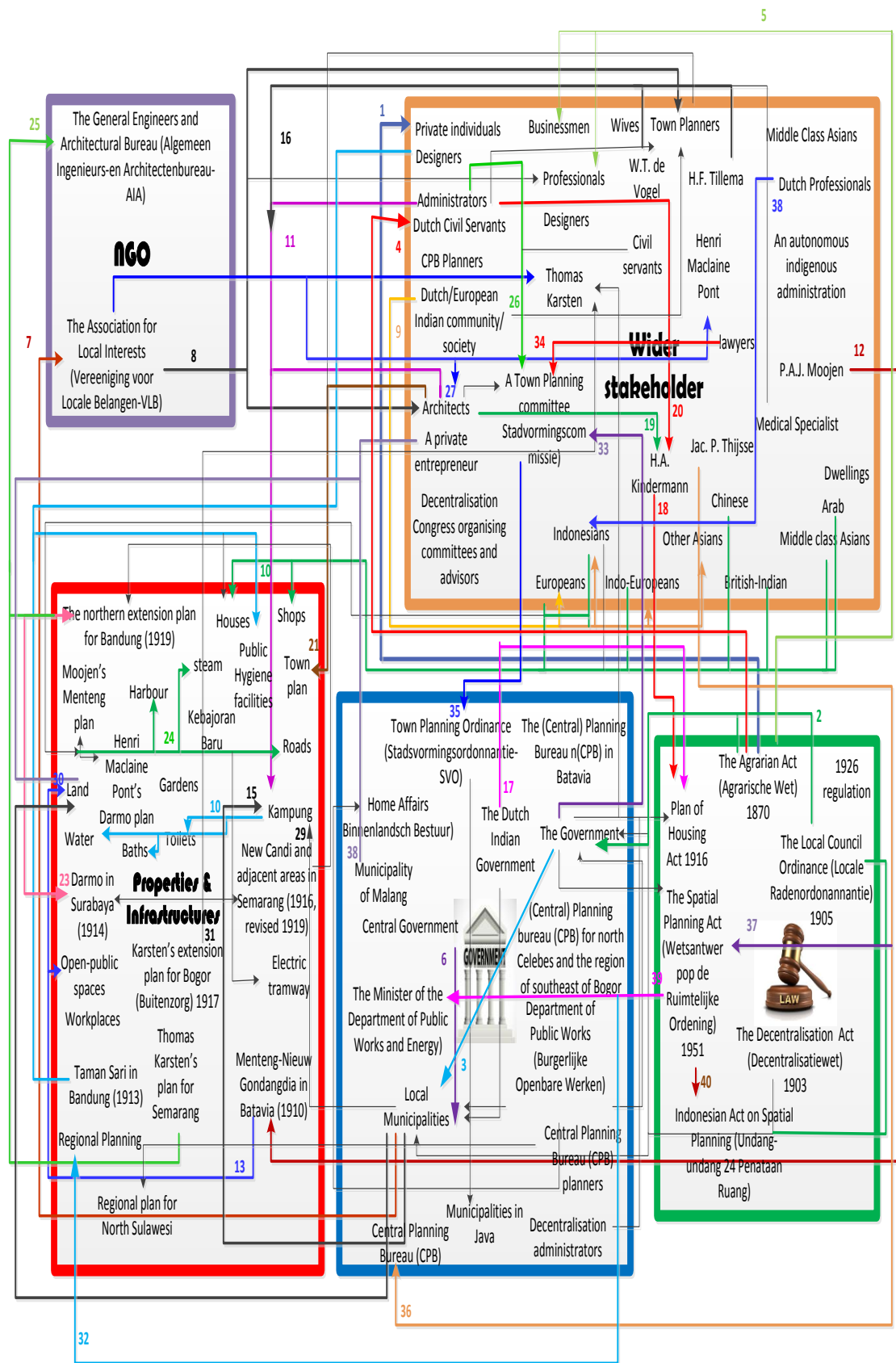


Figure 63 : Model of the early ideas and planning policy in the Indonesia from 1905 to 1950 developed from Roosmalen (2008) and others.

Table 21 : Set of network legends from the model of the early ideas and planning policy in the Indonesia from 1905 to 1950.

Network numbers	Legends
1	Enabled
2	Decentralise the archipelago administration to
3	Predominantly
4	Increasing numbers of
5	Delegate
6	Established
7	Offered to exchange expertise and knowledge
8	Consist of
9	Have facilities
10	were not at liberty to interfere
11	bordered by plots of
12	designed
13	improve
14	were the pleas from
15	Draw up
16	Object
17	Supported
18	Continue their work on
19	Examples of the second phase in Dutch Indian Town Planning
20	Linked to
21	Accumulated knowledge of
22	Invited to write preliminary advisories about town planning
23	Eligible for a subsidy
24	Needed to undo the recent acquisition
25	Reworked by
26	Designed by
27	Combination of
28	Appointed
29	Headed
30	Presented
31	Replaced by
32	Developed
33	Appointed

34	Presented the findings
35	Presented the findings for
36	Headed of
37	Presented the draft of
38	Had been replaced by
39	The draft presented to
40	Replaced by

In summary, the researcher identified five groups of actors/actants in the period 1905 to 1950:

1. Government. These are the individuals and organisations in government who are involved in planning activities, such as The Minister of the Department of Public and Energy, Central Government, The Dutch Indian Government, Town Planning Ordinance (Stadsvormingsordonnantie-SVO) and the municipalities in Java.
2. Law. This covers the acts and regulation related to planning activities, such as The Agrarian Act (Agrarische Wet 1870), Plan of Housing Act 1916, The Spatial Planning Act (Wetsantwerpop de Ruimtelijke Ordening) 1951, The Decentralisation Act (Decentralisatiewet) 1903, 1926 regulations, The Local Council Ordinance (Locale Radenordonnantie) 1905 and the Indonesian Act on Spatial Planning (Undang-Undang No 24 Penataan Ruang).
3. NGO. This is a body related to planning activities, such as The General Engineers and Architectural Bureau (Algemeen ingenieurs-en Architectenbureau-AIA) and the Association for Local Interests (Vereeniging voor Locale Belangen-VLB).
4. Wider stakeholders. These are individuals, communities and other groups regarding planning activities, such as civil servants, a town planning committee, town planners, Indonesians, Europeans, Chinese, and others.
5. Properties and Infrastructures. These are significant developments related to planning activities, such as Darmo Plan, Taman Sari in Bandung (1913), Open Public space, Regional planning, Thomas Karsten's plan for Semarang and the Electric tramway.

In summary, the planning activities in the early period of Indonesia were already complex and dynamic. There has been a gradual increase of involvement from non-European architects, town planners and administrators in both the administration and town planning and it has changed the planning perspective as well.

B. Spatial Planning in Surabaya at 2015.

This sub-section examines the planning process in Surabaya at 2015. *Figure 64* below describes the Ijin Mendirikan Bangunan (IMB) / Building Development Permit application process in Surabaya as a part of the spatial planning process. The model below was produced based on the ANT perspective, IMB application procedure and DCKTR website analysis. Then the network legends have been presented in *Table 22*.

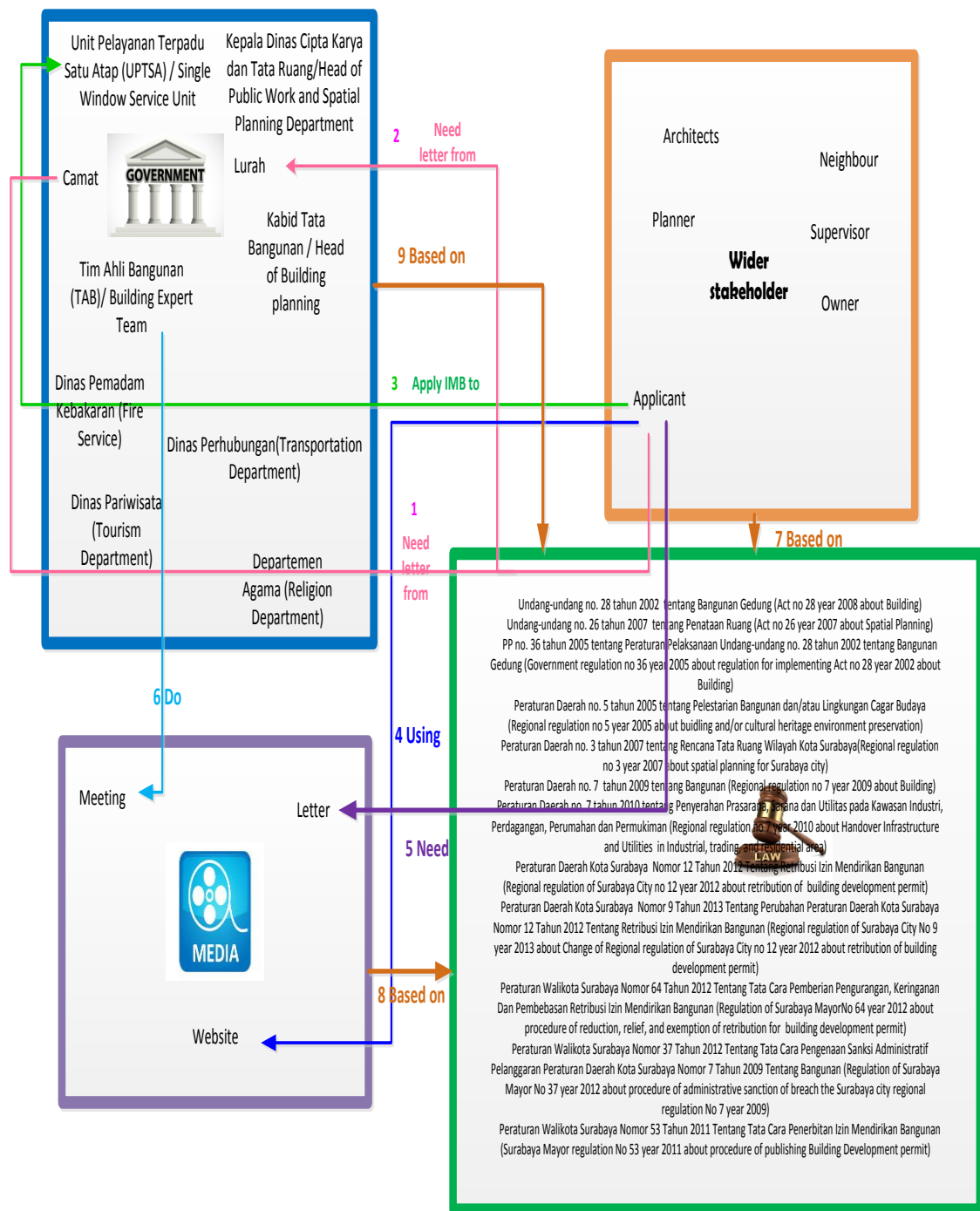


Figure 64: Model of spatial planning in Surabaya at 2015

Table 22 : Set of network legends from the model of spatial planning in Surabaya at 2015

Network numbers	Legends
1	Need letter from
2	Need letter from
3	Apply IMB to
4	Using
5	Need
6	Do
7	Based on
8	Based on
9	Based on

In this case study, there are four groups of actors/actants were identified as following:

1. Government: Head of Public Work and Town Planning Department, Head of Building planning, Transportation Department, Building Expert, Camat, Lurah
2. Media: Meeting, paper, website.
3. Law and policy: Act no 28 year 2008 about Building, Act no 26 year 2007 about Spatial Planning and the Government regulation no 36 year 2005 about the regulations for implementing Act no 28 year 2002 about Building.
4. Wider Stakeholders: Applicant, Planner, Agent, Neighbour, Architect, Supervisor, Owner.

Undoubtedly, internet-based media is used in the planning application process. However, there is no participation in the application process. It is an administrative process and the decision will be made by the local government, particularly the DCKTR department.

5.3. FIELD WORK RESEARCH RESULTS

5.3.1. Case study in the UK.

In this field work, in-depth interviews were conducted with planning stakeholders. Based on the interview results, there are some interesting points that emerged from the research:

- **People are powerless or feel powerless to say No**

A senior academic stated that people are powerless since around thirty years ago because they cannot stop things happening. Therefore, local ordinary people do not have an influence in what is going on and do not have the ability to say what they like. Most of

pro-local policies are truthless, unenforceable and meaningless. As a result, it is not very cheerful for local democracy even though people have the freedom of speech. However, one of the Portsmouth city councillors who led the Portsmouth city council previously mentioned that people actually are not powerless, but people *feel* powerless because many things happen in their life that they do not have control over. Moreover, a city development manager confirmed that people have ability to give voice to their views in the planning systems and those do influence the outcome.

In summary, the different types of stakeholders have a different opinion on whether people have power or are powerless in planning systems. People have the opportunity to give comments, however they do not have the power to stop developments.

- **There are no differences regarding to the updates law and policy**

There are influential laws and policies in the national level recently as following: Localism Act (LA) 2011, National Planning Policy Framework (NPPF) 2012 and Plain English Guide to the Planning System (PEGPS) 2015. The localism Act 2011 gives the ability to engage and has an impact on citizen participation in the planning system. The National Planning Policy Framework (NPPF) 2012 changes the framework for decision-making and its simplification may help non-professionals to understand the policy. As the newest guide for planning system, PEGPS 2015 does not affect the way that citizens participate. In summary, those three laws and policies do not provide significant changes for the planning system because they do not have any strong legal force behind them. In terms of the systems more power has been given to the people, however in terms of reality, there is not much evidence of that. In summary, there is a need for a measurement and assessment about the effectiveness of the various law and policies in reality.

- **Financial capital equal to power**

The availability of finances for individuals and companies is the key. For example, big retailers are dominant because they have big financial capital. They can employ clever lawyers and give financial gifts to the local area to get permission for the store. For example, there was a big retail wanting to build a store, but the local people said that they did not want that. Then the local council offered to the retailer to try and make people happy, such as building a swimming pool, roundabout or road improvement if the local council gave planning permission. It is ruled in the PEGPS 2015, which is called a

community infrastructure levy. The money raised through the Levy can be used to fund a wide range of infrastructure needed to support the development of the area (Department for Communities and Local Government, 2015).

- **Central Government has very strong power**

One of the senior academics mentioned that it is very difficult to influence the central government because it is very centralized and has a top-down approach. For example: Heathrow Airport extension. In that case, people did not want more development for Heathrow because of the noise. Local politicians took notice; there were very well educated people involved and there was a very strong argument for taking the local government to court three times for a judicial review.

It needs more investigation as to whether those conditions are based on the ruling party, culture, political conditions, historical aspects or other factors.

- **Role of technology in planning system.**

There are different roles of technology as follows: reducing cost, make the process easier, increase accessibility for people and the neighbourhood, increasing transparency, speeding up the process, validating and transporting the planning applications electronically between officers and people can access information about the planning applications 24/7 from anywhere, enabling them to look at all plans electronically through the council website to the planning portal. They can see the plan, see other people's comments, and without coming to the council offices, more people are able to be involved. The internet is also giving more access to the planning committee.

Technology allows people to access more information and to communicate with each other, but it has the risk of limiting who participates and whose views are heard. It can help them to engage with different sectors of society who may not come to an exhibition, but it has limitations in terms of knowing how informed local respondents may actually be.

One of the examples about transparency is that previously there was a chief of planning who left his position because of corruption regarding a planning decision in Christchurch. Therefore, technology can prevent that sort of thing happening since every single process is published on the website.

In summary, technology has a positive role in planning, even though it has risks and limitation as explained above. Therefore, it needs more technological improvements to address the risks and limitations.

- **Opposition groups**

There are opposition groups that are involved in the planning process such as: Tescopoly, Friends of the earth. Tescopoly is a group that highlight and challenge the negative impacts of Tesco's behaviour along its supply chains both in the UK and internationally, on small business, on communities and the environment (Tescopoly, 2016). Friends of earth is a group that campaigns for solutions to environmental problems. The groups are using various technologies for their activities, such as websites and Twitter. Therefore, technology has become important for opposition groups in their activities.

Opposition to the new retailer development is more likely in the South England rather than the North of England because there are employment issues in the North and the South has beautiful locations.

- **Citizen participation in planning**

The planning process has an impact on people's daily life where they live. Therefore, citizen involvement makes for better planning as they understand their condition. Citizens are influencing the planning process by giving comments on applications and influencing councillors in decision making. People have been heard even if they do not get the decision that they want. Citizen participation enables the decision maker to know and understand the reasons why something might happen, and to know and understand some of the local circumstances which gives a very local perspective on what the plan might mean and what the solutions might be. The city council has role to play in managing citizen participation, hence there is no delay in planning decision-making. Portsmouth city council has increasingly considered the local people's voice. For example, the controversial application of St James.

Citizen participation has increased as it was encouraged by the government, but also as objector of how to delay a proposal. In terms of the process, the main effect is to lengthen the time that it takes to submit an application and sometimes then, in how long it takes to determine an application. This is not necessarily a bad thing, but the problem is that

citizen participation is not always consistent. For example, individuals often do not agree and the views expressed can be contradictory. Also, citizen participation may not be representative. For the supermarket case mentioned above, the company held a public exhibition and found that a great deal of opposition was from retired citizens but it was not from those with younger families. The company sought to address this through including appropriate questions in a household survey, which showed more support for the scheme. In summary, citizen participation has a multi-dimensional impact on the different stakeholders.

- **Local Plan**

Local planning is very important since people understand their current living conditions. There are some local plans, such as Portsmouth Plan, Milton Neighbourhood plan. Portsmouth Plan is Portsmouth's core strategy. It is the overarching planning policy document, which forms part of a wider set of local planning policy documents known as the Local Development Framework (LDF). The Portsmouth Plan is designed to set out a vision and objectives for the development of Portsmouth up to 2027; identifying broad locations for development, protection or change and allocating strategic sites; setting clear policies that guide decisions on planning applications; indicating how the plan will be implemented and showing how progress will be monitored. (The Portsmouth Plan, 2012). Local Plan is not a tool for stop development, but rather, it is a tool for shaping the development.

There are some issues regarding planning in Portsmouth: housing, flooding, economy, future of Navy, very density populated, very limited land grow on, limited ability to improve infrastructure, protecting harbour, need of power, education and schooling, sustainable transport, residential area, shopping issues, jobs, sustainable development, regeneration of historic assets, visitor economy and hotel provisions.

- **Complex factors**

There are complex factors that influence the planning process and decision making as explained and summarised in *Figure 65* below:

- Legal Factors.

These factors influence the planning process because legal constraints will guide the planning committee as to whether it can or cannot take notice of the planning

applications. So only defined planning issues can be considered in the application. There are also a few people who have used legal matters or tactics to delay or stop proposals, for example, the Village Green issue.

- Education Factor.

This factor hugely influences citizen participation in the planning process. For example, there are groups of people in both Portsea and Portsmouth society that are passionate about preserving and conserving historic buildings. The majority of them are middle class and highly educated, as well as being the dominant lobbying group. People who have more education usually have a higher level of participation. Education and an understanding of the importance of planning tend to go together and will also influence matters by having the resources to get involved.

- Economics Factor.

A city development manager from Portsmouth City council stated that economic partnerships influence spatial planning by ensuring good connectivity in the area. A planning consultant explained that the economics factor is critical. Public participation requires time to devote to it and thus tends to get those with time and/or money involved; not those who are less affluent, and those who are likely to have more pressing concerns. Wealthier citizens may be able to hire planning consultants to represent them.

- Cultural Factor.

There is a tradition in British culture that people have a willingness to engage in groups to try and produce results to be a part of the democratic process. There is also the culture that people do not take any notice of public intellectuals but have more respect for people that have a great deal of money (and support their cause). Therefore, public intellectuals cannot guarantee stopping what is happening, even though they can tell people what is going on. Furthermore, people who are conservative or environmentalists may be opposed to developments. Additionally, any proposal for gypsy sites is nearly always the subject of local opposition.

- Political Factor.

A planning consultant stated that often those who are politically active will get involved with planning and local people do not think that their locally elected representatives will vote as they want them to. There are plenty of examples of where there is support for the principle of a development/use but locals are against it, whether it is for new roads, public facilities, housing or anything else.

Also; local politics, whether it may be a party political issue and how close to a local election it may be (thus whether it is a vote winner/loser) all has a degree of influence. The city development manager explained that politicians at a local level will encourage residents to object to things that they are not happy with. However, the councillor as well as a former Portsmouth city council leader mentioned that the political factor should not influence planning at all. The laws state that politicians are not allowed to have a political alignment in relation to the planning applications. For example, a political group in a planning committee meeting are not allowed to discuss the planning discussion. In addition, councillors can call applications into the planning committee for determination.

- Policy Factor.

It means the NPPF 2012, as the rules and city plan, is the guide for councillors to interpret. Furthermore, councillors have to work within the laws of planning.

- Information Factor.

Letting people know what is happening in their local area is an important thing. If people know, they are more likely to be involved. If people do not know, they will not participate. Letting residents know what can be done by dropping letters, emailing them, putting up notices and using other media to inform residents is a necessary step to winning support. Also, how councils inform people about applications and the history is a key.

- Emotion Factor.

A person who wants to build something for their family but another person does not like it, makes conflict. Also, if there is a planning decision that makes some people not happy, then that also makes conflict. Therefore, emotions have an influence in the planning process.

- Children/Parent Factor.

A citizen who is involved in the Portsmouth cycle forum mentioned that people are concerned about their children's safety.

- Nature of the Scheme.

People may be bothered when they get a small scheme approved for an additional dwelling on a small site next to lots of other properties. This may lead to high level of objection. It is not necessarily the big developments cause lots of objection. The figure below captures the complex factors that influence planning process in the UK, particularly in Portsmouth.

Figure 65 below is a classification of the complex factors based on the interview results in Portsmouth.

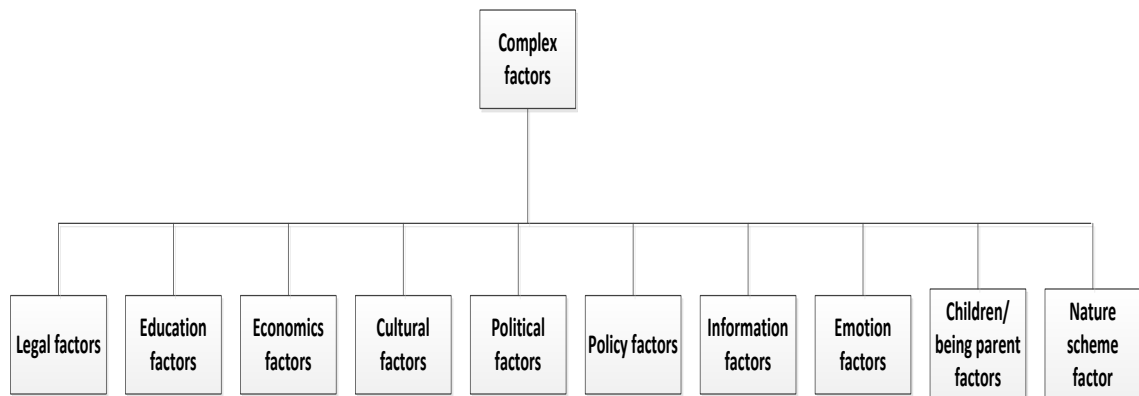


Figure 65: Complex factors influence the planning process in the UK, particularly in Portsmouth

However, one of the councillors (as well as a former member of Portsmouth city council) explained that the political factor, an academic mentioned the legal factor factors and the city development manager argued that the cultural factor did not influence the planning process at all.

In summary, the complexity factors in every context are unique and are always changing due to many influencers.

- **Changes**

The British planning system does not change very often. There are never any extreme changes in the power structure, even though technology gives more power to the people. People do not have ability to change and stop what is happening for a long time, including academics who cannot guarantee what is going on.

The internet is the main enabler for changes in citizen participation and consultation. The planning profession is also getting better at consulting through the use of new technologies (social media).

In the Portsmouth context, the biggest change was the raise in population and the subsequent demands for development. The reduction in the size of the Navy since the 1980's also required new economic direction.

How the planning process operates or changes may be the result of non-planning considerations. For example, the political make up of the council and available resources. Change allows more development rights influenced by bodies representing developers and businesses at national levels. The government does allow changes in policy guidance and within local government structure/responsibilities, but it is influenced greatly by the local council.

Changes in planning are influenced by the government and members of parliament. Policies are agreed by local politicians, who in turn guided by planning professionals but influenced by their constituents (to some degree) and personal/party political ideologies. In the last few years, matters have been influenced by the recession, leading to a decrease in planning activity, which is now picking up again.

Housing dominates in terms of development type, and it is often the focus of policy and process changes. In contrast, retail development has slowed considerably and is unlikely to return to the previous levels for at least the medium term.

The 1969 Skeffington report gave the public more voice. Planning is more driven by market forces. In the Portsmouth context, there are some changes now such as: more governance rather than government, planners acting as facilitator rather than regulators, focus on economic growth, sustainability has become an increasing issue over the last twenty years and citizen participation has increased in size and influence as well as more applications being viewed and commented on.

The change factors are complex, unpredictable and an unsystematic process. The impacts of the changes are also unpredictable. Therefore, planning decision making based on updates in response to real conditions may be more effective, rather than changes made on assumptions without enough data.

- **Stakeholders**

There are various stakeholders and we them classified into two groups as explained and shown in *Figure 66* below:

- a) Government: Planning officers, central government, county councils, local planners, councillors, government organization, district councils, unitary authorities, city councils, the Secretary of State, the Inspectorate, County councillors, councillors in the districts and city, parish councillors at a local level, the planning committee, members of parliament and others

b) Wider stakeholders: neighbours, public intellectuals/academics, big retailers, planning experts, Tesco, politicians, planning professionals, developers, water companies, friends of earth, retail planners, planning lobbyist groups, local people and the wider community, local political parties, pedestrians, architects, road users, car drivers, vehicle drivers, English Heritage, English Nature (Natural England), the public, rich people, Tesco, retailers, United Nations (UN), EU members of parliament, local economics partnerships, groups of industrialists, CEO's and others. The figure 66 below describes the stakeholders of planning in the UK, particularly in Portsmouth.

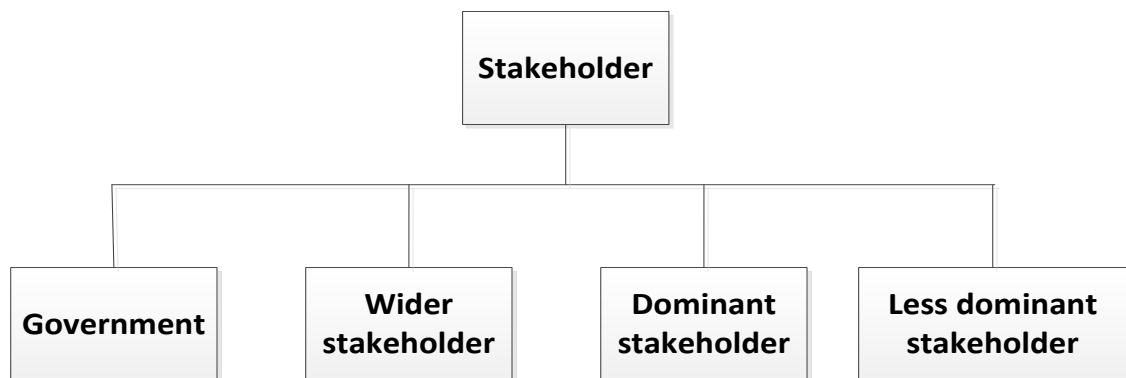


Figure 66: Stakeholders of planning in Portsmouth, UK

Figure 66 above summarizes the stakeholders based on the interview results in Portsmouth.

The dominant stakeholders are the central government and big retailers. Even though planning is one particular area of government, complex stakeholders are involved in planning process. Therefore, the planning decision maker should consider the various stakeholders to make the decision more legitimate, effective and acceptable.

- **Media**

There are various media used in planning process and can be divided into two groups as shown in Figure 67 below and explain more details below:

- Non-technology and paper based: meeting, letter, local newspaper, leaflet, public exhibition, paper in lamp post and journals

- Technology-based: Social media, email, planning portal, city council website, Bournemouth Echo online, Facebook, Internet, Google docs, Google groups/ mailing list, online newspaper, Public access system and CGI images.

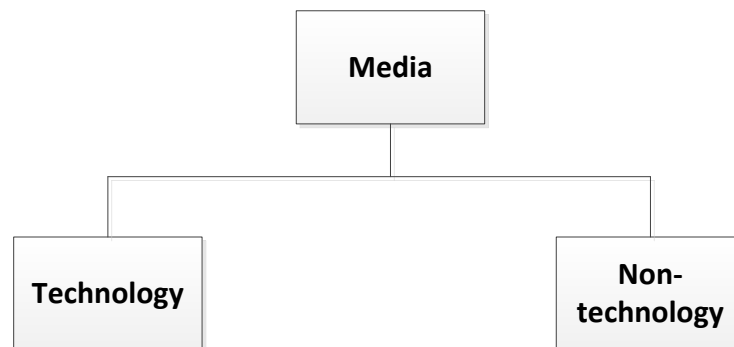


Figure 67: Various media which are used in the planning process in the UK

The media in planning is also varied and every stakeholder has their own preference for involvement. Traditional media, such as meetings and letters are still used in planning activities, even though there are many technology developments available, especially after internet revolution.

- **Infrastructures and properties**

There are various properties and infrastructures involved in the planning process, such as stores, new stores, housing, green spaces, road, railways, supermarkets and public facilities.

- **Laws and policies**

There are laws and policies regarding to planning process as followings: LA 2011, local and regional plans, neighbourhood plans, NPPF 2012, PEGPS 2015, regulations and statement of community involvement.

In summary, there are complex laws and policies in planning activities that are always changing due to updated conditions.

- **Technology give more power to the citizen**

This has happened because a group can organize members more effectively, to focus on initiatives as a group and to be able to seek out people with certain competences for

supporting their initiatives. It also balances the playing fields, as the ordinary citizen gains access to the same knowledge as the professionals and on the same level with the planning officers. This is what happened with Portsmouth Cycle Forum when they had the initiative to review planning applications that affected cyclists. The activities above were organized through technology, such as Facebook, a mailing list and Google docs.

Even though there has been a statement that people are powerless as explained above, technology surprisingly has a positive impact in giving more power to the citizen. More balanced power between the citizen and government probably will make for better conditions. Furthermore, it still needs more investigation about how far the power for the citizen has grown. Is it only a power to influence the decision-making or the power to stop things happening as well?

- **Supporting systems**

There are supporting systems for planning activities:

- People: a team of people that deal with the applications by validating, assessing and reporting on them.
- Organization
- Submitting form processes through the web
- Understanding: development and policy requirements are not understood by many non-professionals. The influence of viability which is so vital is rarely fully understood even by more experienced stakeholders
- The purpose of the interaction is it to seek to influence what is being developed for the better, or is it simply to try and stop it.
- Front loading: It is better to resolve all issues regarding the planning application system in the beginning stages (Department for communities and local government, 2012).
- Clarity
- Being reasonable

- **Planning committee meeting**

Planning committee meetings were attended on 8th April 2015 and 24th June 2015. In those meetings, there were media channels used for supporting the meeting such as face to face meetings, maps, laptops and LCDs.

The attendees of the planning committee meetings were the applicants, agents, the planning committee, city council officers such as the city development manager, citizens, the press, the staff of govfaces.com and students.

This study also observed how the power of the stakeholders in the meeting related to their influence in the decision making process.

- Dominant: The dominant stakeholder was the councillors because they are the decision makers of the planning application, which is determined in the planning committee meeting.
- Medium: The medium influence stakeholder was the City Council officers as they can discuss the planning applications with the councillors to make a decision.
- Low: The low influence stakeholder was the citizen, since they just can give comments. They do not make any decision.

It is not a matter of how many citizens object to the application; a citizen has same opportunity to object to the planning application as anyone else. However, the decision is made by the planning application committee who vote for the decision based on their guidelines, rules, regulations and the input from the stakeholders.

5.3.2. Case study of Indonesia

Field work research was conducted in Surabaya, Indonesia. The planning process in Indonesia consists of two activities; city development planning and spatial planning. City development planning is done by the BAPPEKO and spatial planning is held by DCKTR. City development planning and spatial planning are interrelated. BAPPEKO is about gathering ideas proposal from citizen through e-Musrenbang, include spatial planning in the local area.

• Stakeholders

There are various stakeholders involved in planning consisting of the government, non-government stakeholders and dominant stakeholders as follows:

- The government stakeholders are the DCKTR, UPTSA, BAPPEKO, PU Bina Marga, the transportation department, archive body, education department, clean and park department, youth and sport department, the people's empowerment and family planning body, farming department, Kelurahan, Kecamatan, the Mayor, the local

- secretary, ministries and departments, the BKPRN/D, executives, environmental department, land department, finance department and the local government as a whole.
- Non-government stakeholders include RT, RW, LKMK, academics and universities, regular citizens (private, groups, public and public figures), NGO's, the environmental cadre, professional associations, legislative, local parliament and economic players, big companies and developers.

This research has also identified economic agents as the dominant stakeholders as they heavily influence the news and communication resources; they have access to policy maker and media. *Figure 68* below shows the classification of the stakeholders involved in planning in Surabaya.

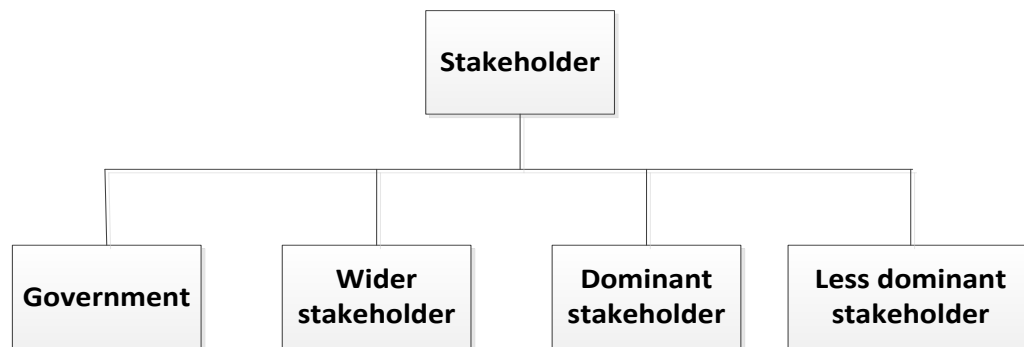


Figure 68: Stakeholders of planning in Surabaya

- **Media**

The planning process in Surabaya also uses various media that can be classified into:

- a) Technology-based; such as e-Musrenbang, e-budgeting, website, JDSN, Facebook, telephone, text message, WhatsApp, email, Instagram, CD, Flash disk, SSW, air map, webGIS, broadband learning centre, e-kios, mobile applications, e-wadul, CCTV, Wifi, fibre optic, IMB online, sapa warga, social media, LINE application, SSW mobile application, media centre, mobile phone and the Surabaya geographic information system (SIGIS).
- b) Non-technology based; face to face meetings and letters.
- c) Mobile Unite based; IMB.

Figure 69 below summarises the media that used in the planning process in Surabaya.

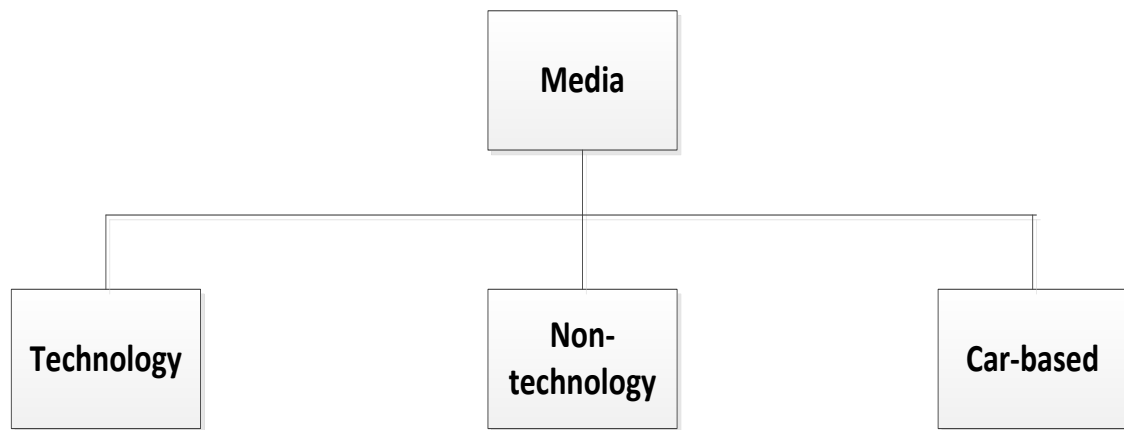


Figure 69: Media which are used in the planning in Surabaya

- **Changes**

The planning process in Surabaya city has some undergone changes before and after the implementation of technology such as improving the transparency of the application process and budgeting, a change of paradigm from positivistic to participative, files are not as frequently missing, it is easier, citizens can apply by themselves or assisted by the staff, the applicant can monitor the files as they are processing and all data is online.

- **Laws and policies**

There are numerous laws and policies regarding to planning in Surabaya, such as the regional spatial planning act, government regulation number 68 in 2007 about citizen involvement, local regulations, RPJMD and the vision and mission of the local head.

- **Roles of technology**

This study examined and found that technology has several roles in the planning process in Surabaya include improving transparency of application process and budgeting, accessibility, speed, files are not missing, easier, citizen able to apply by themselves or assisted by the DCKTR/UPTSA Staff, applicant able to monitor the application files processing, all data are online, better, time efficiency, change and revolutionize the policy and more secure. Technology can also support citizen participation in order to deliver their needs. BAPPEKO staff explained that there has been no change in the power structure. However, the parliament member mentioned that technology can change the structure of power and the mindset of the citizens and local government to make people more powerful.

- **Citizen participation in planning**

This study also captured the citizen participation phenomenon in the planning process of Surabaya such as change of paradigm from positivistic to rationalistic, and then to participative. There are regulations that support citizen participation in planning. There is also a public consultation meeting which all planning stakeholders are invited to, in order to give comments and input. Businessmen, academics and NGO's are invited to the discussions concerning some of the documents, such as the spatial data compilation document. However, it is not effective and efficient because citizens are not ready yet for participation at that level, as they do not understand and do not get enough information and education about spatial planning from the government. In the IMB application, the applicant once should have had a disruption permit from the left, right, front and rear neighbours, but it is not needed any more as the Lurah - as a citizen representative - signs a single form. However, the secretary of the C-Commission of Surabaya local parliament mentioned that it is not effective as the Lurah is not a citizen of the local area and therefore does not know the conditions of the local area. There are two main application processes in spatial planning; the SKRK and IMB application. In those application processes, the applicant just submits the required documents and waits for the decision from the DCKTR. Therefore, there are no participation opportunities in the SKRK and IMB application process. Any complaints and suggestions can be communicated through the sapa warga website or by speaking to local parliament members. Disputes can be reported to the local parliament that will initiate a meeting with the citizens and the related stakeholders, especially the DCKTR. If there is a dispute between the applicant and any citizens, the applicant should solve the dispute first before continuing to apply to the SKRK or IMB. The local government will stand for the citizen for disputes between business/companies and citizens. In short, citizen participation in planning can be conducted through the parliament, NGO's, strikes, WhatsApp, Blackberry messenger, radio, printing media and Sapa Warga. In summary, the bigger percentage of the influence and power is still with the government as it protects public interests and does not obey the individual.

- **Support systems**

In Surabaya, there are support systems such as training, maps and priorities. The secretary of the C-commission Parliament member had the idea to implement e-RW. It means that

the electronic systems are provided in each RW. Therefore, citizens who do not have a personal computer or laptop can access e-government systems, include the planning system. They do not have to come to the local government office.

- **Local plan**

There are issues involved such as apartment developments, offices and high buildings when concerning local residential-area planning. Additionally, there are also issues in the spatial planning of Indonesia, such as disasters, the environment and the Ulayat right (traditional land right). Moreover, there are some challenges including bureaucracy reformations and people who are less IT-minded.

- **Complex factors**

Planning in Surabaya is influenced by numerous complex factors as described in *Figure 70*:

- Legal factors, such as that some planning regulations are improving citizen participation and manage the standards, norms, guides and criteria in planning. Furthermore, there are many documents for supporting citizen involvement effectively. However the way that Surabaya city government implements citizen involvement is mechanically and formalistic not substantive
- Political factors; there are parties which care about planning but are unpopular, who are often defeated by popular parties which do not care about spatial planning. Furthermore, local regulations and location policy drafts are submitted to the local parliament and there is a political process between the legislative and executive departments. In addition, if the citizens are not happy, they can complain through parliament. Citizen participation is also a political process in itself. There are also political deals in the planning process, for example, if Party A was supported by a businessman that was a campaign team of Local leader candidate. When the candidate won, the leader would pay give permits for their activities in Surabaya, even it breached regulations such as the sectoral development plan, RPJN and spatial planning.
- Economic factors. The economy is a main and strategic measurement; therefore the city government needs a stable economy for improving performance. There is an increasing investment in Surabaya. Hence, some green areas in Surabaya need to be

changed to business areas. All changes need approval from the local parliament. One of academics mentioned that the highest and the lowest income citizens tend to be apathetic. The middle income citizens are often the initiators of spatial planning improvements. However, low income citizens are more active with participation.

- Cultural factors; there are local areas that maintain their wisdom in the planning, particularly spatial planning. For example, as in Bali. Furthermore, there are also people from outside Surabaya who need accommodation who have just built without permission because of their cultural origins.
- Education factor; smarter citizens are often more critical and braver about speaking up. However, not all educated citizens care about planning as it depends on their economic class. More highly educated citizens tend to be more accommodating.
- Physical factor; it is about the awareness of potential disaster, given the local geology or if there is low-standard building work.
- Gender factor; activities with woman as participants usually have a better response.
- Institution factor; it is about the norm and social rules. There is a need to separate clearly the role of the local government and citizens to avoid overlap and irresponsibility.
- Other factors, such as the citizen involvement process tends to be ineffective because they do not have enough knowledge about spatial planning provided from the government. There are also factors regarding internal stakeholder openness, many problems in the application process itself, less responsiveness for complaints, and sectoral egocentrism.

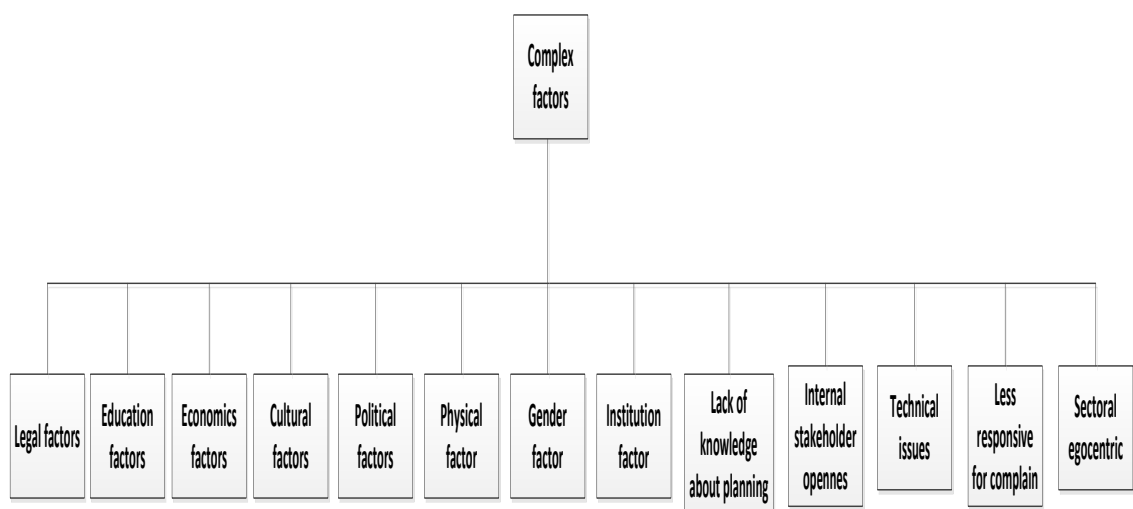


Figure 70: Complex factors which are influenced planning in Surabaya

In addition, some interviewees mentioned that laws, politics, the economy, culture and education are not influenced by the planning process.

5.4. COMPARISON CASE STUDIES

As this study is about comparison case studies between planning in the UK and Indonesia, the researcher has identified the similarities and differences of both case studies in the sub-section below. First, sub-section 5.4.1. below presents the similarities of the research results, sub section 5.4.2 describes the differences of the research results, and sub section 5.4.3 proposes the common ground model of e-participation within planning in the UK and Indonesia.

5.4.1. Similarities of the research results

There are similarities between the UK and Indonesian case studies as described in *Table 23* below.

Table 23: Similarities between planning in the UK, particularly Portsmouth and Indonesia, especially Surabaya

Themes	Similarities
Wider Stakeholders	<ul style="list-style-type: none"> • Owners/landlord • Company/big retailers/retailers/big companies • Neighbors • Applicant • Developers • Environmental health manager • Public intellectuals /academics • Planning experts • Politicians/local political party • Planning professionals/town planners/planners/planning agencies/consultant • Pedestrians • Architects • Road users • Car drivers • Vehicle drivers • Rich person • Parliament members/legislative/local parliament • Local people and community/community and interest groups/local

	<p>resident/people/Knowledgeable people/individuals/retired citizen/citizen (private, public, and public figure),</p> <ul style="list-style-type: none"> • Local economic partnerships/ Group of industrialists/Economic players • NGO/Environment NGO/ Environment cadre
Media	<ul style="list-style-type: none"> • A site meeting/meeting/face to face meeting • Letter/paper-based • Social media • Email • Planning portal/IMB Online/DCKTR website • Website, council website/city government website/DCKTR website/Sapa warga website • Facebook • Internet • Mobile application/SSW Mobile • Telephone • Text message
Government	<ul style="list-style-type: none"> • Central government • Local authority/Local councils/City councils/Local government • Local representatives/Local parliament • Member of parliament/Legislative • City planning department • Planning officers
Laws and policies	<ul style="list-style-type: none"> • Local plan/regional plan/RPJMD (Rencana Pembangunan Jangka Menengah Daerah/ Local secondary development plan) • Regulations/building regulations/local regulations/government regulations
Properties and infrastructures	<ul style="list-style-type: none"> • Stores • New store • Housing • Land • Green spaces • Road • Railways • Supermarket • Public facilities
Supporting System	<ul style="list-style-type: none"> • People supports • Organizational
Changes	<ul style="list-style-type: none"> • Internet is enabler for changes in citizen participation • Online/all data are online

	<ul style="list-style-type: none"> • More transparent/transparency/More open process • Public information more open
Complex Factors	<ul style="list-style-type: none"> • Legal factors • Education factors • Economics factors • Cultural factors • Political factors

5.4.2. Differences in the research results

There are differences in planning in the UK and Indonesia as summarised in *Table 24* below.

Table 24 : Differences between planning in the UK, particularly Portsmouth and Indonesia, especially Surabaya

Themes	UK, particularly Portsmouth	Indonesia, particulary Surabaya
Wider Stakeholders	<ul style="list-style-type: none"> • English heritage • English nature (Natural England) • Tesco • United Nations (UN) • EU Members of parliaments at national level • Statutory consultees • Non-statutory consultees • City Unitarian business elite • Inter-departmental committee on physical deterioration • Conservative advocates of town planning • Peabody Trust • Churchmen • Edwardian society • Edwardian housing reformers • Victorian society • The English land restoration league • The national housing reform council (NHRC) • The Garden City Association/Garden City and Town planning association 	<ul style="list-style-type: none"> • RT • RW • LKMK • Decentralization Congress organizing committees and advisors

	<ul style="list-style-type: none"> • Town Planning Institute • Land Nationalization society • Department of Civic Design at Liverpool University • Sport England • Assistant to outside advertising manager 	
Media	<ul style="list-style-type: none"> • Paper in lamp post • Bournemouth echo • Journals • Twitter • Public access system • CGI images • Flagship • Walkabout • Planning for real • Braille 	<ul style="list-style-type: none"> • E-Musrenbang • E-Budgeting • WhatsApp • Instagram • Surabaya Single Window (SSW) • IMB Car • Broadband learning centre (BLC) • E-Kios • E-Wadul • LINE • SIGIS (Surabaya Geographic Information System)
Government	<ul style="list-style-type: none"> • Secretary of state • Planning committee • Portsmouth city council • Progressive leaders of late Victorian urban government • London city council (LCC) • Conservative government • Liberal government • Department for communities and local government • Portsmouth county borough council 	<ul style="list-style-type: none"> • Archive body • Education department • Public Work department • Clean and park department • Youth and sport department • People empowerment and family body • Farming department • Executive • Mayor • Local secretary • Ministries • Departments • DCKTR (Dinas Cipta Karya dan Tata Ruang/Public Work and Spatial Planning Department of Surabaya Government) • Transportation department • Bappeko • Kelurahan/Lurah

		<ul style="list-style-type: none"> • Kecamatan/Camat • Environment department • Environment observer • Land department • BKPR (Badan Koordinasi Penataan Ruang/ Spatial management coordination body) • The (Central) Planning Bureau (CPB) in Batavia • (Central) Planning bureau (CPB) for north Celebes and the region of southeast of Bogor Department of Public Works • Central Planning Bureau (CPB) planners • Decentralization administrators • Town planning ordinance • The Dutch Indian government • Municipalities in Java • Municipality of Malang • The minister of the department of public works and energy • Central planning bureau (CPB) • Head of public work and spatial planning department • Head of building planning • Transportation department • Religion department • UPTSA (Single Window Service Unit) • Building Expert Team • Fire service • Tourism department
Laws and policies	<ul style="list-style-type: none"> • Localism Act 2011 • Neighborhood plan • Milton neighborhood plan • National planning policy framework • Plain English guide system 2015 	<ul style="list-style-type: none"> • Regional spatial act • Government regulation number 68 of 1998 • Act Number 26 of 2007 about citizen involvement • Act number 26 of 2007

	<ul style="list-style-type: none"> • Statement of community involvement • British town legislation at 1909 • Municipal corporations act 1835 • The housing of the working classes act 1890 • The local government act 1985 • The human rights act • National planning policy framework • Portsmouth planning policy framework • Town and country planning act 1990 • European convention on human rights • Town and country planning (Control of advertisements) regulations, 1969 • Town and country planning act, 1962-1968 • Town and country planning act 1971 	<ul style="list-style-type: none"> • Vision and mission of local head • Home affairs minister regulation number 54 • Regulations at 1926 • The local council ordinance 1905 • The decentralization act 1903 • The agrarian act 1870 • Plan of housing act 1916 • The spatial planning act 1951 • Indonesian act on spatial planning (Undang-undang 24 penataan ruang) • Act number 28 of 2008 about building • Act number 26 of 2007 about spatial planning • Government regulation number 36 of 2005 about regulation for implementing act number 28 of 2002 about building • Regional regulation number 5 of 2005 about building and/or cultural heritage environment preservation • Regional regulation number 3 of 2007 about spatial planning for Surabaya city • Regional regulation number 7 of 2009 about building • Regional regulation number 7 of 2010 about Handover infrastructure and utilities in industrial, trading and residential area • Regional regulation of Surabaya city number 12 of 2012 about retribution of building development permit • Regional of Surabaya city number 9 year 2013 about change of regional regulation of Surabaya city number 12 of 2012 about retribution of building development permit
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Properties and infrastructures	<ul style="list-style-type: none"> • Working class housing • Council/Municipal housing 	<ul style="list-style-type: none"> • New Candi and adjacent areas in Semarang (1916, revised 1919) • Electric tramway • Menteng-Nieuw Gondangdia in Batavia (1910) • Steam • Kebajoran Baru • The northern extension plan for Bandung (1919) • Moojen's menteng plan • Henri Maclaine Pont's Darmo Plan • Karsten's extension plan for Bogor 1917 • Thomas Karsten's plan for Semarang • Moojen's menteng plan • Darmo in Surabaya (1914) • Taman Sari in Bandung (1913) • Regional plan for Sulawesi
Changes	<ul style="list-style-type: none"> • British planning system does not change • People do not have ability to make changes for long time and stop what happened • NPPF changes lots of thing • No changes for the newest plain 	<ul style="list-style-type: none"> • Certainty for budgeting • Change of paradigm from positivistic to rationalistic then participative • Files are not missing • Easier • Citizen can apply by themselves (or

	<p>English guide for planning system 2015</p> <ul style="list-style-type: none"> • The biggest change in Portsmouth raising population and demand of the development • Social media is not much making change • There are changes in participation • People don't like change • There are changes of power relation • In term of system more power has given to the people, in term of reality there are not lots of evidence • Political changes • Better decision • Internet is the enabler • Social media can improve citizen participation • How the planning process changes may be the result of non-planning considerations, for example. Political make up council and resources especially financial • Change to allow more permitted development rights influences by bodies representing developers and business at a national level • Government change planning policies through guidance • The last few years have been influenced by the recession • Policies agreed by local politicians • Politicians guided by planning professionals but influenced by their constituents and political ideologies • Housing now dominates in terms 	<p>with staff's help) without broker</p> <ul style="list-style-type: none"> • Applicant can monitor the file processing • Better • Faster • Saving budget • Citizen aware about the application process • Financial capital makes big changes on city spatial planning • Efficiency • Effectiveness • Citizen more active • Citizen more care • Citizen more welfare • Cheaper • Saving time • Development based on citizen input • Government is governed by citizen now • Helping for location survey • Mapping needs
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	<p>of development and the focus of policy and process changes</p> <ul style="list-style-type: none"> • Recession and availability of finance for individuals and companies is key • There is no change in term of power structure before and after NPPF and PEGPS 2015 • Citizen participation has increased, encouraged by Government, but also as objector how to delay a proposal • Internet has changed everything from how people are consulted • Internet giving access to planning committee • No change of citizen participation before and after localism act 2011, NPPF and PEGPS 2015 • The 1969 Skeffington Report gave the public more say • More driven by market forces • Governance rather than government • Planners acting as facilitator rather than regulators • Focus on economic growth • Reduction in size of Navy since the 1980s requires new economic direction in Portsmouth • Sustainability has become an increasing issue over the last 20 years • Citizen participation increased in size and influence • Internet is the main changes in technology 	
Complex factors	<ul style="list-style-type: none"> • Policy factor • Information factor 	<ul style="list-style-type: none"> • Physical factors about awareness of disaster

	<ul style="list-style-type: none"> • Emotion factors • Children/being parent factor • Individuals (including local councilors) locally • Nature of the skim 	<ul style="list-style-type: none"> • Time factor • Gender factor • Institution factor • Security • Lack of understanding about spatial planning and no education from government • Openness of internal stakeholder • Many problems in application, • Less responsive for complain • Sectoral egocentric
Support systems	<ul style="list-style-type: none"> • Understanding • Front loading • People support 	<ul style="list-style-type: none"> • Training • Map • Priority • Idea of e-RW
Participation	<ul style="list-style-type: none"> • Citizen has opportunity to give comment on planning applications and influence councilors on decision making • Comments of planning application can be given through website and email. 	<ul style="list-style-type: none"> • No participation in spatial planning (SKRK and IMB) application process

5.4.3. Common ground model of participation and e-participation within planning based on both case studies

Based on the research results for both case studies, the model of participation within planning has been developed as shown in *Figure 71* below. It is a common ground for planning in both case studies. The model has been produced by capturing the themes which emerged from the research results and a comparison of both case studies as explained in more detail below.

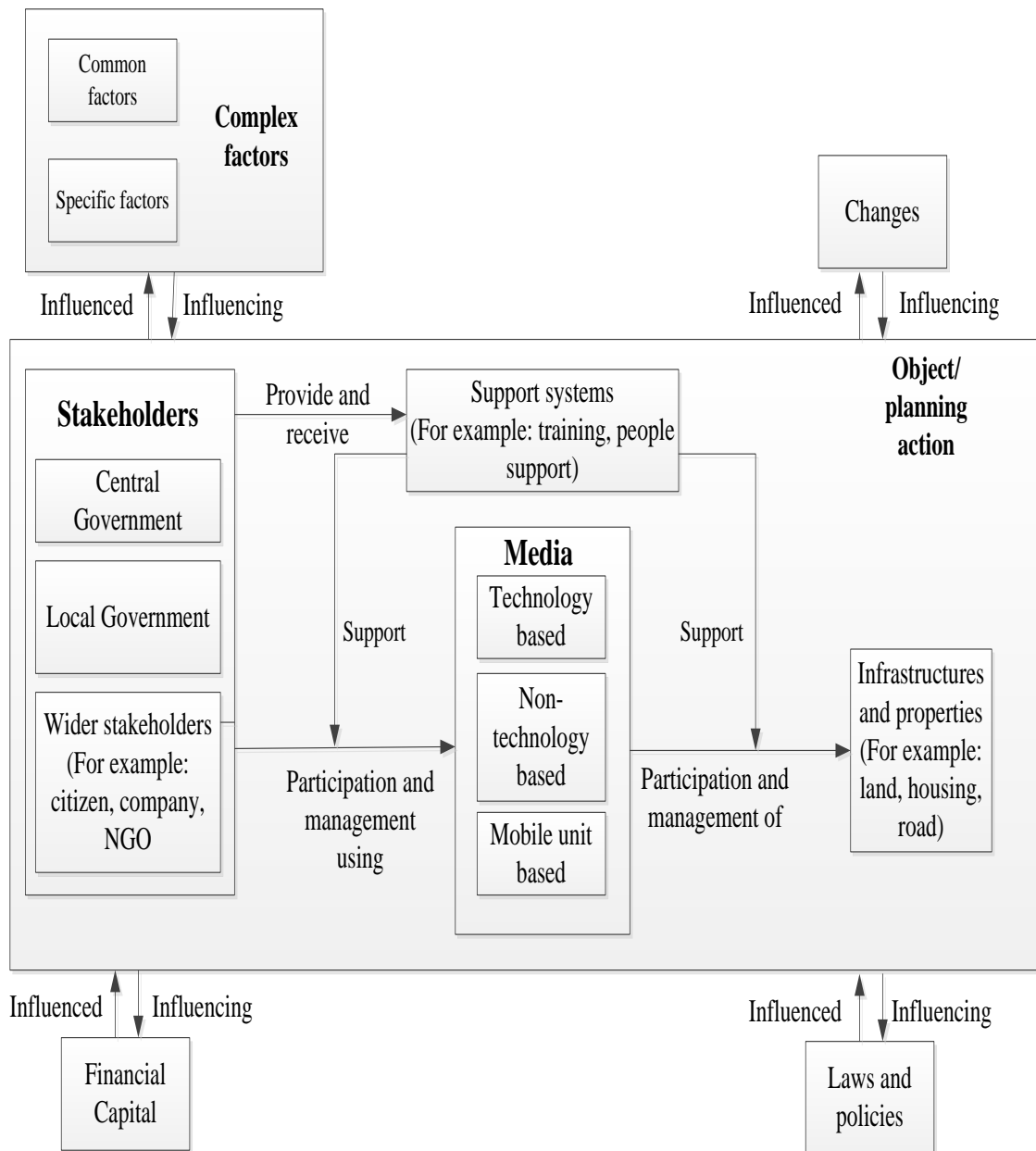


Figure 71: A common ground model of participation in planning

Stakeholders in planning consist of both the central and local government as well as wider stakeholders. The central government has the role of providing regulations and managing planning at a national level. The local government manages planning at the local level, such as a county, province, city or town. The examples of the wider stakeholders are citizens, NGO's and companies. Those stakeholders have a participation level and degree of involvement in the management activities of the infrastructures and properties through media channels which include technology-based, non-technology based and car based

options. Furthermore, the stakeholders provide the various support systems for the participation and management processes such as the local government providing training. The stakeholders also receive support systems as well such as the local government. Moreover, the processes above are also influencing and influenced by complex factors such as changes, financial capital, laws and policies. Investors or companies with big financial capital can change the spatial planning of a city. For example, in Surabaya, a green area in the previous site plan can be changed to a business area as the city needs investment to improve the overall economy of the city. Additionally, a company in UK which has big financial capital can build public facilities as an exchange of planning permission to make the citizens happy when they object to the original planning application. The complex factors in both of these case studies consist of common factors, such as legalities, politics, culture, economics and education as well as specific factors which are different based on the precise context.

Since this research focuses on e-participation, the researcher then developed a common ground model which takes into account only the technology within planning as shown in *Figure 72* below. Other elements in *Figure 71* are still used in this model.

The relevant stakeholders, particularly the decision makers and implementers in the government, can use the model of e-participation in *Figure 72* for improving participation in the planning field by considering and adopting the elements and sub-elements within. For example, the technology implementer has many references to draw on from both case studies such as telephone, Facebook, WhatsApp, websites, text messages, mobile application and others. The decision makers of any planning can also evaluate the participation process by using this common ground model as well. These elements could be the parameters of the evaluation process. The governmental policy makers and legislators can consider the various laws and policies of planning from three different time periods. Academics, other researchers and analysts can use the model of complex factors to analyse complexity based on the context.

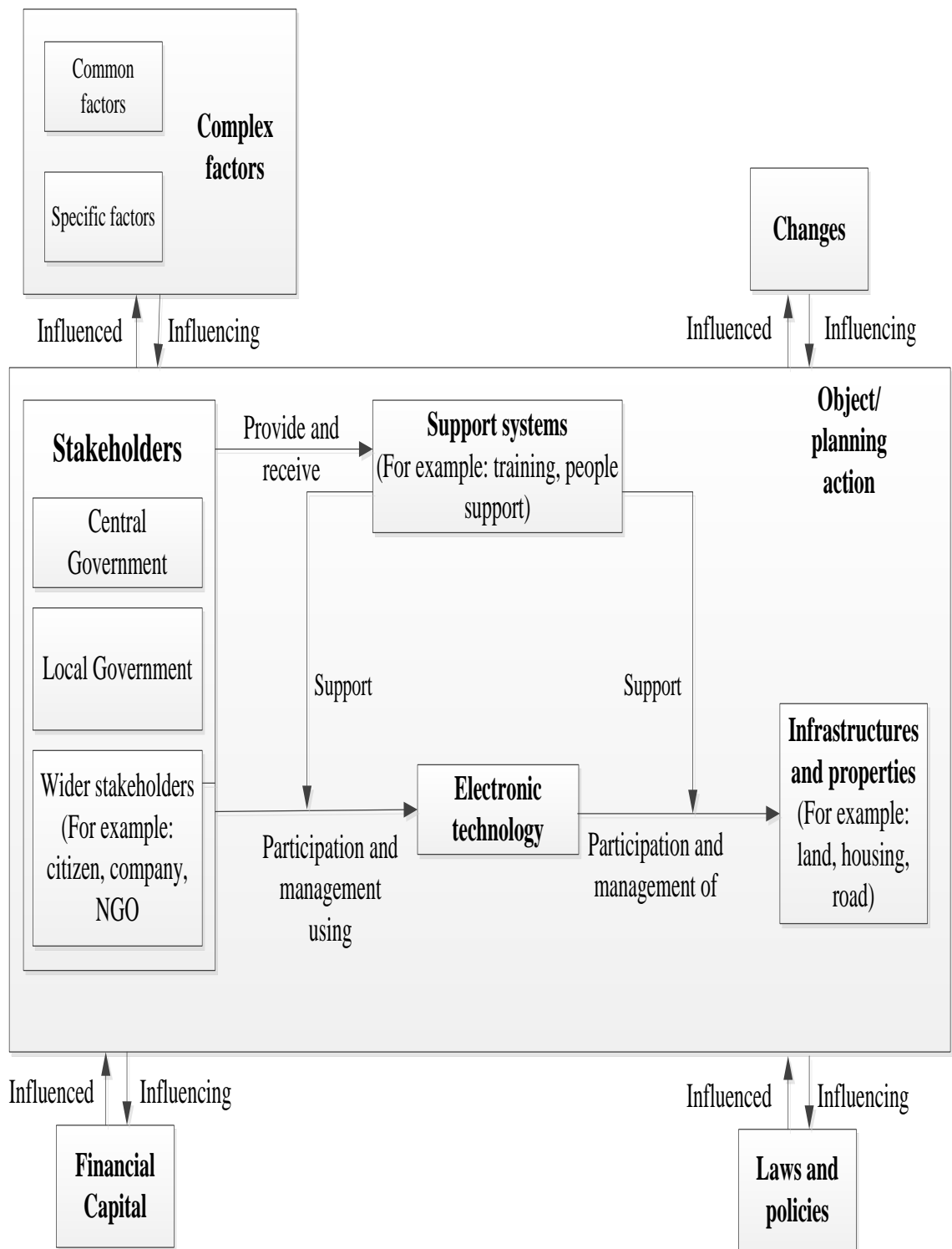


Figure 72: A model of e-participation within planning

In summary, there are similarities and differences in relation to citizen participation within planning. The comparisons were conducted to understand the role of technology for supporting citizen participation within planning context based on the ANT perspective. Furthermore, the model of e-participation within planning is the summary, description and helps to answer the research question about the role of technology within

planning context.

5.5. CONCLUSIONS, CONTRIBUTIONS, AND IMPLICATIONS

There are conclusions based on the research results as following: E-participation within planning can be defined as the activities which include participation and the management of infrastructures and properties through various technology outlets, done by numerous stakeholders, influencing and influenced by complex factors, changes, laws and policies as well as financial capital. Furthermore, planning is a complex and dynamic field as well as a potential area for high citizen participation because it has an impact on day to day people's lives. Moreover, technology has changed citizen participation in planning and mostly has had a positive role such as improving speed, transparency, easier, reducing costs, improving accessibility, time efficiency and security. One of the contributions of this research is the model of e-participation in planning which has been developed based on the themes that emerged, such as wider stakeholders, government, media, laws and policies, properties and infrastructures, support systems, changes, complex factors and participation. Comparison case studies research is useful to get a wider insight into e-participation in the planning field based in the UK and Indonesia. The research results show that every context is unique. Therefore, the research methods and the results can be same or different based on the context.

This research has contributed a definition of e-participation and a common ground model of e-participation within planning. There are implications for the theory such as it adds the model and new definition of e-participation within the context of planning to the body of knowledge of e-participation and planning. It also contributes ANT as an approach for e-participation within planning in the UK and Indonesia. The application of ANT in the field of planning will in turn add to Information System research and ANT research literature. Furthermore, the implications in practice are appropriate for the relevant stakeholders, particularly decision makers and implementers in government that can use the model of e-participation for improving participation in the planning field by considering and adopting those elements and the details of the sub-elements of the model. The decision makers in planning can also evaluate the participation process in planning by using this new model. The elements therein could be the parameters of the evaluation process. The government policy makers and legislators can consider the various laws and policies of planning from three different time periods in Britain and two different time

periods in Indonesia. Academics, researchers and analysts can use the model of complex factors to analyse the complexity based on the context.

CHAPTER 6

REFLECTIONS, CONCLUSIONS AND CONTRIBUTIONS

This chapter covers the conclusions of the research which can be summarised into a generic model of e-participation, new definitions of e-participation, a method for theory development, and a base theory of e-participation. These are both based on the analysis, discussions and reflections of our research.

6.1. DISCUSSIONS AND REFLECTIONS

In this sub-section, we discuss several points that contribute to the existing body of knowledge about e-participation regarding to education and planning research.

Comparing the two results, it can be seen that both schools in the case studies have lots of participation, and technology has a major role in facilitating said participation, especially when it comes to influencing those that did not have a voice previously. The types of participation are varied across the stakeholders with a variety of media and support systems in place. Even though a school is a small environment, the model of e-participation shows that a school is also a complex system which consists of numerous and sub-systems and actors (human and non-human).

Citizen engagement is supported decision making in schools through various activities such as consultations, discussion with teachers and the headmaster in a formal or informal setting and their participation at various activities such as open evenings, informal team coffee sessions for the parents, parent-teacher association, association fundraising and social events.

Schools are dynamic systems with sub-systems and actors; their dynamic processes are influenced by complex external and internal factors. For example, some internal school policies keep changing to update them for new situations and challenges. External complex factors such as social, political and economic conditions in each context are also always dynamic and those factors also go on to influence the school environment directly or indirectly. Change factors also influence the school environment. Therefore, this

enforces the idea that a school is dynamic

Each sub-system and actor is unique and may have different activities going on at different times. For instance, alumnus 1 engages with different participation activities compared to alumni 2, even though they are alumni of the same school and from the same year. This uniqueness and complexity is in line with the ANT concept which captures the heterogeneous networks of digital participation within a school environment.

Each case study has different surrounding factors since these are contextually dependent on the environment. These complex factors comprise of various local and global actors as captured by Law & Callon (1992). Moreover, we found that the three levels of participation as proposed by Macintosh (2004) are relevant to the findings. Examples of this relevance are explained in the results section 4.2.

Traditional methods of communication and participation are still relevant in the internet and social media age. Changes from non-technology/paper-based to technology/paperless have impacted on the formal systems. For instance, schools use administration staff to produce letters but IT staff may be needed to handle the technology processes involved after the fact. Also, the changes in media use from non-technology/paper-based to paperless/technology affects the speed of the interaction, communications and participation. Paperless technology, especially social media, makes stakeholders more active instead of passive as paperless/technology-based media provide a communication interchange.

The model of e-participation in the schools shows that stakeholders who implement technology in schools should consider non-technological elements as well. The investigation of both case studies indicates that some elements can be generalized but other elements should be contextualized since the complex factors are different based on the broader context – researcher cannot apply one model used in one school to another and expect it to work flawlessly. In relation to ANT, Hanseth et al (2004) explained that all networks consist of heterogeneous, socio-technical human and non-human elements, which our analysis has confirmed.

Both schools use social media such as Facebook and Twitter for publishing their activities. There are formal policies in place for using these social media applications. Previously, the Surabaya school did not use social media as a formal policy; social media

was only used personally by internal stakeholders without any association with the school itself. However, a new Head of school made the use of social media a formal policy. Therefore, a change in the key actors has influenced the role of technology.

The above model of e-participation within schools has been developed based on case studies from a grammar school in Hampshire (UK) and a private school in Surabaya (Indonesia). Therefore, this model has limitations and may not be suitable for use in schools in other countries. It also has a limited application scope in other research fields.

In Indonesia, there is a core philosophy called *Gotong royong*. Bowen (1986) defined it as mutual and reciprocal assistance. Taylor & Aragon (1991) stated that *Gotong royong* is cooperation amongst and between many people to attain a shared goal. For example, there is a regular activity to do '*Gotong royong*' for cleaning the river and environment. Therefore, we argue that *Gotong royong* is an important basic value associated with participation in Indonesia. *Gotong royong* is a part of the communalism philosophical foundation that makes the participation process become easier.

Understanding that e-participation has various levels from surface to depth is as shown in *Figure 73* below. At the surface level, e-participation consists of technology and participation. For instance, various technologies are used for supporting citizen participation. At a more in-depth understanding level, the usage of technology and participation is based on perceptions, norms, values and the perspectives of people in the society. Then, those perceptions, norms, values and perspectives are based on the philosophical foundation of society. Therefore, different people and societies may have a more or less diverse dimension of what participation is and entails.

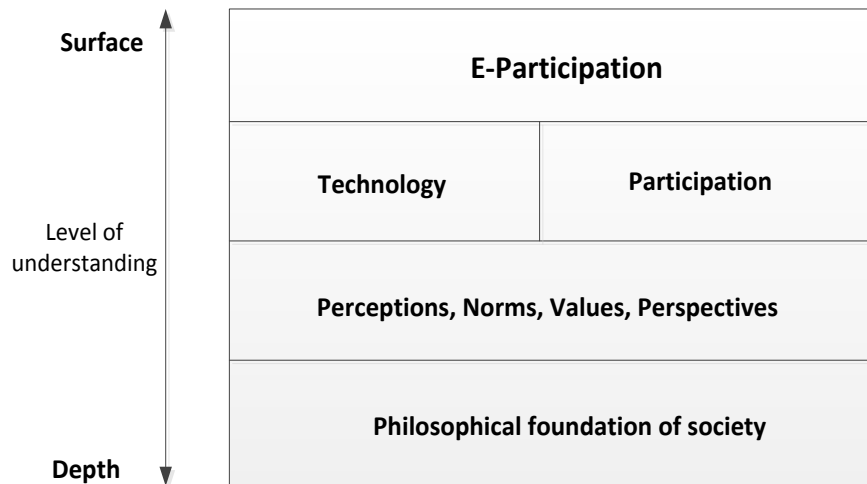


Figure 73: Diagram of understanding's level of e-participation

Therefore, e-participation has multi-dimensional aspects as follows: formal-informal, technology-non technology, socio-technical, perceptions, norms, values, perspectives, complex factors, change, and the philosophical foundation of the society. The involvement of technology has the potential to change power structures giving influence to those that did not have it before. This is evident with the development of prominent roles within schools to deal with social media, giving students and parents the same opportunity to express their views directly to the school policy makers.

In summary, this research proposes a new definition of e-participation within school as *“the various activities of interaction, communication and participation between numerous internal and external school stakeholders through several electronic technologies which are influencing and influenced by many complex factors, support systems and change factors”*.

Technology changes how citizens participate in planning through improving accessibility, such as the citizen being able to apply and view the planning results anytime through the website and mobile applications. Technology has also improved in speed, reducing costs and increasing the reliability and time efficiency of the planning application. Moreover, technology also makes it easier to give comments through email, fax and letters which will be displayed on the website as well as speaking in the planning committee meetings. Technology supports citizen in giving ideas about city development planning by submitting proposals through the website. Additionally, technology has improved transparency through providing a spatial planning map on the website. Therefore, citizen awareness of the usage and classifications for each area has increased. It also supports citizen in complaining.

Citizen participation in planning include applying for planning applications, giving comments, complaining about spatial planning, objecting to planning applications, and proposing activities and infrastructures as well as educating people about planning and other activities.

Citizen participation for planning in both case studies is quite different. In the UK, the citizen has the opportunity to comment on the planning application and influence the councillors in decision making. In Indonesia, previously there was the opportunity for the closest neighbour to give approval on the planning application; however, this regulation has been removed to make the application process faster. The neighbour's approval will instead be done by the Lurah as a representative of the local citizens in the planning application area.

The traditional media of participation such as letters and face to face meetings are still used, even though there is a massive change in the media available.

Planning in Surabaya, Indonesia, consists of city development and spatial planning. In city development planning, there is participation through e-Musrenbang and urun rembung application. Therefore, city development planning is based on citizen participation by the proposed programs. In the spatial planning application, there is no participation. The citizen or applicant only applies through the SSW website or the mobile application, primarily IMB and SKRK online

There are themes which emerged from both planning case studies such as the wider stakeholders, government, media, laws and policies, properties and infrastructures, support systems, changes, complex factors and participation. The common ground model of e-participation in planning above is developed based on the themes that emerged. This model is one of the contributions of this research.

There are not only differences but also similarities in both planning case studies, even though both contexts are from different countries and continents across geo-social, political, economic and cultural backgrounds.

Furthermore, there are complex and dynamic factors which influence the planning process in both case studies. The complex factors include common and specific factors. The specific factors can be different based on the unique context. Changes made to the planning field are always dynamic as can be seen from the three different period models of planning in Britain and the two different period models of planning in Indonesia.

Planning is a complex and dynamic area which has the potential for high participation from citizens as the process has a day to day impact. Planning consists of micro and macro systems. Planning is a micro system related to many macro systems, which consist of various actors/actants, complex factors, changes, human, non-human, technological and non-technological factors. Changes in the macro systems may influence the planning systems themselves.

There are still limited works for ANT application in the planning fields. Therefore, it needs more exploration for successful ANT application. In summary, ANT is useful to help analyse the case studies. This study tried to explore a new method of ANT application in the planning area.

This research has had limitations, such as only took one city in the UK and Indonesia, captured one planning application in 1975 in Southsea, Portsmouth, one planning application in 2015 in Southsea, and spatial planning in 2015 in Surabaya, Indonesia. Furthermore, the research only captured the early period planning in Britain 1890 to 1914, 1975 and 2015 as well as the early period planning in Indonesia 1905 to 1950 and 2015. Additionally, the research used secondary data and planning application records and exploratory studies informed with interviews and observations of public planning meeting. It might have had a different result if the study had used a quantitative approach, such as surveys and statistics. Also, the research results may differ in other locations. The research results are limited due to the time that was available.

Each context is unique and cannot be generalise in any other context. Uniqueness can be based on the context, places and time differences therein. Comparison research can describe the uniqueness of the context.

This model extends the previous works by Macintosh (2004), Tambouris et al (2007),

Phang & Kankanhalli (2008), Islam (2008), Kalampokis et al (2008), Scherer et al (2010), Scherer & Wimmer (2011), Bin Salamat & Bin Hassan (2011) into a novel proposed framework of e-participation (*Figure 35*; Chapter 2) and a model of e-participation within schools (*Figure 71*; Chapter 4) which adds in complex factors such as changes, financial capital, law and policies components. It also adds the infrastructure and properties component as this model was developed based on the planning case studies.

In summary, e-participation within planning can be defined as *“the activities which include participation and management of infrastructures and properties through various electronic technologies, implemented by numerous stakeholders, supported by several support systems, influencing and influenced by complex factors, changes, laws and policies as well as financial capital”*.

6.2. CONCLUSIONS

According to this study, there are four important conclusions that include a generic model of e-participation, new definitions of e-participation, a method for theory development, and a base theory of e-participation. This sub-section also covers limitations of the research.

6.2.1. A generic model of e-participation

Based on the models of e-participation within the context of school (section 4.4) and planning (section 5.4.3), a generic model of e-participation has been developed as shown in *Figure 74* below.

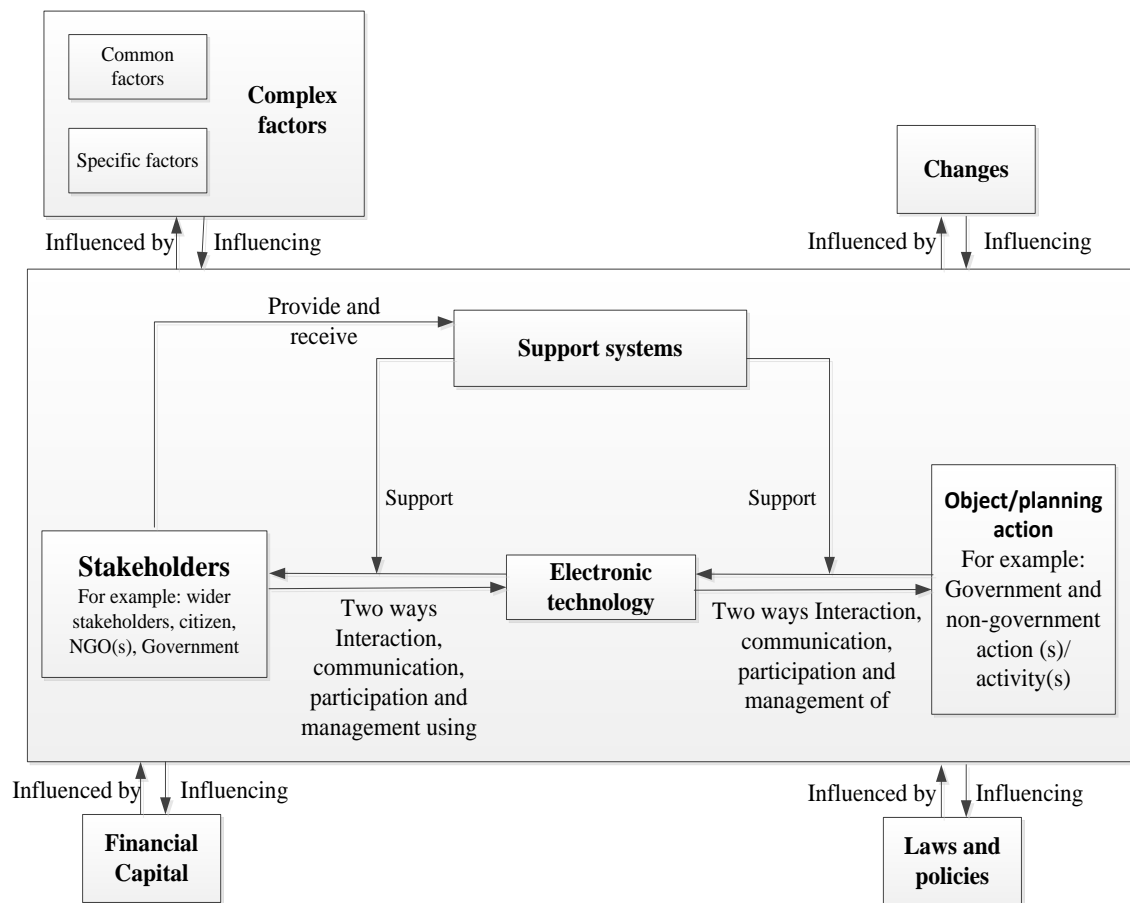


Figure 74: A Generic model of e-participation

A generic model of e-participation above has captured two-way interaction, communication, participation and management between the stakeholders, such as wider stakeholders, citizen, NGO(s), government and others using various electronic technologies to an object or planning action including governmental and non-governmental action(s) or activity (s) such as politics, education, planning, business and others. The two-ways activities are supported by support systems that are influencing and influenced by many complex factors, changes, financial capital, laws and policies. Therefore, electronic technology is an active agent, conduit and part of the support systems for the participation process as a whole. Moreover, complex factors include both common and specific factors. The examples of common factors are legal, political, economical, cultural and education. Additionally, the examples of specific factors are weather, religion, policies, information and emotions. These specific factors might be different based on the specific context. Therefore, the application of this generic model of e-participation to specific areas need to consider contextual laws, norms, socio-cultural, history, economics, education and other backgrounds. The change factors show

that e-participation is a dynamic activity and changed by external part of the systems. Furthermore, electronic technology as an active agent changes influences, speed, systems, power structures between citizen, government and other wider stakeholders.

This research previously captured some of the existing frameworks of e-participation by Macintosh (2004), Tambouris et al (2007), Saebo et al (2007), Kalampokis et al (2008), Phang & Kankanhalli (2008), Islam (2008), Scherer et al (2010), Scherer & Wimmer (2011), Bin Salamat & Bin Hasan (2011) and Medaglia (2012) as described in *Table 2*. Then the researcher has proposed a novel framework of e-participation as shown in *Figure 19* (Yusuf et al, 2014b). The researcher has applied the framework to the schools in the UK and Indonesia and added a model of e-participation as shown in *Figure 59*. Then, the researcher applied the initial framework of *Figure 19* into the planning field within the UK and Indonesia and produced a model of e-participation in planning as shown in *Figure 72* above. Therefore, this model complements the previous existing frameworks of e-participation. It has covered the elements consisting of stakeholders, electronic technology, object/planning actions, financial capital, complex factors, changes, laws and policies, support systems, two ways interaction, communication, participation and management, support, provide and receive, influencing and influenced by. This model has also been developed based on desk research and the literature review of the previous frameworks including an exploratory study of school and planning in the UK and Indonesia as well as empirical research through interviews, attending public planning meetings and other observations.

6.2.2. A new definition of e-participation

Based on our literature reviews and the two case studies of schools in the UK and Indonesia as well as planning in the UK and Indonesia, we have defined e-participation as *“the various dynamic activities of interaction, communication, participation and management through several electronic technologies, implemented by numerous stakeholders, such as internal, external, dominant and less dominant stakeholders, which are supported by support systems, influencing and influenced by many complex factors, changes, laws and policies as well as financial capital”*. This definition complements the definition of e-participation by Saebo et al (2008) and UNDESA (2016) as summarised in *Table 25* below.

Table 25 : Table of e-participation from other references

Defined by	Definitions of e-participation
Saebo et al (2008)	The “e (lectronic)” in eParticipation has a clear association with earlier “e” disciplines (eBusiness, eGovernment) and refers to the use of new information and communication technologies (particularly the Internet), with the implication that the technology has the ability to change or transform citizen involvement in deliberation or decision-making processes.
Public Administration and Development Management Department of Economic and Social Affairs of United Nations (2016)	Fostering civic engagement and open, participatory governance through Information and Communications Technologies (ICTs). Growing evidence points to the rapid expansion of e-Participation as a tool for engagement and strengthened collaboration between governments and citizens. Its objective is to improve access to information and public services as well as to promote participation in policy-making, both for the empowerment of individual citizens and the benefit of society as a whole

6.2.3. A base theory of e-participation

According to Walsham (1995), theory could be a final product of research. Furthermore, the previous works (Macintosh, 2004; Tambouris et al, 2007; Saebo et al, 2007; Kalampokis et al, 2008; Phang & Kankanhalli, 2008; Islam, 2008; Scherer et al, 2010; Scherer & Wimmer, 2011; Bin Salamat & Bin Hasan, 2011, Medaglia, 2012) have covered models and the definitions of e-participation. It seems that there are still limited works available which explicitly cover the theory of e-participation. Therefore, this research has developed a generic model as presented in *Figure 74* and new definitions of e-participation and has enhanced these to be a base theory of e-participation as explained in more detail below.

Based on the Merriam-Webster dictionary (2016), simple definitions of theory are “*an idea or set of ideas that is intended to explain facts or events, an idea that is suggested or presented as possibly true but that is not known or proven to be true, the general*

principles or ideas that relate to a particular subject". Furthermore, it provides the full definition of theory as following : *"the analysis of a set of facts in their relation to one another, abstract thought/ speculation, the general or abstract principles of a body of fact, a science, or an art <music theory>, a belief, policy, or procedure proposed or followed as the basis of action, an ideal or hypothetical set of facts, principles, or circumstances —often used in the phrase in theory, a plausible or scientifically acceptable general principle or body of principles offered to explain phenomena <the wave theory of light>, a hypothesis assumed for the sake of argument or investigation, an unproved assumption, a body of theorems presenting a concise systematic view of a subject <theory of equations>"*. Additionally, a definition of theory according to Oxford dictionaries (2016) is *"a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained, for example Darwin's theory of evolution, a set of principles on which the practice of an activity is based, for example a theory of education, an idea used to account for a situation or justify a course of action, a collection of propositions to illustrate the principles of a subject, for example in mathematics."*

As a result, this research has developed a base theory of e-participation as explained below. E-participation can be defined as the various dynamic activities including interaction, communication, participation and the management of object action(s) using numerous electronic technologies between several stakeholders such as internal, external, dominant and less dominant which are supported by existing support systems and are influencing and influenced by many complex factors, changes, laws and policies as well as financial capital. This definition is related to the generic model of e-participation in *Figure 74*.

E-participation is also a complex activity which is influencing and is influenced by various complex factors including common and specific factors. The common factors are legal, political, economics, cultural and education. Furthermore, the specific factors might be different based on the context.

Citizen participation through technology has multiple dimensions that impact on the different stakeholders. Electronic technology is an active agent that changes the participation process, influences, amount, systems, media (from the paper-based to

paperless), speed, reach (wider, borderless and timeless participation) and the power structures between the government, citizens and other wider stakeholders. It also changes the stakeholders into becoming more active, direct, responsible and responsive.

Electronic technology also changes how citizens participate such as improve participation accessibility, transparency, speed and reducing cost, increasing reliability and boosting time efficiency.

E-participation is not only used in political arena as has been captured in many previous works by other researchers, but can also be applied in other fields such as education and planning. Therefore, e-participation is not only applied in government activity(s) but also non-government activity(s).

Traditional media, such as letters and meetings are still relevant in the Internet and social media age. Furthermore, changing from non-technology/paper-based to technology/paperless has impacted on the formal system. Social media technologies seem to have the potential to increase the participation process further in the future. However, it depends on the context, as some people in other countries might prefer to use other technologies or they might have technical and infrastructure issues.

E-participation implementation should consider non-technological elements such as complex and change factors, financial capital, laws and policies. In addition, e-participation implementation should consider that some elements can be generalized, but other elements should be contextualized. Therefore, e-participation within specific areas needs to consider contextual laws, norms, socio-cultural, history, economics, education and other background influences.

6.2.4. Limitations of the research

This study has had some limitations as follows:

- This research is based on the research philosophy, approach, methodology, method as written in Chapter 3 above. There are other research paradigms such as positivist and other approaches, for example quantitative approach, other methodologies, for instance action research, ethnography, and others. Moreover, there are other methods, such as questionnaires, that could have been used. Therefore, research which uses other

paradigms, approaches, methodologies and methods may have different results.

- This research is based on a grammar school in Hampshire (UK) and a private school in Surabaya (Indonesia). The research, if it took place in other schools or (and) in different countries, might have similar and/or different results. Additionally, the different results are influenced by the different dynamics, complex and contextual backgrounds of other school case studies (Chapter 4).
- It is based on planning in the UK (particularly in Portsmouth) and Indonesia (specifically Surabaya). Research about e-participation within planning in other cities or (and) countries might have similar and/or different results. Furthermore, the different results are influenced by the different dynamics, complex and contextual backgrounds of other planning case studies (Chapter 5).
- It has the limitation of time as this research was conducted and written within 4 years.
- It has limitations due to funding resources include field work funding and publication funding.

6.3. CONTRIBUTIONS

A selection of contributions has emerged from this research. *Appendix AK* collates together the research contributions, discussions and links to the relevant sections in the thesis where these are covered and the appropriate publications and papers that are in progress. Some of the theoretical contribution of the research in relation to Actor-Network theory and our analytical understanding of eParticipation applications are following:

- The application of ANT in the e-government domain, particularly e-participation using a comparative case studies framework as following:
 - a) It is useful method to define and capture complex systems that complement existing ANT representations including temporal representations in different time periods and within different locations (See section 5.2).
 - b) Use ANT to capture the role of technology as an active agent in the participation process (See section 4.5).
- An initial proposed framework for e-participation (See section 2.2)
- Captured e-participation processes in schools
 - a) A common ground model of participation in both schools (See section 4.4)
 - b) A model of e-participation within a selected school (See section 4.4)
 - c) A diagram of the understanding level of e-participation (See section 6.1)

- Captured e-participation processes in planning:
 - a) A model of the planning process in Southsea, Portsmouth UK at 1975 (See section 5.2.1)
 - b) A model of the planning process in Portsmouth, UK in 2015 (See section 5.2.1)
 - c) A model of planning in Indonesia from 1905 to 1950 (See section 5.2.2)
 - d) A model of spatial planning in Surabaya, Indonesia in 2015 (See section 5.2.2)
 - e) A common ground model of participation within the context of planning (See section 5.4.3)
 - f) A model of e-participation within the context of planning (See section 5.4.3)
- A new generic model of e-participation (See section 6.2.1)
- Three new definitions of e-participation:
 - a) A new definition of e-participation within schools that captures the school stakeholders, complex factors, support systems and change. Those factors have not yet been captured in the previous definitions. Additionally, this definition is based on empirical research in two different counties of the UK and in Indonesia which applies across continents, social, cultural, political, historical and economics backgrounds (See section 6.1).
 - b) A new definition of e-participation within planning that focuses on planning which captures the contextual dynamics, infrastructures and properties, complex factors, support systems, change factors, financial capital, laws and policies. These elements seem to complement the previous definitions. Similarly, this definition is based on the case studies done in the UK and Indonesia which have similarities and differences in relation to their dynamic and complex backgrounds (See section 6.1).
 - c) A new general definition of e-participation which captures the numerous stakeholder types involved, such as internal, external, dominant and less dominant, those supported by support systems, those influencing and influenced by many complex factors, changes, laws and policies as well as any financial capital. Same as the previous new definitions above, it is also based on the case studies in the UK and Indonesia. This definition compliments the previous definitions from Saebo, Rose, & Flak (2008), Wikipedia (2016a), Public Administration and Development Management Department of Economic and Social Affairs of United Nations (2016). (See section 6.2.2)
- A base theory of e-participation (See section 6.2.3)

This is based on the models and definitions of e-participation that we developed according to the case studies over the course of the thesis research. The base theory hopefully could enhance the e-participation field as there are still limited systematic

theories based on the existing empirical research across multiple contexts and backgrounds.

6.4. IMPLICATIONS FOR THEORY

The contribution of the research in Appendix AI above has implications for the theory as follows: firstly, the contributions can be added to the body of knowledge in the e-participation, school, planning and ANT fields, particularly in relation to definitions, models and a base theory of e-participation. Second, some of the contributions can contribute to the body of knowledge of the research method field such as literature review research methods, research methods and how to develop a theory. This research also has consequences for other researchers as follows: literature review research methods, research methods and how to develop a theory that can be useful as guidance for other researchers in the same or other fields.

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APPENDIX A

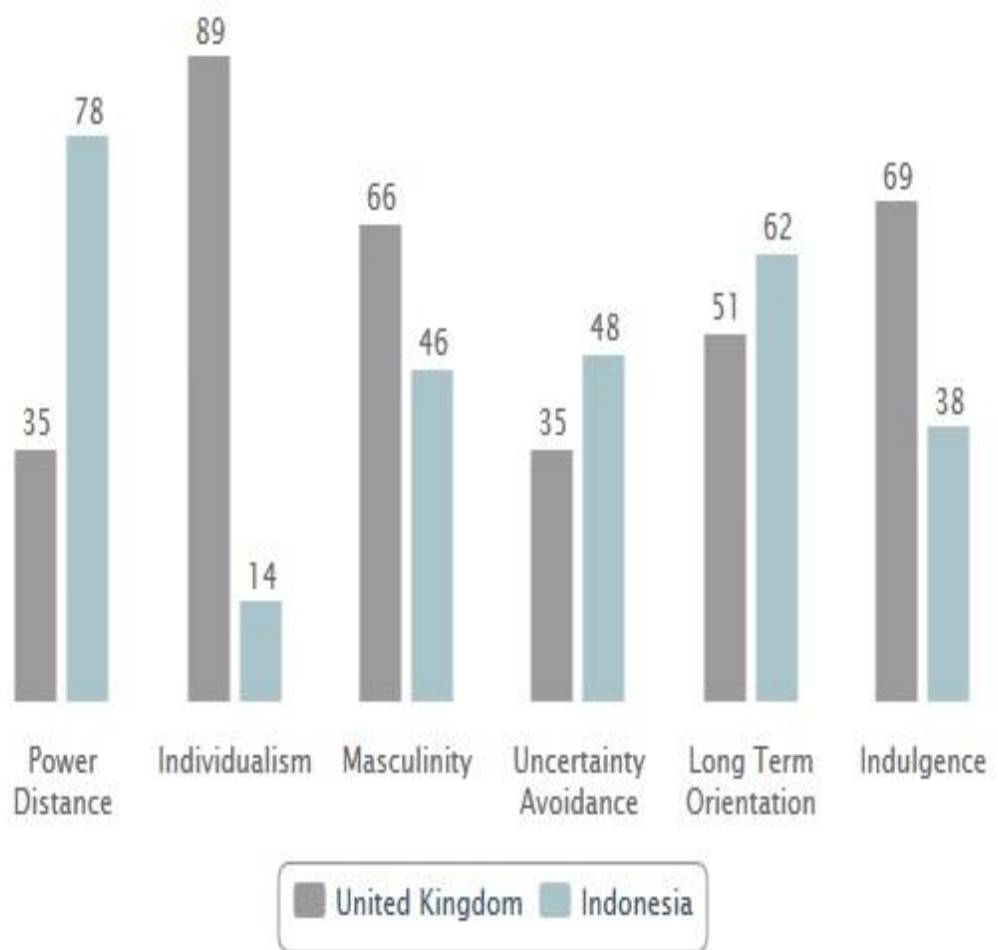
Country profiles between UK and Indonesia (BBC, 2016a; BBC, 2016b; World Bank, 2016a; World Bank, 2016b)

Points	United Kingdom (UK)	Indonesia
Brief profile	The United Kingdom consists of England, Wales, Scotland and Northern Ireland. It has a long history as a major player in international affairs, the EU, UN and NATO	Indonesia consists of thousands of islands between Asia and Australia. This country is also the world's largest Muslim population and Southeast Asia's biggest economy.
Population	65.14 million (2015)	257.6 million (2015)
Area	242,514 sq km (93,638 sq miles)	1.9 million sq km (742,308 sq miles)
Major language	English	Indonesian and around 300 regional languages
Major religion	Christianity	Islam
Currency	Pound-sterling (GBP)	Rupiah
GDP	\$2.849 trillion (2015)	\$861.9 billion (2015)
GDP Growth	2.3% (2015)	4.8% (2015)
Inflation	0.1% (2015)	6.4% (2015)
Politics	Theresa May is Prime Minister after David Cameron resigned due to the Brexit referendum result on the 23 rd June, 2016. The result was UK leaves the EU. Scotland, Wales and Northern Ireland have varying degrees of political autonomy.	It is a democratic country after the end of Suharto's three decades of dictatorial rule in 1998. Jokowi was elected as President in 2014.
Economy	The economy of UK has been recovering from a slump caused by the 2008 global financial crisis. The financial industry in London has a significant role in the services-based economy.	Indonesia is the regions' biggest economy and a member of the G20 group of the world's richest nations.

APPENDIX B
Key differences between collectivist and individualist societies
(Hofstede, 2001)

Collectivist	Individualist
Horizontal integration, people live with or close to relatives or clan members	People live in nuclear or one-parent families
Family provides protection in exchange for lifelong loyalty	Children are supposed to take care of themselves as soon as possible
Strong family ties, frequent contacts	Weak family ties, rare contacts
Children learn to think on terms of 'we'	Child learns to think on terms of 'I'
Non-family, unrelated person can be adopted into family	Family versus non-family distinction irrelevant
Vertical integration: care for aged relatives and worship of ancestors	Aged relatives should care for themselves; ancestors unknown, irrelevant
Mothers expect to live with children in their old age	Mothers expect to live apart in their old age
Business persons live with parents	Business persons live separately
Nobody is ever alone	Privacy is normal
Harmony should always be maintained and direct confrontation avoided	Speaking one's mind as a characteristic of an honest person
Opinions predetermined by in-group	Personal opinions expected
Friendships predetermined by in-groups	Need for specific friendships
Family relationships can be oppressive	Lasting relationships difficult to achieve
Trespassing leads to shame and loss of face for self and in-group. Relatives of employer and employees preferred in hiring	Trespassing leads to guilt and loss of self-respect. Family relationships seen as a disadvantage in hiring.
Potential emotional commitment to union	Relationship with union calculative
Relationship with colleagues cooperative for in-group members, hostile for out-group	Relationships with colleagues do not depend on their group identity
In business, personal relationships prevail over task and company	In business, task and company prevail over personal relationships
Belief in collective decisions	Belief in individual decisions
Innovations within existing networks	Innovations outside existing networks
Fewer invention patents granted	More invention patents granted
Security by social network	Security by home and life insurance
Ask friends for jobs around the house	Do-it-yourself for jobs around the house
Other-dependent lifestyles	Self-supporting lifestyles
Social network main source of information	Media main source of information

APPENDIX C Cultural comparison between the UK and Indonesia (Hofstede, 2016)



APPENDIX D Cultural comparison between UK and Indonesia (Hofstede, 2016)

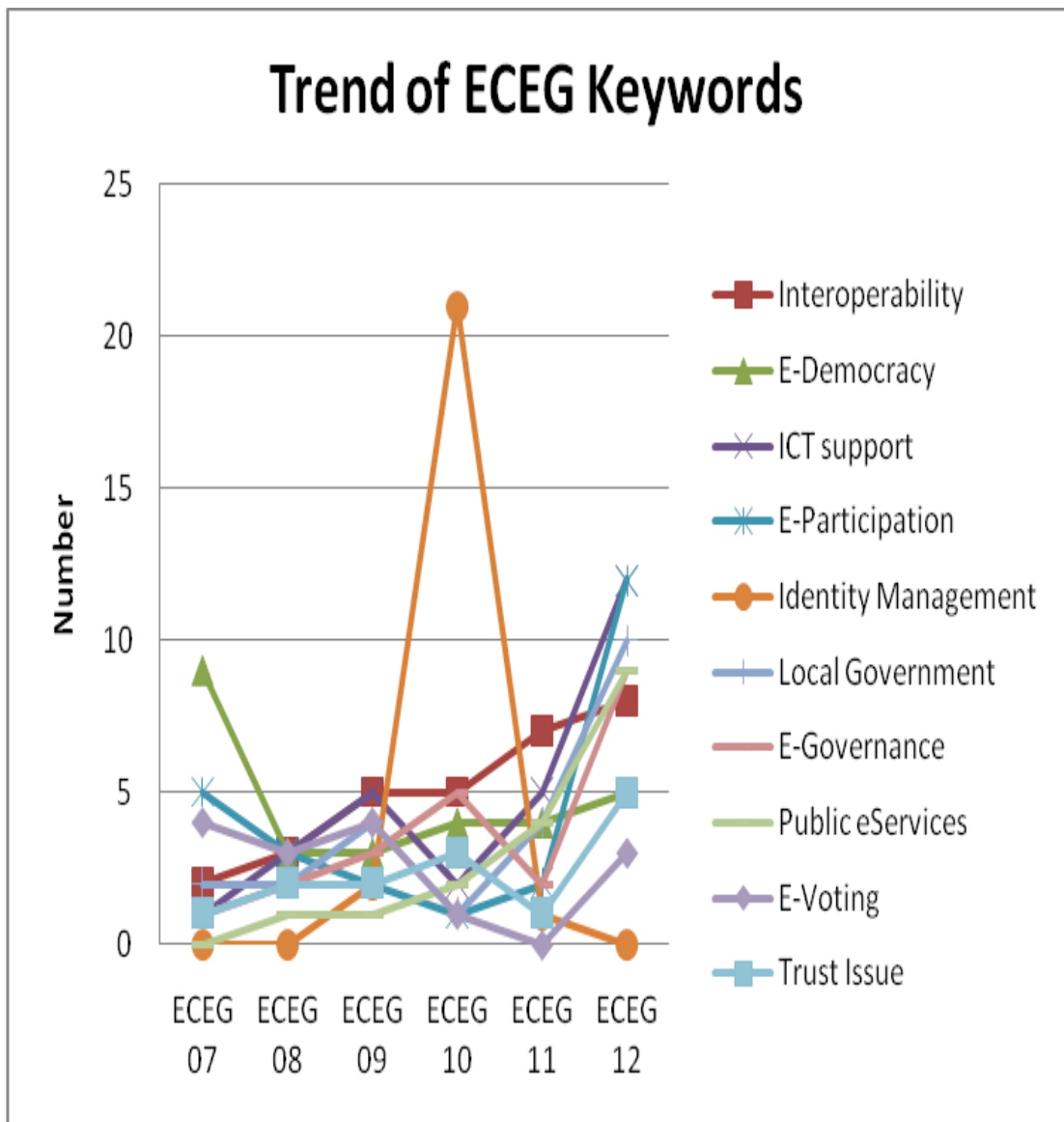
Dimensions	United Kingdom (UK)	Indonesia
Power Distance	<ul style="list-style-type: none"> • The society believes that inequalities amongst people should be minimized • People have sense of fair play therefore they believe that people should be treated equally 	<ul style="list-style-type: none"> • Being dependent on hierarchy, unequal rights between power holders and non-power holders, superiors in-accessible, leaders are directive, management controls and delegates • Power is centralized and managers count on the obedience of their team members. Employees expect to be told what to do and when. Control is expected and managers are respected for their position. • Communication is indirect and negative feedback hidden • Indonesian co-workers would expect to be clearly directed by the boss or manager – it is the classic Guru-Student kind of dynamic that applies to Indonesia
Individualism	<ul style="list-style-type: none"> • The British are a highly individualist and private people • Children are taught from an early age to think for themselves and to find out what their unique purpose in life is and how they uniquely can contribute to the society • The route to happiness is through personal fulfilment • ‘ME’ culture 	<ul style="list-style-type: none"> • A Collectivist society. This means there is a high preference for a strongly defined social framework in which individuals are expected to conform to the ideals of the society and the in-groups to which they belong. • Indonesian children are committed to their parents, as are the parents committed to them all their growing lives. Their desire is to make their parents’ life easier, even in their old age. • There is family loyalty is also apparent in the fact that Indonesia families keep elders (such as

		grandparents) at home instead of sending them to any institution.
Masculinity	<ul style="list-style-type: none"> • Britain is a masculine society. It means highly success oriented and driven • What is said is not always what is meant • People in the UK live in order to work and have a clear performance ambition. 	<ul style="list-style-type: none"> • In Indonesia status and visible symbols of success are important but it is not always material gain that brings motivation • Often it is the position that a person holds which is more important to them because of an Indonesian concept called “gengsi” – loosely translated to be, “outward appearance aimed at impressing and creating the aura of status • Working in order to live • Managers strive for consensus, people value quality, solidarity and quality in their working lives • Conflicts are resolved by compromise and negotiation • Incentives such as free time and flexibility are favoured. Focus is on well-being, status is not shown. • An effective manager is a supportive one, and decision making is achieved through involvement
Uncertainty avoidance	<ul style="list-style-type: none"> • People are quite happy to wake up not knowing what the day brings and they are happy to ‘make it up as they go along’ changing plans as new information comes to light • British are comfortable in ambiguous situations – the term ‘muddling through’ is a very British way of expressing this. • There are generally not 	<ul style="list-style-type: none"> • There is a strong preference in Indonesia toward the Javanese culture of separation of internal self from external self. When a person is upset, it is habitual for the Indonesian not to show negative emotion or anger externally. They will keep smiling and be polite, no matter how angry they are inside. • This also means that maintaining work place and relationship harmony is very important in Indonesia, and no one wishes to be the transmitter of bad or negative

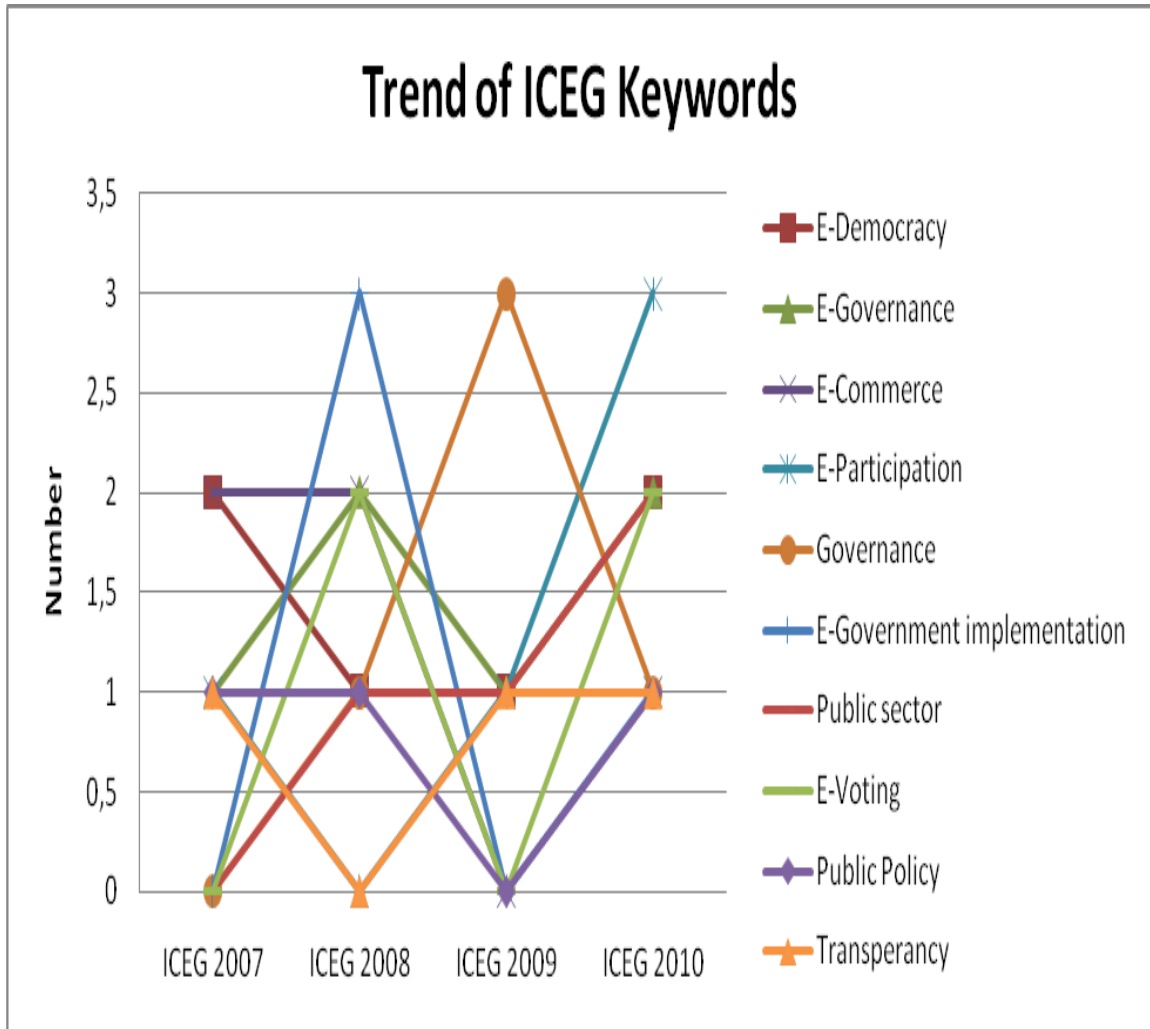
	<p>too many rules in British society, but there are adhered to (the most famous of which of course the British love of queuing which has also to do with the values of fair play)</p> <ul style="list-style-type: none"> • The end goal will be clear but the detail of how we get there will be light and the actual process fluid and flexible to emerging and changing environment. • Planning horizons will also be shorter • Most importantly the combination of a highly individualist and curious nation is a high level of creativity and strong need for innovation. • What is different is attractive! This emerges throughout the society in both its humour, heavy consumerism for new and innovative products and the fast highly creative industries it thrives in – advertising, marketing, financial engineering. 	<p>news or feedback.</p> <ul style="list-style-type: none"> • Direct communication as a method of conflict resolution is often seen to be a threatening situation and one that the Indonesian is uncomfortable in. • A tried and tested, successful method of conflict diffusion or resolution is to take the more familiar route of using a third party intermediary, which has many benefits. It permits the exchange of views without loss of face. • Maintain the appearance of harmony in the workplace; an intermediary removes the uncertainty associated with a confrontation. • Perhaps one very key phrase in Indonesia that describes how this works is “Asal Bapak Senang” (Keep the Boss Happy). The reason is multifold; but if you extrapolate to UAI dimension you can see that keeping the boss happy means you will be rewarded and if you are rewarded you have no economic or status uncertainty as you will keep being a valuable member of the company.
<p>Long term orientation</p>	<p>A dominant preference in British culture cannot be determined</p>	<ul style="list-style-type: none"> • Indonesia has a pragmatic culture, which people believe that truth depends very much on situation, context and time. • They show an ability to adapt traditions easily to changed conditions,

		<ul style="list-style-type: none"> • A strong tendency to save and invest thriftiness, and perseverance in achieving results.
Indulgence	<ul style="list-style-type: none"> • British culture is one that is classified as indulgent • People generally exhibit a willingness to realise their impulses and desires with regard to enjoying life and having fun. • They possess a positive attitude and have a tendency towards optimism • They place a higher degree of importance on leisure time, act as they please and spend money as they wish 	<ul style="list-style-type: none"> • Indonesia has a culture of restraint • The society have a tendency to cynicism and pessimism • The society do not put much emphasis on leisure time and control the gratification of their desires • People have perception that their actions are restrained by social norms and feel that indulging themselves is somewhat wrong.

APPENDIX G Top ten keywords of ECEG from 2007 to 2012



APPENDIX H Top ten keywords based on ICEG from 2007 to 2010



APPENDIX I Methodologies and methods from ECEG 2007 to 2012

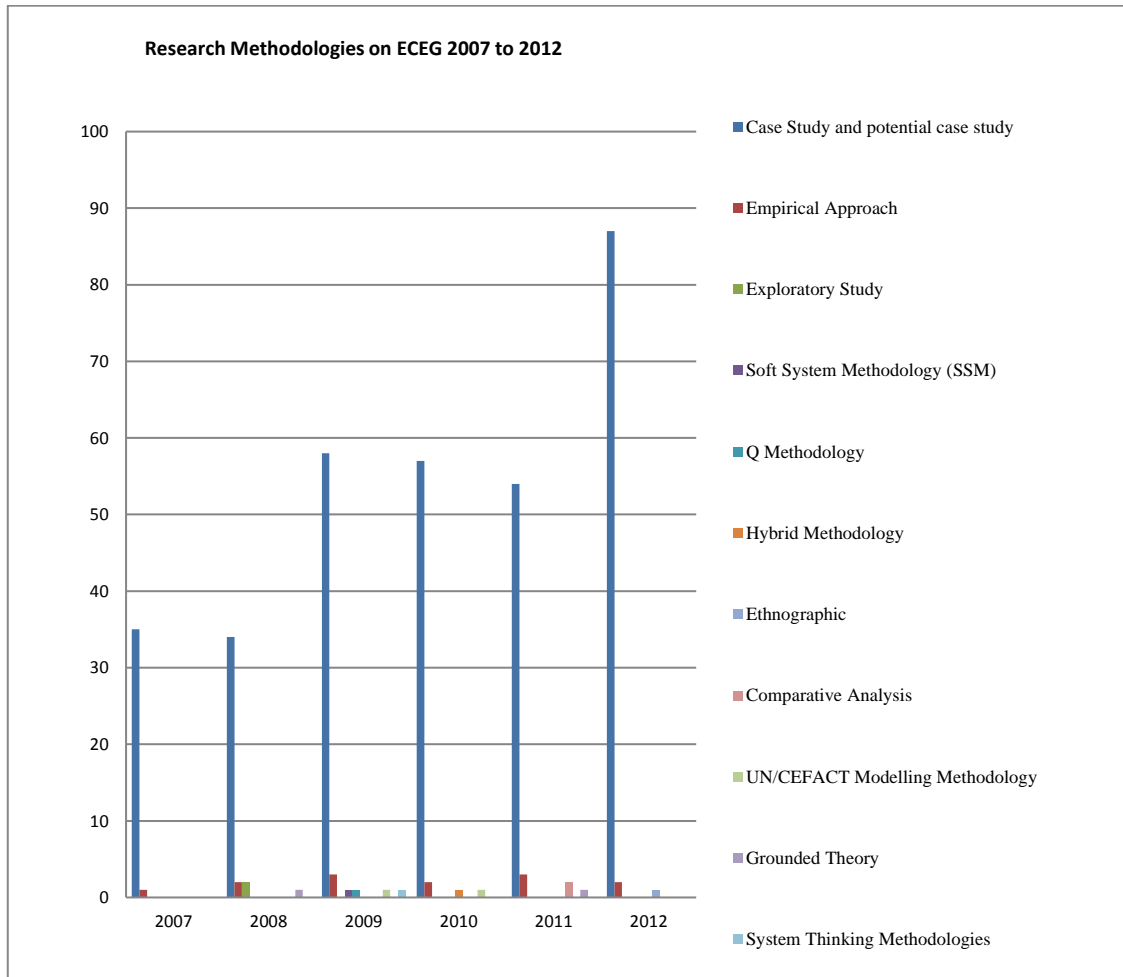
CATEGORIES	ITEMS	NUMBER
Research Paradigms	Critical Realist	1
	Interpretive	1
Research Approaches	Quantitative and Qualitative	8
	Quantitative	3
	Empirical Quantitative	1
	Qualitative	8
Research Methodologies	Case Study and potential case study	325
	Empirical Approach	13
	Exploratory Study	2
	Soft system methodology	1
	Q Methodology	1
	Hybrid Methodology	1
	Ethnographic	1
	Comparative Analysis	2
	UN/CEFACT Modelling Methodology	2
	System Thinking Methodologies	1
	Grounded Theory	2
Research Methods	Survey	39
	Literature Review	22
	Questionnaire	21
	Interview	10
	Statistical	5
	In-Depth Interview	4
	Structural Equation Modelling	3
	Workshop / Focus Group	3
	Document analysis	2
	Semi structured telephone interviews	2
	Recorded interviews	2
	Website analysis	1
	Semiotic Analysis	1
	Comparative Semi-structured interviews	1
	Online Survey	1
	Archival Search	1
Annual Reports	1	

	Web-based research	1
	Online Questionnaire	1
	Checklist	1
	Brainstorming	1
	In-depth semi structured interviews	1
	Meta-analysis	1
	Systematic Approach	1
	Formal Method	1
	Regression and correlation analysis	1
	Linear Regression analysis	1
	Structured and Semi-structured interview	1
	Enterprise Model Assembly Method	1
Way to Conclusion	Inductive study	1
Others	Not Clear Stated	151

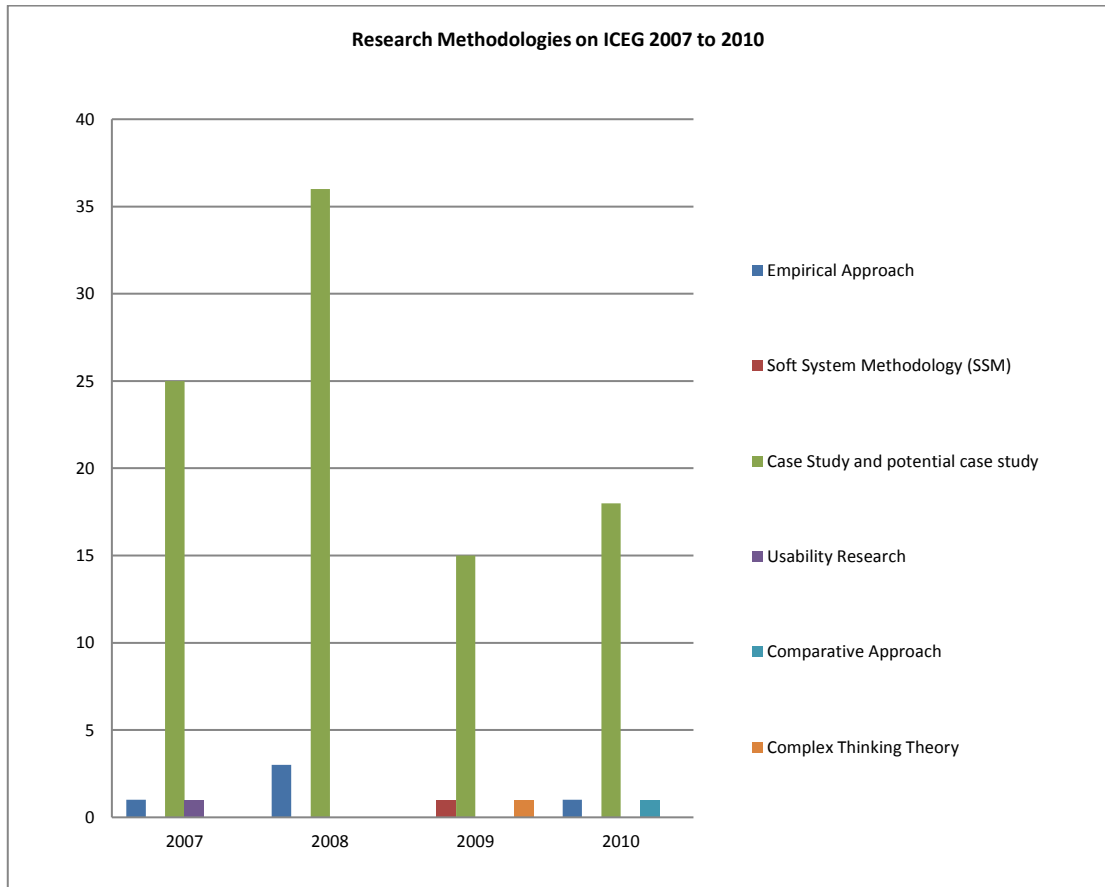
APPENDIX J Methodologies and methods from ICEG 2007 to 2010

CATEGORIES	ITEMS	NUMBER
Research Paradigms	Interpretative	1
Research Approaches	Quantitative Empirical	4
	Qualitative	4
	Qualitative and Quantitative Empirical	3
Research Methodologies	Empirical Approach	5
	Soft System Methodology (SSM)	1
	Case Study and potential case study	94
	Usability Research	1
	Complex Thinking Theory	1
	Comparative Approach	1
Research Methods	Questionnaire	7
	Survey	13
	Extensive review of literature review	4
	Government Documents	2
	Research Reports	1
	Observation	1
	Browsing	1
	Comprehensive Content Analysis	1
	Desk Research	1
	Interview	7
	In-Depth Interviews	1
	Intensive review of literature review	4
	Telephone Interview	1
	Dialogue circles	1
	Semi-structured interview	1
	Focus Group Deliberation	1
	In-Depth Document Analysis	1
	In-Depth Review	1
	Meta-analysis	1
	Formal Method	1
Formal Method-Equation based method	1	
Structural Equation Analysis	1	
Correlation Research	1	
Way to conclusion	Inductive	1
Others	Not Clear Stated	36

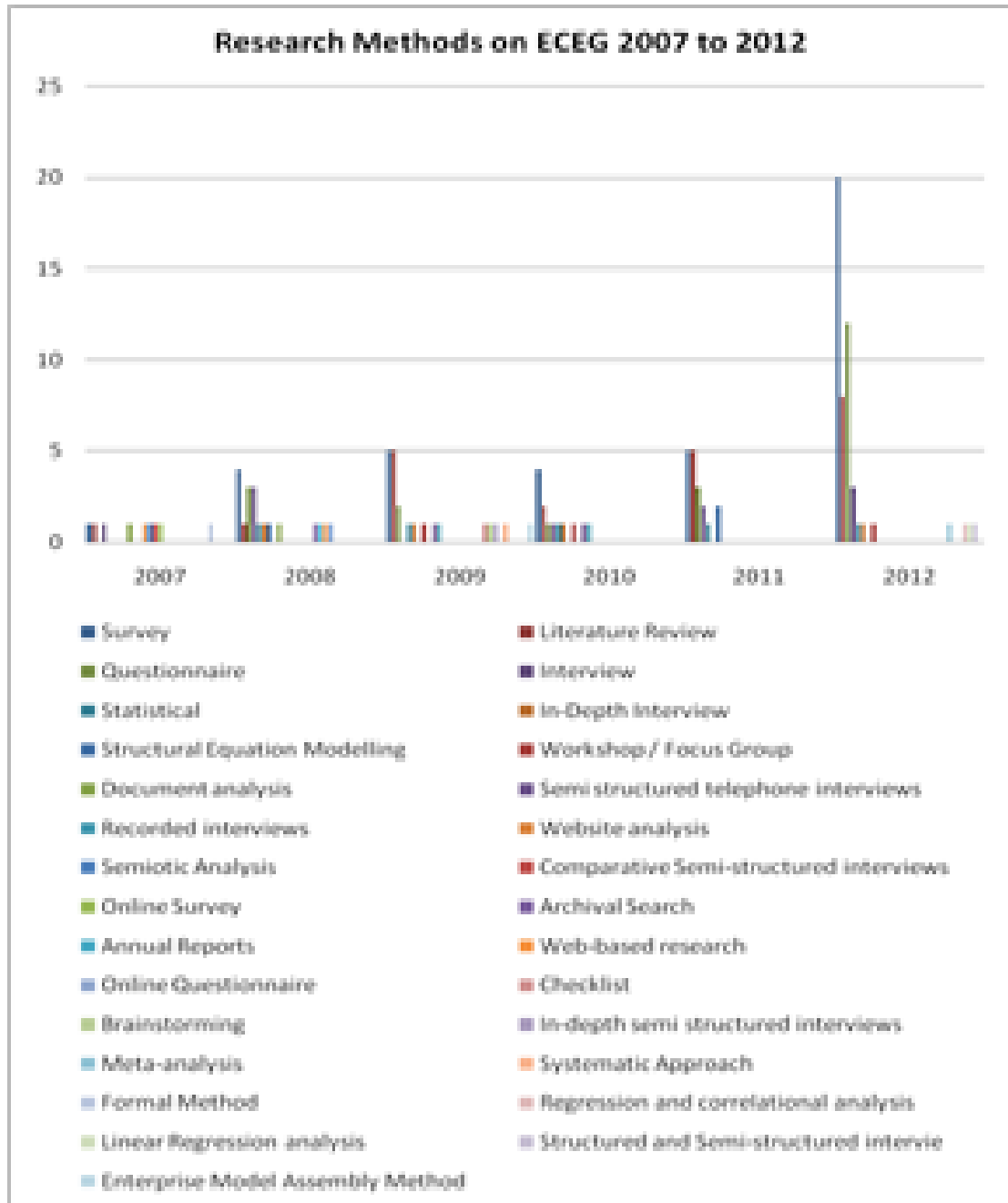
APPENDIX K Trend of research methodologies of ECEG from 2007 to 2012



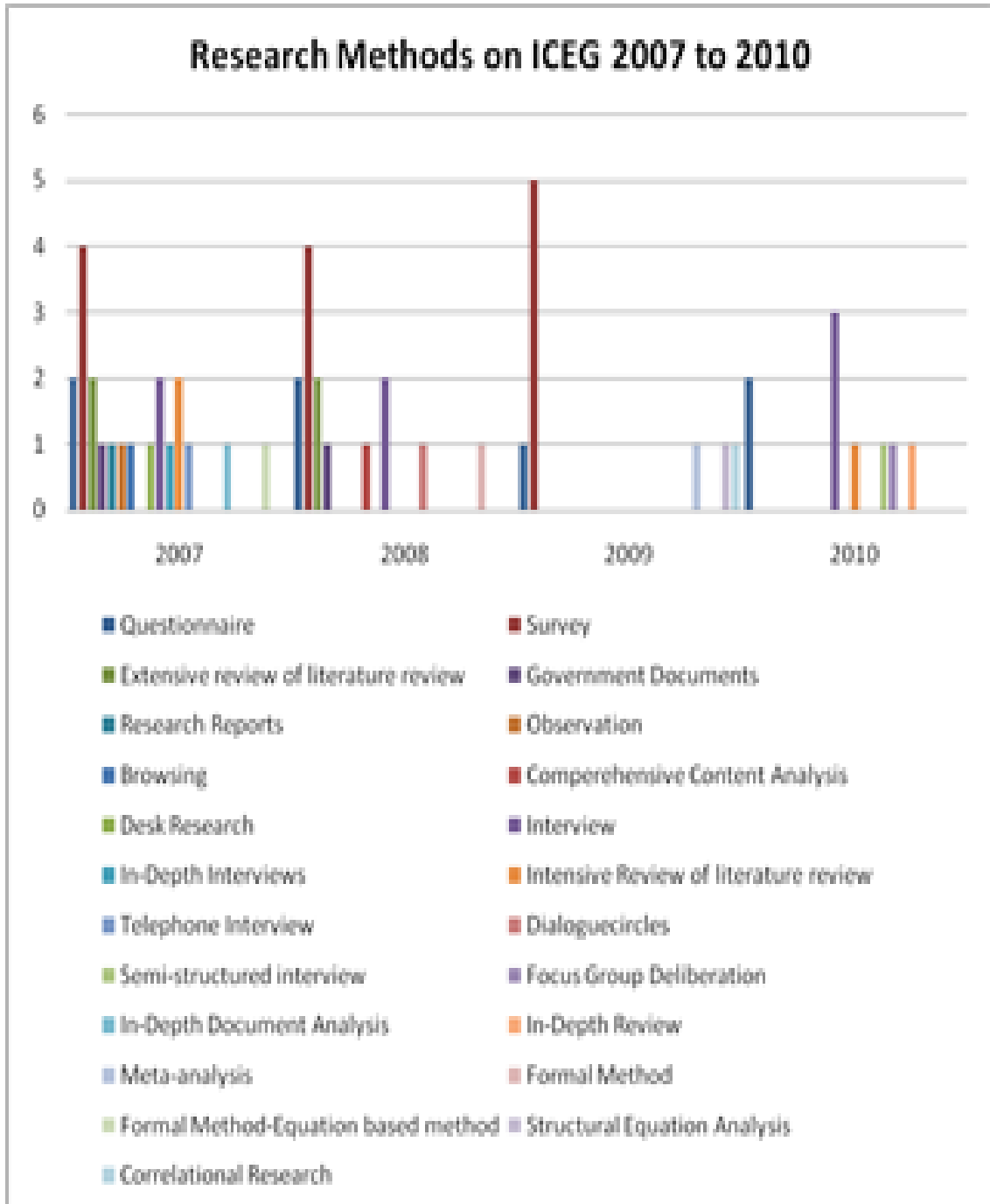
APPENDIX L Trend of research methodologies of ICEG 2007 to 2010



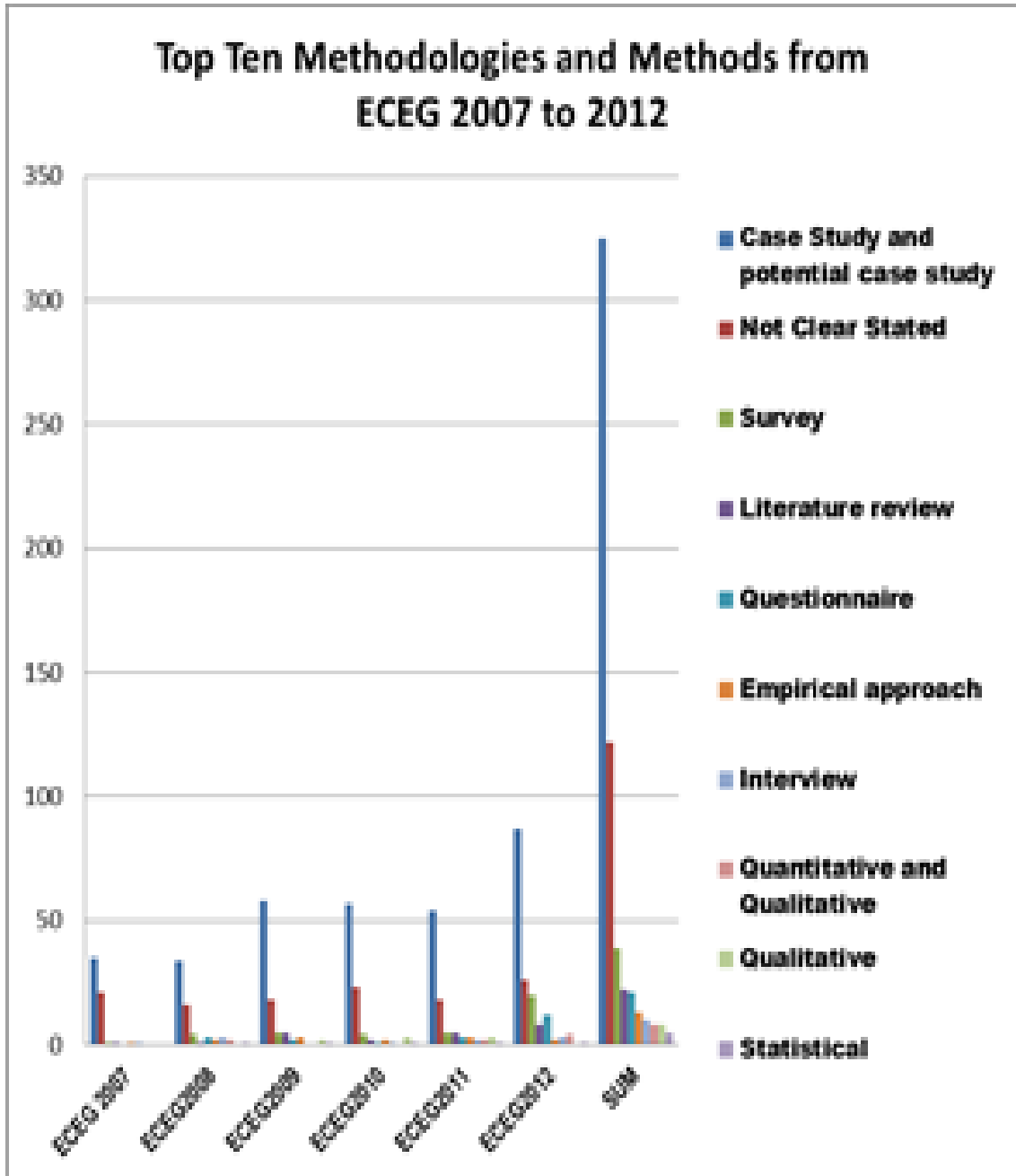
APPENDIX M Trend of research methods of ECEG from 2007 to 2012



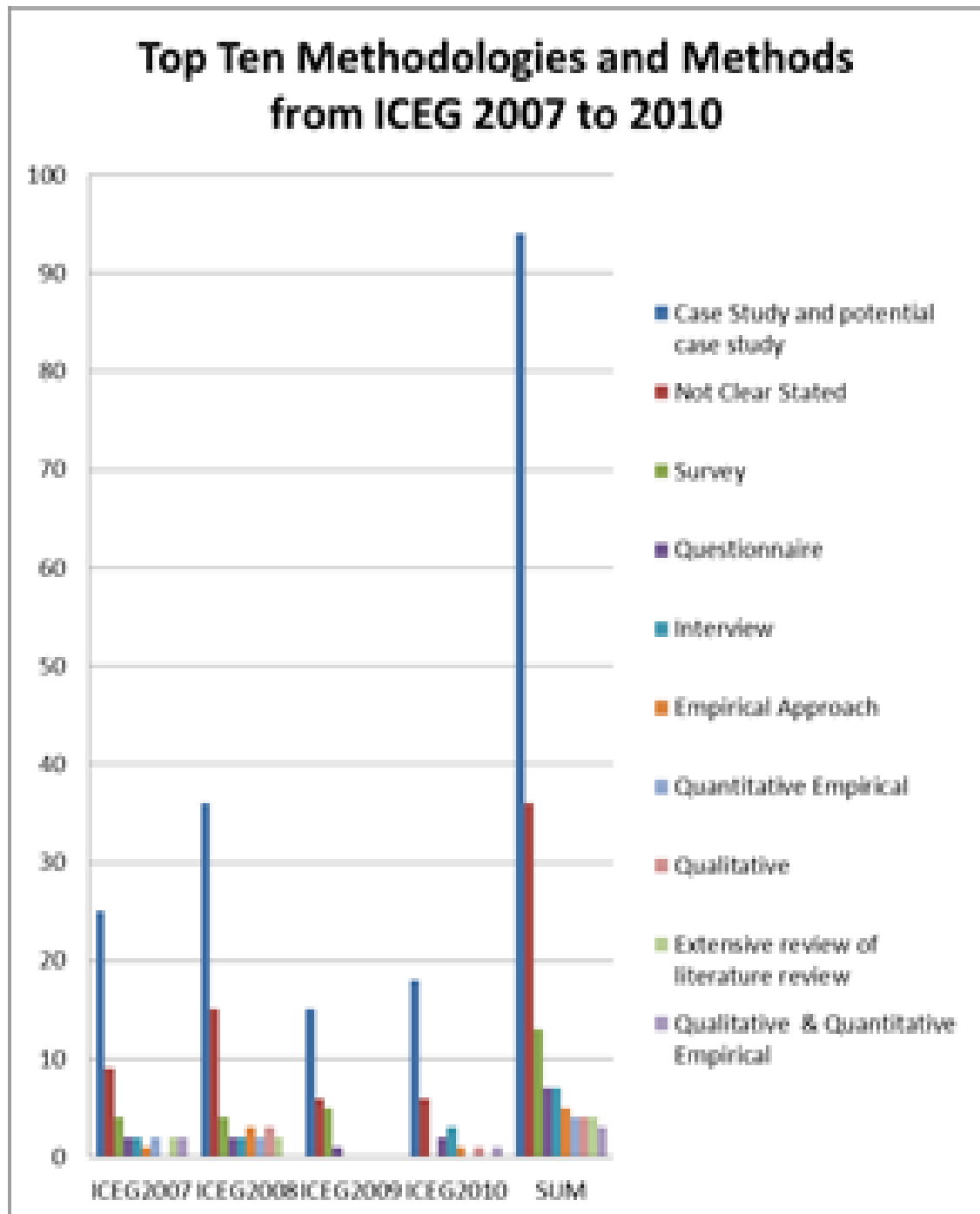
APPENDIX N Trend of research methods of ICEG from 2007 to 2010



APPENDIX O Top ten methodologies and methods of ECEG from 2007 to 2012



APPENDIX P Top ten methodologies and methods of ICEG from 2007 to 2012



APPENDIX Q The 1st Ethics review Certificate



Certificate of Fast Track Ethics Review

Project Title:	Focus Group Discussion (FGD) for Understanding E-Government Research Themes
Student Number:	584640
Application Date:	08/05/2013 17:04:38

You must download your referral certificate, print a copy and keep it as a record of this review.

You should **submit your certificate to your FEC representative for further review.**

The FEC representative for the School of Computing is Carl Adams

It is your responsibility to follow the University Code of Practice on Ethical Standards and any Department/School or professional guidelines in the conduct of your study including relevant guidelines regarding health and safety of researchers including the following:

- University Policy
- Safety on Geological Fieldwork

It is also your responsibility to follow University guidance on Data Protection Policy:

- General guidance for all data protection issues
- University Data Protection Policy

ProjectTitle:
Focus Group Discussion (FGD) for Understanding E-Government Research Themes

SchoolOrDepartment:
SOC

PrimaryRole:
PostgraduateStudent

SupervisorName:
Dr. Carl Adams

HumanParticipants:
Yes

HumanParticipantsWarning

Participant Information Sheets:

The information sheet will not contain any personal data about the participants. Participants will be asked to group Keywords which will be extracted from academic articles papers about E-Government, and suggest the titles of the group. I will use the results for my literature review and article papers about understanding E-Government Research themes. In addition, I will apply consent form at the beginning on Focus Group Discussion (FGD)

Participant Confidentiality:

No Personal Data will be collected and the collected data will be used only for the research

Involves NHSPatients Or Staff:

No

No Consent Or Deception:

No

Involves Uninformed Or Dependents:

No

Drugs Placebos Or Other Substances:

No

Blood Or Tissue Samples:

No

Pain Or Mild Discomfort:

No

Psychological Stress Or Anxiety:

No

Prolonged Or Repetitive Testing:

No

Financial Inducements:

No

Physical Ecological Damage:

No

Historical Or Cultural Damage:

No

Harm To Animal:

No

Harmful To Third Parties:

No

Supervisor Review


Supervisor signature:

Carl Adams

Date:

13/5/2013

Review by FEC Representative

Name of representative: Carl Adams.
Comments: Applies informed consent rules.
Representative signature: 
Date: 12/5/2013

APPENDIX R The 2nd Ethics Review certificate



Certificate of Fast Track Ethics Review

Project Title:	A Framework and Theory of E-Participation using Actor Network Theory (ANT)
Student Number:	642841
Application Date:	26/02/2014 17:37:08

You must download your referral certificate, print a copy and keep it as a record of this review.

You should **submit your certificate to your FEC representative for further review.**

The FEC representative for the School of Computing is Carl Adams

It is your responsibility to follow the University Code of Practice on Ethical Standards and any Department/School or professional guidelines in the conduct of your study including relevant guidelines regarding health and safety of researchers including the following:

- University Policy
- Safety on Geological Fieldwork

It is also your responsibility to follow University guidance on Data Protection Policy:

- General guidance for all data protection issues
- University Data Protection Policy

ProjectTitle:

A Framework and Theory of E-Participation using Actor Network Theory (ANT)

SchoolOrDepartment:

SOC

PrimaryRole:

PostgraduateStudent

SupervisorName:

Dr. Carl Adams

HumanParticipants:

Yes

HumanParticipantsWarning

ParticipantInformationSheets:

The information sheet will not contain any personal data of participants. Participants will answer the questions in the questionnaire and in-depth interview. The participants will fill out the consent form before in-depth interview.

Certificate Code: 84E4-8FCE-F76F-427A-AA30-B0F3-70C1-624C Page 1 / 2

Participant Confidentiality:

No Personal data will be collected.
The collected data will be used only for the PhD Research

Involves NHSPatients Or Staff:

No

No Consent Or Deception:

No

Involves Uninformed Or Dependents:

No

Drugs Placebos Or Other Substances:

No

Blood Or Tissue Samples:

No

Pain Or Mild Discomfort:

No

Psychological Stress Or Anxiety:

No

Prolonged Or Repetitive Testing:

No

Financial Inducements:

No

Physical Ecological Damage:

No

Historical Or Cultural Damage:

No

Harm To Animal:

No

Harmful To Third Parties:

No

Supervisor Review

Supervisor signature:

Date:

11/2/2014

Carl Adams

Review by FEC Representative

Name of representative:

Comments:

Representative signature:

Date:

11/3/14

JL

APPENDIX S In-depth interview questions Investigating E- Participation of School in the UK

Reference:

Position(s): Headmaster / Teacher/Parent/Governor/Alumni/.....

Sex: Male / Female

Range of age:

- 19-29 years old
- 30-39 years old
- 40-49 years old
- 50-59 years old
- 60-69 years old
- +69 years old

A. STAKEHOLDERS AND MAIN INFLUENCES

1. Who do you see are stakeholders related to your school? Are there wider stakeholders? If yes, please mention stakeholders below:
 - a) at Local level
 - b) at Wider Level
2. Which are the dominant and less dominant stakeholders/people/groups which influence in the school processes?
3. In your perception do schools keep changing, if yes
 - (a) What or who initiates change in the school?
 - (b) Who has influence on that change?
 - (c) Do you have any examples?
 - (d) What about change to school policies?
 - (e) What about change school processes, curriculum, and facilities?If no, why do you think this?
4. Do you think that change in the school can change who has influence on the school? If yes, please answer sub question below. E.g. there is a policy to add number of parent in Governor.
 - (a) Do you have any further examples?

B. SUPPORTING SYSTEMS

5. What are the important things that related to communication and interaction between school and people? (eg. Software, standards, rules, etc)
6. How are those things important to communication and interaction between school and people?
 - (a) Do you have any examples of the importance of those things?
7. Which things are dominant and less dominant in communication and interaction between school and people?

C. RELATIONSHIPS

8. What do you see as the normal relationship between the school stakeholders (eg. Headmaster, PTA, Governors, Parent, children, Government, etc)?
 - (a) Do you have any examples?
9. Do these relationships change over time? Or is it always static?
 - (a) Do you have any examples?
10. Are there changes in relationship between local stakeholders over time?
 - (a) Do you have any examples?
11. Are there changes in relationship between different wider stakeholders over time?
 - (a) Since when the changes happened?
 - (b) Do you have any examples?

D. PARTICIPATION, INTERACTION AND COMMUNICATION

12. Do you have participation in the school activities?
13. How do you participate/influence in the school activities?
 - (a) Do you have any examples?

14. Which areas do you have influence at the school?
15. How do you communicate with the school (eg. Phone, letter in person, email, etc)?
16. Have there (ever) been changes in the participation, interaction or communication processes in the school?
 - (a) Do you have any examples?

E. MEDIA OF PARTICIPATION

17. What is the normal way or channels that the school communicates with you (eg. Phone, email, letter, etc)?
 - (a) Do you have any examples?
18. What is your preferred communication medium?
19. How do you think that medium can support you effectively to participate in school activities?
 - (a) Do you have any examples?
20. What are the roles of media for the particular issues in the school?

No	Issues	Media	Reason	Challenges
1.	Kid unwell			

21. Do you feel any challenges using the medium to interact with the school and stakeholders?
 - (a) Do you have any examples?
22. Do you think that your participation through your chosen medium has contribution to the school management, operation and running?
 - (a) Do you have any examples?
23. Have there been any changes in the media that you used to participate?
 - (a) Do you have any examples?
24. Have there been any changes in the media provided by the school to communicate and participate?
 - (a) Do you have any examples?
25. Do you think changes in technology and media have changed the way you communicate or? influence school activity?
 - (a) Do you have any examples?
26. If there is an emergency/an incident, how do you communicate with the school?
27. If there is an emergency/change in the time table, how does the school or other stakeholders communicates?

F. COMPLEX FACTORS

29. How do legal factor(s) influence your participation in the school?
 - (a) Do you have any examples?
30. How do political factor(s) influence your participation in the school?

- (a) Do you have any examples?
- 31. How do economic factor(s) influence your participation in the school?
 - (a) Do you have any examples?
- 32. How do the cultural factor(s) influence your participation in the school?
 - (a) Do you have any examples?
- 33. How do educational factor(s) influence your participation in the school?
 - (a) Do you have any examples?
- 34. What are other factors influence your participation in the school?
 - (a) Do you have any examples?

G. MODEL OF E-PARTICIPATION

Some models are drawn below – the interviewer will work with you to gain your opinions about them, and then work on the model with coloured pen to see if interviewee agrees with your categories and lines of communication

- 35. What do you think about the model below?
- 36. Does the model below describe how you and the school interact?
 - You to School communication
 - School to you communication
 - Each other communication
- 37. Do you have any additional information for the model?

APPENDIX T Consent form In-depth interview investigating communication and participation through technology at a grammar school in Hampshire, UK

I agree to participate in this In-Depth Interview. No personal data will be collected. Data Collected will only be used for this research. Please tick (V) below :

STATUS	TICK
Parent	
Teacher	
Governor	
Head teacher	
Other.....	

Name of Participant

Date

Signature

APPENDIX U In-depth interview penelitian E-Participation di sekolah

Reference:

Jabatan: Kepala Sekolah / Guru/Orang Tua/Komite Sekolah/Alumni/.....

Jenis Kelamin: Laki-laki / Perempuan

Rentang Usia:

- () 19-29 tahun
- () 30-39 tahun
- () 40-49 tahun
- () 50-59 tahun
- () 60-69 tahun
- () +69 tahun

A. PIHAK YANG TERKAIT DAN BERPENGARUH

1. Siapa yang anda lihat sebagai pihak yang terkait dengan sekolah? Apakah ada stakeholder/pihak yang terkait yang lebih luas?
 - a) Di tingkat lokal
 - b) Di tingkat yang lebih luas
2. Pihak/orang/group mana saja yg dominan dan kurang dominan dalam mempengaruhi proses di sekolah?
3. Proses di sekolah selalu berubah
 - (a) Apa atau siapa yang mengawali perubahan di sekolah?
 - (b) Siapa yang berpengaruh terhadap perubahan itu?
 - (c) Apakah anda mempunyai contoh?
 - (d) Bagaimana dengan perubahan terhadap kebijakan sekolah?
 - (e) Bagaimana dengan perubahan di proses sekolah, kurikulum dan fasilitas?
4. Apakah perubahan di sekolah mengubah siapa yang berpengaruh pada sekolah? Contoh: Jika ada perubahan kebijakan pada jumlah anggota di komite sekolah.
 - (a) Apakah anda mempunyai contoh lain?

B. SUPPORTING SYSTEMS/SISTEM PENDUKUNG

5. Sistem Pendukung apa yang menurut anda penting terkait komunikasi dan interaksi antara sekolah dan pihak terkait? (eg. Software, standards, aturan, etc)
6. Bagaimana pentingnya system pendukung itu untuk komunikasi dan interaksi antara sekolah dan pihak terkait ?
 - (a) Apakah anda mempunyai contoh mengenai pentingnya system pendukung itu?
7. Sistem pendukung apa yang dominan dan kurang dominan dalam komunikasi dan interaksi diantara sekolah dan pihak terkait?

C. RELATIONSHIPS/HUBUNGAN

8. Bagaimana hubungan diantara sekolah dan stakeholder (contoh. Kepala sekolah, Komite Sekolah, Orang Tua, anak-anak, pemerintah, dll)?
 - (a) Apakah anda mempunyai contoh?
9. Apakah hubungan ini berubah dari waktu ke waktu? Ataukah selalu statis?
 - (a) Apakah anda mempunyai contoh?
10. Apakah ada perubahan hubungan diantara stakeholder local dari waktu ke waktu?
 - (a) Apakah anda mempunyai contoh?
11. Apakah ada perubahan dalam hubungan diantara stakeholder yang lebih luas dari waktu ke waktu?
 - (a) Apakah anda mempunyai contoh?

D. PARTISIPASI, INTERAKSI DAN KOMUNIKASI

12. Apakah anda turut berpartisipasi dalam aktivitas di sekolah?
13. Bagaimana anda berpartisipasi/pengaruh dalam aktivitas di sekolah?
 - (a) Apakah anda mempunyai contoh?
14. Di bagian manakah anda mempunyai pengaruh pada sekolah?
15. Bagaimana anda berkomunikasi dengan sekolah?
16. Apakah ada perubahan dalam proses partisipasi, interaksi dan komunikasi di sekolah?

- (a) Apakah anda mempunyai contoh?

E. MEDIA OF PARTICIPATION/MEDIA PARTISIPASI

17. Bagaimana biasanya sekolah berkomunikasi dengan anda?
 (a) Apakah anda mempunyai contoh?
18. Media apakah yang anda sukai untuk berkomunikasi?
19. Bagaimana media dapat mendukung anda berpartisipasi secara efektif untuk berpartisipasi dalam aktivitas sekolah?
 (a) Apakah anda mempunyai contoh?
20. Bagaimanakan peran media terkait dengan masalah-masalah yang spesifik dalam sekolah ?

No	Masalah	Media	Alasan	Kesulitan
1.	Murid sedang sakit			
2.				

21. Apakah anda merasa kesulitan dalam menggunakan media untuk berinteraksi dengan sekolah dan pihak terkait lainnya?
 (a) Apakah anda mempunyai contoh?
22. Apakah partisipasi anda melalui media yang anda pilih mempunyai kontribusi terhadap manajemen, operasi dan pelaksanaan sekolah?
 (a) Apakah anda mempunyai contoh?
23. Apakah ada perubahan dalam media yang anda gunakan untuk berpartisipasi?
 (a) Apakah anda mempunyai contoh?
24. Apakah ada perubahan dalam media yang disediakan oleh sekolah untuk komunikasi dan partisipasi?
 (a) Apakah anda mempunyai contoh?
25. Apakah perubahan teknologi dan media telah mengubah cara anda berkomunikasi yang mempengaruhi aktivitas di sekolah?
 (a) Apakah anda mempunyai contoh?
26. Jika ada situasi darurat/kecelakaan, Bagaimana anda berkomunikasi?
27. Jika ada situasi darurat/perubahan dalam jadwal sekolah, bagaimana sekolah atau pihak terkait lainnya berkomunikasi?

F. COMPLEX FACTORS

28. Bagaimana faktor-faktor hukum mempengaruhi anda dalam berpartisipasi di sekolah?
 (a) Apakah anda mempunyai contoh?
30. Bagaimana factor-faktor politik mempengaruhi partisipasi anda di sekolah?
 (a) Apakah anda mempunyai contoh?

31. Bagaimana faktor-faktor ekonomi mempengaruhi partisipasi anda di sekolah?
(a) Apakah anda mempunyai contoh?
32. Bagaimana faktor-faktor budaya mempengaruhi partisipasi anda di sekolah?
(a) Apakah anda mempunyai contoh?
33. Bagaimana faktor-faktor pendidikan mempengaruhi anda dalam berpartisipasi di sekolah?
(a) Apakah anda mempunyai contoh?
34. Apakah ada factor-faktor lain yang mempengaruhi partisipasi anda di sekolah?
(a) Apakah anda mempunyai contoh?

G. MODEL OF E-PARTICIPATION

35. Bagaimana pendapat anda mengenai model dibawah ini?
36. Apakah model dibawah ini menggambarkan bagaimana anda dan sekolah berinteraksi?
 - Komunikasi anda dan sekolah
 - Komunikasi Sekolah dengan anda
 - Komunikasi dengan semuanya
37. Apakah anda mempunyai informasi tambahan pada model dibawah ini?

APPENDIX V Surat Kesiediaan In-Depth Interview Penelitian E-Participation Sekolah di Surabaya, Indonesia

Saya menyatakan bersedia untuk berpartisipasi pada In-Depth Interview ini. Data pribadi dan data lain yang dikoleksi, hanya digunakan untuk penelitian ini, akan dijamin kerahasiaannya dan akan dihapus setelah penelitian ini selesai. Mohon dicentang pilihan berikut:

STATUS	CENTANG
Orang Tua	
Guru	
Komite Sekolah	
Kepala Sekolah	
Lainnya	

Nama

Tanggal

Tanda Tangan

APPENDIX W In-depth interview questions Investigating E-Participation of Planning in the UK

Reference:

Role(s):

A. ROLE OF PARTICIPANT

1. What is your role in the planning process?
2. Do you have any experience involve in the planning process?
3. Could you explain one of your involvements in the planning process?

B. STAKEHOLDERS AND MAIN INFLUENCES

4. Who are the stakeholders in planning process?
5. Which are the dominant and less dominant stakeholders/people/groups which influence in the planning processes?
6. In your perception do planning process keep changing, if yes
 - (a) What or who initiates change in the planning?
 - (b) Who has influence on that change?
 - (c) Do you have any examples?
 - (d) What about change to planning policies?
7. Do you think that change in the stakeholders can change who has influence on the participation process?
 - (b) Do you have any further examples?

C. SUPPORTING SYSTEMS

8. What are the important things that related to communication and interaction between stakeholders in the planning process?
9. How are those things important to communication and interaction between stakeholders of planning?
 - (a) Do you have any examples of the importance of those things?
10. Which things are dominant and less dominant in communication and interaction between stakeholders of planning?

D. PLANNING PROCESS

11. How are planning activities changes over the years/decades?
12. How are the planning activities recently ?
13. What are the main issues in planning activities ? Especially in Portsmouth or Southsea?
14. What was the significant change ? When ?
15. Is there any change of power structure before and after Localism Act 2011 regarding to Planning ?
16. Is there any change of power structure before and after National Planning Framework Policy 2012 ?
17. Is there any change of power structure before and after Plain English Guide to the Planning System 2015 ?
18. Is there any statistics of respond/comment at consultation process ?
19. Where can I request about statistics of respond/comment at consultation process ?
20. Any good references about planning ?

E. PARTICIPATION

21. How does citizen participation influence the planning process?
 - (b) Do you have any examples?
22. How has citizen participation in the planning activities change over the years?
23. How is the participation change?
 - (b) Do you have any examples?

24. Is there any change of citizen/local participation before and after internet age regarding to planning process?
25. Is there any change of citizen/local participation before and after Localism Act 2011 ?
26. Is there any change of citizen/local participation before and after National Planning Framework Policy 2012 ?
27. Is there any change of citizen/local participation before and after Plain English Guide to the Planning System 2015?

F. MEDIA OF PARTICIPATION

28. What are the roles of media/technology for the particular issues in the planning process?
29. What are the main changes in technology?
30. How they have changed the planning process?
31. What is the normal way or channels that the stakeholders communicates and participate in the planning process (eg. Phone, email, letter, etc)?
 - (a) Do you have any examples?
32. How do you think that media/technology can support effectively to participate in planning process?
 - (b) Do you have any examples?

G. COMPLEX FACTORS

21. How do legal factor(s) influence citizen participation in the planning process?
 - (a) Do you have any examples?
22. How do political factor(s) influence citizen participation in the planning process?
 - (a) Do you have any examples?
23. How do economic factor(s) influence citizen participation in the planning process?
 - (a) Do you have any examples?
24. How do the cultural factor(s) influence citizen participation in the planning process?
 - (a) Do you have any examples?
25. How do educational factor(s) influence citizen participation in the planning process?
 - (a) Do you have any examples?
26. What is other factors influence citizen participation in the planning process?
 - (a) Do you have any examples?

APPENDIX X Consent Form In-Depth interview investigating E-Participation in Planning

I agree to participate in this In-Depth Interview. No personal data will be collected. Data Collected will only be used for this research. Please tick (V) below :

STATUS	TICK
Academics	
City Council Staff	
Citizen	
Councillor	
Other.....	

Name of Participant

Date

Signature

APPENDIX Y In-depth interview Penelitian peran teknologi dalam tata ruang kota di Indonesia, khususnya Surabaya

Reference:

Peran: Pemerintah/Masyarakat/Akademik/.....

A. ROLE OF PARTICIPANT

1. Apakah peran anda dalam proses tata ruang ?
2. Apakah anda mempunyai pengalaman dalam proses tata ruang ?
3. Mohon dijelaskan sejauh mana keterlibatan anda dalam proses tata ruang ?

B. STAKEHOLDERS AND MAIN INFLUENCES

4. Siapa saja stakeholder yang terkait dengan proses tata ruang di Indonesia?
5. Stakeholder mana saja yang punya pengaruh dominan dan kurang dominan dalam mempengaruhi proses tata ruang?
6. Menurut anda, apakah proses tata ruang mengalami perubahan ? Jika ya,
 - (a) Apa atau siapa yang mengawali perubahan dalam proses tata ruang?
 - (b) Siapakah yang mempunyai pengaruh dalam perubahan?
Mohon diberikan contoh
 - (c) Bagaimana mengenai perubahan kebijakan dalam tata ruang?
7. Menurut anda, apakah perubahan stakeholder akan mengubah pihak-pihak yang berpengaruh terhadap proses tata ruang?
 - (a) Mohon diberikan contoh?

C. SUPPORTING SYSTEMS

8. Support system apa saja yang dibutuhkan terkait dengan komunikasi, interaksi dan partisipasi diantara para stakeholder dalam proses tata ruang?
9. Bagaimana support system tersebut sangat penting untuk komunikasi, interaksi dan partisipasi dalam proses tata ruang?
 - (a) Apakah anda mempunyai contoh mengenai hal diatas?
10. Manakah diantara support system tersebut diatas yang dominan dan kurang dominan dalam mempengaruhi komunikasi, interaksi dan partisipasi diantara stakeholder dalam proses tata ruang?

D. PLANNING PROCESS

11. Bagaimana perubahan dalam proses tata ruang selama beberapa tahun terakhir?
12. Bagaimana aktivitas tata ruang saat ini?
13. Apa yang menjadi isu utama dalam aktivitas tata ruang di Indonesia ? Khususnya di Surabaya?
14. Apa yang menjadi perubahan signifikan? Kapan?
15. Adakah perubahan dari stakeholder yang berpengaruh sebelum dan sesudah kebijakan otonomi daerah berkaitan dengan tata ruang? Bagaimanakah kebijakan ini mempengaruhi perubahan pihak-pihak yang berpengaruh?
16. Adakah perubahan dari stakeholder yang berpengaruh sebelum dan sesudah PP No 26 tahun 2008 tentang Rencana Tata Ruang Wilayah Nasional? Bagaimana regulasi ini mempengaruhi perubahan stakeholder yang berpengaruh?
17. Dalam konteks Surabaya, adakah perubahan dalam stakeholder yang berpengaruh sebelum dan sesudah Peraturan Walikota Surabaya No 28 Tahun 2013 tentang Tata cara pelayanan perizinan dan non-perizinan secara elektronik di kota Surabaya? Bagaimana regulasi ini mempengaruhi perubahan stakeholder yang berpengaruh?
18. Adakah regulasi terbaru mengenai Tata ruang nasional dan Tata ruang kota Surabaya? Jika ya, adakah perubahan dalam stakeholder yang berpengaruh sebelum dan sesudah regulasi terbaru tersebut? Bagaimana regulasi ini mempengaruhi perubahan stakeholder yang berpengaruh?
19. Adakah referensi yang bagus mengenai tata ruang di Indonesia atau Kota Surabaya?

E. PARTICIPATION

20. Bagaimana partisipasi masyarakat mempengaruhi proses tata ruang?

- (c) Apakah anda mempunyai contoh?
21. Bagaimana partisipasi masyarakat dalam aktivitas tata ruang mengalami perubahan selama beberapa tahun?
(c) Apakah anda mempunyai contoh?
 22. Adakah perubahan dalam partisipasi masyarakat sebelum dan sesudah era internet terkait dengan proses tata ruang?
 23. Adakah perubahan dalam partisipasi masyarakat dalam proses tata ruang sebelum dan sesudah kebijakan otonomi daerah? Bagaimana regulasi ini mempengaruhi perubahan dalam partisipasi masyarakat?
 24. Adakah perubahan dalam partisipasi masyarakat sebelum dan sesudah Peraturan Pemerintah No 26 Tahun 2008 tentang Rencana Tata Ruang Wilayah Nasional? Bagaimana regulasi ini mempengaruhi perubahan partisipasi masyarakat?
 25. Adakah perubahan dalam partisipasi masyarakat sebelum dan sesudah Peraturan Walikota Surabaya No 28 Tahun 2013 tentang Tata cara pelayanan perizinan dan non-perizinan secara elektronik di kota Surabaya? Bagaimana regulasi ini mempengaruhi perubahan partisipasi masyarakat?
 26. Adakah perubahan dalam partisipasi masyarakat sebelum dan sesudah regulasi terbaru mengenai rencana tata ruang wilayah nasional? Bagaimana regulasi ini mempengaruhi perubahan partisipasi masyarakat?

F. MEDIA OF PARTICIPATION

27. Apa peran teknologi dalam mendukung partisipasi masyarakat dalam proses tata ruang?
28. Apa perubahan utama dalam teknologi yang terkait dengan partisipasi masyarakat dalam proses tata ruang?
29. Bagaimana teknologi mengubah proses partisipasi masyarakat dalam proses tata ruang? Apakah anda mempunyai contoh mengenai hal ini?
30. Bagaimanakah teknologi mengubah proses tata ruang ?
31. Apakah media yang digunakan untuk komunikasi, interaksi dan partisipasi dalam proses tata ruang (missal: Telepon, email, surat, dll)?
(a) Apakah anda mempunyai contoh?
32. Menurut anda, bagaimana teknologi dapat mendukung secara efektif untuk berpartisipasi dalam proses tata ruang?
(c) Apakah anda mempunyai contoh?

G. COMPLEX FACTORS

33. Bagaimana faktor hukum mempengaruhi partisipasi masyarakat dalam proses tata ruang?
(a) Apakah anda mempunyai contoh?
34. Bagaimana faktor politik mempengaruhi partisipasi masyarakat dalam proses tata ruang?
(a) Apakah anda mempunyai contoh?
35. Bagaimana faktor ekonomi mempengaruhi proses tata ruang?
(a) Apakah anda mempunyai contoh?
36. Bagaimana faktor kultural mempengaruhi partisipasi masyarakat dalam proses tata ruang?
(a) Apakah anda mempunyai contoh ?
37. Bagaimana faktor pendidikan mempengaruhi partisipasi masyarakat dalam proses tata ruang?
(a) Apakah anda mempunyai contoh ?
38. Adakah faktor lain yang mempengaruhi partisipasi masyarakat dalam proses tata ruang?
(a) Apakah anda mempunyai contoh ?

**APPENDIX Z Surat Ijin In-depth interview Penelitian
E-Participation di bidang perencanaan dan tata ruang kota Surabaya**

Saya menyetujui untuk berpartisipasi dalam in-depth interview. Tidak ada data pribadi yang dikoleksi. Data yang dikoleksi hanya digunakan untuk penelitian ini. Mohon centang dibawah ini:

STATUS	CENTANG
Akademisi	
Staf Pemkot	
Warga	
Wakil rakyat	
Other.....	

Name partisipan

Tanggal

Tanda tangan

APPENDIX AB Transkrip In-depth interview Penelitian peran teknologi dalam interaksi, komunikasi dan partisipasi di sekolah

Reference: **EK**

Jabatan: **Kepala Sekolah**

Jenis Kelamin: **Laki-laki**

Rentang Usia:

() 19-29 tahun

() 30-39 tahun

(**X**) 40-49 tahun

() 50-59 tahun

() 60-69 tahun

() +69 tahun

A. PIHAK YANG TERKAIT DAN BERPENGARUH

1. Siapa yang anda lihat sebagai pihak yang terkait dengan sekolah? Apakah ada stakeholder/pihak yang terkait yang lebih luas?

a) Di tingkat lokal/internal : **orang tua, wali murid, murid, guru, karyawan, pimpinan sekolah, pengurus yayasan**

b) Di tingkat yang lebih luas : **di Eksternal Diknas kota, Propinsi, Direktorat pembinaan SMA di Jakarta, wali murid**

2. Pihak/orang/group mana saja yg dominan dan kurang dominan dalam mempengaruhi proses di sekolah?

Saya kira semua, baik internal maupun eksternal.

Kalau yang internal yayasan memantau program dan penyelenggaraan kegiatan pembelajaran di sekolah

Dinas terkait dengan bagaimana sekolah ini menjalankan kurikulum nasional

Wali murid terkait dengan bagaimana anak-anak mereka memperoleh layanan pendidikan yang mereka harapkan dari sekolah

Yang kurang dominan tentunya karyawan non kependidikan seperti satpam dan karyawan teknis karena tidak berhubungan langsung dengan proses yang mempengaruhi proses belajar anak didik di sekolah.

3. Proses di sekolah selalu berubah

(a) Apa atau siapa yang mengawali perubahan di sekolah?

Pimpinan sekolah kemudian ke guru. Dari guru lalu berimbas ke siswa/peserta didik.

(a) Siapa yang berpengaruh terhadap perubahan itu?

Pimpinan sekolah memiliki pengaruh yang dominan yang terbesar untuk adanya perubahan-perubahan baik perubahan kecil maupun perubahan yang mendasar di dalam proses yang ada di sekolah karena pimpinan sekolah menjadi penentu kebijakan

(b) Apakah anda mempunyai contoh?

Kepala sekolah menginginkan sekolah melaksanakan kurikulum 2013 (yang merupakan kurikulum terbaru di Indonesia). Kepala sekolah mengajak diskusi wakil kepala sekolah dan membuat kebijakan yang selanjutnya dlm proses belajar mengajar dilaksanakan oleh guru. Selanjutnya kepala sekolah dalam melaksanakan kurikulum 2013 bersama para guru memberikan ilustrasi dan laporan kepada pengurus yayasan mengapa SMA Al Hikmah

memilih menyelenggarakan program perubahan kurikulum.dari kurikulum 2006 ke kurikulum 2013.

Contoh kedua misalnya Kepala sekolah menghendaki adanya terobosan baru dalam evaluasi proses belajar mengajar yang biasanya secara tradisional menggunakan kertas sekarang ujian bisa bersifat paperless. Siswa pada jam tertentu harus menghidupkan smartphone atau laptop untuk mengakses domain website tertentu untuk mengerjakan soal-soal dan selanjutnya dilaksanakan oleh guru, selanjutnya sekolah mengevaluasi ternyata dengan cara itu siswa merasa lebih familiar dengan kegiatan evaluasi seperti itu, dan guru tidak perlu menyiapkan bentuk tertulis dan dari aspek biaya sekolah merasa lebih murah karena tidak menggunakan kertas yang harus diketik, di print lalu di foto copy sejumlah siswa.

4. Apakah perubahan di sekolah mengubah siapa yang berpengaruh pada sekolah?

Iya, setiap perubahan bisa menimbulkan perubahan timbal balik baik terhadap orang yang dikenai perubahan atau orang yang membuat perubahan.

(a) Apakah anda mempunyai contoh lain?

Contohnya ujian berbasis paperless, mau tidak mau kalau sekolah mengeluarkan kebijakan seperti itu, maka pihak pimpinan sekolah harus menyediakan sarana dan prasarana, misalnya bandwidth yang ada di sekolah harus diperlebar sehingga siswa bisa mengakses tanpa kesulitan. Bagaimana bisa terlaksana program ujian paperless itu manakala bandwidth-nya sempit artinya lambat ketika diakses oleh siswa. Yang berikutnya guru juga harus belajar bagaimana bisa menyelenggarakan ujian dalam paperless.

Dari situ sekolah menyelenggarakan pelatihan bersama bagaimana memanfaatkan IT untuk mendukung proses evaluasi. Dan Siswa juga harus punya gadget atau laptop atau perangkat IT untuk mengakses domain-domain sekolah yang disediakan sehingga siswa bisa mengikuti ujian itu tanpa kesulitan.

Kalau Contoh tentang kurikulum, begitu sekolah membuat kebijakan baru melaksanakan kurikulum 2013. Pimpinan sekolah harus mengikuti berbagai pelatihan untuk bisa paham sampai detail dari konsep, format dan implementasi kurikulum tersebut. Dari situ, guru-guru dilatih atau diimbaskan dari yg dikerjakan oleh pimpinan sekolah. Selanjutnya dilaksanakan proses pembelajaran yang berbasis kurikulum 2013. Lalu, pihak sekolah juga melakukan evaluasi apa yang sudah dikuasai guru-guru dan apa yang belum serta bagaimana perubahan-perubahan yang terkait dengan pelaksanaan kurikulum 2013 apakah sesuai dengan format, standard yang digariskan oleh dinas. Dengan cara seperti itu, sehingga terjadi proses berubah dan bergerak bersama-sama untuk melaksanakan sesuatu yang sudah digariskan.

B. SUPPORTING SYSTEMS/SISTEM PENDUKUNG

5. Sistem Pendukung apa yang menurut anda penting terkait komunikasi dan interaksi antara sekolah dan pihak terkait? (contoh. Software, standards, aturan, dll)

Kalau terkait dengan perubahan yang sifatnya terbatas, system pendukungnya lebih sederhana hanya terkait dengan orang-orang dan perangkat yang ada yang dibutuhkan untuk melaksanakan perubahan itu. Tapi kalau perubahan itu sifatnya menyeluruh dan mendasar tentunya system pendukungnya harus lebih kompleks dari itu.

Contohnya kurikulum 2013, perangkat kurikulumnya harus ada dulu baik secara textbook maupun file atau data yang bisa diakses oleh semua guru. Kemudian ada proses pelatihan, setelah itu ada proses implementasi. Dalam proses implementasi itu ada proses pendampingan oleh misalnya klo guru ya oleh wakasek bidang kurikulum. Kemudian dari pendampingan itu, ada proses selanjutnya yaitu proses monitoring dan evaluasi. Masing-masing proses itu tentunya ada perangkat-perangkat dan format-format yang bisa memberikan acuan dan memberikan sarana utk mengukur hal-hal yang sudah dilaksanakan mencapai sebuah keberhasilan.

Diluar itu misalnya, karena SMA Al Hikmah itu merupakan sekolah swasta dan di Surabaya hanya ada 3 sekolah swasta yang ditunjuk yaitu SMA Alhikmah, SMA Khadijah dan SMA Muhammadiyah Pucang sebagai pelaksana kurikulum dan akhirnya ada proses pelatihan. Yang melatih kami banyak, ada dari LPMP Jatim, dari dinas provinsi, dinas kota dan direktorat P4TK yang mengurus pendidik dan tenaga kependidikan. Ada juga dari direktorat pembinaan SMA. Semua itu harus diikuti utk bisa mengimplementasikan secara benar kurikulum 2013. Lalu pihak sekolah sendiri melakukan atau mengawal pelaksanaan atau implementasi kurikulum 2013 misalnya dengan adanya pertemuan mingguan dengan wali kelas, dengan guru bidang studi untuk bisa memantau sampai seberapa guru-guru bisa melaksanakan proses implementasi kurikulum 2013. Juga ada proses evaluasi, yang dievaluasi tidak hanya muridnya, tapi juga gurunya, sekolahpun mengalami proses evaluasi dari pengawas dari dinas kota, pengawas dinas propinsi dan direktorat pembinaan SMA. Itu semua hal yang harus dikerjakan yang merupakan sarana pendukung utama sehingga apa yang kita kerjakan terjadi perubahan menyeluruh.

Langsung face to face

Tidak langsung contohnya guru-guru bisa mengakses materi-materi yang terkait kurikulum 2013 lewat web sekolah, termasuk raport di share dan bisa diakses secara gratis.

Ada aturan sekolah tentang guru, siswa, kepek, wakasek dan semuanya tertulis. Tapi yang lebih menjadi ruh dalam berinteraksi adalah moralitas yang didasarkan pada nilai-nilai keagamaan. Bagaimana seorang ustad berkomunikasi dengan ustadzah. Bagaimana siswa putra berkomunikasi dengan siswa putri. Bagaimana siswa kelas 10 berkomunikasi dengan siswa kelas 11. Yang seperti itu memang tidak tertulis tapi ada kesepakatan yang dipahami bareng-bareng bahwa itu tidak boleh. Misal: saya tidak bisa menerima apapun alasannya siswa putra dan siswa putri duduk berduaan ngobrol di tempat yang khusus. Ustadz dan ustadzah agak aneh kalau ada ustadz yang berlama-lama di ruang ustadzah dan ustadzah yang menyambangi ustadz.

Kalau norma standard, aturan baku dan dan kita punya tata tertib dan aturan sekolah ada tertulis. Tapi lebih kearah pada norma-norma yang disepakati.

6. Sistem pendukung apa yang dominan dan kurang dominan dalam komunikasi dan interaksi diantara sekolah dan pihak terkait?

Yang dominan ada 2 infrastruktur yang direct seperti telepon yang bisa digunakan siapapun secara bertanggung jawab. Kalau mau telpon ya di TU dan dicatat. Bukan untuk tidak percaya tapi untuk kendali. Diluar itu, mereka bisa menggunakan perangkat untuk kirim email, browsing materi bisa memanfaatkan sarana yang ada di sekolah. Diluar itu diupayakan secara mandiri. Mau lewat social media atau yang lain, silahkan.

B. RELATIONSHIPS/HUBUNGAN

1. Apakah hubungan ini berubah dari waktu ke waktu? Ataukah selalu statis?

Ada, Perubahannya menurut saya tidak stagnan tapi secara perlahan tapi pasti menuju kearah yang lebih baik

- (a) Apakah anda mempunyai contoh?

Setiap ada perubahan atau kebijakan baru atau program-program pelatihan baru dari pemerintah pusat (Direktorat Pembinaan SMA) atau LPMP Jatim, itu kita mesti diajak lebih dulu.

Contohnya Bulan Februari 2014, saya diberi amanah/kepercayaan untuk menyampaikan bagaimana school culture di di hadapan calon narasumber nasional tentang kurikulum 2013. Saya khusus diundang untuk menyampaikan school culture di al hikmah yang bisa kondusif untuk menjadi iklim yang positif untuk pelaksanaan kurikulum 2013.

Guru-guru Al hikmah mulai belajar hal-hal baru dan share dengan guru-guru di sekolah lain karena ada 3 guru kami yang menjadi guru inti (dilatih secara khusus untuk menguasai materi kurikulum 2013 sesuai bidang studinya) dan punya tugas untuk mengimbaskan pada guru lain yang mata pelajaran/bidang studinya sama atau berbeda. Jadi guru sejarah Pak Taufik, guru Bahasa Indonesia Bu Asma dan guru matematika.

Di pihak yang lain, Al Hikmah dapat kucuran dana dari pemerintah semester lalu kalau tidak salah Rp. 40 Juta. Yang akan datang di Hotel Garden kami juga diundang, disamping ikut pelatihan, SMA Al Hikmah juga dapat kucuran dana untuk semacam Block Grant utk melaksanakan kurikulum 2013 kepada semua orang yang ada di sekolah. Ketika ada pelatihan, gurunya dapat honor. Kita mengundang instruktur dari tingkat nasional, kita tidak perlu mengeluarkan biaya, tapi dari dana itu bisa kita keluarkan.

Juga pada Semester lalu, Anak-anak kelas 10 termasuk gurunya semuanya dapat buku secara gratis untuk 3 bidang studi Bahasa Indonesia, matematika dan sejarah dari pemerintah.

Hal ini menunjukkan bahwa pihak di luar al hikmah memberi kepercayaan dan harapan agar al hikmah dapat menjadi pionir untuk melaksanakan kurikulum 2013

C. MEDIA OF PARTICIPATION/MEDIA PARTISIPASI

2. Bagaimana biasanya sekolah berkomunikasi dengan anda?

Diskusi secara langsung

Guru-guru mengakses sumber-sumber belajar dari perangkat yang ada di sekolah.

- (a) Apakah anda mempunyai contoh?

Berkomunikasi dengan instruktur tidak harus tiap kita butuh kita datangkan face to face tapi bisa juga akses.

Sekolah lain kalau ingin tahu kurikulum 2013 ada yang datang langsung ke al hikmah tapi ada juga yang kirim email dan kita layani mereka.

Secara kebijakan formal sekolah tidak menggunakan social media, tapi guru-guru menggunakan social media untuk berkomunikasi karena sifatnya sesuai dengan kebutuhan personal masing-masing. Tapi sekolah tidak mewajibkan harus menggunakannya.

Sekolah difasilitasi oleh yayasan punya forum namanya hikmah harmony untuk sarana berkomunikasi dengan ortu, wali murid, alumni, dll

Hikmah harmony lebih mengarah kepada sarana bertukar informasi diantara org-orang yang berkaitan dengan al hikmah, tapi secara khusus belum didesain untuk pembelajaran. Sarananya ada tapi pemanfaatannya masih terbatas sekedar informasi dan penyegaran kearah spiritual.

Telepon digunakan karena direct sekali.

Telpon dan sms digunakan contohnya komunikasi dengan dinas.

Komunikasi dengan dinas menggunakan web/blog dinas kota. Semua info apa saja ada disitu termasuk kurikulum 2013, termasuk ada pengumuman ttg pelatihan dan kegiatan ada di situ.

3. Media apakah yang anda sukai untuk berkomunikasi?

Saya lebih menyukai Telpon atau ngomong langsung karena pendekatannya lebih personal.

Tapi kalau lewat social media, saya termasuk orang yang tidak nyaman menggunakan social media karena tidak ingin wilayah-wilayah private saya yang masuk ke wilayah publik.

Sekali-sekali menggunakan FB dan Line (tapi sangat jarang) untuk mengamati apa yang dikerjakan teman-teman, dipikirkan dan disampaikan oleh siswa-siswa tapi bersifat pasif dan membatasi.

Kalau email saya aktif. Email digunakan untuk berkomunikasi dengan direktorat. Contohnya saya dapat undangan untuk mengikuti pelatihan juga menggunakan email. Bahwa tanggal sekian saya dijadwal untuk mengikuti kegiatan pelatihan disini dan hal-hal yang perlu disiapkan, itu semuanya diemail. Setelah email, biasanya setelah menjelang hari pelaksanaan baru ada surat resmi. Biasanya dari email, itu saya langsung action. Ada atau tidak surat resmi, atau kadang-kadang datangnya surat terlambat. Email itu menjadi tuntunan saya untuk melaksanakan apa atau tidak melakukan apa begitu.

4. Bagaimanakah peran media dalam masalah yang spesifik dalam sekolah ?

No	Masalah	Media	Alasan	Kesulitan
1.	Murid sakit	Sms, telepon		
2.	Kepala sekolah ke wali kelas	Sms dan sering telepon		
3.	Sekolah ke wali murid	Sms dan telepon		
4.	Orang tua ke kepala sekolah Kalau ada yang tidak masuk sekolah lebih dari 1 hari harus ada ijin dari kepala sekolah, biasanya wali murid langsung telepon ke saya. Juga sms, karena biasanya sms itu akan saya forward ke guru/wali kelasnya.	Sms dan telepon		
5.	Surat-surat yang lebih panjang dari orang tua ke guru yang bersangkutan atau kepala sekolah	Email		

5. Apakah anda merasa kesulitan dalam menggunakan media untuk berinteraksi dengan sekolah dan pihak terkait lainnya?

Tidak ada, bagi saya mana yang saat itu yang paling mudah dijangkau.

- (a) Apakah anda mempunyai contoh?

Misalnya, saat saya memberi pelatihan di panggung, ada sms masuk atau telepon dari wali murid. Saya terima tapi tidak saya jawab. Kok suaranya begini, orang tua sadar mungkin lagi tidak bisa ditelpon. Selanjutnya mereka mengirim sms atau lewat Line untuk memberitahu dan pada sebuah kesempatan kemudian saya balas. Tapi kalau misalnya saya tidak ada masalah ditelpon secara langsung, biasanya langsung saya jawab via telepon juga.

6. Apakah ada perubahan dalam media yang disediakan oleh sekolah untuk komunikasi dan partisipasi?

Perubahan besar sekali. Yang pertama adalah memperbesar bandwidth. Biasanya 1 Mega, sekarang 3 tapi ada teknologi terbaru yang kemaren ditangani, tapi saya tidak jelas amat.

Tapi itu bisa membuat akses ke situs-situs tertentu menjadi lebih cepat. Yang dirasakan oleh teman2, komunikasi via jaringan internet yang ada di sekolah jauh lebih cepat dan bagus dari sblmnya. Juga murid-murid kami tidak hanya mengandalkan sarana dari sekolah tapi mereka juga menggunakan perangkat yang mereka miliki dan mereka melengkapi diri dengan modem atau punya smartphone yang bisa memberikan akses secara mandiri terhadap kebutuhan mereka terhadap sumber-sumber yang mereka butuhkan untuk mendukung pembelajaran di sekolah.

Jadi kami diuntungkan murid kami itu tidak hanya mengandalkan apa-apa yang dari sekolah, tapi secara mandiri mereka mengupayakan yang mereka butuhkan via dunia maya.

(b) Apakah anda mempunyai contoh?

7. Apakah perubahan teknologi dan media telah mengubah cara anda berkomunikasi yang mempengaruhi aktivitas di sekolah?

Tidak mengubah secara drastis karena mungkin saya generasi lama tapi merasa terbantu dengan adanya perangkat teknologi. Saya lebih bisa cepat dalam melayani ortu wali murid, siswa, dan sebagainya.

Tapi bagi saya yang terpenting perangkat teknologi memberi dukungan tapi tidak mengubah scr drastis dalam komunikasi.

Perangkat yang ada (bagi saya) human touch –nya kurang sehingga tidak merasa harus bergantung pada alat itu.

Kalau bisa leluasa berkomunikasi secara langsung dengan ngobrol dan pendekatan personal, maka itu yang dipilih. Karena saya menyadari bahwa institusi pendidikan dimana sentuhan-sentuhan yang bersifat personal dan edukatif terutama nilai-nilai moral (menurut saya) lebih menghujam ke sanubari kalau menggunakan pendekatan secara langsung, tidak lewat social media. Sehingga saya secara pribadi, ketika saya ingin mengkomunikasikan nilai-nilai keagamaan dan humanity rasanya lebih mantap kalau disampaikan secara langsung.

Kalau informasi-informasi yang muatan-muatan kulit yang lebih dominan tidak masalah menggunakan social media atau media yang lain. Tapi yang sarat nilai rasanya lebih mantap kalau menyampaikan secara langsung.

(b) Apakah anda mempunyai contoh?

8. Jika ada situasi darurat/kecelakaan, bagaimana sekolah atau pihak terkait lainnya berkomunikasi?

Kalau itu saya menggunakan segala perangkat yang ada. Telepon dan sms yang bisa langsung di akses oleh ortu, yang paling cepat lewat sms dan social media yang ortu punya. Umumnya lebih cepat lewat sms karena ini bisa menjangkau semua orang yang relatif singkat dengan cara yang bersamaan. Termasuk misalnya Berita Duka disampaikan lewat hikmah harmony. Semua orang tua wali murid yang punya akses ke hikmah harmony langsung mendapat kiriman berita secara bersamaan dengan riil time . Misalnya, Murid al hikmah menang lomba, lalu saya menyebarkan berita lewat sms kemudian menyebar kemana-mana dan selang beberapa menit kemudian sudah ada balasan ucapan selamat. Termasuk berita duka atau kondisi darurat.

Tempo hari ada siswa kecelakaan terserempet mobil di halaman sekolah, saya lebih memilih menyampaikan berita itu secara personal lewat telepon ke orang tua karena dengan cara itu saya bisa meredam jika ortu kaget dan emosional untuk diberikan penjelasan agar ortu bisa teredam emosinya dengan bahasa yang saya olah sedemikian rupa. Misalnya ada anak yang main dengan temannya. Kemudian tangannya patah, kemudian saya kirim ke RS, dalam perjalanan ke RS, saya telpon ortunya. Saya berikan penjelasan tidak dalam bahasa yang sangat mengkhawatirkan walaupun kondisinya memang serius juga. Supaya orang tua bisa teredam emosinya. Mereka akan berpikir bahwa sekolah sudah memberikan perhatian atau wakasek atau guru/walikelas yang menyampaikan dengan bahasa yang tepat agar orang tua tidak tersulut emosinya.

Contoh lain, jika ada berita duka ortu dari siswa kamu meninggal dunia, siswa dipanggil (tidak diberi sms atau ditelpon atau diumumkan ramai-ramai). Tapi anaknya dipanggil secara personal kemudian diberitahu bahwa sudah ditunggu di rumah, dikemas buku-bukunya dan bisa pulang lebih awal karena keluarga sudah menunggu supaya lebih tenang.

F. COMPLEX FACTORS

29. Bagaimana faktor-faktor hukum mempengaruhi peran anda di sekolah?

Anak-anak kami kita siapkan menjadi pribadi yang taat pada hukum dan aturan. Jika perlu, juga mengundang aparat hukum untuk datang ke sekolah.

Contoh kita pernah mengundang dari Polda Jatim dari Dirlantas untuk memberi penyuluhan tentang lalu lintas. Pernah mengundang bagian narkoba untuk memberi penyuluhan tentang bahaya narkoba dan sanksi hukum bagi mereka yang menggunakan. Juga pernah mengundang dari Badan Narkotika Nasional kota surabaya untuk semua siswa SMA wajib test urine mengecek apakah menggunakan narkoba atau tidak. Kalau sudah soal hukum, kita memang harus lebih saklek.

Anak-anak yang datang ke sekolah juga harus setor STNK dan SIM supaya kita merasa aman bahwa anak-anak berlalu lintas/berperilaku sesuai aturan dan norma hukum.

(a) Apakah anda mempunyai contoh?

30. Bagaimana factor-faktor politik mempengaruhi peran anda di sekolah?

(a) Apakah anda mempunyai contoh?

Tidak mempengaruhi. Kami tidak masuk ke ranah itu dan saya juga mencegah hal itu masuk ke sekolah karena bisa merusak komunikasi yang sudah kondusif di sekolah. Kalau isu-isu politis dibawa ke sekolah itu akan memecah belah. Bisa jadi si A condong ke figur partai tertentu, si B condong ke figur ke partai yg lain. Itu akan mempengaruhi urusan yang ada di sekolah. Dan saya melarang dengan keras aktivitas-aktivitas kelompok yang dikerjakan di luar dibawa sekolah. Contohnya, saya menyampaikan ke teman-teman untuk tidak membawa bendera partai atau kelompok-kelompok keagamaan. Guyonannya begini, Bendera yang boleh berkibar di al hikmah hanya 2 yaitu bendera merah putih dan bendera al hikmah. Jika ada yang membawa bendera lain, maka saya sendiri yang akan menurunkannya. Sehingga semua orang sadar dan tahu poisisi apa yang boleh dan tidak boleh dikerjakan. Sebab saya khawatir kalau guru-guru diberi kesempatan dan peluang diluar fokus pengajaran, ini akan merusak suasana kekeluargaan yang sudah kondusif.

31. Bagaimana faktor-faktor ekonomi mempengaruhi peran anda di sekolah?

Kami diuntungkan dengan posisi ekonomi Indonesia yang bagus rata-rata pertumbuhan 5,6 persen yang konon nomor 2 setelah cina. Itu membuat kondisi di sekolah lebih mudah.

(a) Apakah anda mempunyai contoh?

Misalkan ada pengadaan sarana dan prasarana. Bahkan saat ini kami sedang membangun gedung baru 5 lantai (4 keatas dan kebawah) untuk pengembangan SMA karena animo masyarakat cukup tinggi. Termasuk al hikmah yang bayar uang sekolahnya cukup tinggi dan kelihatannya tidak terpengaruh dimana al hikmah membidik segmen menengah keatas.

32. Bagaiman faktor-faktor budaya mempengaruhi peran anda di sekolah?

Iya, saya harus mengkondisikan siswa tidak dalam kondisi steril maksudnya tidak boleh ini dan itu, tapi lebih kearah imun/kebal. Karena budaya ada yang positif dan negatif. Dan kacamataanya jelas menjadikan Islam sebagai barometer dan filter. Sehingga ketika ada budaya-budaya yang tidak cocok dengan kultur Islam yang dikembangkan di sekolah, maka kami berupaya untuk memfilternya dan memberi penjelasan yang rasional kenapa tidak cocok dengan kita. Dengan cara itu ada dialog sehingga anak-anak tidak memakai itu bukan karena tekanan daari sekolah tapi dengan kesadaran. Kok itu tidak cocok dengan kita.

Contoh dengan adanya media facebook, twitter dan smart phone yang makin canggih. Maka anak-anak bisa mengakses konten negatif seperti pornografi, kita memberi penjelasan kenapa itu tidak baik. Diluar itupun, dalam rangka mendidik, kita kadang-kadang melakukan sweeping untuk diijinkan untuk mengakses perangkat elektronik dan membuka isi laptop dan smartphone untuk mengetahui apa yang telah diakses oleh anak-anak, kearah mana mereka menggunakan smartphonenya, kearah positif atau negatif. Kalau ditemukan anak-anak mengakses hal-hal negatif, maka pihak sekolah melakukan pendampingan dan kalau diperlukan melibatkan orang tua. Dengan cara seperti itu ada pendekatan mendidik ke anak-anak. Kita tidak mungkin membatasi anak-anak dari arus budaya yang begitu mudah mereka akses dari social media dan perangkat elektronik yang mereka punya. Dan langkah yang menurut saya rasional, adalah membuat kondisi anak-anak imun, jadi mereka tidak mengakses itu karena merasa tidak cocok. Sehingga informasi yang sifatnya personal dan langsung jauh lebih menghujam dan mengena daripada informasi yang disebarkan dari social media. Karena biasanya kalau lewat social media, biasanya hanya melihat secara sekilas. Penting enggak, kalo enggak ya sudah, mereka nggak ikut. Tapi kalo diberikan secara langsung biasanya lebih mengena.

(a) Apakah anda mempunyai contoh?

33. Bagaimana faktor-faktor pendidikan mempengaruhi anda dalam berpartisipasi di sekolah?

Kita membuat norma atau ukuran. Kalau masuk Al Hikmah yang dinyatakan diterima itu tes ngaji, tes psikologi dan tes bidang studi seperti ini. Selanjutnya ada ukurannya, Jika sudah melampaui nilai minimal maka dinyatakan diterima. Kalau tidak ya tidak diterima, termasuk titipan dari pengurus yayasan sekalipun, saya punya hak untuk menolak.

Hal yang terkait dengan aturan sekolah, masuk sekolah jam 6.30, kalau terlambat ada penanganan khusus. Yang pertama persuasif, lalu kalau melampaui tahapan persuasif perlu ada tindakan untuk memperbaikinya. Misalnya diberi sanksi. Sanksi paling ringan membuat membaca buku dan setelah itu membuat resume dan dikumpulkan di sekolah. Sanksi paling berat mengundang orang tua ke sekolah untuk diajak diskusi tentang bagaimana menyamakan persepsi supaya anak untuk tidak terlambat lagi. Biasanya pada tahap ini anak mulai berpikir untuk tidak terlambat lagi.

Untuk hal-hal yang serius : berantem, terlibat narkoba, kriminal, sex bebas biasanya tindakannya langsung maka tidak ada kompromi. Diberi sanksi sesuai aturan sekolah, Karena ini sekolah swasta, orang tua mengamanahkan anaknya di sini salah satu daya tariknya karena sekolah ini dianggap memberikan disiplin yang dibutuhkan untuk anak-anak mereka. Ini adalah bagian dari nilai jual sekolah. Kalau tidak konsisten mengawal ini, khawatir juga sekolah ini akan dijauhi oleh masyarakat.

(a) Apakah anda mempunyai contoh?

34. Apakah ada faktor-faktor lain yang mempengaruhi peran anda di sekolah?

Ada, faktor dominan kami yaitu faktor religi. Kita ingin anak-anak itu memiliki basic keagamaan yang kuat yang menjadi pedoman berperilaku dalam keseharian karena Al hikmah ini kan sekolah berbasis agama. Sehingga nilai-nilai keagamaan itu menjadi domain yang strategis bagi kami. Dengan Bahasa sederhana, anak boleh tidak pintar, tapi yang tidak boleh adalah anak menjadi tidak baik. Motto/Tagline kami adalah berbudi, baru berprestasi. Berbudi dulu. Berbudi itu basic moralnya adalah nilai-nilai keagamaan dan nilai-nilai keagamaan itu bersumber dari Al Quran dan Hadist, baru kemudian moral dan nilai-nilai yang lain. Ini yang paling strategis. Semua hal yang dikerjakan cuman 2 itu : bagaimana menjadikan anak-anak berbudi dan bagaimana menjadikan anak-anak berprestasi.

Prestasi pun, kami menganggap tidak harus dalam bentuk angka-angka atau capaian-capaian akademis. Anak-anak bisa disiplin, ngaji, menjadi lebih sopan, tidak menggunakan gadget untuk hal-hal negatif, bisa bangun pagi untuk sholat tahajud, anak-anak bisa kebiasaan baru kalau istirahat sholat, anak-anak kalau mau ujian mengumpulkan uang untuk mengumpulkan sembako untuk dibagikan fakir miskin itu prestasi.

Sampai sejauh itu. Maka bagi kami, hal-hal yang sampean sampaikan faktor hukum, politik,

sosial, teknologi bagi kami itu semua adalah pelengkap/sekunder saja. Yang primer ya nilai-nilai religius. Karena bagi saya ini yang memberikan jaminan bagi anak2 utk selamat di dunia dan di akhirat.

(a) Apakah anda mempunyai contoh?

APPENDIX AC Coding In-depth interview Penelitian peran teknologi dalam interaksi, komunikasi dan partisipasi di sekolah

Reference: **EK**

Jabatan: **Kepala Sekolah**

Jenis Kelamin: **Laki-laki**

Rentang Usia:

() 19-29 tahun

() 30-39 tahun

40-49 tahun

() 50-59 tahun

() 60-69 tahun

() +69 tahun

CONVERSATION	CODING	COMMENT/NOTE
A. PIHAK YANG TERKAIT DAN BERPENGARUH		
1. Siapa yang anda lihat sebagai pihak yang terkait dengan sekolah? Apakah ada stakeholder/pihak yang terkait yang lebih luas? a. Di tingkat lokal/internal b. Di tingkat yang lebih luas/eksternal		
c. Orang tua, wali murid, murid, guru, karyawan, pimpinan sekolah, pengurus yayasan d. di Eksternal Diknas kota, Propinsi, Direktorat pembinaan SMA di Jakarta, wali murid	Stakeholder di internal sekolah Stakeholder di eksternal sekolah	Internal School Stakeholders External School Stakeholders
2. Pihak/orang/group mana saja yg dominan dan kurang dominan dalam mempengaruhi proses di sekolah?		

<p>Saya kira semua, baik internal maupun eksternal.</p> <p>Kalau yang internal yayasan memantau program dan penyelenggaraan kegiatan pembelajaran di sekolah</p> <p>Dinas terkait dengan bagaimana sekolah ini menjalankan kurikulum nasional</p> <p>Wali murid terkait dengan bagaimana anak-anak mereka memperoleh layanan pendidikan yang mereka harapkan dari sekolah</p> <p>Yang kurang dominan tentunya karyawan non kependidikan seperti satpam dan karyawan teknis karena tidak berhubungan langsung dengan proses yang mempengaruhi proses belajar anak didik di sekolah.</p>	<p>Pihak yang dominan</p> <p>Peran Yayasan</p> <p>Peran Dinas Dikbud</p> <p>Peran Wali Murid</p> <p>Pihak yang kurang dominan</p>	<p>Dominant group</p> <p>Role of Foundation/Private Organisation</p> <p>Role of Education and Culture Agency</p> <p>Role of Parent</p> <p>Less dominant stakeholder</p>
<p>3. Proses di sekolah selalu berubah</p> <p>(c) Apa atau siapa yang mengawali perubahan di sekolah?</p>		
<p>Pimpinan sekolah kemudian ke guru. Dari guru lalu berimbas ke siswa/peserta didik.</p>	<p>Aliran Proses terjadinya perubahan</p>	<p>Flow of change</p>
<p>(b) Siapa yang berpengaruh terhadap perubahan itu?</p>		
<p>Pimpinan sekolah memiliki pengaruh yang dominan yang terbesar untuk adanya perubahan-perubahan baik perubahan kecil maupun perubahan yang mendasar di dalam proses yang ada di sekolah karena pimpinan sekolah menjadi penentu kebijakan</p>	<p>1. Pimpinan sekolah punya pengaruh terbesar dalam perubahan</p> <p>2. Pimpinan sekolah menjadi penentu kebijakan</p>	<p>1. Head of school has biggest influence to make change</p> <p>2. Head of School is a decision maker</p>
<p>(c) Apakah anda mempunyai contoh?</p>		
<p>Kepala sekolah menginginkan sekolah melaksanakan kurikulum 2013 (yang merupakan kurikulum terbaru di Indonesia). Kepala sekolah mengajak diskusi wakil kepala sekolah dan membuat kebijakan yang selanjutnya dlm proses belajar mengajar dilaksanakan oleh guru. Selanjutnya kepala sekolah dalam melaksanakan kurikulum 2013 bersama para guru memberikan ilustrasi dan laporan kepada pengurus yayasan mengapa SMA Al Hikmah memilih menyelenggarakan program perubahan kurikulum.dari kurikulum 2006 ke kurikulum 2013.</p> <p>Contoh kedua misalnya Kepala sekolah menghendaki adanya terobosan baru dalam evaluasi proses belajar mengajar yang biasanya secara tradisional menggunakan kertas sekarang ujian bisa bersifat paperless. Siswa pada jam tertentu harus menghidupkan smartphone atau laptop untuk</p>	<p>Kebijakan Kepala Sekolah</p> <p>Proses pengambilan kebijakan di tingkat pimpinan sekolah</p> <p>Pelaksanaan oleh Guru</p> <p>Proses pelaporan kepada Yayasan mengenai perubahan kurikulum</p> <p>1. Kebijakan Kepala Sekolah untuk evaluasi proses belajar mengajar</p> <p>2. Paperless</p>	<p>Head of School's policy</p> <p>Proces of making policy in the school leader's level</p> <p>Implementation by teachers</p> <p>Reporting process to Foundation about curriculum change</p> <p>1. Policy of Head School for evaluating Learning and Teaching process</p> <p>2. Paperless</p>

<p>mengakses domain website tertentu untuk mengerjakan soal-soal dan selanjutnya dilaksanakan oleh guru, selanjutnya sekolah mengevaluasi ternyata dengan cara itu siswa merasa lebih familiar dengan kegiatan evaluasi seperti itu, dan guru tidak perlu menyiapkan bentuk tertulis dan dari aspek biaya sekolah merasa lebih murah karena tidak menggunakan kertas yang harus diketik, di print lalu di foto copy sejumlah siswa.</p>	<ol style="list-style-type: none"> 1. Evaluasi proses belajar mengajar menggunakan teknologi 2. Smartphone 3. Laptop 4. Domain website 5. Keuntungan penggunaan teknologi dari sisi siswa, guru dan biaya 	<ol style="list-style-type: none"> 1. Evaluating learning and teaching process using technology 2. Smartphone 3. Laptop 4. Website's domain 5. Advantage of using technology from student, teacher and cost' perspectives
<p>4. Apakah perubahan di sekolah mengubah siapa yang berpengaruh pada sekolah</p>		
<p>Iya, setiap perubahan bisa menimbulkan perubahan timbal balik baik terhadap orang yang dikenai perubahan atau orang yang membuat perubahan.</p>	<p>Dampak adanya perubahan yang timbal balik Antara pembuat perubahan dan yg dikenai perubahan</p>	<p>Effect of change which is reciprocal between change maker and change's object</p>
<p>(c) Apakah anda mempunyai contoh lain?</p>		
<p>Contohnya ujian berbasis paperless, mau tidak mau klo sekolah mengeluarkan kebijakan seperti itu, maka pihak pimpinan sekolah harus menyediakan sarana dan prasarana, misalnya bandwidth yang ada di sekolah harus diperlebar sehingga siswa bisa mengakses tanpa kesulitan. Bagaimana bisa terlaksana program ujian paperless itu manakala bandwidth-nya sempit artinya lambat ketika diakses oleh siswa. Yang berikutnya guru juga harus belajar bagaimana bisa menyelenggarakan ujian dalam paperless.</p> <p>Dari situ sekolah menyelenggarakan pelatihan bersama bagaimana memanfaatkan IT untuk mendukung proses evaluasi. Dan Siswa juga harus punya gadget atau laptop atau perangkat IT untuk mengakses domain-domain sekolah yang disediakan sehingga siswa bisa mengikuti ujian itu tanpa kesulitan.</p> <p>Kalau Contoh tentang kurikulum, begitu sekolah membuat kebijakan baru melaksanakan kurikulum 2013. Pimpinan sekolah harus mengikuti berbagai pelatihan untuk bisa paham sampai detil dari konsep, format dan implementasi kurikulum tersebut. Dari situ, guru-guru dilatih atau diimbaskan dari yg dikerjakan oleh pimpinan sekolah. Selanjutnya dilaksakan proses pembelajaran yang berbasis kurikulum 2013. Lalu, pihak sekolah juga melakukan evaluasi apa yg sudah</p>	<ol style="list-style-type: none"> 1. Penyediaan sarana dan prasarana oleh pimpinan sekolah 2. Bandwidth 3. Paperless <p>Tantangan guru dalam penggunaan teknologi untuk evaluasi belajar mengajar</p> <p>Pelatihan pemanfaatan IT</p> <p>Kesiapan siswa terkait perangkat teknologi</p> <p>Pelatihan untuk pimpinan sekolah</p> <p>Pelatihan untuk Guru</p> <p>Pelaksanaan kurikulum 2013</p>	<ol style="list-style-type: none"> 1. Head of school provides infrastructure 2. Bandwidth 3. Paperless <p>Teacher's challenge for using technology for evaluating learning and teaching process</p> <p>Training for using Information Technology (IT)</p> <p>Readiness of student regarding to technology devices</p> <p>Training for Head of School</p> <p>Training for teacher</p> <p>Implementation of Curriculum 2013</p>

<p>dikuasai guru-guru dan apa yang belum serta bagaimana perubahan-perubahan yang terkait dengan pelaksanaan kurikulum 2013 apakah sesuai dengan format, standard yang digariskan oleh dinas. Dengan cara seperti itu, sehingga terjadi proses berubah dan bergerak bersama-sama untuk melaksanakan sesuatu yang sudah digariskan.</p>	<p>Evaluasi pelaksanaan kurikulum 2013</p> <p>Bergerak dan berubah bersama-sama</p>	<p>Evaluation of curriculum 2013's implementation</p> <p>Moving and change together</p>
<p>F. SUPPORTING SYSTEMS/SISTEM PENDUKUNG</p>		
<p>5. Sistem Pendukung apa yang menurut anda penting terkait komunikasi dan interaksi antara sekolah dan pihak terkait? (contoh. Software, standards, aturan, dll)</p>		
<p>Kalau terkait dengan perubahan yang sifatnya terbatas, system pendukungnya lebih sederhana hanya terkait dengan orang-orang dan perangkat yang ada yang dibutuhkan utk melaksanakan perubahan itu. Tapi kalau perubahan itu sifatnya menyeluruh dan mendasar tentunya system pendukungnya harus lebih kompleks dari itu.</p> <p>Contohnya kurikulum 2013, perangkat kurikulumnya harus ada dulu baik secara textbook maupun file atau data yang bisa diakses oleh semua guru. Kemudian ada proses pelatihan, setelah itu ada proses implementasi. Dalam proses implementasi itu ada proses pendampingan oleh misalnya klo guru ya oleh wakasek bidang kurikulum. Kemudian dari pendampingan itu, ada proses selanjutnya yaitu proses monitoring dan evaluasi. Masing-masing proses itu tentunya ada perangkat-perangkat dan format-format yang bisa memberikan acuan dan memberikan acuan dan sarana utk mengukur hal-hal yang sudah dilaksanakan mencapai sebuah keberhasilan.</p> <p>Diluar itu misalnya, karena SMA Al Hikmah itu merupakan sekolah swasta dan di Surabaya hanya ada 3 sekolah swasta yang ditunjuk yaitu SMA Alhikmah, SMA Khadijah dan SMA Muhammadiyah Pucang sebagai pelaksana kurikulum dan akhirnya ada proses pelatihan. Yang melatih kami banyak, ada dari LPMP Jatim, dari dinas provinsi, dinas kota dan direktorat P4TK yang mengurus pendidik dan tenaga kependidikan. Ada juga dari direktorat pembinaan SMA.</p>	<p>Perubahan yang sifatnya terbatas</p> <p>Perubahan yang menyeluruh</p> <p>Proses implementasi kurikulum 2013</p> <p>Acuan pengukuran keberhasilan kurikulum</p> <p>Salah satu sekolah swasta yang ditunjuk sebagai pelaksana awal kurikulum 2013</p> <p>Pemberi pelatihan kurikulum 2013</p>	<p>Limited Change</p> <p>Overall Change</p> <p>Implementation process of curriculum 2013</p> <p>Reference of measuring succesfull of curriculum</p> <p>One of the private school which chosen as pioneer of curriculum 2013</p> <p>Trainer Curriculum 2013</p>

<p>Semua itu harus diikuti utk bisa mengimplementasikan secara benar kurikulum 2013. Lalu pihak sekolah sendiri melakukan atau mengawal pelaksanaan atau implementasi kurikulum 2013 misalnya dengan adanya pertemuan mingguan dengan wali kelas, dengan guru bidang studi untuk bisa memantau sampai seberapa guru-guru bisa melaksanakan proses implementasi kurikulum 2013. Juga ada proses evaluasi, yang dievaluasi tidak hanya muridnya, tapi juga gurunya, sekolahpun mengalami proses evaluasi dari pengawas dari dinas kota, pengaswas dinas propinsi dan direktorat pembinaan SMA. Itu semua hal yang harus dikerjakan yang merupakan sarana pendukung utama sehingga apa yang kita kerjakan terjadi perubahan menyeluruh.</p> <p>Langsung face to face Tidak langsung contohnya guru-guru bisa mengakses materi-materi yang terkait kurikulum 2013 lewat web sekolah, termasuk raport di share dan bisa diakses secara gratis.</p> <p>Ada aturan sekolah ttg guru, siswa, kepek, wakasek dan semuanya tertulis. Tapi yang lebih menjadi ruh dalam berinteraksi adalah moralitas yang didasarkan pada nilai-nilai keagamaan. Bagaimana seorang ustadz berkomunikasi dengan ustadzah. Bagaimana siswa putra berkomunikasi dengan siswa putri. Bagaimana siswa kelas 10 berkomunikasi dengan siswa kelas 11. Yang seperti itu memang tidak tertulis tapi ada kesepakatan yang dipahami bareng-bareng bahwa itu tidak boleh. Misal: saya tidak bisa menerima apapun alasannya siswa putra dan siswa putri duduk berduaan ngobrol di tempat yang khusus. Ustadz dan ustadzah agak aneh kalau ada ustadz yang berlama-lama di ruang ustadzah dan ustadzah yang menyambangi ustadz.</p> <p>Kalau norma standard, aturan baku dan dan kita punya tata tertib dan aturan sekolah ada tertulis.</p> <p>Tapi lebih kearah pada norma-norma yang disepakati.</p>	<p>Proses mengawal pelaksanaan kurikulum 2013</p> <p>Pihak-pihak yang dievaluasi dalam implementasi kurikulum 2013</p> <p>Sarana pendukung untuk perubahan menyeluruh</p> <p>Face to face Proses komunikasi tidak langsung</p> <p>1. Aturan sekolah tentang interaksi 2. Ruh dalam berinteraksi 3. Moralitas yang didasarkan nilai-nilai keagamaan</p> <p>Kesepakatan yang tidak tertulis dalam berkomunikasi</p> <p>1. Norma standard 2. Aturan baku 3. Tata Tertib 4. Aturan tertulis Lebih ke norma-norma yang disepakati</p>	<p>Process for controlling implementation of curriculum 2013</p> <p>Stakeholders which are evaluated in implementation of curriculum 2013</p> <p>Support infrastructure for overall change</p> <p>Face to face Non-direct communication process</p> <p>1. School's regulation regarding to interaction 2. Spirit in interaction 3. Morality based on religious values</p> <p>Unwritten Agreement in communication</p> <p>1. Standard Norm 2. Standard rule 3. Regulation</p>
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		4. Written rule More in agreed norms
6. Sistem pendukung apa yang dominan dan kurang dominan dalam komunikasi dan interaksi diantara sekolah dan pihak terkait?		
Yang dominan ada 2 infrastruktur yang direct seperti telepon yang bisa digunakan siapapun secara bertanggung jawab. Kalau mau telpon ya di TU dan dicatat. Bukan untuk tidak percaya tapi untuk kendali. Diluar itu, mereka bisa menggunakan perangkat untuk kirim email, browsing materi bisa memanfaatkan sarana yang ada di sekolah. Diluar itu diupayakan secara mandiri. Mau lewat social media atau yang lain, silahkan.	1. direct 2. Telepon 1. Email 2. Browsing Upaya mandiri Social Media	1. Direct 2. Telephone 1. Email 2. Browsing Self effort Social Media
G. RELATIONSHIPS/HUBUNGAN		
7. Apakah hubungan ini berubah dari waktu ke waktu? Ataukah selalu statis?		
Ada, Perubahannya menurut saya tidak stagnan tapi secara perlahan tapi pasti menuju kearah yang lebih baik	Perubahan yang dinamis	Dynamic change
(b) Apakah anda mempunyai contoh?		
Setiap ada perubahan atau kebijakan baru atau program-program pelatihan baru dari pemerintah pusat (Direktorat Pembinaan SMA) atau LPMP Jatim, itu kita mesti diajak lebih dulu. Contohnya Bulan Februari 2014, saya diberi amanah/kepercayaan untuk menyampaikan bagaimana school culture di di hadapan calon narasumber nasional tentang kurikulum 2013. Saya khusus diundang untuk menyampaikan school culture di al hikmah yang bisa kondusif untuk menjadi iklim yang positif untuk pelaksanaan kurikulum 2013. Guru-guru Al hikmah mulai belajar hal-hal baru dan share dengan guru-guru di sekolah lain karena ada 3 guru kami yang menjadi guru inti (dilatih secara khusus untuk menguasai materi kurikulum 2013 sesuai bidang studinya) dan punya tugas untuk mengimbaskan pada guru lain yang mata pelajaran/bidang studinya sama atau berbeda. Jadi guru sejarah Pak Taufik, guru Bahasa Indonesia Bu Asma dan guru matematika. Di pihak yang lain, Al Hikmah dapat kucuran dana dari pemerintah semester lalu kalau tidak salah Rp. 40 Juta. Yang	Diajak lebih dulu kalau ada perubahan atau kebijakan baru 1. Kepercayaan 2. School culture Guru belajar hal baru dan share ke guru sekolah lain Block Grant	Pioneer of change and new policy 1. Trust 2. School Culture Teacher learning new thing and share to teachers in other schools Block Grant

<p>akan datang di Hotel Garden kami juga diundang, disamping ikut pelatihan, SMA Al Hikmah juga dapat kucuran dana untuk semacam Block Grant utk melaksanakan kurikulum 2013 kepada semua orang yang ada di sekolah. Ketika ada pelatihan, gurunya dapat honor. Kita mengundang instruktur dari tingkat nasional, kita tidak perlu mengeluarkan biaya, tapi dari dana itu bisa kita keluarkan.</p> <p>Juga pada Semester lalu, Anak-anak kelas 10 termasuk gurunya semuanya dapat buku secara gratis untuk 3 bidang studi Bahasa Indonesia, matematika dan sejarah dari pemerintah.</p> <p>Hal ini menunjukkan bahwa pihak di luar al hikmah memberi kepercayaan dan harapan agar al hikmah dapat menjadi pionir utk melaksanakan kurikulum 2013</p>	<p>Guru dan murid dapat buku gratis</p> <p>1. Kepercayaan 2. Pionir pelaksana kurikulum 2013</p>	<p>Teacher and student got free books</p> <p>1. Trust 2. Pioneer of curriculum 2013 implementation</p>
<p>H. MEDIA OF PARTICIPATION/MEDIA PARTISIPASI</p>		
<p>8. Bagaimana biasanya sekolah berkomunikasi dengan anda?</p>		
<p>Diskusi secara langsung Guru-guru mengakses sumber-sumber belajar dari perangkat yang ada di sekolah.</p>	<p>Diskusi secara langsung Mengakses sumber belajar dari perangkat di sekolah</p>	<p>Direct discussion Accessing study resources from devices in the school</p>
<p>(a) Apakah anda mempunyai contoh?</p>		
<p>Berkomunikasi dengan instruktur tidak harus tiap kita butuh kita datangkan face to face tapi bisa juga akses.</p> <p>Sekolah lain kalau ingin tahu kurikulum 2013 ada yang datag langsung ke al hikmah tapi ada juga yang kirim email dan kita layani mereka.</p> <p>Secara kebijakan formal sekolah tidak menggunakan social media, tapi guru-guru menggunakan social media untuk berkomunikasi karena sifatnya sesuai dengan kebutuhan personal masing-masing. Tapi sekolah tidak mewajibkan harus menggunakannya.</p> <p>Sekolah difasilitasi oleh yayasan punya forum namanya hikmah harmony untuk sarana berkomunikasi dengan ortu, wali murid, alumni, dll</p> <p>Hikmah harmony lebih mengarah kepada sarana bertukar informasi diantara org-orang yang berkaitan dengan al hikmah, tapi secara khusus belum didesain untuk pembelajaran. Sarananya ada tapi pemanfaatannya</p>	<p>1. Face to face 2. Datang langsung 3. Email</p> <p>1. Kebijakan formal sekolah tidak menggunakan social media 2. Guru menggunakan social media untuk berkomunikasi sesuai kebutuhan personal 3. Sekolah tidak mewajibkan</p> <p>Forum Hikmah Harmoni untuk sarana komunikasi orang tua, wali murid, alumni dll</p> <p>Hikmah Harmony untuk bertukar informasi dan penyegaran spiritual</p>	<p>1. Face to face 2. Coming directly 3. Email</p> <p>1. Formal Policy of school don't use social media 2. Teacher using Social media for communication based on personal need 3. School don't obligate</p> <p>Hikmah Harmony Forum for communication medium between parent, alumni, etc</p> <p>Hikmah Harmony for information sharing and spiritual refresher</p>

<p>masih terbatas sekedar informasi dan penyegaran kearah spiritual.</p> <p>Telepon digunakan karena direct sekali.</p> <p>Telpon dan sms digunakan contohnya komunikasi dengan dinas.</p> <p>Komunikasi dengan dinas menggunakan web/blog dinas kota. Semua info apa saja ada disitu termasuk kurikulum 2013, termasuk ada pengumuman ttg pelatihan dan kegiatan ada di situ.</p>	<p>Telepon karena direct</p> <ol style="list-style-type: none"> 1. Telepon 2. SMS 3. Komunikasi dengan Dinas <ol style="list-style-type: none"> 1. Web/Blog Dinas 2. Semua info 3. Kurikulum 2013 4. Pegumuman tentang pelatihan dan kegiatan 	<p>Telephone as direct communication</p> <ol style="list-style-type: none"> 1. Telephone 2. Text message 3. Communication with Government <ol style="list-style-type: none"> 1. Web/Government's blog 2. All info 3. Curriculum 2013 4. Announcement about training and activity
<p>9. Media apakah yang anda sukai untuk berkomunikasi?</p>		
<p>Saya lebih menyukai Telpon atau ngomong langsung karena pendekatannya lebih personal.</p> <p>Tapi kalau lewat social media, saya termasuk orang yang tidak nyaman menggunakan social media karena tidak ingin wilayah-wilayah private saya yang masuk ke wilayah publik.</p> <p>Sekali-sekali menggunakan FB dan Line (tapi sangat jarang) untuk mengamati apa yang dikerjakan teman-teman, dipikirkan dan disampaikan oleh siswa-siswa tapi bersifat pasif dan membatasi.</p> <p>Kalau email saya aktif.</p> <p>Email digunakan untuk berkomunikasi dengan direktorat. Contohnya saya dapat undangan untuk mengikuti pelatihan juga menggunakan email. Bahwa tanggal sekian saya dijadwal untuk mengikuti kegiatan pelatihan disini dan hal-hal yang perlu disiapkan, itu semuanya diemail. Setelah email, biasanya setelah menjelang hari pelaksanaan baru ada surat resmi. Biasanya dari email, itu saya langsung action. Ada atau tidak surat resmi, atau kadang-kadang datangnya surat terlambat. Email itu menjadi tuntunan saya untuk melaksanakan apa atau tidak melakukan apa begitu.</p>	<ol style="list-style-type: none"> 1. Lebih suka telepon 2. Ngomong langsung 3. Pendekatan lebih personal <ol style="list-style-type: none"> 1. Tidak nyaman menggunakan social media 2. Tidak ingin wilayah private masuk ke wilayah public <ol style="list-style-type: none"> 1. Sangat jarang menggunakan FB dan Line 2. Mengamati yang dikerjakan teman-teman 3. Yang dipikirkan dan disampaikan oleh siswa-siswa 4. Pasif dan membatasi <p>Aktif menggunakan email</p> <p>Email untuk komunikasi dengan Direktorat</p> <ol style="list-style-type: none"> 1. Email 2. Surat resmi 	<ol style="list-style-type: none"> 1. Prefer telephone 2. Direct talking 3. More personal approach <ol style="list-style-type: none"> 1. Not comfortable using social media 2. Don't want privacy get in to public area <ol style="list-style-type: none"> 1. Very rare using Facebook and Line 2. Observe what are friends doing 3. Something thought and told by students 4. Passive and restrict <p>Active using email</p> <p>Email for communication with Directorate</p> <ol style="list-style-type: none"> 1. Email 2. Formal Letter
<p>10. Bagaimanakan peran media dalam masalah yang spesifik dalam sekolah ?</p>		

<ul style="list-style-type: none"> • Masalah: Murid Sakit Media: SMS, Telepon • Masalah: Kepala Sekolah ke Wali Kelas Media: SMS dan seringnya telepon • Masalah: Sekolah ke Wali Murid Media: SMS dan Telepon • Masalah: Orang tua ke kepala sekolah. Kalau ada yang tidak masuk sekolah lebih dari 1 hari harus ada ijin dari kepala sekolah, biasanya wali murid langsung telepon ke saya. Juga sms, karena biasanya sms itu akan saya forward ke guru/wali kelasnya. Media: Sms dan telepon • Masalah: Surat-surat yang lebih panjang dari orang tua ke guru yang bersangkutan atau kepala sekolah • Media: Email 	<p>Murid sakit, SMS, telepon</p> <p>Kepala sekolah, wali kelas, SMS, seringnya telepon</p> <p>Sekolah, wali murid, SMS, telepon</p> <p>Orang tua, Kepala Sekolah, Tidak masuk, wali murid telepon ke kepala sekolah, SMS ke Kepala sekolah dan di forward ke guru, sms, telepon</p> <p>Surat yang lebih panjang, orang tua, guru, email</p>	<p>Student unwell, text message, telephone</p> <p>Head of School, Class Teacher, text message, mostly telephone</p> <p>School, parent, text message, telephone</p> <p>Parent, Head of School, absent, parent, phone to head of school, send text message to head of school and forwarded to teacher, text message, telephone</p> <p>Longer letter, parent, teacher, email</p>
<p>11. Apakah anda merasa kesulitan dalam menggunakan media untuk berinteraksi dengan sekolah dan pihak terkait lainnya?</p>		
<p>Tidak ada, bagi saya mana yang saat itu yang paling mudah dijangkau.</p>	<p>Tidak ada kesulitan, yang paling mudah dijangkau</p>	<p>No difficulty, which one easier to use</p>
<p>(b) Apakah anda mempunyai contoh?</p>		
<p>Misalnya, saat saya memberi pelatihan di panggung, ada sms masuk atau telepon dari wali murid. Saya terima tapi tidak saya jawab. Kok suaranya begini, orang tua sadar mungkin lagi tidak bisa ditelpon. Selanjutnya mereka mengirim sms atau lewat Line untuk memberitahu dan pada sebuah kesempatan kemudian saya balas. Tapi kalau misalnya saya tidak ada masalah ditelpon secara langsung, biasanya langsung saya jawab via telepon juga.</p>	<p>Sms, telepon, wali murid, line</p>	<p>Text message, telephone, parent, Line</p>
<p>12. Apakah ada perubahan dalam media yang disediakan oleh sekolah untuk komunikasi dan partisipasi?</p>		
<p>Perubahan besar sekali. Yang pertama adalah memperbesar bandwidth. Biasanya 1 Mega, sekarang 3 tapi ada teknologi terbaru yang kemaren ditangani, tapi saya tidak jelas amat. Tapi itu bisa membuat akses ke situs-situs tertentu menjadi lebih cepat. Yang dirasakan oleh teman2, komunikasi via jaringan internet yang ada di sekolah jauh lebih cepat dan bagus dari sblmnya. Juga murid-murid kami tidak hanya mengandalkan sarana dari sekolah tapi mereka juga menggunakan perangkat yang mereka miliki dan mereka melengkapi diri dengan modem atau punya smartphone yang bisa memberikan akses secara mandiri terhadap kebutuhan mereka terhadap</p>	<p>Perubahan besar sekali</p> <p>Perubahan bandwidth, 1 mega menjadi 3 mega, internet lebih cepat</p> <p>Murid melengkapi diri dengan modem atau smartphone untuk mengakses sumber pembelajaran</p>	<p>Quite Big change</p> <p>Bandwidth change, 1 mega to 3 Mega, faster internet</p> <p>Student provide themselves with modem or smartphone to access</p>

<p>sumber-sumber yang mereka butuhkan untuk mendukung pembelajaran di sekolah.</p> <p>Jadi kami diuntungkan murid kami itu tidak hanya mengandalkan apa-apa yang dari sekolah, tapi secara mandiri mereka mengupayakan yang mereka butuhkan via dunia maya.</p>		<p>references for studying</p>
<p>13. Apakah perubahan teknologi dan media telah mengubah cara anda berkomunikasi yang mempengaruhi aktivitas di sekolah?</p>		
<p>Tdk mengubah scr drastis karena mungkin saya generasi lama tapi merasa terbantu dengan adanya perangkat teknologi. Saya lebih bisa cepat dalam melayani ortu wali murid, siswa, dan sebagainya.</p> <p>Tapi bagi saya yang terpenting perangkat teknologi memberi dukungan tapi tidak mengubah scr drastis dalam komunikasi. Perangkat yang ada (bagi saya) human touch –nya kurang sehingga tdk merasa harus bergantung pada alat itu.</p> <p>Kalau bisa leluasa berkomunikasi secara langsung dengan ngobrol dan pendekatan personal, maka itu yang dipilih. Karena saya menyadari bahwa institusi pendidikan dimana sentuhan-sentuhan yang bersifat personal dan edukatif terutama nilai-nilai moral (menurut saya) lebih menghujam ke sanubari kalau menggunakan pendekatan secara langsung, tidak lewat social media. Sehingga saya secara pribadi, ketika saya ingin mengkomunikasikan nilai-nilai keagamaan dan humanity rasanya lebih mantap kalau disampaikan secara langsung.</p> <p>Kalau informasi-informasi yang muatan-muatan kulit yang lebih dominan tidak masalah menggunakan social media atau media yang lain. Tapi yang sarat nilai rasanya lebih mantap kalau menyampaikan secara langsung.</p>	<p>Tidak mengubah drastic, Generasi lama, Lebih cepat melayani orang tua, siswa</p> <p>Teknologi memberi dukungan</p> <p>Human touch kurang, Tidak bergantung</p> <p>Komunikasi langsung, ngobrol, pendekatan personal</p> <p>Institusi pendidikan, Sentuhan personal, edukatif, nilai-nilai moral, tidak lewat social media</p> <p>Nilai-nilai keagamaan, humanity, disampaikan secara langsung</p> <p>Muatan-muatan kulit dominan, tidak masalah menggunakan social media</p>	<p>Not drastically change, old generation, faster to serve parents and students</p> <p>Technology support</p> <p>Less human touch, independent</p> <p>Direct communication, chat, personal approach</p> <p>Education institution, personal approach, educative, moral values, not using social media</p> <p>Religion values, humanity, direct communication</p> <p>Not essential, No problem using social media</p>
<p>14. Jika ada situasi darurat/kecelakaan, bagaimana sekolah atau pihak terkait lainnya berkomunikasi?</p>		
<p>Klo itu saya menggunakan segala perangkat yang ada. Telepon dan sms yang bisa langsung di akses oleh ortu, yang paling cepat lewat sms dan social media yang ortu punya. Umumnya lebih cepat lewat sms karena ini bisa menjangkau semua orang yang relatif singkat dengan cara yang bersamaan. Termasuk misalnya Berita Duka disampaikan lewat hikmah harmony. Semua orang tua wali murid yang punya akses ke hikmah harmony</p>	<p>Telepon, sms, social media, hikmah harmony, riil time, darurat, berita</p>	<p>Telephone, sms, social media, Hikmah harmony, riil time, emergency, news</p>

<p>langsung mendapat kiriman berita secara bersamaan dengan riil time . Misalnya, Murid al hikmah menang lomba, lalu saya menyebarkan berita lewat sms kemudian menyebar kemana-mana dan selang beberapa menit kemudian sudah ada balasan ucapan selamat. Termasuk berita duka atau kondisi darurat.</p> <p>Tempo hari ada siswa kecelakaan terserempet mobil di halaman sekolah, saya lebih memilih menyampaikan berita itu secara personal lewat telepon ke orang tua karena dengan cara itu saya bisa meredam jika ortu kaget dan emosional untuk diberikan penjelasan agar ortu bisa teredam emosinya dengan bahasa yang saya olah sedemikian rupa. Misalnya ada anak yang main dengan temannya. Kemudian tangannya patah, kemudian saya kirim ke RS, dalam perjalanan ke RS, saya telpon ortunya. Saya berikan penjelasan tidak dalam bahasa yang sangat mengkhawatirkan walaupun kondisinya memang serius juga. Supaya orang tua bisa teredam emosinya. Mereka akan berpikir bahwa sekolah sudah memberikan perhatian atau wakasek atau guru/walikelas yang menyampaikan dengan bahasa yang tepat agar orang tua tidak tersulut emosinya.</p> <p>Contoh lain, jika ada berita duka ortu dari siswa kamu meninggal dunia, siswa dipanggil (tidak diberi sms atau ditelpon atau diumumkan ramai-ramai). Tapi anaknya dipanggil secara personal kemudian diberitahu bahwa sudah ditunggu di rumah, dikemasi buku-nya dan bisa pulang lebih awal karena keluarga sudah menunggu supaya lebih tenang.</p>	<p>Kecelakaan, telepon, Memberi perhatian</p> <p>Berita duka, siswa dipanggil secara personal dan diberitahu</p>	<p>Accident, telephone, give attention</p> <p>Sad news, inform to student personally</p>
<p>F. COMPLEX FACTORS</p>		
<p>29. Bagaimana faktor-faktor hukum mempengaruhi peran anda di sekolah? Apakah anda mempunyai contoh?</p>		
<p>Anak-anak kami kita siapkan menjadi pribadi yang taat pada hukum dan aturan. Jika perlu, juga mengundang aparat hukum untuk datang ke sekolah.</p> <p>Contoh kita pernah mengundang dari Polda Jatim dari Dirlantas untuk memberi penyuluhan tentang lalu lintas. Pernah mengundang bagian narkoba untuk memberi penyuluhan tentang bahaya narkoba dan sanksi hukum bagi mereka yang menggunakan. Juga pernah mengundang dari Badan Narkotika Nasional kota surabaya untuk semua siswa SMA wajib test urine mengecek apakah</p>	<p>Taat hukum, mengundang aparat hukum ke sekolah</p> <p>Dirlantas, penyuluhan lalu lintas, Bagian Narkoba, penyuluhan bahaya narkoba, perilaku sesuai aturan dan norma hukum</p>	<p>Obey to the law, invite police to school</p> <p>Traffic directorate, Narcotics division, training of narcotics dangerous, behaviour based on rule and law norm</p>

<p>menggunakan narkoba atau tidak. Kalau sudah soal hukum, kita memang harus lebih saklek.</p> <p>Anak-anak yang datang ke sekolah juga harus setor STNK dan SIM supaya kita merasa aman bahwa anak-anak berlalu lintas/berperilaku sesuai aturan dan norma hukum.</p>		
<p>30. Bagaimana factor-faktor politik mempengaruhi peran anda di sekolah? Apakah anda mempunyai contoh?</p>		
<p>Tidak mempengaruhi. Kami tidak masuk ke ranah itu dan saya juga mencegah hal itu masuk ke sekolah karena bisa merusak komunikasi yang sudah kondusif di sekolah. Kalau isu-isu politis dibawa ke sekolah itu akan memecah belah. Bisa jadi si A condong ke figur partai tertentu, si B condong ke figur ke partai yg lain. Itu akan mempengaruhi urusan yang ada di sekolah. Dan saya melarang dengan keras aktivitas-aktivitas kelompok yang dikerjakan di luar dibawa sekolah. Contohnya, saya menyampaikan ke teman-teman untuk tidak membawa bendera partai atau kelompok-kelompok keagamaan. Guyonannya begini, Bendera yang boleh berkibar di al hikmah hanya 2 yaitu bendera merah putih dan bendera al hikmah. Jika ada yang membawa bendera lain, maka saya sendiri yang akan menurunkannya. Sehingga semua orang sadar dan tahu poisisi apa yang boleh dan tidak boleh dikerjakan. Sebab saya khawatir kalau guru-guru diberi kesempatan dan peluang diluar fokus pengajaran, ini akan merusak suasana kekeluargaan yang sudah kondusif.</p>	<p>Tidak mempengaruhi, mencegah, merusak komunikasi</p> <p>Isu politis, memecah belah, merusak suasana kekeluargaan yang sudah kondusif</p>	<p>Not influence, avoid, damage communication</p> <p>Political issue, disrupt, damage condusive kinship condition</p>
<p>31. Bagaimana faktor-faktor ekonomi mempengaruhi peran anda di sekolah?</p>		
<p>Kami diuntungkan dengan posisi ekonomi Indonesia yang bagus rata-rata pertumbuhan 5,6 persen yang konon nomor 2 setelah cina. Itu membuat kondisi di sekolah lebih mudah.</p>	<p>Diuntungkan, posisi ekonomi Indonesia yang bagus, pertumbuhan 5,6 persen, kondisi di sekolah lebih mudah</p>	<p>Advantage, Indonesia has good economic position, growth 5.6 percent, condition in the school easier</p>
<p>(b) Apakah anda mempunyai contoh?</p>		
<p>Misalkan ada pengadaan sarana dan prasarana. Bahkan saat ini kami sedang membangun gedung baru 5 lantai (4 keatas dan kebawah) untuk pengembangan SMA karena animo masyarakat cukup tinggi. Termasuk al hikmah yang bayar uang sekolahnya cukup tinggi dan kelihatannya tidak terpengaruh dimana al hikmah membidik segmen menengah keatas.</p>	<p>Pengadaan sarana prasarana, membangun gedung baru, uang sekolah cukup tinggi, segmen menengah keatas</p>	<p>Buying infrastructure, develop new building, expensive tuition fee, high level segment</p>
<p>32. Bagaimana faktor-faktor budaya mempengaruhi peran anda di sekolah? Apakah anda mempunyai contoh?</p>		

<p>Iya, saya harus mengkondisikan siswa tidak dalam kondisi steril maksudnya tidak boleh ini dan itu, tapi lebih kearah imun/kebal. Karena budaya ada yang positif dan negatif. Dan kacamataanya jelas menjadikan Islam sebagai barometer dan filter. Sehingga ketika ada budaya-budaya yang tidak cocok dengan kultur Islam yang dikembangkan di sekolah, maka kami berupaya untuk memfilternya dan memberi penjelasan yang rasional kenapa tidak cocok dengan kita. Dengan cara itu ada dialog sehingga anak-anak tidak memakai itu bukan karena tekanan dari sekolah tapi dengan kesadaran. Kok itu tidak cocok dengan kita.</p> <p>Contoh dengan adanya media facebook, twitter dan smart phone yang makin canggih. Maka anak-anak bisa mengakses konten negatif seperti pornografi, kita memberi penjelasan kenapa itu tidak baik. Diluar itupun, dalam rangka mendidik, kita kadang-kadang melakukan sweeping untuk diijinkan untuk mengakses perangkat elektronik dan membuka isi laptop dan smartphone untuk mengetahui apa yang telah diakses oleh anak-anak, kearah mana mereka menggunakan smartphonenya, kearah positif atau negatif. Kalau ditemukan anak-anak mengakses hal-hal negatif, maka pihak sekolah melakukan pendampingan dan kalau diperlukan melibatkan orang tua. Dengan cara seperti itu ada pendekatan mendidik ke anak-anak. Kita tidak mungkin membatasi anak-anak dari arus budaya yang begitu mudah mereka akses dari social media dan perangkat elektronik yang mereka punya. Dan langkah yang menurut saya rasional, adalah membuat kondisi anak-anak imun, jadi mereka tidak mengakses itu karena merasa tidak cocok. Sehingga informasi yang sifatnya personal dan langsung jauh lebih menghujam dan mengena daripada informasi yang disebarkan dari social media. Karena biasanya kalau lewat social media, biasanya hanya melihat secara sekilas. Penting enggak, kalo enggak ya sudah, mereka nggak ikut. TP kalo diberikan secara langsung biasanya lebih mengena.</p>	<p>Budaya ada yang positif dan negatif, Islam, barometer, filter, memberi penjelasan, dialog, kesadaran</p> <p>Facebook, twitter, smartphone, pornografi, laptop, arus budaya, social media, informasi yang sifatnya personal</p>	<p>There is positive and negative culture, Islam, barometer, filter, give explanation, dialogue, awareness</p> <p>Facebook, twitter, smartphone, pornography, laptop, cultural flow, social media, personal information</p>
<p>33. Bagaimana faktor-faktor pendidikan mempengaruhi anda dalam berpartisipasi di sekolah? Apakah anda mempunyai contoh?</p>		
<p>Kita membuat norma atau ukuran. Kalo masuk Al Hikmah yang dinyatakan diterima itu tes ngaji, tes psikologi dan tes bidang studi seperti ini. Selanjutnya ada ukurannya, Jika sudah melampaui nilai</p>	<p>Norma, tes ngaji, tes psikologi, tes bidang studi,</p>	<p>Norm, reading Quran test, psychology</p>

<p>minimal maka dinyatakan diterima. Klo tidak ya tidak diterima, termasuk titipan dari pengurus yayasan sekalipun, saya punya hak untuk menolak.</p> <p>Hal yang terkait dengan aturan sekolah, masuk sekolah jam 6.30, kalau terlambat ada penanganan khusus. Yang pertama persuasif, lalu kalau melampaui tahapan persuasif perlu ada tindakan untuk memperbaikinya. Misalnya diberi sanksi. Sanksi paling ringan membuat membaca buku dan setelah itu membuat resume dan dikumpulkan di sekolah. Sanksi paling berat mengundang orang tau ke sekolah untuk diajak diskusi tentang bagaimana menyamakan persepsi supaya anak untuk tidak terlambat lagi. Biasanya pada tahap ini anak mulai berpikir untuk tidak terlambat lagi.</p> <p>Untuk hal-hal yang serius : berantem, terlibat narkoba, criminal, sex bebas biasanya tindakannya langsung maka tidak ada kompromi. Diberi sanksi sesuai aturan sekolah, Karena ini sekolah swasta, orang tau mengamankan anaknya di sini salah satu daya tariknya karena sekolah ini dianggap memberikan disiplin yang dibutuhkan untuk anak-anak mereka. Ini adalah bagian dari nilai jual sekolah. Kalau tidak konsisten mengawal ini, khawatir juga sekolah ini akan dijauhi oleh masyarakat.</p>	<p>Terlambat, Persuasif, diberi sanksi</p> <p>Berantem, terlibat narkoba, criminal, sex bebas, tindakan langsung, tidak ada kompromi, diberi sanksi sesuai aturan sekolah, konsisten</p>	<p>Late, persuasive, sanction given</p> <p>Fight, narcotics, criminal, free sex, direct action, no compromise, sanction given based on rule of school, consistent</p>
<p>34. Apakah ada factor-faktor lain yang mempengaruhi peran anda di sekolah? Apakah anda mempunyai contoh?</p>		
<p>Ada, faktor dominan kami yaitu faktor religi. Kita ingin anak-anak itu memiliki basic keagamaan yang kuat yang menjadi pedoman berperilaku dalam keseharian karena Al hikmah ini kan sekolah berbasis agama. Sehingga nilai-nilai keagamaan itu menjadi domain yang strategis bagi kami. Denga Bahasa sederhana, anak boleh tidak pintar , tapi yang tidak boleh adalah anak menjadi tidak baik. Motto/Tagline kami adalah berbudi, baru berprestasi. Berbudi dulu. Berbudi itu basic moralnya adalah nilai-nilai keagamaan dan nilai-nilai keagamaan itu bersumber dari Al Quran dan Hadist, baru kemudian moral dan nilai-nilai yang lain. Ini yang paling strategis. Semua hal yang dikerjakan cuman 2 itu : bagaimana menjadikan anak-anak berbudi dan bagaimana menjadikan anak-anak berprestasi.</p> <p>Prestasi pun, kami menganggap tidak harus dalam bentuk angka-angka atau</p>	<p>Factor dominan yaitu religi, Sekolah berbasis agama, Al Quran, Hadist, berbudi, berprestasi</p>	<p>Dominant factor is religion, religion based school, Al Quran, Hadist, virtuous, achievement</p>

<p>capaian-capaian akademis. Anak-anak bisa disiplin, ngaji, menjadi lebih sopan, tidak menggunakan gadget untuk hal-hal negatif, bisa bangun pagi untuk sholat tahajud, anak-anak bisa kebiasaan baru kalau istirahat sholat, anak-anak kalau mau ujian mengumpulkan uang untuk mengumpulkan sembako untuk dibagikan fakir miskin itu prestasi.</p> <p>Sampai sejauh itu. Maka bagi kami, hal-hal yang sampean sampaikan faktor hukum, politik, sosial, teknologi bagi kami itu semua adalah pelengkap/sekunder saja. Yang primer ya nilai-nilai religius. Karena bagi saya ini yang memberikan jaminan bagi anak2 utk selamat di dunia dan di akhirat.</p>	<p>Prestasi tidak harus dalam bentuk angka atau capaian akademis</p> <p>Perilaku baik dan peduli terhadap lingkungan dan orang lain</p> <p>Sekunder : faktor hukum, politik, social, teknologi</p> <p>Primer: nilai-nilai religius</p>	<p>Achievement not only in numbers or academic achievement</p> <p>Good behaviour and care to environment and others</p> <p>Secondary: factors of law, politics, social, technology</p> <p>Primary: religious values</p>
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Appendix AD List of Coding and Translations

CODING	TRANSLATION
Stakeholder di internal sekolah Stakeholder di eksternal sekolah	Internal School Stakeholders External School Stakeholders
Pihak yang dominan Peran Yayasan Peran Dinas Dikbud Peran Wali Murid Pihak yang kurang dominan	Dominant group Role of Foundation/Private Organisation Role of Education and Culture Agency Role of Parent Less dominant stakeholder
Aliran Proses terjadinya perubahan	Flow of change
1. Pimpinan sekolah punya pengaruh terbesar dalam perubahan 2. Pimpinan sekolah menjadi penentu kebijakan	1. Head of school has biggest influence to make change 2. Head of School is a decision maker
Kebijakan Kepala Sekolah Proses pengambilan kebijakan di tingkat pimpinan sekolah Pelaksanaan oleh Guru Proses pelaporan kepada Yayasan mengenai perubahan kurikulum 1. Kebijakan Kepala Sekolah untuk evaluasi proses belajar mengajar 2. Paperless 1. Evaluasi proses belajar mengajar menggunakan teknologi 2. Smartphone 3. Laptop 4. Domain website 5. Keuntungan penggunaan teknologi dari sisi siswa, guru dan biaya	Head of School's policy Proses of making policy in the school leader's level Implementation by teachers Reporting process to Foundation about curriculum change 1. Policy of Head School for evaluating Learning and Teaching process 2. Paperless 1. Evaluating learning and teaching process using technology 2. Smartphone 3. Laptop 4. Website's domain 5. Advantage of using technology from student, teacher and cost' perspectives
Dampak adanya perubahan yang timbal balik Antara pembuat	Effect of change which is reciprocal between change maker and change's object

perubahan dan yg dikenai perubahan	
<p>1. Penyediaan sarana dan prasarana oleh pimpinan sekolah</p> <p>2. Bandwidth</p> <p>3. Paperless</p> <p>Tantangan guru dalam penggunaan teknologi untuk evaluasi belajar mengajar</p> <p>Pelatihan pemanfaatan IT</p> <p>Kesiapan siswa terkait perangkat teknologi</p> <p>Pelatihan untuk pimpinan sekolah</p> <p>Pelatihan untuk Guru Pelaksanaan kurikulum 2013</p> <p>Evaluasi pelaksanaan kurikulum 2013</p> <p>Bergerak dan berubah bersama-sama</p>	<p>1. Head of school provides infrastructure</p> <p>2. Bandwidth</p> <p>3. Paperless</p> <p>Teacher's challenge for using technology for evaluating learning and teaching process</p> <p>Training for using Information Technology (IT)</p> <p>Readiness of student regarding to technology devices</p> <p>Training for Head of School</p> <p>Training for teacher</p> <p>Implementation of Curriculum 2013</p> <p>Evaluation of curriculum 2013's implementation</p> <p>Moving and change together</p>
<p>Perubahan yang sifatnya terbatas</p> <p>Perubahan yang menyeluruh</p> <p>Proses implementasi kurikulum 2013</p> <p>Acuan pengukuran keberhasilan kurikulum</p> <p>Salah satu sekolah swasta yang ditunjuk sebagai pelaksana awal kurikulum 2013</p> <p>Pemberi pelatihan kurikulum 2013</p> <p>Proses mengawal pelaksanaan kurikulum 2013</p> <p>Pihak-pihak yang dievaluasi dalam implementasi kurikulum 2013</p> <p>Sarana pendukung untuk perubahan menyeluruh</p> <p>Face to face</p> <p>Proses komunikasi tidak langsung</p> <p>1. Aturan sekolah tentang interaksi</p> <p>2. Ruh dalam berinteraksi</p>	<p>Limited Change</p> <p>Overall Change</p> <p>Implementation process of curriculum 2013</p> <p>Reference of measuring succesfull of curriculum</p> <p>One of the private school which chosen as pioneer of curriculum 2013</p> <p>Trainer Curriculum 2013</p> <p>Process for controlling implementation of curriculum 2013</p> <p>Stakeholders which are evaluated in implementation of curriculum 2013</p> <p>Support infrastructure for overall change</p> <p>Face to face</p> <p>Non-direct communication process</p> <p>1. School's regulation regarding to interaction</p> <p>2. Spirit in interaction</p> <p>3. Morality based on religious values</p> <p>Unwritten Agreement in communication</p> <p>1. Standard Norm</p>

<p>3. Moralitas yang didasarkan nilai-nilai keagamaan</p> <p>Kesepakatan yang tidak tertulis dalam berkomunikasi</p> <ol style="list-style-type: none"> 1. Norma standard 2. Aturan baku 3. Tata Tertib 4. Aturan tertulis <p>Lebih ke norma-norma yang disepakati</p>	<ol style="list-style-type: none"> 2. Standard rule 3. Regulation 4. Written rule <p>More in agreed norms</p>
<ol style="list-style-type: none"> 1. direct 2. Telepon 1. Email 2. Browsing <p>Upaya mandiri</p> <p>Social Media</p>	<ol style="list-style-type: none"> 1. Direct 2. Telephone 1. Email 2. Browsing <p>Self effort</p> <p>Social Media</p>
Perubahan yang dinamis	Dynamic change
<p>Diajak lebih dulu kalau ada perubahan atau kebijakan baru</p> <ol style="list-style-type: none"> 1. Kepercayaan 2. School culture <p>Guru belajar hal baru dan share ke guru sekolah lain</p> <p>Block Grant</p> <p>Guru dan murid dapat buku gratis</p> <ol style="list-style-type: none"> 1. Kepercayaan 2. Pionir pelaksana kurikulum 2013 	<p>Pioneer of change and new policy</p> <ol style="list-style-type: none"> 1. Trust 2. School Culture <p>Teacher learning new thing and share to teachers in other schools</p> <p>Block Grant</p> <p>Teacher and student got free books</p> <ol style="list-style-type: none"> 1. Trust 2. Pioneer of curriculum 2013 implementation
<p>Diskusi secara langsung</p> <p>Mengakses sumber belajar dari perangkat di sekolah</p>	<p>Direct discussion</p> <p>Accessing study resources from devices in the school</p>
<ol style="list-style-type: none"> 1.Face to face 2.Datang langsung 3.Email <p>1. Kebijakan formal sekolah tidak menggunakan social media</p> <p>2. Guru menggunakan social media untuk berkomunikasi sesuai kebutuhan personal</p> <p>3. Sekolah tidak mewajibkan</p> <p>Forum Hikmah Harmoni untuk sarana komunikasi orang tua, wali murid, alumni dll</p> <p>Hikmah Harmony untuk bertukar informasi dan penyegaran spiritual</p> <p>Telepon karena direct</p>	<ol style="list-style-type: none"> 1.Face to face 2.Coming directly 3.Email <p>1. Formal Policy of school don't use social media</p> <p>2. Teacher using Social media for communication based on personal need</p> <p>3. School don't obligate</p> <p>Hikmah Harmony Forum for communication medium between parent, alumni, etc</p> <p>Hikmah Harmony for information sharing and spiritual refresher</p> <p>Telephone as direct communication</p> <ol style="list-style-type: none"> 1. Telephone 2. Text message 3. Communication with Government <p>1. Web/Government's</p>

<p>1. Telepon 2. SMS 3. Komunikasi dengan Dinas</p> <p>1. Web/Blog Dinas 2. Semua info 3. Kurikulum 2013 4. Pegumuman tentang pelatihan dan kegiatan</p>	<p>blog 2. All info 3. Curriculum 2013 4. Announcement about training and activity</p>
<p>1. Lebih suka telepon 2. Ngomong langsung 3. Pendekatan lebih personal</p> <p>1. Tidak nyaman menggunakan social media 2. Tidak ingin wilayah private masuk ke wilayah public</p> <p>1. Sangat jarang menggunakan FB dan Line 2. Mengamati yang dikerjakan teman-teman 3. Yang dipikirkan dan disampaikan oleh siswa-siswa 4. Pasif dan membatasi Aktif menggunakan email</p> <p>Email untuk komunikasi dengan Direktorat</p> <p>1. Email 2. Surat resmi</p>	<p>1. Prefer telephone 2. Direct talking 3. More personal approach</p> <p>1. Not comfortable using social media 2. Don't want privacy get in to public area</p> <p>1. Very rare using Facebook and Line 2. Observe what are friends doing 3. Something thought and told by students 4. Passive and restrict Active using email</p> <p>Email for communication with Directorate</p> <p>1. Email 2. Formal Letter</p>
<p>Murid sakit, SMS, telepon</p> <p>Kepala sekolah, wali kelas, SMS, seringnya telepon</p> <p>Sekolah, wali murid, SMS, telepon</p> <p>Orang tua, Kepala Sekolah, Tidak masuk, wali murid telepon ke kepala sekolah, SMS ke Kepala sekolah dan di forward ke guru, sms, telepon</p> <p>Surat yang lebih panjang, orang tua, guru, email</p>	<p>Student unwell, text message, telephone</p> <p>Head of School, Class Teacher, text message, mostly telephone</p> <p>School, parent, text message, telephone</p> <p>Parent, Head of School, absent, parent, phone to head of school, send text message to head of school and forwarded to teacher, text message, telephone</p> <p>Longer letter, parent, teacher, email</p>
<p>Tidak ada kesulitan, yang paling mudah dijangkau</p>	<p>No difficulty, which one easier to use</p>

Sms, telepon, wali murid, line	Text message, telephone, parent, Line
Perubahan besar sekali Perubahan bandwidth, 1 mega menjadi 3 mega, internet lebih cepat Murid melengkapi diri dengan modem atau smartphone untuk mengakses sumber pembelajaran	Quite Big change Bandwidth change, 1 mega to 3 Mega, faster internet Student provide themselves with modem or smartphone to access references for studying
Tidak mengubah drastic, Generasi lama, Lebih cepat melayani orang tua, siswa Teknologi memberi dukungan Human touch kurang, Tidak bergantung Komunikasi langsung, ngobrol, pendekatan personal Institusi pendidikan, Sentuhan personal, edukatif, nilai-nilai moral, tidak lewat social media Nilai-nilai keagamaan, humanity, disampaikan secara langsung Muatan-muatan kulit dominan, tidak masalah menggunakan social media	Not drastically change, old generation, faster to serve parents and students Technology support Less human touch, independent Direct communication, chat, personal approach Education institution, personal approach, educative, moral values, not using social media Religion values, humanity, direct communication Not essential, No problem using social media
Telepon, sms, social media, hikmah harmony, riil time, darurat, berita Kecelakaan, telepon, Memberi perhatian Berita duka, siswa dipanggil secara personal dan diberitahu	Telephone, sms, social media, Hikmah harmony, riil time, emergency, news Accident, telephone, give attention Sad news, inform to student personally
Taat hukum, mengundang aparat hukum ke sekolah Dirlantas, penyuluhan lalu lintas, Bagian Narkoba, penyuluhan bahaya narkoba, perilaku sesuai aturan dan norma hukum	Obey to the law, invite police to school Traffic directorate, Narcotics division, training of narcotics dangerous, behaviour based on rule and law norm
Tidak mempengaruhi, mencegah, merusak komunikasi Isu politis, memecah belah, merusak suasana kekeluargaan yang sudah kondusif	Not influence, avoid, damage communication Political issue, disrupt, damage condusive kinship condition

Diuntungkan, posisi ekonomi Indonesia yang bagus, pertumbuhan 5,6 persen, kondisi di sekolah lebih mudah	Advantage, Indonesia has good economic position, growth 5.6 percent, condition in the school easier
Pengadaan sarana prasarana, membangun gedung baru, uang sekolah cukup tinggi, segmen menengah keatas	Buying infrastructure, develop new building, expensive tuition fee, high level segment
Budaya ada yang positif dan negatif, Islam, barometer, filter, memberi penjelasan, dialog, kesadaran Facebook, twitter, smartphone, pornografi, laptop, arus budaya, social media, informasi yang sifatnya personal	There is positive and negative culture, Islam, barometer, filter, give explanation, dialogue, awareness Facebook, twitter, smartphone, pornography, laptop, cultural flow, social media, personal information
Norma, tes ngaji, tes psikologi, tes bidang studi, Terlambat, Persuasif, diberi sanksi Berantem, terlibat narkoba, criminal, sex bebas, tindakan langsung, tidak ada kompromi, diberi sanksi sesuai aturan sekolah, konsisten	Norm, reading Quran test, psychology Late, persuasive, sanction given Fight, narcotics, criminal, free sex, direct action, no compromise, sanction given based on rule of school, consistent
Factor dominan yaitu religi, Sekolah berbasis agama, Al Quran, Hadist, berbudi, berprestasi Prestasi tidak harus dalam bentuk angka atau capaian akademis Perilaku baik dan peduli terhadap lingkungan dan orang lain Sekunder : factor hukum, politik, social, teknologi Primer: nilai-nilai religius	Dominant factor is religion, religion based school, Al Quran, Hadist, virtuous, achievement Achievement not only in numbers or academic achievement Good behaviour and care to environment and others Secondary: factors of law, politics, social, technology Primary: religious values

APPENDIX AE Translation for interview with an alumni of a private school in Surabaya, Indonesia - Coding from audio recording

Time	Code	Note/Translation
05.00 – 06.16	Stakeholder internal sekolah, Guru, Kepala Sekolah, Staf selain guru, cleaning service, staf perpustakaan, petugas keamanan,	Internal school stakeholder, teacher, head of school, staff of non-teacher, cleaning service, staff of library, security staff
06.27 – 08.10	Stakeholder eksternal sekolah, Diknas, Konsorsium Pendidikan Islam (KPI), Universitas, Universitas Luar Negeri	External school stakeholder, Department of National Education, Consortium of Islamic Education, University, Foreign university
08.16 – 08.30	Stakeholder yang dominan, Guru,	Dominant stakeholder, Teacher
08.38 – 09.18	Stakeholder yang kurang dominan, Universitas Luar Negeri	Less dominant stakeholder, foreign university
09.28 – 09.55	Inisiator perubahan, kepala sekolah,	Initiator of change, head of school
10.01 – 10.26	Pihak yang berpengaruh pada perubahan, pimpinan sekolah dan guru	Influenced group of change, school leader, teacher
10.36 – 11.19	Contoh perubahan, perubahan jam masuk sekolah	Example of change, change of school entry time
11.28 – 12.33	Contoh perubahan kurikulum dan fasilitas, Perubahan jumlah kelas, mengalami perubahan kurikulum	Example of curriculum change and facilities, change of class amount, had experience of curriculum change
12.45 – 13.35	Murid terkena imbas perubahan	Student get impact of change
13.47 – 14.51	Sistem pendukung komunikasi, tidak intens berkomunikasi	Supporting system of communication, not often for communication
15.15 – 15.40	Hikmah Harmony	Hikmah Harmony
16.05 – 16.24	Sistem pendukung komunikasi yang dominan, belum punya komunitas online	Dominant communication

		supporting system, the school has not has online community
16.35 – 18.00	Pola hubungan diantara para stakeholder, Yayasan, terpusat di YLPI	Pattern of relationship between stakeholder, foundation, centralised in YLPI
18.03 – 19.25	Pola relasi diantara stakeholder stabil,	Pattern of relationship between stakeholder is stable
20.22 – 20.58	Partisipasi interviewee tidak banyak, Pengisi acara di SMP dan SMA	Participation of interviewee is not much, speaker in the junior high school and senior high school
21.06 – 21.45	Guru kontak lewat Facebook atau email, tidak ada komunikasi lanjutan	Teacher contacted through facebook or email, there is not further communication
21.50 -22.40	Preference media komunikasi, facebook,	Preference of communication media, facebook
22.50 – 23.30	Media komunikasi sesama alumni, facebook, twitter, skype, LINE, WhatsApp	Communication between alumni, facebook, twitter, skype, LINE, WhatsApp
23.45 – 24.27	Tidak ada kesulitan dalam penggunaan media, sinyal di Indonesia tidak stabil	There is not difficulty, signal at Indonesia is not stable
24.50 – 25.08	Tidak ada komunikasi, tidak tahu ada perubahan	No communication, no change
25.18 – 26.15	Perubahan dalam komunikasi karena perkembangan teknologi, ada perubahan, internet based	Change in communication because of development of technology, there is a change, internet based
26.40 – 27.20	Perlu berkas untuk studi di Jepang, harus datang ke sekolah	Need document for studying in Japan, should coming to the school
27.34 – 28.11	Faktor Hukum tidak mempengaruhi partisipasi di sekolah	Law factor is not influencing participation process in the school

28.17 – 28.45	Faktor politik tidak mempengaruhi partisipasi di sekolah	Political factor is not influencing participation process in the school
28.53 – 29.10	Faktor ekonomi tidak mempengaruhi partisipasi di sekolah, tidak ada factor yang mempengaruhi partisipasi	Economics factor is not influencing participation process in the school, there is not any factor which influencing participation
29.23 30.16	Faktor 1: Pihak sekolah yang menghubungi Faktor 2: Guru mengupload kegiatan di sekolah lewat Facebook	1 st Factor : The school contacted interviewee 2 nd factor: The teacher uploaded activities in the school through Facebook

APPENDIX AF Coding from A parent of a grammar school of Hampshire, UK

Time	Coding	Note
00.36 – 00.45	Face to face meeting, email	
00.58 – 01.25	Encouragement to Face to face meeting , email, meet personally, end of the school day	
01.29 – 0.32	Face to face meeting more effective than using technology	
01.36 – 02.30	Technologies supported by school, Email, virtual learning environment, twitter, facebook, parent-teacher relation is more personal	
02.31- 03.21	Change of technology used, Important information about child, general information about activities, text message, twitter, telephone	
03.25 – 04.02	Communication media In the past: letter, physical mail, putting letter in children school bag	
04.20 – 05.25	Interviewee is passive role	
05.35 – 06.34	Lack of time to participate, participate in speaking to teacher, headmaster in informal setting	
07.12 – 07.27	Communication media in emergency , telephone	

APPENDIX AG List of codes of both schools from NVIVO 10

All codes in NVIVO 10 from both schools
Aktivitas di sekolah /Activities in the school
Alumni keep in touch with school
Android
Aturan komunikasi dan interaksi / rule of communication and interaction
Berbudi dan berprestasi /Courteous and achievement
Bimbingan Konseling / Conseling Staff
Blackberry
Blog
Board di depan kelas / Board in front of the class
Build new building
Career advice
Changes in communication media
Cleaning service
Co-curriculum role
Communication between head of school and teachers and staffs
Communication between school with governors
Communication media if the kids unwell
Communication with alumni
Contoh interaksi antara sekolah dan orang tua /Example of interaction between school and parent
Contoh penggunaan media dalam situasi darurat / Example of using media in the emergency situation
Contoh perubahan / Example of change
Contoh perubahan dalam media yang digunakan untuk interaksi, komunikasi dan partisipasi / Example of change in using media for interaction, communication and participation
Contoh perubahan fasilitas / Example of facility change
Contoh perubahan kebijakan / Example of policy change
Contoh perubahan kurikulum / Example of curriculum change
Curriculum change
Dampak adanya perubahan / Impact of change
Data protection policy
Desa binaan / Village
Diknas / Ministry of national education
Dinas kota / Ministry of national education in city level
Dinas Propinsi / Ministry of national education in province level
Email
Engineer
Facebook
Faktor agama yang terkait dengan partisipasi di sekolah / Religion factor related to participation in the school
Faktor budaya tidak mempengaruhi partisipasi di sekolah / Cultural factor is not influencing participation in the school

Faktor ekonomi tidak mempengaruhi partisipasi di sekolah / Economics factor is not influencing participation in the school
Faktor hukum tidak mempengaruhi partisipasi di sekolah / Law factor is not influencing participation in the school
Faktor keterikatan emosional sebagai alumni berpengaruh terhadap partisipasi di sekolah / Emotional factor as alumni is influencing participation in the school
Faktor politik tidak mempengaruhi partisipasi di sekolah (Political factor is not influencing participation in the school)
Faktor yang menyebabkan email kurang dominan / Factors which causing email is not dominant
Faktor yang terkait dengan budaya dalam partisipasi di sekolah / cultural factor related to participation in the school
Faktor yang terkait dengan ekonomi dalam partisipasi di sekolah / Economics factor related to participation in the school
Faktor yang terkait dengan keamanan dalam komunikasi dan interaksi menggunakan teknologi / Security factor related to communication and interaction using technology
Faktor yang terkait dengan kemandirian siswa / Independence factor of student
Faktor yang terkait dengan pendidikan dalam partisipasi di sekolah / Education factor related to participation in the school
Faktor yang terkait dengan psikologi / Psychological factor related to participation in the school
Faktor yang terkait dengan religi / Religion factor
Faktor yang terkait dengan transportasi mempengaruhi partisipasi di sekolah / Transportation factor which influencing participation in the school
Faktor yang terkait dengan hukum dalam partisipasi di sekolah / Law factor which related to participation in the school
Faktor yang terkait politik dalam partisipasi di sekolah / Political factor related to participation in the school
Framework of e-participation
Generasi Baby Boom / Baby boom generation
Generasi X / X Generation
Generasi Y / Y Generation
Generasi Z / Z Generation
Governor approved the change
Governors making sure resources ready
Guru / Teacher
Guru bidang studi / academic teacher
Guru konseling / conseling teacher
Guru rohani / spiritual teacher
Half other students of junior school are coming from other schools
Half students of junior schools are coming same school
Hard copy publication
Hard copy still produced but mostly send out electronically
Headmaster
Headmaster make sure all stakeholders aware of change
Hikmah harmony
HMC / the Headmasters and headmistresses conference
Home call
HP / Mobile phone
Hubungan diantara stakeholder / Relationship between stakeholder
IAPS / The Independent association of prep school
Independent governm the school itself

Independent school
Inisiatif perubahan / initiative of change
Interaksi antara alumni dengan sekolah / Interaction between alumni and the school
International partners
Internet
Ipad
Karyawan / Staff
Kebijakan pimpinan / Policy of leader
Kepala sekolah / Head of school
Kesepakatan yang dipahami bersama / Deal together
Ketemu atau diskusi langsung / face to face meeting or discussion
Klasifikasi generasi / Classification of generation
Komite sekolah / school committee
Komputer / computer
Komunikasi antara sekolah dengan dinas / Communication between school and government
Komunikasi dengan wali murid dan komite sekolah / Communication between parent and school committee
Kurikulum 2013 / Curriculum 2013
Laptop
LINE Application
Local businesses
Local charities
Local partners
Maintenance sekolah / Maintenance of the school
Manage website and social media
Manajemen perubahan / Change management
Many cultural activities in the school
Many cultural participation in the school
Marketing and communication role
Marketing manager role
Media komunikasi antara pihak sekolah deng murid / Communication media between the school and student
Media pendukung komunikasi dan interaksi / Supporting media of communication and interaction
Mekanisme komunikasi antara sekolah dengan alumni / Communication mechanism between the school and the alumni
Mekanisme komunikasi dalam situasi darurat / Communication mechanism in the emergency situation
Mekanisme komunikasi di internal sekolah / Communication mechanism of the interviewee with the school
Mekanisme komunikasi interviewee dengan sekolah / Communication mechanism of interviewee with the school
Multicultural background of students
Multicultural background of parents
National charities
National partners
News
Newsletter

OHP / Over Head Projector
Other charity
Parent active in the social media
Parent forum
Partisipasi interviewee dalam aktivitas di sekolah / Participation of interviewee in the school activities
Pasif menggunakan social media / Passive on using social media
PC
Pemerintah / Government
People
People Digital Council
Peran media dalam aktivitas sekolah / Role of media in the school activities
Peran media dalam partisipasi di sekolah / Role of media for participation in the school
Peraturan / Sekolah
Pertemuan rutin / regular meeting
Perubahan kebijakan sekolah / Change of the school policy
Perubahan penggunaan media / Change of how to use media
Perubahan pola interaksi diantara stakeholder yang lebih luas (Change of interaction pattern between wider stakeholder)
Perubahan pola interaksi karena adanya perubahan teknologi (Change of interaction pattern because of technological c
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Perubahan pola relasi dengan stakeholder eksternal karena perkembangan teknologi (Change of relational pattern with external stakeholder because of technological development)
Perubahan relasi dan interaksi dengan pihak luar sekolah (Change of relation and interaction with school's outsiders)
Pihak yang berpengaruh terhadap perubahan (Group which influenced by change)
Pola relasi diantara stakeholder dan sekolah (Pattern of relation between stakeholder and the school)
Policy changes from senior management team recommendation
Political decision has impact to the school
Portsmouth Festivities
Preference media komunikasi / Preference of communication media
Producing all publications
Proses aliran perubahan / Process of change flow
Prospectus
Public relation (PR)
Quality control forum
Radio
Rapat / Meeting
Regional partners
Registered charity
Reputational factor
Satpam / Security staff
School culture
School diary / Yellow Book
School Governor

School in China
School in Uganda and Cambodia
School magazine
Sekolah / School
Sekolah percontohan / Pilot school
Sekolah-sekolah Islam lainnya (Other Islamic Schools)
Senior management team
Senior implement team implement the change
Sistem pendukung komunikasi dan interaksi (Supporting system of communication and interaction)
Sistem pendukung komunikasi dan interaksi yang dominan (Dominant supporting system of communication and interaction)
Sistem pendukung komunikasi dan interaksi yang kurang dominan (Less dominant supporting system of communication and interaction)
Siswa / Student
Slide power point
Smartphone
Sms / Text message
Social media
Social media policy
Speaker central / Central loudspeaker
Staff
Staffs
Stakeholder lokal atau internal / Local or internal stakeholder
Stakeholder yang dominan / Dominant stakeholder
Stakeholder yang kurang dominan (Less dominant stakeholder)
Stakeholder yang lebih luas atau eksternal (Wider or eksternal Stakeholder)
Students at senior school are coming from various school
Support Staff
Surat (Letter)
Tablet
Tantangan dalam penggunaan email (Challenge in using email)
Tantangan penggunaan teknologi untuk interaksi dan komunikasi (Challenge of using technology for interaction and communication)
Technology
Telpon (Telephone)
Tenaga gardener (Gardener staff)
the biggest change is from printed to electronically in publications
The economy aof the world and UK is difficult in the last few years
The school has struggled when the global economy weak
The school is hard working to maintain the reputation
The school should follow the law of safe guarding and child protection
The school should obey the law
The Yellow book is the bible
There is policy about how to use internet
There scholarship and bursary for student

Twitter
Urusan yang terkait dengan alumni (Related business with alumni)
Virtual learning environment
Wakil Kepala Sekolah (Vice Head of School)
Wali Kelas (Class Teacher)
Wali Murid (Parent)
Website
Website is the most important for prospective parent
Weekly newsletter electronically
WhatsApp
Wifi
Yayasan (Foundation)

APPENDIX AH List of codes of both schools from NVIVO 10 and manually

Code
Aktivitas di sekolah /Activities in the school
Alumni keep in touch with school
Android
Aturan komunikasi dan interaksi / rule of communication and interaction
Berbudi dan berprestasi /Courteous and achievement
Bimbingan Konseling / Conseling Staff
Blackberry
Blog
Board di depan kelas / Board in front of the class
Build new building
Career advice
Changes in communication media
Cleaning service
Co-curriculum role
Communication between head of school and teachers and staffs
Communication between school with governors
Communication media if the kids unwell
Communication with alumni
Contoh interaksi antara sekolah dan orang tua /Example of interaction between school and parent
Contoh penggunaan media dalam situasi darurat / Example of using media in the emergency situation
Contoh perubahan / Example of change
Contoh perubahan dalam media yang digunakan untuk interaksi, komunikasi dan partisipasi / Example of change in using media for interaction, communication and participation
Contoh perubahan fasilitas / Example of facility change
Contoh perubahan kebijakan / Example of policy change
Contoh perubahan kurikulum / Example of curriculum change
Curriculum change
Dampak adanya perubahan / Impact of change
Data protection policy
Desa binaan / Village
Diknas / Ministry of national education
Dinas kota / Ministry of national education in city level
Dinas Propinsi / Ministry of national education in province level
Email
Engineer
Facebook
Faktor agama yang terkait dengan partisipasi di sekolah / Religion factor related to participation in the school
Faktor budaya tidak mempengaruhi partisipasi di sekolah / Cultural factor is not influencing participation in the school

Faktor ekonomi tidak mempengaruhi partisipasi di sekolah / Economics factor is not influencing participation in the school
Faktor hukum tidak mempengaruhi partisipasi di sekolah / Law factor is not influencing participation in the school
Faktor keterikatan emosional sebagai alumni berpengaruh terhadap partisipasi di sekolah / Emotional factor as alumni is influencing participation in the school
Faktor politik tidak mempengaruhi partisipasi di sekolah (Political factor is not influencing participation in the school)
Faktor yang menyebabkan email kurang dominan / Factors which causing email is not dominant
Faktor yang terkait dengan budaya dalam partisipasi di sekolah / cultural factor related to participation in the school
Faktor yang terkait dengan ekonomi dalam partisipasi di sekolah / Economics factor related to participation in the school
Faktor yang terkait dengan keamanan dalam komunikasi dan interaksi menggunakan teknologi / Security factor related to communication and interaction using technology
Faktor yang terkait dengan kemandirian siswa / Independence factor of student
Faktor yang terkait dengan pendidikan dalam partisipasi di sekolah / Education factor related to participation in the school
Faktor yang terkait dengan psikologi / Psychological factor related to participation in the school
Faktor yang terkait dengan religi / Religion factor
Faktor yang terkait dengan transportasi mempengaruhi partisipasi di sekolah / Transportation factor which influencing participation in the school
Faktor yang terkait dengan hukum dalam partisipasi di sekolah / Law factor which related to participation in the school
Faktor yang terkait politik dalam partisipasi di sekolah / Political factor related to participation in the school
Framework of e-participation
Generasi Baby Boom / Baby boom generation
Generasi X / X Generation
Generasi Y / Y Generation
Generasi Z / Z Generation
Governor approved the change
Governors making sure resources ready
Guru / Teacher
Guru bidang studi / academic teacher
Guru konseling / conseling teacher
Guru rohani / spiritual teacher
Half other students of junior school are coming from other schools
Half students of junior schools are coming same school
Hard copy publication
Hard copy still produced but mostly send out electronically
Headmaster
Headmaster make sure all stakeholders aware of change
Hikmah harmony
HMC / the Headmasters and headmistresses conference
Home call
HP / Mobile phone
Hubungan diantara stakeholder / Relationship between stakeholder
IAPS / The Independent association of prep school
Independent governm the school itself

Independent school
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Kesepakatan yang dipahami bersama / Deal together
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Satpam / Security staff
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School Governor
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School in Uganda and Cambodia

School magazine
Sekolah / School
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Slide power point
Smartphone
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Stakeholder lokal atau internal / Local or internal stakeholder
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The school should obey the law
The Yellow book is the bible
There is policy about how to use internet
There scholarship and bursary for student
Twitter
Urusan yang terkait dengan alumni (Related business with alumni)
Virtual learning environment

Wakil Kepala Sekolah (Vice Head of School)
Wali Kelas (Class Teacher)
Wali Murid (Parent)
Website
Website is the most important for prospective parent
Weekly newsletter electronically
WhatsApp
Wifi
Yayasan (Foundation)
Pembina Yayasan
Masyarakat
Sekolah lain (MGMP)
Orang Tua
Peningkatan kualitas guru
Pengambil kebijakan tergantung bidangnya
Interaksi dan partisipasi
Tidak ada aturan baku komunikasi
Komunikasi langsung untuk hal urgent
Telepon internal
Hubungan dengan semua stakeholder
Pola hubungan cenderung berkembang tergantung permasalahan yang dihadapi
Peran interviewee di sekolah
Guru bahasa inggris
Pembina OSIS
Pendamping kegiatan kesiswaan
Alat komunikasi yang digunakan
LCD
Papan tulis
Tongkat
Media komunikasi di sekolah
Komunikasi pembina OSIS dengan Pengurus OSIS
Diskusi dengan guru
Worksheet
Diskusi dengan pimpinan
Power Point
Tidak ada perubahan dalam penggunaan media
Ada perubahan dalam penggunaan media
Ada perubahan dalam media yang disediakan oleh sekolah
Papan tulis digital
Tidak ada perubahan dalam penggunaan media
Mekanisme komunikasi dalam kondisi darurat
Mekanisme komunikasi jika ada perubahan
Contoh komunikasi saat ada perubahan
Guru menghindari perlakuan fisik
Kenaikan harga BBM

Mengajar dengan bahasa Indonesia dan Bahasa Jawa
Sikap yang berbeda karena perbedaan budaya
Faktor Alam, ketika cuaca panas maka mengajar di lapangan sangat berpengaruh terhadap fisik
Psikologis anak dan guru
Universitas
Universitas Luar Negeri
Inisiator perubahan
Pimpinan sekolah dan guru
Contoh perubahan
Murid terkena imbas perubahan
Tidak intens berkomunikasi
Belum punya komunitas online
Terpusat di YLPI
Pola relasi diantara stakeholder stabil
Pengisi acara di SMP dan SMA
Preference media komunikasi / Preference of communication media
Media komunikasi sesama alumni
Tidak ada kesulitan dalam penggunaan media
Sinyal di Indonesia tidak stabil
Tidak ada perubahan dalam penggunaan media
Perlu berkas untuk studi di Jepang, harus datang ke sekolah
Faktor yang mempengaruhi partisipasi adalah pihak sekolah yang menghubungi
Faktor yang mempengaruhi partisipasi adalah guru mengupload kegiatan di sekolah lewat Facebook
Yayasan (Foundation)
Pengawas
Komite sekolah / school committee
Budaya sekolah
Contoh perubahan kurikulum / Example of curriculum change
Pimpinan sekolah dan guru
Kurikulum 2013 / Curriculum 2013
Pelaksana pilot project
Email untuk komunikasi dengan dinas terkait
Telepon digunakan untuk komunikasi wali kelas dan wali murid
Media komunikasi interviewee dengan pihak di sekolah
Perubahan penggunaan media / Change of how to use media
Preference interviewee
Contoh penggunaan media
Perubahan penggunaan media / Change of how to use media
Sistem informasi yang terintegrasi
Sistem informasi penerimaan murid baru
Komunikasi langsung untuk hal urgent
Teknologi hanya digunakan jika dibutuhkan
Komunikasi dalam situasi darurat
Penggunaan media jika ada perubahan jadwal di sekolah
Faktor pendidikan orang tua mempengaruhi proses partisipasi di sekolah

Kemudahan dalam proses komunikasi
Aliran proses nterjadinya perubahan
Pimpinan sekolah punya pengaruh terbesar dalam perubahan
Pimpinan sekolah menjadi penentu kebijakan
Kebijakan kepala sekolah
Proses pengambilan kebijakan di tingkat pimpinan sekolah
Pelaksanaan oleh guru
Proses pelaporan kepada yayasan mengenai perubahan kurikulum
Kebijakan kepala sekolah untuk evaluasi proses belajar mengajar
Paperless
Evaluasi proses belajar mengajar menggunakan teknologi
Smartphone
Keuntungan penggunaan teknologi dari sisi siswa, guru dan biaya
Dampak adanya perubahan yang timbal balik antara pembuat perubahan dan yang dikenai perubahan
Penyediaan sarana dan prasaran oleh pimpinan sekolah
Bandwidth
Paperless
Tantangan guru dalam penggunaan teknologi untuk evaluasi belajar mengajar
Pelatihan pemanfaatan IT
Kesiapan siswa terkait perangkat teknologi
Pelatihan untuk pimpinan sekolah
Pelatihan untuk guru
Pelaksanaan kurikulum 2013
Evaluasi pelaksanaan kurikulum 2013
Bergerak dan berubah bersama-sama
Perubahan yang sifatnya terbatas
Perubahan yang menyeluruh
Proses implementasi kurikulum 2013
Acuan pengukuran keberhasilan kurikulum
Salah satu sekoilah swasta yang ditunjuk sebagai pelaksana awal kurikulum 2013
Pemberi pelatihan kurikulum 2013
Proses mengawal pelaksanaan kurikulum 2013
Pihak-pihak yang dievaluasi dalam implementasi kurikulum 2013
Sarana pendukung untuk perubahan menyeluruh
Proses komunikasi tidak langsung
Aturan sekolah tentang interaksi
Ruh dalam berinteraksi
Moralitas yang didasarkan nilai-nilai keagamaan
Kesepakatan yang tidak tertulis dalam berkomunikasi
Norma standard
Aturan Baku
Tata Tertib
Aturan tertulis
Lebih ke norma-norma yang disepakati
Browsing

Upaya mandiri
Perubahan yang dinamis
Diajak lebih dulu kalau ada perubahan atau kebijakan baru
Kepercayaan
School culture
Guru belajar hal baru dan share ke guru sekolah lain
Block grant
Guru dan murid dapat buku gratis
Kepercayaan
Pionir pelaksana kurikulum 2013
Mengakses sumber belajar dari perangkat di sekolah
Kebijakan formal sekolah tidak menggunakan social media
Guru menggunakan social media untuk berkomunikasi sesuai kebutuhan personal
Sekolah tidak mewajibkan
Forum Hikmah Harmony untuk sarana komunikasi orang tua, wali murid, alumni dll
Komunikasi dengan Dinas
Web/Blog Dinas
Semua info
Kurikulum 2013 / Curriculum 2013
Pengumuman tentang pelatihan dan kegiatan
Pendekatan lebih personal
Tidak nyaman menggunakan social media
Tidak ingin wilayah private masuk ke wilayah public
Sangat jarang menggunakan FB dan Line
Mengamati yang dikerjakan teman-teman
Yang dipikirkan dan disampaikan oleh siswa-siswa
Pasif dan membatasi
Aktif menggunakan email
Email untuk komunikasi dengan direktorat
Surat resmi
Murid sakit
Sekolah
Tidak masuk
Wali murid telepon ke kepala sekolah
SMS ke kepala sekolah dan di forward ke guru
Surat yang lebih panjang
Tidak ada kesulitan dalam penggunaan media
Yang paling mudah dijangkau
Perubahan besar sekali
Perubahan bandwidth
1 mega menjadi 3 mega
Internet lebih cepat
Murid melengkapi diri dengan modem atau smartphone untuk mengakses sumber pembelajaran
Tidak mengubah drastis
Generasi lama

Lebih cepat melayani orang tua
Siswa / Student
Teknologi memberi dukungan
Human touch kurang
Tidak bergantung
Institusi pendidikan
Sentuhan personal
Edukatif
Nilai-nilai moral
Tidak lewat social media
Nilai-nilai keagamaan
Humanity
Disampaikan secara langsung
Muatan-muatan kulit dominan
Tidak masalah menggunakan social media
Riil time
Darurat
Berita
Kecelakaan
Memberi perhatian
Berita duka
Siswa dipanggil secara personal dan diberitahu
Taat hukum
Mengundang aparat hukum ke sekolah
Dirlantas
Penyuluhan lalu lintas
Bagian narkoba
Penyuluhan bahaya narkoba
Perilaku sesuai aturan dan norma hukum
Tidak mempengaruhi
Mencegah
Merusak komunikasi
Isu politis
Memecah belah
Merusak suasana kekeluargaan yang sudah kondusif
Diuntungkan
Posisi ekonomi Indonesia yang bagus
Pertumbuhan 5,6 persen
Kondisi di sekolah lebih mudah
Pengadaan sarana prasarana
Membangun gedung baru
Uang sekolah cukup tinggi
Segmen menengah keatas
Budaya ada yang positif dan negatif
Islam barometer

Filter
Memberi penjelasan
Dialog
Kesadaran
Smartphone
Pornografi
Arus budaya
Informasi yang sifatnya personal
Norma
Tes ngaji
Tes psikologi
Tes bidang studi
Terlambat
Persuasif
Diberi sanksi
Berantem
Terlibat narkoba
Kriminal
Sex bebas
Tindakan langsung
Tidak ada kompromi
Diberi sanksi sesuai aturan sekolah
Konsisten
Faktor dominan yaitu religi
Sekolah berbasis agama
Al Quran
Hadist
Berbudi
Berprestasi
Prestasi tidak harus dalam bentuk angka atau capaian akademis
Perilaku baik dan peduli terhadap lingkungan dan orang lain
Sekunder: faktor hukum, politik, sosial, teknologi
Primer: Nilai-nilai religius

APPENDIX AI An example of Coding process for interview with a senior academic of planning case study in the UK

Time	Coding	Note
03.33 – 03.39	No internet	
04.37 – 05.26	Planning policy online, people should go to the office, British planning system doesn't change very often	
05.56 – 06.37	The orders come from central government, can't say no Planning dev control not planning dev stopping things happening	
07.00 – 07.31	Public doesn't know about planning process	
07.32 – 07.45	British planning has nothing to do with moral	
08.12 – 08.31	Big powerful retailers can employ clever lawyers and generally they get wrong way	
08.29 – 12.50	Tescopoly, friends of the earth,	
12.56 – 13.28	They objects other stores, but Tesco become monopoly, social media, active lobbyist	
13.43 – 14.29	Meeting, draft, percentages, paper-based	
14.55 – 15.30	Planning experts, Hampshire county councils, retail planners, local council,	
18.35 – 19.30	The battle, this is the country which famously have conflict, conflict judicial system, tesco, county council/local planners, big retail, local people, new store, lawyer, local authority,	
19.31 -20.21	Big retailer is a dominant because it has big money	
21.20 – 21.35	Big retailer often working with local council, and it's difficult to stop	
22.01 – 22.20	Councillors are neutral advisors or providing plan, they don't know what the retailers want	
23.32 – 25.27	Law should be neutral, very few strictly legal grant to stop development. Law is common practice	
25.33 – 27.07	Horse trading, Financial gift given to local area for exchange the permission to the store, opposition	
29.51 – 33.23	Localism act doesn't make any different, it hasn't got any strong legal force behind it, local input for planning policy, who is getting local opinion together, local political party, local plan, ability of locality voice doesn't exist , most of pro-local policies are truth less, unenforceable and meaningless.	
33.34 – 35.43	Planning policies are never mentioned in general elections, lobbyist group, planning lobbyist group, very difficult to influence central government, very centralise government in this country, top-down approach,	
36.07 – 37.07	Locality have no participation	
37.07 – 39.30	Local people are very powerless to stop things happened at the moment	
39.50 – 40.18	People are very powerless since around 30 years	
40.20 – 41.15	People don't had ability to change for long time and stop what happen	
41.33 – 43.20	Not very cheerful for local democracy	
43.25 – 44.13	Freedom of speech has not influence on what's on going on	
50.23 – 52.45	Ordinary people doesn't have influence,	
54.43 – 57.34	People don't take any notice from academics, people	

	are suspicious with public intellectual, people have great deal of money, academics might be tell people what's going on but it's not guarantee that we can change it	
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APPENDIX AJ An example of Coding process for interview with an academic and main planner expert of planning case study in Indonesia

Time	Coding	Note /Translation
Rec 1 : 05.21-08.26	Stakeholders di Indonesia: Eksekutif (Pemda, Walikota, Sekda, Kementerian, Dinas-dinas), Legislatif (DPRD), Perguruan Tinggi, masyarakat (swasta dan umum- >pemuka masyarakat: Badan Keswadayaan masyarakat). Tiap kota beda struktur.	Stakeholders in Indonesia: Executive (Local government, Mayor, Secretary of local government, Ministry, Departments), Legislative (Local Parliament), Universities, Citizen (Private and public → citizen leader). Different city has different structure.
Rec 3: 01.09 -	UU RTRW, PP	Law about Regional spatial planning, Government regulation
Rec 3: 02.30 – 04.21	BKPR (Badan Koordinasi Penataan Ruang – Nasional dan Daerah)	Body of spatial planning coordination – National and local)
Rec 3: 04.45 – 07.06	Rencana tata ruang harus mengacu pada Rencana tata ruang yg lebih tinggi	Spatial planning should refer to the higher spatial planning
Rec: 07.15 – 10.00	Isu utama : kebencanaan, lingkungan, Hak ulayat (hak tanah masyarakat adat), Konflik antara peladang berpindah dan dinas kehutanan di hutan lindung	Main issues : disaster, environment, right of traditional people land, conflict between moving farmer and forestry department in the protected forest
Rec 3: 10.12 – 14.27	Partisipasi masyarakat : pertemuan dg semua stakeholders, survey, FGD, Konsultasi publik,	Citizen participation: meeting with all stakeholders, survey, FGD, public consultation
Rec 3: 14.40 – 17.29	Teknologi : Jaring data spasial nasional (JDSN), website Kota yg telah memanfaatkan teknologi : Medan, Surabaya Masyarakat blm paham apa itu tata ruang	Technology: National spatial data network, website Some cities have been using technology, such as: Medan, Surabaya. People do not understand yet about spatial planning
19.25 – 21.38	Facebook, Website Problem : masy blm paham tata ruang, akses internet di daerah sulit, teknologi belum nyampai, admin website ada keterbatasan sumber daya	Facebook, website Problems: people do not understand about spatial planning, limited internet access in the rural, limited technology, limited human resources for

		website admin
21.47 – 24.15	Ada pergeseran paradigme : Positivistik (Jaman Soekarno : top down) → rasionalistik (aspek sosial ekonomi dimasukkan dlm tata ruang dan masy dihadirkan, msh terbatas eksekutif dan legislatif) → partisipatif (PP 68 thn 1998, UU No 26 Thn 2007 masy harus dilibatkan)	There are change of paradigm : Positivistic (Soekarno era: top down) → rationalistic (social-economics aspects included in spatial planning and people involved, it still limited to executive and legislative)→ Participative (Government regulation No 68 year 1998, Act no 26 year 2007 about citizen involvement)
25.01 – 26.17	Peluang keterlibatan masy semakin besar, tapi masy sendiri yg blm siap Dilepas kepalanya, buntutnya dipegang (ada ketentuan nasional yg masy harus tunduk contoh : kehutanan, pertambangan dan energi, kawasan industri)	Bigger opportunity for citizen involvement, however citizens are not ready yet. There are national policies which people should follow, for example: forestry, mining and energy, industrial region)
28.20 – 36.02	BKPRD (Badan Koordinasi Penataan Ruang Daerah) → penyelesaian sengketa Penegakan hukum yang belum ada, Polisi tata ruang, PTUN	Body of local spatial planning coordination)→ conflict completion. No Law enforcement Spatial police State administrative court
36.24 – 39.04	Teknologi kurang dominan,	Technology is less dominant
39.12 – 40.01	Faktor hukum : partisipasi masyarakat terus digalakkan	Legal factor : improve citizen participation
40.13 – 42.01	Faktor politik: ada partai yang peduli tp tdk populis seringkali dikalahkan oleh partai yg kurang peduli tp populis. Contoh : walikota Sby yg tdk menyetujui jalan tol regional melewati kotanya.	Political factor: there are care parties but unpopular and often defeated by popular parties which do not care. For example: Surabaya mayor did not agree regional toll road pass through the city.
42.10 – 43.38	Faktor Ekonomi : Masyarakat dg pendapatan paling tinggi dan paling rendah cenderung apatis. Yg menginisiasi banyak hal itu yg masyarakat ekonomi menengah.	Economics factor: The high income and the lowest income citizens tend to apathetic. The middle income citizens are the initiator.
43.50 – 44.45	Faktor kultural : Di Bali faktor kultural sangat kuat, ada local wisdom yg dipertahankan, daerah lain tidak terlalu	Cultural factor: In Bali, the cultural factors are very strong, there are local wisdoms which maintained. But other regions are not strong enough.
44.56 – 45.53	Faktor pendidikan : makin pintar	Education factor:

	masyarakat makin kritis dan berani mengeluarkan pendapat, tp tidak semua masyarakat terdidik peduli. Tergantung ekonominya.	smarter citizens make more critical and brave to speak up. However, not all educated citizens are care. It depends on their economics class.
46.03 – 48.40	Faktor fisik : kesadaran thd kebencanaan.	Physical factor : awareness about disaster
48.50 -	Teknologi : Website, telepon, sms, WA, email, FB, instagram. Contoh : RIDwan Kamil berkomunikasi dg masyarakat melalui Instagram. DKP Malang melalui FB.	Technologies : website, telephone, text message, WhatsApp, email, facebook, Instagram. For example: Ridwan Kamil (Mayor of Bandung city) communicates with citizens through Instagram. DKP Malang communicates with citizens through Facebook.

APPENDIX AK Contributions of the research

Contributions	Discussions	Sections	Publications
A novel structured literature review method	This method can be a guidance for other researchers, particularly early researchers on options for conducting repeatable literature review methods capturing input from large numbers of reference material from around the world.	2.1.2	A Review of e-Government Research as a Mature Discipline: Trends, Themes, Philosophies, Methodologies, and Methods (Yusuf et al, 2016a)
The themes, trends, main issues, research methodologies and methods within the e-government domain	These themes, research methodologies and methods of e-government are useful for e-government researchers and practitioners. This contribution complements other studies, such as Siau & Long (2005), Irani et al (2007), Yildiz (2007), Heeks & Bailure (2007), Bertot et al (2008), Wimmer et al (2008), Bolivar et al (2010), Bannister & Connolly (2010) and other literature reviews about e-government	2.1.4	<ul style="list-style-type: none"> • Research philosophy and methodologies of E-Government: Update from ECEG and ICEG (Yusuf et al, 2014a) • A Review of e-Government Research as a Mature Discipline: Trends, Themes, Philosophies, Methodologies, and Methods (Yusuf et al, 2016a)
The government-people relationship framework	This framework describes the relationships between government	2.1.4	A base of knowledge,

	and people through mobile and web 2.0 technologies. This framework enhances the work of El-Kiki & Lawrence (2006), Hui & Hayllar (2010) and Nam (2012)		mobile and web 2.0 technologies regarding e-government (Yusuf, & Adams, 2014)
An initial proposed framework for e-participation	These frameworks are developed based on evaluation of existing e-participation frameworks. The frameworks consist of a main framework and sub-frameworks which consist of government institutions, technology, participation process, people, encouragement process and complex factors. These frameworks will be applied in the case studies of schools and planning in the UK and Indonesia. This framework enhances the previous e-participation frameworks by Macintosh (2004) and Kalampokis et al (2008).	2.2.4	A Novel framework of E-Participation (Yusuf et al, 2014b)
A guidance for conducting in-depth comparative case study research across multiple countries	This guidance is useful for researchers who conducting comparative case studies in across countries, sosio-cultures, politics, economics and contexts. This research complements Orlikowski & Baroudi (1991), Darke et al (1998), Merriam (1998), Bassey (1999), Gerring (2007), Woodsie (2010), Hancock & Algozzine (2011), Yin (2014)	3.7	In-depth comparative case study in participation: interpretative approach (Yusuf et al, 2015)
The application of ANT in the e-government domain, particularly e-participation using a comparative case studies framework			
1) It is useful method to define and capture	This research applied ANT to school and planning fields or contexts which	5.2	• A Novel framework of E-

<p>complex systems that complement existing ANT representations including temporal representation in two different time periods and within different locations</p>	<p>both have significant or high participation in complex system of technologies plays an important role. ANT captures actors/actants, network, power structure and mobilization between local and global actors and networks. It helps analyse and understanding case study which unstructured and has fuzzy boundaries. This complements other studies using ANT, such as Bloomfield et al (1992), Bloomfield & Vurdubakis (1996), Walsham & Sahay (1999), Monteiro (2000), Holmstrom & Stalder (2001), Madon et al (2003), Heeks & Stanforth (2007), Cho et al (2008), Perillo (2008), Bin Salamat & Bin Hasan (2011), Faik & Walsham (2013), Kumar & Rangaswamy (2013), Sayes (2014)</p>		<p>Participation (Yusuf et al, 2014b)</p> <ul style="list-style-type: none"> • In-depth comparative case study in participation: interpretative approach (Yusuf et al, 2015) • The model of Actor Network Theory (ANT) for planning process in UK (Yusuf et al, 2015)
<p>2) Use ANT to capture the role of technology as an active agent in participation processes</p>	<p>Technology can activate changes of interaction, participation and power structure in the social context. This complements other studies using ANT, such as Bloomfield et al (1992), Bloomfield & Vurdubakis (1996), Walsham & Sahay (1999), Monteiro (2000), Holmstrom & Stalfer (2001), Madon et al (2003), Heeks & Stanforth (2007), Cho et al (2008), Perillo (2008), Bin Salamat & Bin Hasan (2011), Faik & Walsham (2013), Kumar & Rangaswamy (2013), Sayes (2014)</p>	<p>4.5</p>	<p>Digital citizen participation within schools in the UK and Indonesia: An Actor-Network Theory (ANT) Perspective (Yusuf, et al, 2016b)</p>
<p>Captured e-participation processes in Schools</p>			
<p>1) A common ground model of participation in both schools</p>	<p>This model consist of internal and external school stakeholders, media (electronic and non-electronic</p>	<p>4.4</p>	<p>Digital citizen participation within schools in</p>

	technology), two ways of interaction, communication and participation process, complex factors, supporting systems and changes. It was developed based on case studies of one school in the UK and one school in Indonesia.		the UK and Indonesia: An Actor-Network Theory (ANT) Perspective (Yusuf, et al, 2016b)
2) A model of e-participation within selected schools	This model consist of stakeholders, internal and external school stakeholders, electronic technology, two ways of interaction, communication and participation process, complex factors, supporting systems and changes. It was developed based on case studies of one school in the UK and one school in Indonesia. This framework focuses on school case studies and adds the previous e-participation frameworks by Macintosh (2004), Tambouris et al (2007), Saebo et al (2007), Kalampokis et al (2008), Phang & Kankanhalli (2008), Islam (2008), Scherer et al (2010), Scherer & Wimmer (2011), Bin Salamat & Bin Hasan (2011) and Medaglia (2012).	4.4	Digital citizen participation within schools in the UK and Indonesia: An Actor-Network Theory (ANT) Perspective (Yusuf, et al, 2016b)
3) A diagram of the understanding' level of e-participation	This diagram provides insight that e-participation has multiple layers from surface level to depth level. Therefore, understanding of e-participation phenomenon is not only about technology application for supporting participation, but also perceptions, norms, values, perspectives and philosophical foundation of the society for more depth understanding. This is the first diagram to understand the level of participation.	6.1	

Captured e-participation processes in Planning			
1) A model of the planning process in Southsea, Portsmouth UK at 1975	This model consist of government, media, wider stakeholders and laws related to planning process in Southsea, Portsmouth UK at 1975. This is the first model captures planning process in Southsea, Portsmouth UK at 1975	5.2.1	The model of Actor Network Theory (ANT) for planning process in UK (Yusuf et al, 2015)
2) A model of the planning process in Portsmouth, UK in 2015	This model consist of government, media, wider stakeholders and law related to planning process in Portsmouth UK at 2015, It captures the first model of planning process in Portsmouth UK at 2015	5.2.1	The model of Actor Network Theory (ANT) for planning process in UK (Yusuf et al, 2015)
3) A model of the planning in Indonesia from 1905 to 1950	This model was developed based on literature review of planning in Indonesia from 1905 to 1950 which consist of government, non-government organisation (NGO), wider stakeholders, laws, properties and infrastructures. It provides the first model of planning process in Indonesia from 1905 to 1950	5.2.2	
4) A model of spatial planning in Surabaya, Indonesia at 2015	This model was developed based on exploratory study of spatial planning in Surabaya, Indonesia in 2015 which has elements of government, media, wider stakeholders and laws. It captures the first model of spatial planning in Surabaya, Indonesia at 2015	5.2.2	
5) A common ground model of participation within the context of planning	This model is developed based on planning case study in the UK and Indonesia which consist of stakeholders, participation and management. media, infrastructures and properties, support systems, complex factors, changes, financial capital, laws and policies.	5.4.3	

6) A model of e-participation within the context of planning	This model is developed based on planning case study in the UK and Indonesia which consist of stakeholders, participation and management, electronic technology, infrastructures and properties, support systems, complex factors, changes, financial capital, laws and policies. This model complements the previous e-participation frameworks by Macintosh (2004), Tambouris et al (2007), Saebo et al (2007), Kalampokis et al (2008), Phang & Kankanhalli (2008), Islam (2008), Scherer et al (2010), Scherer & Wimmer (2011), Bin Salamat & Bin Hasan (2011) and Medaglia (2012) which focuses on planning case studies	5.4.3	
A new generic model of e-participation	This model is developed based on school and planning case study in the UK and Indonesia which consist of stakeholders, two ways interaction, communication, participation and management, electronic technology, object/planning action, support systems, complex factors, changes, financial capital, laws and policies. This model complements the previous e-participation frameworks by Macintosh (2004), Tambouris et al (2007), Saebo et al (2007), Kalampokis et al (2008), Phang & Kankanhalli (2008), Islam (2008), Scherer et al (2010), Scherer & Wimmer (2011), Bin Salamat & Bin Hasan (2011) and Medaglia (2012) and two models of e-participation within the context of school and	6.2.1	

	planning by Yusuf, Adams, and Dingley.		
Three new definitions of e-participation			
1) A new definition of e-participation within the context of school	This definition is developed based on a model of e-participation within the context of school. This definition complements previous definitions from Saebo et al (2008), Wikipedia (2016), UNDESA (2016)	6.1	Digital citizen participation within schools in the UK and Indonesia: An Actor-Network Theory (ANT) Perspective (Yusuf et al, 2016b)
2) A new definition of e-participation within the context of planning	This definition is developed based on a model of e-participation within the context of planning. This definition complements previous definitions from Saebo et al (2008), Wikipedia (2016), UNDESA (2016)	6.1	
3) A new general definition of e-participation	This definition is produced based on a generic model of e-participation which developed from two case studies of school and planning in the UK and Indonesia. This definition complements previous definitions from Saebo et al (2008), Wikipedia (2016), UNDESA (2016)	6.2.2	
A base theory of e-participation	This theory is based on the previous works of e-participation, empirical research within school and planning, models and definitions of e-participation. This theory enhances the previous works which seems still limited covering theory of e-participation.	6.2.3	

FORM UPR16

Research Ethics Review Checklist



Please include this completed form as an appendix to your thesis (see the Postgraduate Research Student Handbook for more information)

Postgraduate Research Student (PGRS) Information		Student ID:	642841
PGRS Name:	Muhammad Yusuf		
Department:	School of Computing	First Supervisor:	Dr. Carl Adams
Start Date: (or progression date for Prof Doc students)	1 st February 2013		
Study Mode and Route:	Part-time <input type="checkbox"/>	MPhil <input type="checkbox"/>	MD <input type="checkbox"/>
	Full-time <input checked="" type="checkbox"/>	PhD <input checked="" type="checkbox"/>	Professional Doctorate <input type="checkbox"/>

Title of Thesis:	Towards a Theory of E-Participation: An Actor-Network Theory (ANT)
Thesis Word Count: (excluding ancillary data)	49,218

If you are unsure about any of the following, please contact the local representative on your Faculty Ethics Committee for advice. Please note that it is your responsibility to follow the University's Ethics Policy and any relevant University, academic or professional guidelines in the conduct of your study

Although the Ethics Committee may have given your study a favourable opinion, the final responsibility for the ethical conduct of this work lies with the researcher(s).

UKRIO Finished Research Checklist:

(If you would like to know more about the checklist, please see your Faculty or Departmental Ethics Committee rep or see the online version of the full checklist at: <http://www.ukrio.org/what-we-do/code-of-practice-for-research/>)

a) Have all of your research and findings been reported accurately, honestly and within a reasonable time frame?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
b) Have all contributions to knowledge been acknowledged?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
c) Have you complied with all agreements relating to intellectual property, publication and authorship?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
d) Has your research data been retained in a secure and accessible form and will it remain so for the required duration?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
e) Does your research comply with all legal, ethical, and contractual requirements?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

Candidate Statement:

I have considered the ethical dimensions of the above named research project, and have successfully obtained the necessary ethical approval(s)

Ethical review number(s) from Faculty Ethics Committee (or from NRES/SCREC):	1 st Certificate Code: 2647-0D9E-A927-A380-5544-E8A8-977B-122D 2 nd Certificate Code: 84E4-8FCE-F76F-427A-AA30-B0F3-70C1-624C
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If you have *not* submitted your work for ethical review, and/or you have answered 'No' to one or more of questions a) to e), please explain below why this is so:



Signed (PGRS):

A handwritten signature in black ink, appearing to be 'Yunf' with a horizontal line underneath.

Date: 17/01/2017