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Case Study: Implementation Of Presidential Instruction Number 7 Of 2025 And Community Synergy In Gresik Regency

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Abstract

This study aims to analyze the implementation of Presidential Instruction Number 7 of 2025 concerning the acceleration of educational digitalization and community synergy in supporting its implementation in Gresik Regency. The study used a qualitative approach with a case study design to gain a deep understanding of the phenomenon under study. Data were collected through in-depth interviews, observations, and documentation studies, then analyzed using an interactive analysis model at SMAN 1 Wringinanom and SMAN 1 Balongpanggang, as the research samples. The results explain that the implementation of the educational digitalization policy has been ongoing, but has not been optimal due to limited technological infrastructure, variations in the digital competencies of educators, and budget constraints. Furthermore, community synergy has proven to be crucial in supporting the policy's success, although there remains a gap in participation between urban and rural areas influenced by digital literacy, technology access, and economic conditions. This study also found that the success of the policy's implementation is largely determined by collaboration between the government, educational institutions, and the community through a collaborative governance approach, although this collaboration is still in its infancy. Therefore, strengthening infrastructure, improving digital competencies, and developing a more systematic collaboration model are needed to increase the effectiveness of the educational digitalization policy.

Keywords Digitalization of Education, Policy Implementation, Community Synergy.

INTRODUCTION

The world of education is currently undergoing a significant transformation toward the era of Society 5.0, a societal order that deeply integrates digital technology into all aspects of human life. In this context, technology is no longer considered a tool, but an integral part of the human social and cognitive system.

Modern research explains that the integration of technologies such as artificial intelligence, big data, and the Internet of Things in education has transformed the way learning is viewed, making it more adaptive, personalized, and data-driven (Zhao, 2021: 18). In accordance with this view, the transformation toward Education 5.0 focuses on a human-centered learning approach that combines technological intelligence with human values in the educational process (Hussin, 2020: 3).

Furthermore, the digitalization of education is considered a key strategy for improving the quality and equity of access to education in the global era. Recent research demonstrates that the use of digital technology can increase learning effectiveness, increase access flexibility, and expand the reach of educational services, particularly in areas with geographical limitations (Bond et al., 2020: 5). However, other research explains that the digitalization of education has the potential to widen the gap if not balanced with adequate infrastructure and digital literacy (Dhawan, 2020: 8).

In public policy terms, the digitalization of education requires systematic and integrated government intervention. Digital-based education policies must be designed not only as technological innovations but also as strategies for transforming the education system as a whole. Research by the OECD explains that the success of educational digitalization policies is largely determined by the alignment between national policies, the capacity of educational institutions, and the readiness of human resources (OECD, 2021: 27). Therefore, the government's role is crucial in ensuring that the digital transformation of education is inclusive and sustainable.

In Indonesia, efforts to digitally transform education are realized through Presidential Instruction Number 7 of 2025 concerning the Acceleration of School Development & Revitalization and the Digitalization of Learning. This policy demonstrates the government's commitment to addressing global obstacles while addressing structural issues in national education, such as geographic disparities, gaps in access to technology, and disparities in education quality. Suryani explained that the implementation of digital policies in Indonesia still faces significant obstacles, particularly related to infrastructure readiness, the digital competence of educators, and coordination between institutions (Suryani et al., 2022: 64).

The implementation of national policies is heavily influenced by local dynamics at the regional level. Research indicates that the success of education policy implementation is largely determined by the capacity of local governments and synergy between stakeholders (Pratama & Nugroho, 2023: 112). This aligns with findings that a multi-stakeholder governance approach is a crucial factor in

supporting the success of digital transformation in education in various countries (Kumar & Daniel, 2021: 39).

Community involvement is a crucial element in supporting the implementation of education policies. Empirical studies demonstrate that active community participation, including parents, communities, and the private sector, can increase the effectiveness of digital-based education programs and strengthen policy sustainability (Rahmawati et al., 2021: 77). Thus, synergy between the government and the community is a crucial factor in ensuring the success of education digitalization.

Gresik Regency, with a large number of educational institutions, possesses complex characteristics, both geographically and socially. This regional diversity, encompassing urban, rural, and island areas, presents unique challenges to the implementation of educational digitalization policies. Hidayat explains that there are significant disparities in access to and utilization of educational technology across regions in Gresik Regency, resulting in disparities in the quality of learning (Hidayat et al., 2023: 91).

Based on this description, a case study on the Implementation of Presidential Instruction Number 7 of 2025 and Community Synergy in Gresik Regency is crucial for in-depth study. This research is expected to provide theoretical contributions to the development of educational management science, particularly in the study of digitalization policy implementation, as well as provide practical recommendations for the government in formulating more effective, adaptive, sustainable, and impactful policy strategies.

METHODS

This research uses a qualitative approach with a case study design. A qualitative approach was chosen because it can provide an in-depth understanding of the implementation of digital education policies in a real-world context, particularly regarding the dynamics of community synergy at the regional level. The case study design was used to comprehensively explore the policy implementation process in a specific setting, namely Gresik Regency, allowing researchers to understand the interactions between actors, the context, and the factors influencing the policy's success. This approach aligns with contemporary qualitative research that emphasizes the importance of contextual understanding of complex social phenomena (Creswell & Poth, 2021: 96). Case studies were chosen because they can provide a holistic picture of policy implementation in real-world situations and allow

for in-depth analysis of the relationship between policy and practice on the ground (Yin, 2020: 18).

FINDINGS AND DISCUSSION (Palatino Linotype 12, Space 1.15, Justify)

Implementation of Presidential Instruction (Inpres) No. 7 of 2025 in Gresik Regency

The research findings indicate that the implementation of Presidential Instruction No. 7 of 2025 concerning the acceleration of education digitalization in Gresik Regency has been carried out gradually; however, it has not yet reached an optimal level. The implementation of this policy is reflected in various digitalization initiatives, such as the use of learning management systems in the teaching and learning process, the adoption of digital-based school administrative applications, and the strengthening of educational management information systems at the school level. These developments demonstrate that both normatively and operationally, the policy has begun to be internalized within educational practices. However, the implementation of this policy reveals a significant disparity among regions. Educational institutions in urban areas tend to exhibit a higher level of technological adoption compared to those in rural and island regions. This condition indicates that geographical factors and the availability of infrastructure serve as key determinants in the success of policy implementation. These findings are consistent with Hidayat et al. (2023: 95), who argue that regional disparities remain a dominant factor affecting the implementation of digital-based education policies in Indonesia.

Within the framework of policy implementation theory, this phenomenon can be analyzed through the dimensions of resources and policy communication. Limited technological infrastructure, such as uneven internet access and the lack of adequate digital devices, constitutes a structural barrier to policy implementation in certain areas. Hudson et al. (2020: 6) emphasize that the adequacy of resources is a fundamental prerequisite for effective policy implementation. Consequently, infrastructural limitations do not merely represent technical obstacles but also reflect inequalities in implementation capacity across regions. In addition to infrastructural issues, variations in the digital competence of educators also represent a significant barrier to policy implementation. The research findings show that not all teachers possess sufficient skills to integrate technology into the learning process. This condition results in the suboptimal utilization of digital platforms provided by the government. These findings align with Falloon (2020: 247), who asserts that teachers'

digital competence is a critical determinant of successful technology-based learning. Thus, human resources become a key variable influencing the quality of policy implementation at the operational level.

Budget limitations also present a challenge in supporting the sustainability of education digitalization programs. Several educational institutions experience difficulties in procuring technological devices and maintaining digital infrastructure. This condition indicates that funding remains a crucial issue, particularly in regions with limited fiscal capacity. Suryani et al. (2022: 68) state that the implementation of digital policies in Indonesia continues to face structural constraints related to budget limitations and inadequate policy support at the regional level. The research also reveals variations in the interpretation and implementation of policies across different regions. This condition indicates that policy communication has not yet been fully effective and consistent. Saifulloh and Siregar (2021: 136) argue that clarity in policy communication is essential for ensuring uniformity in implementation practices. Inconsistent policy communication may lead to differences in interpretation that ultimately result in variations in implementation outcomes.

Based on these findings, the implementation of Presidential Instruction No. 7 of 2025 in Gresik Regency can be categorized as partial implementation, where the policy has been carried out but has not yet fully achieved the expected objectives. This situation indicates that the success of education digitalization policies is strongly influenced by the interaction between resource availability, implementer competence, funding capacity, and the effectiveness of inter-institutional coordination. Therefore, a systemic and sustainable strategy is required to strengthen policy implementation. Such a strategy should not only focus on the provision of technological infrastructure but also emphasize the enhancement of human resource capacity, equitable access to technology, and improvements in policy governance. This approach is essential to ensure that the digital transformation of education can occur in an inclusive and sustainable manner.

Community Synergy in Supporting Digitalization

The research findings indicate that community synergy in supporting the implementation of education digitalization in Gresik Regency varies significantly across regions. In urban areas, community involvement tends to be relatively high, particularly in the provision of supporting facilities for digital learning, such as technological devices, internet access, and parental assistance in online learning

processes. This condition reflects a stronger level of social readiness in adopting digital transformation within the education sector. In contrast, in rural areas and regions with limited access, community participation tends to be lower. This condition is influenced by several key factors, including low levels of digital literacy, limited access to technology, and economic constraints that hinder the community's ability to support digital learning. This disparity illustrates the presence of a digital divide that directly affects the effectiveness of education digitalization policies. These findings are consistent with Hidayat et al. (2023: 96), who highlight that inequalities in digital access and competence across regions remain a major obstacle in technology-based educational transformation.

Community involvement represents a crucial element in enhancing the effectiveness of public policies. The high level of participation in urban areas demonstrates a positive relationship between digital literacy and the quality of community engagement in education. Rahmawati et al. (2021: 80) emphasize that the success of education digitalization is strongly influenced by community readiness in terms of knowledge, skills, and attitudes toward technology. Community synergy extends beyond the role of families and also involves community groups and the private sector. The research findings reveal that in several urban areas, the involvement of community organizations and businesses has contributed to the provision of digital training programs and supporting facilities for learning. This finding aligns with Kumar and Daniel (2021: 42), who state that cross-sector collaboration can strengthen the implementation of education policies through the integration of resources and the enhancement of community capacity.

The low level of community participation in certain regions indicates that the policy implementation approach has not yet been fully inclusive. Economic factors, for example, pose real obstacles for some communities in accessing technological devices and internet services. Additionally, limited digital literacy prevents communities from optimally supporting technology-based learning processes. Research by Sari et al. (2022: 90) explains that without appropriate intervention, such disparities may widen inequalities in the quality of education. This condition suggests that community synergy must be strategically managed through a community empowerment approach. Efforts to enhance digital literacy, provide equitable access to technology, and strengthen partnerships between schools and communities represent essential steps in improving the quality of collaboration. Furthermore, active government involvement is necessary to facilitate cooperation

among stakeholders in order to develop an inclusive digital education ecosystem.

Overall, community synergy in supporting education digitalization in Gresik Regency can be categorized as uneven collaboration. Although good practices have emerged in urban areas, systematic efforts are still required to enhance community involvement in less developed regions. Strengthening digital literacy, expanding technological access, and developing community-based collaboration models therefore become key strategies for improving the effectiveness of digital education policy implementation.

Analysis of Policy and Community Synergy

Based on the research findings, the success of education digitalization policy implementation in Gresik Regency is strongly determined by the level of synergy among the main actors: the government, educational institutions, and the community. These three actors form an interconnected policy ecosystem in which effective implementation cannot be achieved if one component fails to function optimally. The government plays a central role in policy formulation, regulatory provision, and resource allocation. Within the context of Presidential Instruction No. 7 of 2025, the government holds a crucial responsibility in ensuring the availability of digital infrastructure, strengthening human resource capacity, and facilitating cross-sector coordination. However, the research findings indicate that policy implementation continues to face challenges related to resource distribution and policy consistency at the regional level. This suggests that the government's role has not yet been fully optimized in creating conditions that support equitable policy implementation.

Educational institutions, particularly schools, function as the technical implementers of the policy at the operational level. Schools serve as the frontline actors responsible for integrating technology into learning processes and managing digital-based education systems. The research findings reveal that schools' capacity to implement policies varies significantly depending on factors such as teacher competence, the availability of facilities, and the leadership of school administrators. These findings highlight that successful policy implementation is strongly influenced by the organizational capacity of schools to adapt to educational transformation. The community acts as a social supporter that contributes through participation, oversight, and assistance in the learning process. Community involvement, particularly from parents and local organizations, plays a crucial role in supporting

the success of digital learning. However, as previously discussed, community participation remains uneven, which consequently affects the overall effectiveness of policy implementation.

The relationship among these three actors can be analyzed through the collaborative governance approach. This perspective emphasizes the importance of collaboration between government institutions, the public sector, and the community in both policy formulation and implementation processes. Kumar and Daniel (2021: 42) argue that multi-actor collaboration can enhance the effectiveness of public policies through the integration of resources, improved coordination, and stronger policy legitimacy. Emerson et al. (2020: 7) explain that the success of collaborative governance is influenced by several factors, including trust building among actors, effective communication, and a shared commitment to achieving policy objectives. In the context of this research, it was found that the limited synergy among actors is largely due to insufficient cross-sector coordination and communication, as well as the absence of structured and sustainable collaboration mechanisms.

From this analysis, it can be concluded that the implementation of education digitalization policies in Gresik Regency remains in the phase of emerging collaboration. Although collaborative efforts among the government, schools, and the community have begun to develop, such synergy has not yet been fully integrated into a solid and institutionalized system. Therefore, strengthening a more systematic collaborative governance model is necessary through enhanced cross-sector coordination, improved actor capacity, and the development of sustainable collaboration mechanisms. Ultimately, the success of education digitalization policies is determined not only by the quality of the policies themselves but also by the ability to establish effective synergy among stakeholders. Strengthening collaboration is therefore a crucial strategy for overcoming implementation barriers and achieving an inclusive and sustainable educational transformation.

CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of the education digitalization policy through Presidential Instruction Number 7 of 2025 in Gresik Regency has shown significant progress, but has not yet reached optimal levels. Policy implementation still faces various structural obstacles, primarily related to limited technological infrastructure, variations in the digital competencies of educators, and limited budget support.

These findings demonstrate that the successful implementation of the education digitalization policy is heavily influenced by the readiness of resources and the capacity of implementing institutions. Community synergy has been shown to play a crucial role in supporting the success of education digitalization. Community involvement, particularly in urban areas, has made a positive contribution in the form of support for facilities and mentoring for digital learning. However, there remains a gap in participation between urban and rural areas due to differences in digital literacy, technology access, and socioeconomic conditions. This demonstrates that the success of the education digitalization policy is determined not only by technical aspects but also by the community's social readiness.

This research found that the successful implementation of the education digitalization policy is largely determined by the level of collaboration between the government, educational institutions, and the community. This synergy between these actors reflects the importance of a collaborative governance approach in managing education policy in the digital era. However, the current collaboration is still in an emerging phase, requiring more systematic and structured strengthening. This research contributes to the development of educational management studies, particularly regarding the integration of policy implementation and community synergy in the context of educational digitalization. It also reinforces the finding that a collaborative approach is key to increasing the effectiveness of public policy in the education sector..

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