

Hadi Mulyadi's Thought Construction on the Evaluation of Education Policy in East Kalimantan: A Study of the Integration of the Roles of Academics and Politicians in Regional Leadership

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ABSTRACT

This study is a figure-based research examining the construction of Hadi Mulyadi's thought in the evaluation of education policy in Indonesia, with a focus on the integration of academic, political, and regional leadership roles during his tenure as Vice Governor of East Kalimantan (2018–2023). The background of this research lies in the uniqueness of Hadi Mulyadi's profile, which combines extensive academic experience in higher education, professional management practice, and political–bureaucratic leadership at the regional level. The objective of this study is to analyze how Hadi Mulyadi's perspectives and practices in education policy evaluation can be understood through public policy and governance frameworks. This research employs a qualitative approach with a figure study design. Data were collected through in-depth interviews, document analysis, and policy review, and were analyzed using thematic analysis. The findings indicate that Hadi Mulyadi's evaluation of education policy aligns with William N. Dunn's policy evaluation criteria, particularly effectiveness, equity, responsiveness, and appropriateness, as reflected in regional scholarship programs, expanded access to education, and support for non-civil servant teachers and religious education. These policies also reflect Human Capital Theory, viewing education as a strategic investment to prepare local human resources in East Kalimantan for the development of Indonesia's new capital city (IKN). The integration of academic and political roles can be explained through the Multiple Streams Framework, while policy effectiveness is evident through the Context, Input, Process, and Product (CIPP) evaluation model. This study concludes that Hadi Mulyadi's leadership demonstrates a contextual, decentralized, and good governance–oriented approach to education policy evaluation.

INTRODUCTION

Education is a strategic sector in regional development, especially in the context of decentralization and national development transformation which places human resources as a key factor for success. (Ridwan and Sumirat 2021). Since the enactment of Law Number 23 of 2014 concerning Regional Government, provincial governments have received broader authority in managing secondary education and special education. (BIP 2017). However, this expansion of authority has not always been directly proportional to improvements in the quality of education policies. Various reports indicate that unequal access to education, disparities in quality between regions, limited teaching staff, and weak policy evaluation mechanisms remain structural issues facing many local governments in Indonesia.

Empirically, regional education issues are not only related to the technical aspects of education administration, but are also heavily influenced by policy orientation, leadership capacity, and the mindset of policy actors in formulating and evaluating public policy. Education policy evaluation is often narrowly understood as measuring the achievement of administrative outputs, such as budget absorption or school enrollment rates, without examining the extent to which these policies are effective, equitable, responsive, and relevant to community needs. As a result, regional education policies tend to be reactive, short-term, and poorly integrated with strategic development agendas.

East Kalimantan is a province facing both significant challenges and opportunities in educational development. Its vast territory, diverse geography, and disparities in development between urban and rural areas create challenges in access to and quality of education. Data from the Central Statistics Agency (BPS) shows that although East Kalimantan's Human Development Index (HDI) is above the national average, disparities between districts/cities remain significant, particularly in education indicators. This situation indicates that regional education policies have not fully addressed the issues of justice and equity.

These challenges are further complicated by the designation of East Kalimantan as the location for the Indonesian capital city (IKN). The development of the IKN has long-term implications for the need for superior, adaptive, and competitive human resources. (Sutanto 2022). In this context, regional education policy can no longer be understood simply as a public service, but must be positioned as a strategic instrument for human capital development. Education in East Kalimantan is required not only to increase enrollment and graduation rates but also to prepare the local youth to play an active role in the social, economic, and political dynamics resulting from the development of the new capital city.

Within this framework, regional leadership plays a crucial role. During the 2018–2023 term, Hadi Mulyadi served as Deputy Governor of East Kalimantan and was actively involved in the formulation, implementation, and evaluation of regional education policies. Hadi Mulyadi possesses a relatively unique and rare profile within the context of regional leadership in Indonesia, combining academic experience, political practice, and bureaucratic leadership.

Before and outside his political office, Hadi Mulyadi has been active as a lecturer at various universities, including the Faculty of Industrial Technology of the Indonesian Muslim University of Ujung Pandang, the Faculty of Agriculture of the University of '45 Ujung Pandang, the Faculty of Economics of the Widya Gama Mahakam University of Samarinda, the Widya Cipta Dharma School of Computer Science Management (STIMIK) Samarinda, the Samarinda College of Sharia Science (STIS), the Integrative

Government Undergraduate Study Program (PIN) of the Faculty of Social and Political Sciences of Mulawarman University of Samarinda, and the Samarinda State Polytechnic. In addition, he is also active as a trainer at the Trusco Samarinda Management Institute. Outside the realm of higher education and government, Hadi Mulyadi is the founder of the Cordova Foundation in Samarinda, East Kalimantan, which oversees elementary and secondary education (SD and SMP). (tirto.id, nd).

His interdisciplinary academic experience and direct involvement in the management of educational institutions have shaped his policy thinking, not merely administrative, but also reflective and contextual. Hadi Mulyadi's thinking on education policy is influenced not only by political and bureaucratic dynamics, but also by pedagogical, managerial understanding, and the realities of education at the grassroots level. This combination of roles as an academic, politician, and regional leader makes Hadi Mulyadi relevant for study as a prominent figure in education policy research.

Various education policies implemented during his leadership, such as large-scale regional scholarship programs, support for non-civil servant teachers and religious teachers, strengthening access to education in remote areas, and promoting the role of higher education in regional development, demonstrate a policy orientation that emphasizes equity and improving the quality of human resources. However, the extent to which these policies are systematically evaluated and reflect comprehensive public policy principles still requires in-depth academic study.

From a public policy theory perspective, policy evaluation is understood as a crucial stage in the policy cycle. William N. Dunn argues that policy evaluation ideally encompasses six main criteria: effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness (Indraswari et al., 2024). This evaluation framework is considered relevant for use as an analytical tool in assessing education policies in East Kalimantan, particularly scholarship programs and efforts to equalize access to education, to determine the extent to which these policies have the potential to address the needs of communities across regions and social groups. Through Dunn's criteria, policy evaluation is directed not only at administrative achievements but also at the dimensions of justice, relevance, and social impact of policies.

Furthermore, education policy during Hadi Mulyadi's leadership can be examined through the perspective of Human Capital Theory developed by Gary S. Becker. This theory views education as an investment in human capital that contributes to increased productivity and long-term economic growth (Burhanudin, 2021). In the context of East Kalimantan and the dynamics of the development of the Indonesian Capital City (IKN), this approach is assumed to be relevant for analyzing the direction of education policy, which is believed to be aimed at preparing local human resources to adapt and contribute to national development.

From the policy formulation process perspective, the Multiple Streams Framework proposed by John W. Kingdon can be used to understand how education policy in East Kalimantan is likely formed through the intersection of regional education issues (problem stream), policy solution ideas (policy stream), and political dynamics (politics stream) (M.Si and S.Si., M.Si., nd). Within this framework, Hadi Mulyadi's position as both an academic and a politician is expected to open up opportunities for policy windows in the formulation and evaluation of education policies.

The aspect of fairness in the distribution of educational policies can be analyzed using J. Stacy Adams's Equity Theory (Marso & Anggreyani, 2024). This theory is used conceptually to assess whether scholarship policies and the distribution of educational

resources tend to provide equitable treatment for students in urban areas, rural areas, and indigenous communities. This perspective is important given that geographic and social inequality remain structural issues in East Kalimantan.

Furthermore, leadership styles in driving educational policy change can potentially be analyzed through Bernard M. Bass's (SE.MM, n.d.) Transformational Leadership Theory. This theory emphasizes the role of a leader's vision, inspiration, and motivation in driving sustainable policy change, which is thought to be relevant to understanding leadership dynamics in the regional education sector.

To examine policy implementation more operationally, this study plans to use the CIPP (Context, Input, Process, Product) evaluation model developed by Daniel L. Stufflebeam (M.Pd, 2020). This model is considered capable of providing a comprehensive overview of education policy evaluation, starting from the policy's suitability to regional needs to the policy's perceived outcomes by the community. The educational decentralization framework as stipulated in Law Number 23 of 2014 is also used as a normative basis for assessing the consistency of education policies at the provincial level.

To deepen the analysis of social inequality, Pierre Bourdieu's Social Reproduction Theory can be used to determine whether educational policies have the potential to break or reproduce social injustice. Furthermore, UNESCO's Education for Sustainable Development (ESD) paradigm is considered as a framework for assessing the readiness of educational policies to respond to the social, economic, and environmental sustainability challenges that arise with the development of the new capital city. All educational policy management practices can then be reviewed through the Good Governance perspective developed by the UNDP and the World Bank, emphasizing the principles of transparency, accountability, effectiveness, participation, and equity.

Based on this conceptual framework, this study starts from the initial assumption that the evaluation of education policy in East Kalimantan cannot be separated from the construct of the thinking of the policy actors involved. However, the extent to which Hadi Mulyadi's thinking reflects a policy evaluation approach oriented toward social impact, justice, and human resource development still requires empirical verification through interview data and policy document analysis.

This study does not a priori claim that all the theories used are fully relevant or directly reflected in the practice of education policy in East Kalimantan. Instead, the public policy theories used are positioned as analytical lenses for reading, interpreting, and testing Hadi Mulyadi's conceptual constructions in evaluating education policy. With this approach, the congruence and inconsistency between policy practice and the theoretical framework become a crucial part of the research findings.

Thus, this research is exploratory and analytical, not confirmatory. The primary focus of the research is directed at understanding how policy actors interpret education policy evaluation, how academic and political rationalities interact in the evaluation process, and how the development context of the Indonesian Capital City influences the orientation and priorities of regional education policy. The research findings are expected to provide theoretical contributions to the development of regional education policy evaluation studies, as well as practical contributions to the formulation of more contextual, inclusive, and sustainable education policies.

METHODOLOGY

This study uses a qualitative research design with a character study approach to deeply understand the construction of Hadi Mulyadi's thoughts in the evaluation of education policies in East Kalimantan in the period 2018–2023. This design was chosen because the research focuses on exploring the ideas, experiences, and policy practices of a key actor, thus enabling a contextual and interpretative analysis of regional education policies. The main subject of the research is Hadi Mulyadi as the Deputy Governor of East Kalimantan for the period 2018–2023. The research was determined purposively, including regional government officials in the field of education, scholarship program managers, educators, and parties involved or directly affected by regional education policies.

Data collection techniques were conducted through in-depth semi-structured interviews, documentation studies, and limited observations. Interviews were used to explore the views of subjects and informants regarding the formulation, implementation, and evaluation of education policies, particularly those related to equal access to education, scholarship programs, and human resource development. Documentation studies were conducted by reviewing laws and regulations, regional planning documents, policy reports, and official statements related to education in East Kalimantan. Limited observations were used to complement understanding of the context of policy implementation. The data obtained were analyzed qualitatively through the stages of data reduction, data presentation in the form of thematic narratives, and drawing conclusions. Data validity was maintained through triangulation of data sources and collection techniques.

RESULTS AND DISCUSSION

RESULTS

The results of the study indicate that Hadi Mulyadi's construction of thought in evaluating education policies in East Kalimantan is built on contextual awareness of geographic conditions, demographics, and educational disparities between regions. In the perspective of William N. Dunn's policy evaluation theory, Hadi emphasized that the effectiveness, efficiency, adequacy, equity, responsiveness, and appropriateness of policies cannot be separated from the reality of the vast region of East Kalimantan with a relatively small population. He stated that, "East Kalimantan is almost the same area as Java Island, but its population is only around 3.5 million. Educational and economic disparities are very complex, so policies cannot be equated with other regions." This statement shows that the evaluation of education policies is carried out by considering fiscal limitations and accessibility challenges, so that policy achievements are understood as a gradual process, not an instant result.

In the context of equity, interviews revealed that the scholarship policy is designed to reach vulnerable groups, including the 3T (United Nations) regions, the poor, and orphans. Hadi explained, "Our scholarships are not only aimed at those in cities, but specifically at remote areas, the 3T (United Nations) regions, orphans, and poor families." This aligns with J. Stacy Adams' Equity Theory, which emphasizes the importance of equitable distribution of resources to prevent structural inequalities in education.

From the perspective of Gary S. Becker's Human Capital Theory, education policy in the Hadi Mulyadi era is positioned as a long-term investment in facing the development of the Indonesian Capital City (IKN). He emphasized, "We don't want the people of East Kalimantan to be mere spectators in their own country. Therefore, we are promoting

education and scholarships so that local human resources are ready to fill the opportunities of the IKN." Domestic and international scholarship policies, strengthening vocational education, and certification of maritime vocational schools reflect the orientation of human capital development to increase the competitiveness of the local workforce.

The integration of Hadi's roles as an academic and politician can be analyzed through John W. Kingdon's Multiple Streams Framework. He identified the main problem as inter-regional educational inequality, offered solutions based on equal distribution of teachers and educational facilities, and leveraged political support from his position as Deputy Governor. Hadi stated, "I know very well that educational problems are not because children are not smart, but because they are born into an unequal system, especially in the quality of teachers and facilities." This statement shows the intersection of problem streams, policy streams, and political streams in the formation of regional education policies. Hadi Mulyadi's leadership style also reflects Bernard M. Bass's Transformational Leadership Theory. He emphasized a value approach and moral motivation in educational leadership, stating, "The key is working from the heart. If we work with love, something heavy becomes light." This approach demonstrates an effort to build a collective commitment of teachers, bureaucrats, and the community in supporting education policies.

Evaluation of education policy using the CIPP Stufflebeam model shows that the context of educational needs in East Kalimantan is relatively high, policy input is focused on scholarships and improving teacher quality, the implementation process is carried out through cross-institutional collaboration, and policy products are reflected in the increase in the Human Development Index (HDI). (Nukhbatillah et al. 2024). Hadi said, "East Kalimantan's Human Development Index (HDI) is consistently ranked at the top nationally, and this is an indicator that education policies are having an impact."

However, within the framework of educational decentralization as regulated in Law No. 23 of 2014, Hadi criticized the limited authority of regions, especially in determining teachers and budgets. (Moechthar 2020) He stated, "Educational decentralization has not been fully transferred to the regions; curriculum and teacher placement are still largely determined by the central government." This indicates a structural tension between central policies and regional needs.

From the perspective of Pierre Bourdieu's Social Reproduction Theory, Hadi's policy seeks to break the chain of educational inequality through affirmative action for rural and indigenous communities, including collaboration with the Indonesian National Armed Forces (TNI) and the Indonesian National Police (Polri) to open special recruitment channels. Meanwhile, UNESCO's Education for Sustainable Development (ESD) paradigm is reflected in its encouragement of universities to play an active role in regional socio-economic development and the readiness of the younger generation to face the transformation caused by the new capital city. (Madani et al. 2023).

Finally, from a good governance perspective, Hadi emphasized transparency and accountability in education budget management. He stated, "Our regional budget continues to increase, and we are trying our best to manage it carefully so that it truly benefits the community." This finding indicates that education policy under Hadi Mulyadi is not only output-oriented but also focused on good governance.

Based on the research findings, it can be concluded that Hadi Mulyadi's education policy evaluation represents a contextual, integrative, and academically rational public policy evaluation model. Policy evaluation is positioned not merely as an administrative instrument, but rather as a reflective mechanism for assessing the policy's suitability to

geographic conditions, social structures, and regional development challenges. This confirms that the application of William N. Dunn's evaluation criteria is adaptive to the realities of decentralization, rather than normative-procedural.

Integration of Human Capital Theory and the Multiple Streams Framework demonstrate that education policy in East Kalimantan stems not only from technocratic needs, but also from the ability of policy actors to align public issues, knowledge-based policy alternatives, and political support. Hadi Mulyadi's position as an academic and politician serves as an epistemic and political broker, opening a policy window for long-term-oriented education policies, particularly in the context of the development of the new capital city. Furthermore, the policy's orientation toward equity and affirmation reflects a conscious effort to correct structural inequalities as explained in Equity Theory and Social Reproduction Theory. Meanwhile, his transformational leadership style and the application of good governance principles strengthen the legitimacy and sustainability of regional education policies.

Thus, this study confirms that effective evaluation of education policies at the regional level is largely determined by the capacity of reflective leadership, the integration of multiple theories of public policy, and the courage to position education as an instrument of social justice and sustainable development.

DISCUSSION

Academic Rationality in Educational Policy Evaluation: A Policy Evaluation Perspective

Based on interviews and theoretical analysis, Hadi Mulyadi's conceptual framework for evaluating education policy in East Kalimantan demonstrates the use of substantive rationality that positions policy as an instrument of social change. Evaluation is not understood simply as measuring administrative achievements or compliance with formal indicators, but rather as a systematic effort to assess the extent to which policies address real societal issues, particularly those related to improving the quality of human resources and expanding access to education for marginalized groups.

The evaluative approach used demonstrates a strong orientation toward problem-oriented policy analysis, where empirical issues such as educational inequality between regions, limited access to education for vulnerable groups, and the relevance of education to regional development needs serve as the primary foundation for policy assessment. This framework reflects the integration of academic reasoning and practical experience in government, ensuring that policy evaluations are directed toward generating substantive feedback for future policy improvements.

Education policy evaluation is positioned as a reflective and ongoing process that does not stop at a final assessment but rather serves as a policy learning mechanism. This approach emphasizes that the success of education policy in East Kalimantan is measured by its long-term social impact, including increased social mobility and educational equity, rather than solely by the fulfillment of program targets. Thus, Hadi Mulyadi's conceptual framework demonstrates the substantive, contextual character of policy evaluation, oriented toward inclusive and equitable human resource development.

This finding confirms that the practice of evaluating educational policies in the Hadi Mulyadi era is in line with William N. Dunn's policy evaluation framework, particularly in the application of the criteria of effectiveness, efficiency, adequacy, equity, responsiveness, and accuracy. (Suaib et al. 2022). The regional scholarship program and affirmative action education policies demonstrate a systematic effort to reduce disparities

in access to education between regions and address the contextual needs of the people of East Kalimantan, which face complex geographic and social challenges.

Thus, this study concludes that Hadi Mulyadi's integration of academic and political roles contributed to the creation of more reflective, evidence-based, and public-interest-oriented education policies. Hadi Mulyadi's position as an epistemic actor strengthens the argument that regional leadership grounded in academic rationality can encourage substantive, adaptive, and relevant evaluation of education policies to support sustainable regional human resource development.

Political Dimensions of Education Policy: Multiple Streams and Human Capital Perspective

These findings demonstrate that the success of education policy in East Kalimantan is not solely determined by the technocratic aspects of policy formulation, but is strongly influenced by the capacity of policy actors to read political momentum and align it with substantive needs in the education sector. Within the Multiple Streams Framework (Kingdon), Hadi Mulyadi acts as a policy entrepreneur capable of bridging all three policy streams simultaneously.

As an academic, Hadi Mulyadi possesses analytical skills in identifying and formulating problem streams, particularly those related to unequal access to education, low quality human resources, and limited vocational education relevant to regional development needs. Meanwhile, in the policy stream, educational scholarship policies and strengthening vocational education have emerged as solutions that are not only technically feasible but also realistic to implement within the regional fiscal and institutional context.

From the political stream perspective, political legitimacy, bureaucratic support, and stable stakeholder relations are crucial factors that strengthen the policy's chances of adoption. The synergy between these three streams creates a policy window that can be optimally utilized, allowing education policy to move from formulation to implementation relatively effectively and sustainably.

Thus, this study confirms that education policy in East Kalimantan during Hadi Mulyadi's leadership was the product of integrative, contextual, and knowledge-based policy leadership. These findings reinforce the relevance of the Multiple Streams Framework in explaining the dynamics of education policy at the regional level and demonstrate the importance of policy actors with academic backgrounds and political capacity in promoting public policies that are responsive to human resource development needs.

Furthermore, the education policies implemented are not only oriented towards equal access, but also reflect Becker's Human Capital Theory approach, which views education as a long-term strategic investment. (Nisa et al. 2025). The focus on improving the quality of local human resources, including through vocational education and scholarships, demonstrates a policy orientation aimed at increasing the productivity and competitiveness of East Kalimantan's workforce in the face of the development of the Indonesian Capital City (IKN). Thus, education policy during this period is dual in nature: redistributive in addressing social inequality and productive in supporting regional economic development.

Overall, this study confirms that the effectiveness of regional education policies is largely determined by the ability of policy actors to manage political dynamics and translate them into public policies oriented toward human resource development. These

findings strengthen the argument that regional leadership with both academic and political capital has the potential to produce more strategic, adaptive, and sustainable education policies.

Regional Leadership, Equity, and Governance of Continuing Education

This discussion emphasizes that regional leadership plays a crucial role in ensuring that education policies are implemented fairly, inclusively, and sustainably. Interviews revealed that Hadi Mulyadi consistently emphasized a "heart-to-heart" approach and educational development as the primary foundation of regional development. This statement reflects the characteristics of Bass's Transformational Leadership Theory (1985), especially in the dimensions of inspirational motivation and idealized influence, where leaders do not only rely on formal authority, but build moral commitment and a shared vision in improving the quality of education (Hutahayan 2024). In the context of public policy, this kind of leadership style functions as soft power that strengthens policy implementation at the bureaucratic and community levels.

Furthermore, educational policies that emphasize equal access for remote areas, 3T areas, and indigenous communities, as conveyed by the resource person, for example through special scholarship schemes, affirmative action for remote areas, and cross-institutional cooperation, are conceptually in line with Adams' Equity Theory, 1965. Devana and Mulyana 2025. This theory asserts that the perception of fairness in the distribution of public resources is crucial to the legitimacy of policies. These affirmative action efforts can also be understood as a strategy to correct structural inequalities, which, according to Bourdieu & Passeron's Social Reproduction Theory (1977), are often reproduced through the education system. (Burhanudin 2021). In other words, education policy in the Hadi Mulyadi era was not socially neutral, but rather designed as a corrective instrument to break the chain of inequality between urban and rural areas.

From a governance perspective, the educational policy management practices presented by the resource persons included transparency in budget allocation, increasing education spending, and efforts to maintain fiscal accountability. can be analyzed through the Good Governance Theory framework. The principles of transparency and accountability are prerequisites for education policies to be not only administratively effective, but also to gain public trust. (Adzchia et al. 2024). In this context, the increase in the regional budget and the consistency of education budget allocation reflect a policy orientation that adheres to the principles of effectiveness and public accountability.

Finally, the orientation of education policy aimed at preparing human resources for the development of the Indonesian Capital City (IKN) demonstrates a strong link with the Education for Sustainable Development (ESD) paradigm developed by UNESCO. The emphasis on vocational education, health, and strengthening local universities reflects efforts to prepare a generation that is adaptive to social, economic, and environmental transformation. (Matitaputty et al. 2022). Thus, the interview results indicate that education policies in East Kalimantan are not only responsive to short-term needs, but are also designed within the framework of long-term sustainable development.

CONCLUSION

This study concludes that Hadi Mulyadi's conceptual framework for evaluating education policy in East Kalimantan reflects an integration of academic rationality,

political roles, and regional leadership. His policy evaluation practices align with public policy evaluation principles that emphasize effectiveness, equity, responsiveness, and suitability to the region's social and geographic context. Education policy during his leadership positioned education not only as a redistributive instrument to reduce interregional inequality, but also as a strategic investment in human capital development to support the regional development agenda, particularly in the context of the development of the Indonesian Capital City (IKN).

The findings of this study confirm that regional leadership based on academic rationality can strengthen decentralized, accountable, and good governance-oriented education governance. Thus, the integration of the roles of academics and politicians, in the person of Hadi Mulyadi, contributes to the realization of more adaptive, equitable, and sustainable education policies. This research recommends that further studies develop comparative studies between figures or regions to enrich policy learning in education management at the regional level.

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