

Collaborative Governance

in the Development of Polman Bandung Campus II:

Analysis of Transparency and Ethics in the Decision-Making Process

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Abstract

The development of Campus II of the Bandung Manufacturing Polytechnic (Polman) in Majalengka Regency is part of the development of the Rebana Metropolitan Area which aims to improve the quality of human resources (HR) through vocational education. This study aims to analyze the collaborative governance process applied in the development of the campus, with a focus on transparency and ethics in decision-making. The research method is qualitative descriptive, with data obtained through in-depth interviews and document analysis. The study results indicate that transparency is important in ensuring that every actor has equal access to information, which encourages active participation from all parties. Ethics in decision-making is also a major factor in maintaining the integrity of the collaboration process, which ensures that decisions taken consider the long-term interests of the community and industry in the Rebana Area. Cross-sector collaboration supported by transparency and ethics has proven effective in creating vocational education that is relevant to industry needs and can have a positive impact on regional economic growth. This study suggests increasing transparency and ethics in cross-sector collaboration to ensure the sustainability of similar projects in the future.

Keywords:

collaborative governance; human resource; governance; policy decision making

Introduction

The development of the education sector, especially vocational education, is one of the keys to improving the quality of human resources (HR) in Indonesia (Hermawan & Arifin, 2021). One important initiative in this regard is the construction of Campus II of the Bandung Manufacturing Polytechnic (Polman) in Majalengka, which is part of the development of the Rebana Metropolitan Area. This area involves seven districts/cities, namely Sumedang, Majalengka, Cirebon, Subang, Indramayu, Kuningan, and Cirebon City, to encourage economic growth through synergy between the industrial, transportation, and education sectors. In this context, vocational education plays an important role in providing a ready workforce according to the needs of the industry in the area (Bai & Paryono, 2019).

Vocational education, or Technical and Vocational Education and Training (TVET), faces complex challenges due to rapid technological developments and changes in market demand (ADB, 2014). Nevertheless, TVET has an important role in addressing changes in the labor market by providing appropriate skills for different age groups (Roosmaa et al., 2019). Higher vocational education in Indonesia, consisting of first Diploma to applied Master levels, plays a strategic role in creating quality human resources to support sustainable industrialization (Indrawan et al., 2020).

However, industry in Indonesia has experienced a decline in its contribution to GDP since the 1997-98 financial crisis, raising concerns about early deindustrialization (AswicaHyono et al., 2013). In facing this challenge, linking and matching vocational education and the industrial sector is key to providing a competent workforce that is in line with market needs (Narjoko & Putra, 2015). The development of vocational education also requires joint participation between various parties, especially cooperation between industry and education to produce skilled and innovative graduates (Gleason, 2018).

The development of Polman Bandung Campus II is not just physical development but also involves cross-sector actors, such as the government, the private sector, academics, and the community. A collaborative governance approach is needed to ensure that the development process runs effectively, efficiently, and inclusively and provides benefits to all parties involved (Bianchi et al., 2021). Vocational education is seen as a strategic step to address the mismatch between graduate skills and labor market needs. Cross-sector collaboration is also needed to ensure that graduates have relevant competencies and can compete in the era of the Industrial Revolution 4.0 (Utomo, 2021; Wagiran et al., 2017).

The government needs to provide a flexible vocational education system to adapt to rapid technological changes. Investment in higher education is also needed to support a broader innovation system (Indrawati & Kuncoro, 2021). Collaborative governance, introduced by Ansell and Gash (2008), refers to a governance model that involves government and non-government actors in a formal, deliberative decision-making process. This model allows the involvement of various actors with different interests, to work together to achieve goals that benefit all parties. Based on the development of vocational education, collaborative governance is very relevant because it involves many actors with different interests. The government, as the main actor, requires private sector participation in terms of funding and provision of facilities, as well as support from the local community to ensure that the benefits of campus development can be felt in the long term (Klitsie et al., 2018; Louche et al., 2021). Transparency and ethics are important elements in ensuring the success of collaborative governance. Transparency ensures that every

actor has equal access to information, which can prevent an imbalance of power between those with more information and those with less information (Gash, 2022; Lopes & Farias, 2022).

Following the context of the development of Campus II Polman Bandung, transparency is needed to ensure that the development process does not only involve the government and the private sector but also the local community. Adequate access to information allows the community to play an active role in the development process so that this development provides fair benefits for all parties (Brunswicker et al., 2019). In addition to transparency, decision-making ethics also play an important role, especially in terms of the principles of justice, honesty, and responsibility (Rendtorff, 2019). Decisions taken must ensure access to vocational education for all levels of society, including economically disadvantaged groups, to prevent injustice in the distribution of development benefits (Pittz & Intindola, 2021).

One of the main challenges in collaborative governance is ensuring the equal participation of all parties involved, even though they have different backgrounds, power, and interests (Yin & Jamali, 2021). Transparency in decision-making is essential to prevent information imbalances that can hinder collaboration between actors (Brunswicker et al., 2019). If one party has better access to information, an imbalance of power can occur, hindering an inclusive collaboration process. Transparency is also related to accountability, where every decision taken in the collaboration process must be accountable to the collaboration partners and the wider community (Bianchi et al., 2021). In the development of Polman Bandung Campus II, the Majalengka community, as the main stakeholder, must have access to information related to development plans, education policies, and the impacts of the development (Ansell & Gash, 2008). Without transparency, public trust in the development process can decrease, hindering their active participation in development.

In addition, ethics can also foster a sense of trust among stakeholders, including government institutions, private organizations, and civil society. Trust is fundamental to collaborative governance, as stakeholders must be confident that decisions will be fair and equitable (Yin & Jamali, 2021). Ethical behavior enhances the legitimacy of the process, ensuring that it reflects the collective interest and is not dominated by a single entity for personal or political gain.

The success of collaborative governance is also influenced by the quality of facilitative leadership (Grootjans et al., 2022). Collaborative leaders must be able to facilitate communication between actors, ensure inclusive dialogue, and handle conflicts that may arise due to differences in interests. In the development of Polman Bandung Campus II, for example, the interests of the local government may differ from those of the private sector or local communities. Therefore, the

role of collaborative leaders is very important to create open and inclusive dialogue, ensure that all parties are heard, and reach a fair consensus (Lopes & Farias, 2022).

In the context of the development of Campus II Polman Bandung, collaborative governance offers a cross-sector collaboration model involving various actors to produce inclusive and fair decisions. Transparency, ethics, and facilitative leadership are very important in this process. With the right approach, this development is expected to be able to provide a significant positive impact, not only in providing a competent workforce but also in sustainably increasing regional economic growth. This success can be a model for the development of vocational education in other regions of Indonesia, which can produce adaptive human resources to industrial changes and encourage sustainable economic growth (Rafdi et al., 2023). So that this study aims to determine and examine the collaborative governance process that occurs in the development of vocational higher education at Campus II Polman Bandung transparently and ethically.

Methods

This study was designed as a qualitative study with a descriptive approach. The qualitative method was chosen because it is following the objectives of the study, namely to understand, explore, and explain the collaborative governance process in the development of Campus II of the Manufacturing Polytechnic (Polman) Bandung in Majalengka Regency. This approach is not to measure quantitatively the relationship between phenomena, but rather to explore more deeply how the collaboration process takes place, identify variables that are not easily measured, such as the responses and attitudes of collaborators, and understand the dynamics of interactions between stakeholders involved in the development of the campus.

Qualitative research was chosen because it emphasizes the process rather than the results. This means that researchers seek to provide an in-depth picture of the collaboration process that occurs in the development of Campus II Polman Bandung, not just looking at the output or final result. As stated by Creswell (2016), qualitative research is suitable for understanding complex phenomena involving many actors and dynamic variables.

In this research design, several characteristics of qualitative research are applied. First, the research was conducted in a natural setting, where the observed behavior and attitudes are the real behavior of the actors involved in the collaboration process. The researcher also acts as a key instrument, which means that the researcher is directly involved in the data collection process through observation, interviews, and document analysis (Becker, 2019; Browning et al., 2020). As a key instrument, the researcher is responsible for selecting informants and conducting

interviews to obtain the required data. This study also relies on multiple sources of data, including interviews, documents, and other secondary data. This diverse data collection allows researchers to obtain a more comprehensive picture of the phenomenon being studied (Hennink et al., 2020). In addition, data analysis is carried out inductively (inductive data analysis), where researchers build patterns, categories, and themes from the bottom up, processing data into more abstract units of information (Locke et al., 2022).

The approach used also considers the meaning of the participants, where the main data collected comes from interviews with informants selected purposively. An emerging research design is also applied, which allows for the adjustment of collaborative governance theory to data obtained in the field. In this case, researchers reflect on their personal roles backgrounds, and experiences, which have the potential to influence data interpretation. Therefore, researchers are careful to maintain objectivity and scientific honesty at every stage.

This study uses a descriptive type, where researchers seek facts using appropriate interpretations (Whitney, 1950) by investigating phenomena in the form of forms, characteristics, change activities, relationships, similarities and differences with other phenomena (Arikunto, 2016) and also humans, thoughts, conditions, objects, or events in the present (Nazir, 1988) where the aim is to explain factually and accurately the facts, characteristics and relationships between the phenomena being investigated (Sukmadinata, 2019).

The data sources in this study are divided into two types: primary data and secondary data. Primary data were obtained directly from the research subjects, through observation and interviews with the actors involved in the construction process of Polman Bandung Campus II. The informants selected were parties who played a direct role in the collaboration process, including representatives from the Bandung Manufacturing Polytechnic, the Ministry of Education, Culture, Research, and Technology, and the local government. Secondary data is additional data obtained through official documents, such as reports, recordings, and archives related to the construction of the campus. These documents help complete and verify the information obtained from interviews and observations so that data analysis becomes more comprehensive and valid.

The determination of informants was done purposively, namely by selecting informants based on their relevance and knowledge of the research topic. In this case, the informants selected were actors who were directly involved in the development process of Campus II Polman Bandung, including government officials, representatives of the private sector, and local community leaders. The selection of informants was also based on their strategic position in the policy network related to this project, as well as their role in the development of the Rebana Metropolitan area. Informants were selected not only based on their formal positions but also

because of their involvement in the collaboration process. This is important because some informants may no longer hold the same position when the research was conducted, but still have significant influence in the campus development process.

Data collection in this study involved various techniques, including qualitative observation, in-depth interviews, and document analysis. Observations were conducted at the research location to observe the behavior and interactions of the actors involved in the collaboration. The researcher used a passive observer approach, where the researcher only observed without having to be directly involved in the process being observed. In-depth interviews were conducted with informants who were selected purposively. These interviews were conducted directly (face-to-face) or through other media, such as telephone or group discussions. The questions asked were open-ended, allowing informants to provide their views and opinions freely and in-depth. In addition, qualitative documents, such as official reports, letters, and visual materials, were also collected to support the data obtained from the interviews and observations.

Data analysis in this study was conducted qualitatively by following inductive analysis procedures. The analysis process began from the initial stage of data collection, where researchers continuously analyzed and organized the collected data. Researchers mapped the actors involved in the collaboration process, identified their roles, and analyzed the relationships between the actors. The steps in data analysis include (1) mapping and identifying the actors involved, (2) compiling categories or classifications of actor roles, (3) identifying relationships between actors, (4) interpreting the dynamics of relationships between actors, and (5) drawing conclusions based on the results of the analysis. This process is carried out iteratively, where researchers continue to reflect and adjust based on the data obtained.

In order to ensure the validity and credibility of the data, this study uses source triangulation techniques. Triangulation is a technique used to compare and verify data obtained from various sources and methods. In this case, the researcher compares the results of the interview with the results of the observation and verifies the data obtained from the informant with the available documents. This triangulation technique is used to minimize bias and ensure that the data collected is accurate and reliable. In addition, the researcher also cross-checks with the informant to ensure that the data obtained truly reflects the conditions that occur in the field. This research was conducted in several locations, including Bandung City, Majalengka Regency, and DKI Jakarta. The selection of these locations was based on the existence of collaboration actors involved in the construction of Polman Bandung Campus II. Bandung was chosen because it is the location of the Bandung Manufacturing Polytechnic, while Majalengka is the location of the construction of the campus. DKI Jakarta was chosen because it is the center of various

ministries and institutions involved in the collaboration process. The research was conducted over a fairly long period to ensure that all the required data could be collected properly. The research schedule was arranged based on the availability of informants and access to the required documents. The data collection process began with interviews and observations in the field, and then continued with gradual data analysis.

Results and Discussion

The results of this study describe how the implementation of collaborative governance in the development of Campus II of the Manufacturing Polytechnic (Polman) Bandung in Majalengka Regency as part of an effort to improve the quality of human resources (HR) in the Rebana Area. This study emphasizes the role of transparency, ethics, and collaboration between actors in achieving the goals of developing vocational education that is relevant to industrial needs. In the collaboration process, several important stages are explained, namely starting from determining the location of Campus II Polman Bandung.

The process of determining the location for the construction of Polman Bandung Campus II is the result of collaboration between the West Java Provincial Government, Majalengka Regency Government, and Polman Bandung. Initially, the proposed location was in Cirebon City, but due to a conflict of interest with another educational institution, namely Universitas Swadaya Gunung Jati (UGJ), this plan changed. Polman Bandung finally chose to collaborate with the Majalengka Regency Government which offered land in Jatipamor Village, Panyingkiran District, Majalengka.

Collaboration between actors in the development of Polman Bandung Campus II shows diverse dynamics. The collaboration began with an agreement between the West Java Provincial Government and Polman Bandung to find a strategic location and support the development plan of the Rebana Area as a new industrial center in West Java. Although there were several obstacles, such as rejection from the Mayor of Cirebon, in the end, the collaboration process in the Majalengka Regency ran more smoothly thanks to intensive communication between stakeholders. Factors that support smooth collaboration include a common vision from the parties involved. The Majalengka Regency Government sees the establishment of Polman Bandung Campus II as a strategic opportunity to improve the quality of local human resources, especially in facing the challenges of industrial growth in the area. On the other hand, Polman Bandung also realizes the importance of local government support in the process of developing vocational education in areas that still require increased human resource capacity. As found, the

IPM, RLS, and TPT in the Rebana Metropolitan area are still low, with the findings being seen in Table 1.

Table 1.
IPM, RLS, and TPT Rebana Area

Regency/City	IPM (2023)	RLS (2023)	TPT (2023)
Kabupaten Cirebon	70,95	7,64	7,65%
Kabupaten Indramayu	69,25	6,94	6,46%
Kabupaten Majalengka	70,76	7,52	4,12%
Kabupaten Subang	70,70	7,45	7,65%
Kabupaten Sumedang	73,18	8,73	6,94%
Kabupaten Kuningan	70,72	7,89	9,49%
Kota Cirebon	76,46	10,37	7,66%
Mean/Rebana Total	71,48	8,07	7,14%
Jawa Barat	73,74	8,83	7,44%

Source: BPS Jawa Barat 2023

Based on Table 1, shows that the quality of human resources can be assessed from the level of HDI, RLS, and TPT. It can be seen from the table above, that the HDI of Majalengka Regency is still far below the HDI of Cirebon City and below the average HDI of the Rebana and West Java regions. This shows that the 3 (three) basic dimensions of the HDI formation, namely longevity and healthy living, knowledge, and decent living standards in Majalengka Regency have not been met well enough.

The low average length of schooling of 7.52 years, which is still far below Cirebon City (10.37), the average of West Java (8.83), and the Rebana Area (8.07), is one of the important factors that need to be considered in the strategy for developing human resources in Majalengka Regency. The people of Majalengka Regency, who on average only attend junior high school (SMP), will face quite serious difficulties in competing to fill strategic positions in the development of the industryopolitan in the Rebana Area.

These things are well realized by the Majalengka Regency Government. Therefore, the Majalengka Regency Government needs qualified educational leverage to improve human resources in the Majalengka Regency. One of the strategic policies taken is to present the first state higher education in Majalengka Regency, namely Polman Bandung Campus II in Majalengka Regency.

The presence of Polman Bandung Campus II in Majalengka Regency is the result of a long collaboration of many related stakeholders, including Kemendikbudristek, Kemenkomarves, Ministry of PUPR, West Java Provincial Government, and Majalengka Regency Government. Which cumulatively agreed to improve the quality of human resources in the Rebana Area which consists of 7 Regencies/Cities. This agreement is based on Governor Regulation No. 84 of 2020

concerning the action plan for the development of the Cirebon Patimban Kertajati Metropolitan Area for 2020-2023.

Picture 1.

**One Form of Transparency of Collaborative Governance
in the Development of Polman Bandung II Dictionary**



Therefore, collaborative governance is very necessary in this case, with Ansell & Gash (2008) stating that collaborative governance is very important to achieve certain goals that are beneficial to the community through collaboration between actors, but transparency must be met. One of the prominent results of this study is the importance of transparency in decision-making involving many parties (Brunswicker et al., 2019). Transparency is applied in various aspects, from location selection, and land grant process, to development planning. The Majalengka Regency Government openly supports the establishment of this campus, and this is reflected in their commitment to immediately facilitate the necessary administrative processes, including a land grant of 139 hectares. The land facilities provided by the Majalengka Regency Government are one proof of transparency in this collaboration. All parties involved in the development process are actively and openly involved, including in coordination meetings held to discuss the division of roles and responsibilities between actors.

Based on the initial location determination in Cirebon City, transparency was practiced with open communication between Polman Bandung, the West Java Provincial Government, and the Cirebon City Government. However, although the communication process was transparent, some dynamics arose due to objections from Universitas Swadaya Gunung Djati (UGJ), which had previously applied to the same land. This objection created uncertainty, but the transparency that was continuously maintained in the discussion allowed for more inclusive decision-making and took into account the interests of various parties. One example of transparency in this process is how Polman Bandung openly communicated the campus development plan with various parties, including the local government and the local community. Information related to the urgency and

benefits of establishing this campus, especially to support the development of human resources in the industrial area, was conveyed openly in official meetings. This avoided any misunderstandings that might arise between the actors involved. However, although open and transparent communication had been carried out, there were challenges from the political side in Cirebon City, which caused this project to eventually have to be moved to another location. Transparency in the decision-making process also allows for adjustments to existing conditions, so that alternative solutions can be found without sacrificing the main objectives of the project.

This study also emphasizes the importance of ethics in collaboration involving the public and private sectors. Ethics in this case relates to the commitment to achieve common goals without prioritizing personal or group interests. The Majalengka Regency Government demonstrated high ethics in this collaboration process, by providing full support to improve local community access to quality vocational education. Polman Bandung, as an educational institution, also maintains ethics in every stage of the decision-making process, by ensuring that all actors involved have equal opportunities to participate and provide input. Ethics are also seen in the decision-making process related to the location of the campus development. Despite rejection from other parties in Cirebon City, the decision to move the location to Majalengka was taken by considering the long-term interests of human resource development in the region. This shows that ethical principles are adhered to in ensuring that decisions taken provide optimal benefits for the community and related parties.

In the context of ethics, Polman Bandung strives to ensure that decisions are made based on objective considerations, including in determining the location of the campus. Objections from Universitas Swadaya Gunung Djati (UGJ) regarding land use in Cirebon City were taken seriously and handled ethically, even though this caused delays in the development process. Polman Bandung respects the rights of all parties involved and seeks solutions that not only benefit educational institutions but also consider the social and political impacts in the area.

When the decision was finally made to move the campus development location to Majalengka Regency, ethics in decision-making were maintained. The Regent of Majalengka committed to supporting the development of the campus by offering land in Jatipamor Village, and the decision was made through an ethical process, without any coercion or manipulation. All decisions were made based on consensus between the provincial government, local government, and Polman Bandung, to provide the greatest benefits to the local community and industry in the Rebana Area. Ethical principles were also maintained in the land grant process, where the Majalengka Regency Government and the West Java Provincial Government ensured that all legal and administrative procedures were carried out properly. This process was carried out with full transparency and following applicable regulations so that no party felt disadvantaged. In

addition, ethics in cross-sector collaboration can also be seen from the way each actor maintains common interests. Not only focusing on short-term profits, the actors involved consider the long-term impacts of the development of this campus, especially in terms of human resource development and increasing local competitiveness. This reflects a strong commitment to the principles of justice and social responsibility.

Overall, the implementation of collaborative governance in the development of Polman Bandung Campus II in Majalengka Regency can be considered a success. This process involves various actors from the government sector, academics, and local communities, all working together to achieve the same goal. This success can be measured by several indicators, such as the commitment of all parties, active involvement in decision-making, and transparency in the administrative process. Another success is the ease of the bureaucratic process which is usually considered an obstacle in large projects like this. Good collaboration between the Majalengka Regency Government, the West Java Provincial Government, and Polman Bandung made this process run faster and smoother, especially in terms of managing land grants and recording assets. Strong support from various parties allows the administrative process which usually takes longer to be completed more efficiently.

One of the most significant results of the implementation of transparency and ethics in the decision-making process is the creation of solid cross-sector collaboration. The West Java Provincial Government, Polman Bandung, Majalengka Regency Government, and the Ministry of Education and Culture work together to solve existing challenges while maintaining the principles of ethics and transparency. The decision-making process is not dominated by one party alone but is carried out together, taking into account the various interests that exist. This collaboration also allows for the creation of a better relationship between the government and the world of education. The involvement of the government in the development of Campus II Polman Bandung shows that transparency and ethics can be a strong foundation in establishing harmonious cooperation between the public and education sectors. With this approach, all parties can work cooperatively to achieve common goals, namely improving the quality of human resources and sustainable economic development.

This study shows that collaborative governance with an approach that emphasizes transparency and ethics can be an effective model in the development of educational infrastructure, especially in the field of vocational education. The construction of Polman Bandung Campus II in Majalengka Regency is a real example of how cross-sector collaboration can run successfully, despite challenges at the beginning of the process. According to Mukhopadhyay (2016), transparency can ensure that the decision-making process, financial allocation, and project progress are open to scrutiny by all stakeholders, including government

agencies, community members, private partners, and educational institutions. Visibility makes all parties accountable, reduces the possibility of corruption or mismanagement, and builds trust among stakeholders (Silvestre et al., 2018). Ethical behavior strengthens public trust by ensuring that decisions are made with integrity, fairness, and in the public interest (Mozumder, 2018).

Read & Atinc (2017) stated that in collaborative governance, transparency allows all stakeholders up to local communities, educators, parents, and students to have access to relevant information and contribute meaningfully to decision-making. This inclusive participation ensures that the needs and concerns of different groups are addressed, leading to infrastructure that is not only functional but also aligned with the vision and priorities of the community (George et al., 2016; Saner et al., 2020). When people feel that they are part of the process, they are more likely to support and take ownership of the outcome.

Transparency enables continuous monitoring and evaluation of infrastructure projects at every stage from planning and design to construction and operation (Brunswicker et al., 2019). Open access to data and progress reports ensures that deviations from project plans, budget overruns, or delays can be detected early, allowing for timely intervention (Ansell & Gash, 2008). Furthermore, when governance is ethical, monitoring is not just a formality, but a robust process aimed at ensuring the public good. Regular evaluations produce higher-quality results and help prevent costly mistakes.

Ethical standards in governance help prevent favoritism and ensure that resources are distributed based on need and merit, rather than political or personal interests (Buye, 2020; Yang et al., 2021). Transparency in budgeting, procurement, and resource allocation helps avoid waste and ensures that funding is channeled to areas where it will have the greatest impact, such as underserved schools or communities without adequate facilities. Ebinger & Omondi (2020) stated in their research that when infrastructure projects are developed with transparency and ethics, they are more likely to be designed and implemented with a long-term perspective. Collaborative governance allows for continuous evaluation and adaptation, meaning that infrastructure can evolve to meet changing educational needs. Ethical leadership promotes the idea of sustainability, ensuring that infrastructure investments serve current and future generations.

Ethics in governance ensures that infrastructure is developed with social justice in mind (Van Gestel & Grotenbreg, 2021). This can result in more inclusive educational facilities that serve marginalized and underrepresented communities. Transparent processes allow civil society organizations and advocacy groups to monitor whether equity goals are being met and hold decision-makers accountable for their actions (Brunswicker et al., 2019). When transparency and ethics guide collaboration among stakeholders, it creates an open and inclusive environment

where diverse perspectives and ideas can flourish. These collaborative arrangements foster innovation, as diverse stakeholders, such as educators, architects, students, local governments, and private sector experts, can provide creative solutions to design, funding, and logistical challenges in educational infrastructure development (Lopes & Farias, 2022). Transparency ensures that these contributions are fairly recognized and evaluated, leading to better problem-solving.

Then, in addition, ethical behavior in collaborative governance helps maintain public trust in the process. The wider community tends to be more supportive and trustful of decisions that are considered ethical. This builds the social capital needed for the sustainability of governance efforts in the long term. Ethics transforms collaborative governance into a trusted, inclusive, transparent, and sustainable process. Ethics enable stakeholders to achieve outcomes that are not only effective but also widely accepted, fair, and moral, which in turn improves the quality and impact of governance initiatives. As in the collaborative governance carried out in the construction of the Polman Bandung II campus, stakeholders have good ethical behavior, so that stakeholders can achieve effective and easily accepted results for both other actors and the community. Transparent and ethical governance facilitates smoother policy implementation by aligning the interests of various stakeholders (Brouwer et al., 2019). By creating clear policies and providing channels for feedback, potential conflicts can be resolved early. In addition, ethical governance ensures that education policies are implemented without discrimination or bias, leading to fairer and more effective outcomes in infrastructure development.

Collaborative governance, underpinned by transparency and ethics, enables flexibility and adaptability in the design and development of educational infrastructure. Local stakeholders can provide valuable insights into the unique needs and challenges of their communities, ensuring that the infrastructure is relevant, culturally appropriate, and contextually sensitive (Rendon et al., 2021). This responsiveness is often a key factor in the success and sustainability of educational infrastructure projects.

Conclusion

This study shows that the implementation of collaborative governance in the development of Polman Bandung Campus II in Majalengka Regency is one of the effective models for improving the quality of human resources in the Rehana Area. Transparency and ethics are two key elements that play an important role in the success of this collaboration. Transparency in decision-making has been proven to prevent imbalances in information and power, as well as strengthen trust between the various actors involved, both from the government, private, and

community sectors. An open decision-making process, from site selection to development planning, ensures that all parties have equal access to information, which ultimately encourages equal participation from all actors. Ethics also play a crucial role in maintaining the integrity of the decision-making process. All parties, including Polman Bandung, the Majalengka Regency Government, and the community, are involved in decision-making by considering the principles of justice and social responsibility. This ensures that decisions taken are not only based on short-term interests but also consider the long-term impacts on the local community and the development of the Rebana Area. Overall, the success of the development of Polman Bandung Campus II shows the importance of cross-sector collaboration based on transparency and ethics. This model is not only able to create vocational education that is relevant to industry needs, but also makes a significant contribution to economic growth and increasing regional competitiveness.

The suggestions that can be given through this research are that there must be a strengthening of transparency in the decision-making process in all sectors in implementing collaborative governance, then making ethics the basis for cross-sector collaboration because ethics will be the main basis for the success of collaboration between actors even if new actors emerge. In addition, community involvement in the development process is needed to ensure better transparency when implementing collaborative governance because, with the role of the community, all interests will be easily achieved.

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