

Bridging Faith and Lifelong Learning in Innovation Collaborative Governance: Integration of Islamic Values in Indonesia's Recognition of Prior Learning (RPL) Programs

Muhammad Farid Ma'ruf ¹, M. Noer Falaq Al-Amin ², Melda Fadiyah Hidayat ³, Revienda Anita Fitri ⁴, Adam Jamal ⁵, Nuh Krama Hadiano ⁶

¹ State University of Surabaya, Indonesia

² State University of Surabaya, Indonesia

³ State University of Surabaya, Indonesia

⁴ State University of Surabaya, Indonesia

⁵ State University of Surabaya, Indonesia

⁶ State University of Surabaya, Indonesia



ABSTRACT

Keywords:

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This study explores the role of Recognition of Prior Learning (RPL) in strengthening lifelong learning and inclusive education through collaborative governance in Bojonegoro Regency, Indonesia. The objectives are to analyze RPL practices and implementation, and to formulate policy recommendations grounded in Islamic values involving government, educational institutions, religious organizations, and communities. A mixed-methods approach was employed, combining literature review, interviews, and focus-group discussions with a large-scale survey and secondary data analysis. Findings show that RPL has expanded access to non-formal education but faces challenges of limited funding, facilitator capacity, and inadequate outreach. Enabling factors include community support and the integration of Islamic values. Policy recommendations emphasize increased budget allocation, facilitator training, broader dissemination, and sustainable monitoring and evaluation. This research contributes to inclusive education policy development while underscoring the role of collaborative governance in advancing sustainable development and human resource competitiveness.

INTRODUCTION

Various public problems are gradually becoming more complex. This complexity demands appropriate governance to resolve these public problems, namely collaborative governance. Collaborative governance is a governance arrangement implemented formally by the state and non-state institutions in collective decision-making and consensus or better known (Ansell & Gash, 2007). The important variables for the implementation of collaborative governance according to Ansell & Gash (2023) and Emerson et al. (2023) include participation, transparency, accountability, and trust between stakeholders. In addition, according to Zelalem Mihret et al., the success of collaboration is influenced by good initial conditions, consultative institutional design, and leadership that can facilitate. In addition, similar preferences among the actors involved and a deep understanding of the policy content by collaborators are also important elements for the implementation of collaborative governance (Zelalem Mihret et al., 2018).

In the collaborative governance process between state and non-state actors or between stakeholders, each actor contributes their ideas during the collaborative process (face-to-face dialogue) (Ansell & Gash, 2007). In this process, innovation can be created from various ideas from stakeholders or can be called collaborative innovation. The concept of collaborative innovation refers to the joint efforts of various stakeholders, such as business, academia, government, and non-profits to produce innovative solutions that address complex challenges. Collaborative innovation leverages diverse perspectives, resources, and expertise from various actors to increase creativity and efficiency, thereby facilitating the development of new products, services, or processes. The success of co-created initiatives depends on clear objectives, collaboration arenas, and the tools and processes used throughout the innovation process Hardi (2020). This emphasizes that knowledge co-creation involves multi-stakeholder collaboration, which is essential to foster innovation in various sectors.

Theoretically, collaborative innovation studies have developed significantly within the realm of public administration studies. Collaborative studies have developed and become an important part of the public administration scientific paradigm, namely governance. Kooiman (1993, 2003, 2008), Agranoff & McGuire (2003), Thomson & Perry (2006, 2009), Sorenson & Torfing (2010), Ansell, C., & Gash, A. (2008), LB Bigham (2011), Emerson & Nabachi (2012, 2015) depart from the idea of collaborative actors who are perceived as government dominance. This is in line with the development of the public administration scientific paradigm that places collaborative governance as part of the shift in the concept of government to governance.

One important aspect of collaborative innovation in the context of village government capacity building is the role of community involvement in village development. This process encourages community participation and builds the capacity of local residents to actively participate in governance (Sukomardojo, T., Ma'ruf, M. I., & Gymnastiar, I. A., 2023). This involvement is crucial to ensuring that village governments can effectively meet the needs and aspirations of their constituents. Capacity building for village governments is fundamentally linked to service innovation. According to Asmorowati, S., Irianto, J., Reindrawati, D. Y., Prasistya, G. J., & Dwintania, F. (2024). Increasing the capacity of village government officials is crucial for the implementation of innovative public services. Building capacity means village governments can better adapt to emerging challenges and leverage collaborative innovation to create value in their communities. This is also related to credible leadership, a strong management team, and an effective governance structure are crucial for fostering an environment conducive to innovation.

An interesting method for developing human resource capacity is through recognition of workers past experiences. This recognition and assessment of experience is demonstrated through portfolio assessments. Recognition of Prior Learning (RPL) has emerged as an important educational framework aimed at recognizing and validating learning gained through experiences outside of formal educational settings. RPL serves as a mechanism

for individuals to receive formal recognition for their non-formal and informal learning experiences, thereby facilitating access to further education and enhancing employability (Robertson, 2021).

Recognition of Prior Learning (RPL) serves as a transformative collaborative innovation that enhances village governance capacity by recognizing and validating the skills and competencies individuals have acquired through informal education or work experience. This process enables individuals in the community to leverage existing knowledge and skills, thereby increasing the effectiveness and responsiveness of local governance. RPL promotes inclusivity and equity in education and governance processes by allowing individuals, including village government officials, to gain credit for prior experience. Guimarães & Mikulec (2020) define RPL as a system that recognizes learning acquired outside of traditional educational settings, positioning it as a crucial tool for social inclusion and empowerment. This is particularly relevant in the context of capacity building, as RPL can help bridge the gap between formal qualifications and practical experience, ensuring that village officials are equipped with the skills needed to lead effectively.

Several recent studies have highlighted the effectiveness of RPL in increasing educational participation and career opportunities for adults (Cedefop, 2021), (Ramirez & Smith, 2022), and (Cedefop, 2021) found that RPL can significantly improve individuals' self-confidence and motivation to learn. Ramirez & Smith (2022) demonstrated that RPL contributes to increased earnings and career mobility. Implementation of RPL in the South African context, RPL has been identified as an important tool for adult learners seeking entry into higher education, yet its implementation remains inconsistent across institutions, often leading to frustration among learners (Robertson, 2021; Hlongwane, 2019). This inconsistency is also evident in research from Portugal, where RPL has been integrated into the national strategy since 2000, yet learners' perceptions and experiences reveal tensions between professional benefits and personal development (Lima & Guimarães, 2016; Barros, 2013).

In the context of Muslim-majority countries, RPL has significant potential to improve the quality of human resources (HR) and support inclusive economic development. Many individuals in these countries possess valuable skills and experiences that remain unrecognized, particularly those from marginalized groups or with limited access to formal education (World Bank, 2018). By adopting RPL, Muslim-majority countries can unlock this hidden potential and empower communities to actively participate in development. Furthermore, RPL aligns with Islamic values regarding the importance of seeking knowledge, self-development, and contributing to society. A study by Hasanah et al. (2023) showed that integrating Islamic values into RPL programs can increase acceptance and participation among Muslim communities.

However, the implementation of RPL in Muslim-majority countries is not without challenges. Differences in education systems, regulatory frameworks, and cultures can

affect the effectiveness of RPL implementation. Furthermore, there are still gaps in understanding and awareness of RPL among stakeholders, including the government, local governments, educational institutions, and the general public (OECD, 2019). Research by Khan & Ali (2022) highlights the importance of adapting RPL to the local context and specific needs of Muslim countries. Therefore, it is important to examine how RPL is implemented effectively in the context of Muslim-majority countries. Therefore, this article aims to describe the implementation of RPL as a collaborative innovation in education, and present an analysis of the adaptation and integration of Islamic values from the perspective of a Muslim-majority country. Based on this, the research questions to be answered are: (1) How is the Village RPL Program implemented in Bojonegoro Regency? (2) What are the implications for human resource development in a Muslim-majority country?

This article contributes to the literature on RPL by providing practical insights and recommendations for effective RPL implementation in other Muslim-majority countries. Through the presentation of this case study, it is hoped that it will explore how RPL is designed, implemented, and evaluated in different contexts. Thus, the findings of this case study can help policymakers, education practitioners, and other stakeholders design and implement relevant, inclusive, and sustainable RPL.

Collaborative governance and Innovative Collaboration

Collaborative governance, a paradigm shift in public administration, fundamentally rests on the interaction of several key concepts: the actors involved, the resulting collaborative innovation, and the design of the collaborative arrangement itself. Collaborative actors involve various stakeholders from the public, private, and civil society sectors who work together to achieve common goals. Collaborative innovation emerges as a result of the interaction and exchange of knowledge among these actors, producing new solutions that are more effective and responsive to societal needs. Schommer, P.C., Guerzovich, F. (2023).

One fundamental aspect of collaborative innovation is its reliance on the co-creation and integration of knowledge from diverse sources. Ruoslahti emphasizes that knowledge co-creation involves the collaboration of multiple stakeholders, which is crucial for driving innovation across sectors. The success of co-created initiatives depends on clear objectives, collaboration venues, and the tools and processes used throughout the innovation process Ruoslahti (2018). This underscores the importance of establishing a framework that facilitates communication and cooperation among stakeholders, thereby enhancing the overall innovation ecosystem. Collaboration design encompasses structures, processes, and mechanisms that facilitate interaction and shared decision-making, ensuring that collaboration is effective and efficient. Torfing, J. (2019).

Moreover, collaborative innovation is crucial in addressing major challenges, such as environmental sustainability or public health, where traditional approaches may be insufficient. Zahoor et al. highlight the role of responsible collaborative innovation in

enabling emerging small and medium-sized enterprises (SMEs) to address social issues while promoting strategic agility (Zahoor et al., 2023). This illustrates that organizational adaptability and responsiveness can significantly enhance their capacity for collaborative innovation, enabling them to effectively address challenges. In the context of university-industry collaboration, research has shown that such partnerships can play a crucial role in fostering innovation. Research by Song et al. reveals that effective collaborative innovation alliances between universities and industry can enhance the innovation capacity of both entities by aligning their goals and resources (Song et al., 2022). These interactions not only enhance innovation outcomes but also enrich the academic and research landscape by increasing the relevance of academic work to practical applications. Furthermore, digital ecosystems play a crucial role in enabling collaborative innovation across various sectors. Ihsanudin and Rahayu discuss how the shift towards digital platforms enables more efficient collaboration among government, the private sector, civil society, and non-profit organizations (Ihsanudin & Rahayu, 2019). The integration of digital tools facilitates coordination and collaboration, thus simplifying the management and implementation of collaborative innovation projects and addressing the complexities arising from various social issues. Challenges associated with sustaining and measuring the effectiveness of collaborative innovation initiatives are also important to consider. Day et al. identified several barriers that can limit the success of collaboration, particularly in the healthcare sector, where divergent organizational priorities and a lack of dedicated resources hinder innovation efforts (Day et al., 2020). Addressing these challenges requires a structured performance measurement framework and a commitment to aligning stakeholder interests to foster an environment conducive to innovation. Finally, the concept of collaborative innovation is increasingly recognized as a means to drive systemic transformation in industry and the public sector, particularly in the context of sustainability. The work of Brown et al. emphasizes the importance of circular-oriented collaborative innovation, noting that collaboration between multiple stakeholders can lead to radical, sustainable changes in practices and mindsets around innovation (Brown et al., 2019). This reinforces the idea that collaboration not only improves innovation outcomes, but also contributes to the broader goal of promoting sustainable development. In conclusion, collaborative innovation is a multifaceted concept that involves the joint efforts of various stakeholders to create innovative solutions to complex problems. By leveraging the strengths of diverse actors and facilitating open communication, organizations can increase their capacity to innovate and contribute significantly to societal progress.

RESULTS AND DISCUSSION

RPL is increasingly recognized as a crucial component of lifelong learning and social inclusion, particularly for adult learners. RPL serves as a mechanism for individuals to gain formal recognition for their non-formal and informal learning experiences, thereby facilitating access to further education and enhancing employability (Robertson, 2021). In the South African context, RPL has been identified as an important tool for adult learners

seeking higher education, but its implementation remains inconsistent across institutions, often leading to frustration among learners (Robertson, 2021; Hlongwane, 2019). This inconsistency is echoed in research from Portugal, where RPL has been integrated into the national strategy since 2000, yet learners' perceptions and experiences indicate a tension between professional gain and personal development (Lima & Guimarães, 2016; Barros, 2013). The methodologies used in RPL assessment vary widely, with examinations and portfolios being the most common practices in European higher education (Tuomainen, 2018). However, the effectiveness of these methods depends on the institutional frameworks and policies governing RPL practices. Research shows that while some institutions have embraced RPL, others remain hesitant, often due to entrenched academic cultures and resistance to change (Garnett & Cavaye, 2015; Cooper et al., 2017). This resistance can undermine the inclusive intentions of RPL, as highlighted by Cooper dkk., who discuss the tension between the goals of RPL and the constraints imposed by institutional practices (Cooper dkk., 2017).

Internationally, RPL practices are influenced by local contexts and policies. For example, comparative studies in Brazil, Portugal, and Germany demonstrate different approaches to RPL, shaped by national education policies and cultural attitudes toward learning (Alves et al., 2020). In Indonesia, RPL is framed within public policies aimed at improving educational equity, but implementation remains challenging due to varying institutional capacities (Mulyani, 2024; Hlongwane, 2019). Similarly, in Australia, recent reforms have emphasized the importance of RPL in broadening participation in higher education, aligning with national frameworks that seek to standardize RPL processes (Raciti et al., 2024).

Furthermore, RPL aligns with the principles of collaborative innovation by encouraging local governments to involve community members in the recognition and validation of their skills. This participatory approach facilitates dialogue and fosters trust between government officials and the community. Involving citizens in governance processes through RPL not only empowers them but also enables village governments to tailor their programs and initiatives to effectively meet local needs. As Lindsay et al., noted, involving vulnerable communities in decision making processes can lead to better outcomes and improve the well-being of all community members (Lindsay et al., 2021). In terms of public policy, effective RPL implementation is crucial for fostering a conducive environment for capacity building in village governments. Mulyani emphasized that public policies related to RPL should focus on providing support structures that recognize and value prior learning experiences, thus equipping village officials with the tools necessary to better serve the community (Mulyani, 2024). By establishing clear guidelines and frameworks for RPL, local governments can enhance their capacity to deliver services and contribute to overall community development. In conclusion, Recognition of Prior Learning (RPL) is a powerful collaborative innovation that significantly contributes to improving the capacity of village governments. By recognizing skills and competencies acquired through prior experience, RPL enhances

the effectiveness and responsiveness of local governments, fostering inclusiveness, trust, and active participation in community development.

A comparative study by Alves et al. showed that RPL initiatives in various countries, such as Brazil, Portugal, and Germany, successfully facilitated lifelong learning and skills recognition, which correlated with improved governance capacity at the local level (Alves et al., 2020). By utilizing RPL, village governments can improve operational efficiency and adapt to changing community needs more effectively. Furthermore, RPL contributes to the professional development of local government employees through lifelong learning opportunities. This allows individuals to progressively upgrade their qualifications and encourages them to actively participate in local governance. This fosters a culture of continuous improvement and innovation within village government. According to Masoabi, RPL initiatives aim to improve employability and knowledge-based competencies, which correlate with improved governance standards and practices in villages (Masoabi, 2023). Such initiatives are highly beneficial for enhancing the skills of rural populations, leading to improved governance services and outcomes. The collaborative nature of RPL involves multiple stakeholders, including educational institutions, local governments, and community organizations, creating networks that support capacity building. A collaborative governance model that incorporates RPL mechanisms can foster partnerships among these entities, promoting shared responsibility and knowledge exchange. As Hlongwane highlights, collaboration among different sectors in implementing RPL can significantly impact local governance, increasing transparency and accountability in public service delivery (Hlongwane, 2019). The literature also highlights the transformative potential of RPL, as it not only acknowledges prior learning but also fosters personal and professional growth among learners (Guimarães & Mikulec, 2020). However, realizing this potential is often hampered by systemic barriers, including inadequate support structures and a lack of awareness among stakeholders about the RPL process (Mantashe, 2024; Stephens, 2022). Furthermore, the need for quality assurance in RPL practices is underscored, as inconsistencies can raise questions about the validity and reliability of RPL outcomes (Stephens, 2022; Hlongwane, 2018).

Recent studies have shown that RPL can contribute significantly to capacity building by recognizing the skills and knowledge possessed by village officials, which often stem from their lived experiences and informal learning environments Ma'ruf dkk. (2024). This recognition not only validates their competence but also empowers them to carry out their roles more effectively. For example, the implementation of the RPL program in Bojonegoro Regency has demonstrated how such initiatives can enhance human resource capacity in local governance, ultimately leading to improved public service delivery (Alifa et al., 2024). This aligns with a broader trend of leveraging collaborative approaches to strengthen governance frameworks, as seen in various contexts (Kristanti et al., 2023). This trend also highlights the importance of a participatory approach in the design and implementation of RPL programs. Involving local communities in the RPL process not only increases transparency and accountability but also ensures that programs are

relevant and responsive to the needs of the village community (Alifa et al., 2024). This participatory model is crucial for building trust and fostering a sense of ownership among community members, which is crucial for the sustainability of governance initiatives (Tan et al., 2019).

Thus, collaborative design in the context of RPL focuses on recognizing and validating the learning individuals gain through work experience, non-formal education, and training. This approach not only improves individual access to higher education but also strengthens the capacity of village officials by leveraging existing knowledge and skills (OECD, 2023; Maulana & Dečman, 2023). By integrating these two concepts, this study aims to explore how collaborative RPL design can be optimized to effectively increase the capacity of village officials.

In conclusion, while RPL offers significant opportunities to improve access to education and recognize diverse learning pathways, its implementation is fraught with challenges. The literature demonstrates the urgent need for cohesive policies, institutional support, and ongoing research to address the complexities of RPL and ensure its effectiveness as a tool for lifelong learning and social inclusion.

Integrating the concept of RPL with Islamic Education

The integration of Islamic values in the curriculum has been studied by various researchers. Each study produced a variety of different results. Risa (2004) studied the integration of Islamic education in the National Curriculum: Its Impact on Student Character Formation. The study showed that Islamic education is not only implemented in religious subjects but also extracurricular activities and daily life. Thus, it has an impact on the character of students who are disciplined, responsible, honest, more polite, time management and have social concern. In contrast, Saiful's research (2024) examined the modernization of Islamic boarding school education management (a study at the Al Manshuriyah Islamic boarding school in Pemalang Regency). This study found more about how the process of educational management in Islamic boarding schools, the functions of planning, organizing, mobilizing, and supervising, is influenced by the quality of teachers, government policies & the Ministry of Religious Affairs, government assistance, cooperation from administrators, high enthusiasm of administrators, parental trust, student motivation, foundation support, collaboration with alumni and donor support. In addition, inadequate human resources, incomplete facilities and infrastructure, minimal student participation and weak supervision. Further research is conducted by Rahmat (2023) on the Concept of Integrating Islamic Religious Education Values into the Learning Process. This study found that the findings of this study provide more detailed findings, starting from Aqidah, Sharia Values, and Moral Values, which are internalized in the learning process, starting from the planning stage (preparing lesson plans), implementation, and evaluation of learning. With synergistic collaboration between Islamic values and the Education Office, it is hoped that a higher quality education system can be realized and relevant to the needs of society, and can produce a

young generation that is intelligent, has noble morals, and is ready to face future challenges.

One of the core principles of Islam relevant to RPL is its emphasis on lifelong learning. Lifelong education is a principle deeply rooted in Islam, emphasizing the continuous and ongoing pursuit of knowledge throughout one's life, from birth to death (Makuro, 2025). This emphasis on lifelong learning is rooted in the belief that knowledge is a divine gift and that seeking it is a religious obligation for all Muslims, regardless of age, gender, or social status. The pursuit of knowledge is not limited to formal education but encompasses all forms of learning, including informal learning, self-directed learning, and experiential learning. Islamic scholars have long emphasized the importance of continuous learning, arguing that it is essential for personal growth, spiritual development, and the betterment of society. This commitment to lifelong learning is reflected in the rich intellectual tradition of Islamic civilization, which has produced countless scholars, scientists, and thinkers who have made significant contributions to human knowledge.

The search for knowledge is considered an obligatory duty for every Muslim, a responsibility that must be pursued diligently without stopping throughout life (Makuro, 2025). This is in accordance with what is mentioned in the hadith narrated by Ibn Majjah, which reads:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ .

Meaning: Seeking knowledge is an obligation for every Muslim. (HR. Ibnu Majjah, no 224.)

This obligation is based on many verses of the Koran and the teachings of the Prophet Muhammad. who extolled the virtues of knowledge and stressed the importance of seeking it from every available source. The Prophet Muhammad famously said, "Seek knowledge from the cradle to the grave," highlighting the lifelong nature of the pursuit. In accordance with the hadith which reads:

اطلب العلم من المهد إلى اللحد

Meaning : Seek knowledge from the cradle to the grave. (HR. Ibnu Abd Dar)

Based on these hadiths, it can be concluded that seeking knowledge is an obligation for every Muslim, regardless of age, time, or place. Seeking knowledge has many benefits, including: helping humans participate in building progress, uncovering the truth, understanding the secrets of Allah's creation, achieving happiness in this world and the hereafter, and gaining a path to paradise.

This emphasis on continuous learning is not only a religious obligation but also a means for personal and societal advancement. By seeking knowledge throughout their lives, Muslims can enhance their understanding of the world, improve their skills and abilities,

and contribute to the well-being of society. The pursuit of knowledge is considered an obligatory duty for every Muslim, a responsibility that must be pursued diligently and relentlessly throughout life. Helfaya, A., Kotb, A., & Hanafi, R. (2018). Thus, the concept of Education in Islam encompasses a holistic approach that includes prenatal education, postnatal education, and education in adulthood, Islam M. M., & Masud, M. S. (2018) with each stage having an integrated set of principles and objectives designed to foster a well- rounded individual.

The Qur'an and Hadith are replete with principles, methods, and values directly relevant to student learning, providing comprehensive guidance on how to acquire knowledge effectively and ethically Stimpson, B., & Calvert, I. (2021) (Sahwi, 2025). These sources emphasize the importance of seeking knowledge, reflecting on its meaning, and applying it for the benefit of humanity. The Qur'an encourages believers to read, understand, and reflect on its verses, while the Hadith provide practical guidance on how to acquire knowledge, cultivate wisdom, and develop good character. Islamic scholars have drawn on these sources to develop a rich tradition of educational thought and practice, emphasizing the importance of critical thinking, ethical behavior, and social responsibility in the pursuit of knowledge.

The Qur'an places significant emphasis on the act of reading, reflecting, and engaging in thoughtful discussion as essential components of the learning process, encouraging believers to actively seek understanding and insight Ju'subaidi, Mujahidin, A., Abdullah, I., & Choirul Rofiq, A. (2025) (Sahwi, 2025). Even the first revelation revealed to the Prophet Muhammad (peace be upon him) was the command to "Read!", as stated in Surah Al-Alaq

verses 1-5 which reads:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝۲ وَإِنَّا لَنَعْلَمُ الْغَيْبَ ۝۳ وَإِنَّا لَنَنبَأُ بِمَا تَكْفُرُ ۝۴

Meaning: Read in the name of your God who created! He created man from a clot of blood. Read it and your Most Gracious Lord. Who teaches (humans) with a pen. He taught man what he did not know.

The importance of reading as a foundation for acquiring knowledge. The Quran also encourages believers to reflect on God's signs in the universe, ponder the meaning of life, and engage in thoughtful discussion with others to deepen their understanding of the truth. By emphasizing these practices, the Quran encourages a dynamic and interactive approach to learning that fosters critical thinking, intellectual curiosity, and a lifelong pursuit of knowledge. Islamic education is intrinsically linked to the formation of individuals who are not only knowledgeable but also possess noble morals and a strong ethical compass, which guide their actions and decisions Németh, B. (2016), Rohimah, R. B. (2024). Ethics and morals play a very important role in the Islamic religion. Islam provides clear and firm guidelines on what is considered good and bad, and teaches individuals to behave well and have noble morals (Guna, B.W.K., & Yuwatiningrum, S.E.

(2024). A holistic approach to education recognizes that true learning involves the development of intellectual competence and moral character. Islamic scholars have emphasized that knowledge without ethics is dangerous and that education should aim to cultivate individuals who are not only intelligent but also compassionate, just, and responsible. The goal of Islamic education is to produce individuals who are able to contribute positively to society, uphold moral values, and be role models for others.

The Quran provides comprehensive guidance and lifelong learning opportunities for the formation of moral and ethical principles from an early age, shaping individuals grounded in virtue and integrity (Bunayar, 2022). The Quran emphasizes the importance of good character, ethical behavior, and moral responsibility in all aspects of life. It provides guidance on how to develop virtues such as honesty, compassion, humility, and forgiveness, while warning against vices such as greed, arrogance, and injustice. By instilling these moral principles from an early age, Islamic education aims to cultivate individuals committed to upholding ethical values and contributing to the well-being of society.

Islamic and Qur'anic studies have extensively discussed collaboration (Kline, 1986). The term "cooperation" can be equated with the concept of "Ta'awun," where Muslims are encouraged to cooperate in good deeds while simultaneously forbidding cooperation in evil or forbidden acts. As quoted from the Qur'an, Surah Al-Maidah, verse 2, which reads:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ إِنَّ هَالِكًا شَدِيدُ الْعِقَابِ

Meaning: "Help you in (doing) good deeds and piety, and do not help you in committing sins and transgressions, and have faith in Allah, verily Allah's punishment is very severe."

Cooperation in the Islamic context is deeply rooted, reflecting the principle of mutual assistance and support in fulfilling social responsibilities. Cooperation can also be seen in religious practices such as the imamate, the mosque, congregational prayer, Friday prayers, almsgiving, charity, jihad, and so on. Therefore, relationships between humans are an important part, and God has regulated them firmly and in detail (Makareme-shirazi 2009). According to (Payghan, 2009) relationships are one of the essential elements of collaboration. The Quran maps out four types of relationships:

1. The relationship between humans and God
2. The relationship between humans and themselves
3. The relationship between humans and their surroundings
4. The relationship between humans and other humans,

The Quran states that relationships between humans are very important and are accompanied by relationships with God (Siahposh 2011).

Cooperation is implied in several other concepts mentioned in the Koran, including making vows, imamate, mosques, congregational prayers, Friday prayers, almsgiving, charity, giving charity, interest-free loans, devotion, jihad, giving encouragement. good

deeds and preventing bad deeds, advice and sacrifice. The Qur'an is based on all the concepts referred to as relationships. Human relationships with each other are very important, and God has allocated important topics in the Koran on this issue (Makareme-shirazi 2009).

The primary indicator of a human's relationship with God is obedience, and the type of obedience introduced by the Qur'an is based on wisdom and compassion. Concerning the second form of relationship, that is, the relationship between humans and themselves, God Almighty asks in the Qur'an, 'Do you not think about your souls?' (Zaria Sura, ayat 21). God Almighty has referred to the familiarity of humans with themselves and shows that humans are always seeking self-knowledge. The third form of relationship, that is, the relationship between humans and nature, is astonishing and based on well-being. Humans must strive to build the world around them and then utilize it. The fourth type of relationship, which is the most difficult form of relationship, is the relationship between humans and other humans and God (Siahposh 2011). It should be noted that the main result of the Imamate is to improve relationships between humans. The Qur'an states that relationships between humans are very important and accompanied by relationships

In summary, collaboration is a crucial morality in Islam, and the Quranic injunctions on collaboration, which humans must follow, demonstrate its importance and value. Therefore, according to Islamic teachings, the essence of cooperation is manifested in a commitment to achieving shared goals and maintaining harmony in carrying out religious obligations, which ultimately strengthens the Muslim community as a whole.

RPL in the context of Islamic education requires careful alignment of its objectives with the core values and teachings of Islam, ensuring that recognition of prior learning is consistent with Islamic principles (Mariani, 2024). This alignment involves ensuring that the knowledge, skills, and competencies recognized through RPL are not only technically proficient but also ethically sound and morally responsible. Therefore, RPL in Islamic education must prioritize recognition of learning that contributes to these objectives, ensuring that individuals are recognized for their ability to apply their knowledge and skills in ways that are consistent with Islamic values Chadwick, K., Dimungu Hewage, D., & Hazzam, J. (2024).

The curriculum in Islamic education, when integrated with RPL, should maintain a focus on developing students' potential, meeting their needs, shaping their character, and understanding their environmental context, while firmly grounding these aspects in Islamic educational principles (Pilkinto, et. al, 2019) This involves developing a curriculum that is relevant to students' lives, that meets their individual learning needs, and that promotes their intellectual, emotional, and spiritual development. The curriculum should also be designed to foster a strong sense of Islamic identity, encouraging students to understand and appreciate their cultural heritage and to contribute positively to society. By integrating these elements, RPL can help ensure that

Islamic education is relevant and meaningful to students, preparing them to become responsible and ethical members of society.

Learning activities within the framework of Islamic education must be diverse, integrated, and responsive to changes in society, reflecting national and global interests while remaining firmly rooted in Islamic values and ethical considerations (sahin. A, 2018) This involves developing learning activities that are engaging, interactive, and relevant to students' lives, which promote critical thinking, problem-solving, and collaboration, and encourage students to apply their knowledge and skills in real-world contexts (Sabic-El-Rayess, A. (2020). Learning activities should also be designed to foster a sense of global citizenship, encourage students to understand and appreciate different cultures and perspectives, and contribute to the well-being of humanity Abdullah, MA (2020). By integrating these elements, RPL can help ensure that Islamic education is relevant and responsive to the needs of students and society, preparing them to become responsible and ethical global citizens.

Islamic education, when integrated with RPL, must adopt a comprehensive approach that recognizes and values the diverse settings in which learning occurs, including formal educational institutions, informal community programs, and experiential contexts Heinonen, A., & Tuomainen, S. (2020) (This recognition is crucial to ensure that all forms of learning are given due respect and that individuals are not disadvantaged simply because they acquire knowledge and skills outside of traditional educational settings. By valuing diverse learning experiences, Islamic education can foster inclusivity, increase access to education, and support individuals in reaching their full potential Meghnagi, M., & Tuccio, M. (2022). This approach requires a shift in mindset from viewing formal education as the only valid source of knowledge to recognizing the value of learning acquired through other means.

RPL offers a valuable mechanism for validating the knowledge, skills, and competencies individuals acquire through a variety of life experiences, including family responsibilities, community involvement, and professional work, thereby recognizing the practical application of Islamic values in everyday life Kharrufa, H., Al-Kashoash, H. A., & Kemp, A. H. (2019). This validation is particularly important for individuals who may not have had the opportunity to complete formal education or training programs, but who have acquired valuable skills and knowledge through their life experiences. By recognizing the value of these experiences, RPL can empower individuals, enhance their self-esteem, and provide them with opportunities to advance their careers and contribute to their communities. This approach aligns with Islamic principles of social justice and equality, ensuring that all individuals are given the opportunity to reach their full potential, regardless of their background or circumstances.

Recognizing and embracing diverse learning pathways is crucial to promoting inclusivity and ensuring wider access to educational opportunities within an Islamic educational framework, as it acknowledges the diverse ways in which individuals acquire knowledge and skills Mahmud, A. (2025). This inclusivity is crucial for creating a more equitable education system that values diverse learning experiences and supports individuals to reach their full potential. By recognizing that learning can occur in various places and through various means, Islamic education can reach individuals who may have been excluded from traditional educational opportunities and provide them with pathways to formal recognition of their competencies. This approach aligns with Islamic

principles of social justice and equality, ensuring that all individuals are given the opportunity to learn, grow, and contribute to society.

RPL, within the framework of Islamic education, should expand its assessment criteria to include not only the measurement of knowledge and skills Seyfollahi, A., & Ghaffari, A. (2021), but also a thorough evaluation of the ethical understanding and responsible application of that knowledge in accordance with Islamic principles Cairns, L., & Malloch, M. (2024). This ethical dimension is crucial to ensure that recognition of prior learning fosters the development of individuals who are not only competent but also possess good morals and are socially responsible. Islamic education emphasizes the importance of knowledge used for the benefit of humanity and is guided by ethical values such as honesty, integrity, and compassion. Therefore, RPL should prioritize recognition of learning that contributes to these goals, ensuring that individuals are recognized for their ability to apply their knowledge and skills in a manner consistent with Islamic values.

Islamic education places significant emphasis on the importance of applying knowledge for the betterment of society, in line with the core Islamic values of social responsibility, community service, and the pursuit of justice and equality Azra, A. (2015) Yasmeen, K. (2024). This emphasis reflects the belief that knowledge is a trust from God and that individuals have a responsibility to use their knowledge to improve the lives of others and contribute to the well-being of society. Islamic scholars have long emphasized the importance of applying knowledge to solve real-world problems, to promote social justice, and to uphold ethical values. By emphasizing the social responsibility of knowledge, Islamic education encourages individuals to use their learning to make a positive difference in the world. Ethical considerations are crucial in ensuring that recognized learning actively contributes to the advancement of society and is harmoniously aligned with the overarching ethical and moral values espoused by Islam, thereby fostering a culture of responsible application of knowledge Budur, T. (2024) (Sahwi, 2025). This alignment includes ensuring that the knowledge, skills, and competencies recognized through RPL are used in a manner consistent with Islamic principles of justice, compassion, and social responsibility. Ethical considerations should guide the assessment of prior learning, ensuring that individuals are recognized for their ability to apply their knowledge and skills in ways that benefit society and that avoid harm or injustice Bankins, S, (2024). By prioritizing ethical considerations, RPL can help promote a culture of responsible application of knowledge that contributes to the well-being of individuals and society.

Challenges of Cultural and Societal Norms in Implementing RPL in an Islamic Context

Cultural norms and traditions can significantly influence the acceptance and successful adoption of RPL practices in Islamic contexts, potentially creating barriers to their implementation Chan, D., Berger, R., & Man, TWY (2020). In some societies, there may be a strong emphasis on formal education and traditional qualifications, leading to a reluctance to recognize learning acquired through non-formal means Williams, F. (2023). This can be particularly challenging in contexts where there is a deeply ingrained belief in the superiority of formal education and skepticism about the value of experiential learning. Overcoming these cultural barriers requires a concerted effort to educate communities about the benefits of RPL and demonstrate its credibility and validity.

Societal expectations that prioritize traditional modes of education and established credentials can present significant challenges to the widespread recognition and validation of non-formal learning experiences, thus hindering the progress of RPL initiatives. Pearson, KS (2021) These expectations can stem from a variety of factors, including historical traditions, cultural values, and the influence of the formal education system. In some societies, there may be a strong emphasis on academic achievement and formal qualifications as markers of success, leading to a devaluation of learning acquired through non-formal means. This can create resistance to RPL among individuals, employers, and educational institutions, making it difficult to gain acceptance and support for its implementation. Martin, M., & Stulgaitis, M. (2022) Effectively addressing these deeply rooted cultural and societal norms requires a comprehensive community engagement strategy and well-designed awareness programs that highlight the value and relevance of RPL in recognizing diverse forms of learning Ellis, RA, & Goodyear, P. (2019). This strategy should involve the involvement of community leaders, religious scholars, and other influential figures to promote understanding and acceptance of RPL. Awareness programs should be designed to educate individuals about the benefits of RPL, dispel misconceptions about its credibility, and showcase success stories of individuals who have benefited from its implementation. By involving communities in the RPL process and addressing their concerns, it is possible to overcome cultural barriers and create a more supportive environment for its implementation.

RPL as Collaborative Innovation in Muslim countries Analyzing existing RPL village Program Bojonegoro District

A comprehensive review of existing RPL programs in Muslim countries is essential to gain valuable insights into proven best practices and the challenges faced during implementation Amini, M., Ravindran, L., & Lee, K. F. (2024). This review should examine the design, implementation, and outcomes of RPL programs in various Muslim countries, taking into account their specific cultural, economic, and educational contexts. By analyzing experiences from different countries, it is possible to identify common themes, patterns, and lessons that can inform the development and improvement of RPL programs in other Muslim contexts. This comparative analysis can also help identify innovative approaches and best practices that can be adapted and implemented to suit the needs and circumstances of different communities.

Examining how RPL frameworks have been adapted to suit local contexts in Muslim countries is crucial for understanding the factors contributing to their success and sustainability, as cultural sensitivity and relevance are key to effective implementation. Lin, B. C., & Lee, C. H. (2023). This research should focus on how RPL programs have been adapted to meet the specific needs of learners, employers, and communities in various Muslim countries. It should also consider how RPL programs have been adapted to reflect local cultural values, religious beliefs, and educational traditions. By understanding how RPL frameworks have been adapted to suit local contexts, it is possible to identify best practices to ensure that RPL programs are culturally appropriate, relevant, and effective.

Case studies can provide valuable insights into the real-world impact of RPL initiatives on educational outcomes, workforce participation, and overall social mobility within

Muslim communities, offering concrete evidence of their effectiveness Palmer, R. (2020), Dawood, Z. A. (2024). These case studies should examine the experiences of individuals who have participated in RPL programs, as well as the impact of RPL on employers, educational institutions, and communities. By documenting the successes and challenges of RPL implementation, case studies can help build support for RPL and inform the development of more effective policies and practices Roy, R., & El Marsafawy, H. (2021). Case studies can also serve as a source of inspiration for individuals considering participating in RPL programs, demonstrating the potential benefits of recognizing prior learning.

Success Factors and Lessons Learned

Identifying key success factors that support effective RPL implementation is crucial for replicating this success in other contexts, requiring a thorough analysis of the elements that contribute to positive outcomes Rothboeck, S., Comyn, P., & Banerjee, PS (2018). This analysis should consider factors such as the design of the RPL program, the quality of assessment methods, the level of stakeholder engagement, and the availability of resources and support. By identifying key success factors, it is possible to develop a set of best practices that can be adapted and implemented in other contexts, ensuring that RPL programs are effective, sustainable, and aligned with the needs of learners, employers, and communities. Analyzing lessons learned from past experiences in RPL implementation can provide valuable insights into potential pitfalls and challenges, enabling stakeholders to avoid common mistakes and improve future program design and delivery Alpaydın, Y., & Kültür, K. (2022). This analysis should consider the successes and failures of RPL initiatives, examining the factors that contributed to positive or negative outcomes. By understanding the lessons learned, it is possible to develop strategies to mitigate risks, address challenges, and ensure that RPL programs are effective and sustainable. This requires a collaborative effort involving all stakeholders, including learners, employers, educators, and policymakers, to share their experiences and insights.

Understanding the roles and responsibilities of key stakeholders, including educators, employers, community leaders, and government agencies, is crucial to fostering collaboration and ensuring the successful implementation of RPL initiatives Uranis, J., & Davis, V. L. (2020) (ul-Islam, 2016). This understanding must include the perspectives of each stakeholder group, recognizing their unique contributions and challenges. Educators play a key role in assessing and recognizing prior learning, providing guidance and support to learners, and ensuring the quality of RPL programs. Employers play a key role in recognizing RPL qualifications, providing opportunities for RPL assessment, and supporting employees in pursuing lifelong learning. Community leaders play a key role in promoting awareness of RPL, mobilizing support for its implementation, and ensuring that RPL aligns with the needs of their communities. Government agencies play a key role in developing policies and frameworks for RPL,

providing funding and resources, and ensuring the quality and credibility of RPL qualifications Hlongwane, I. (2019).

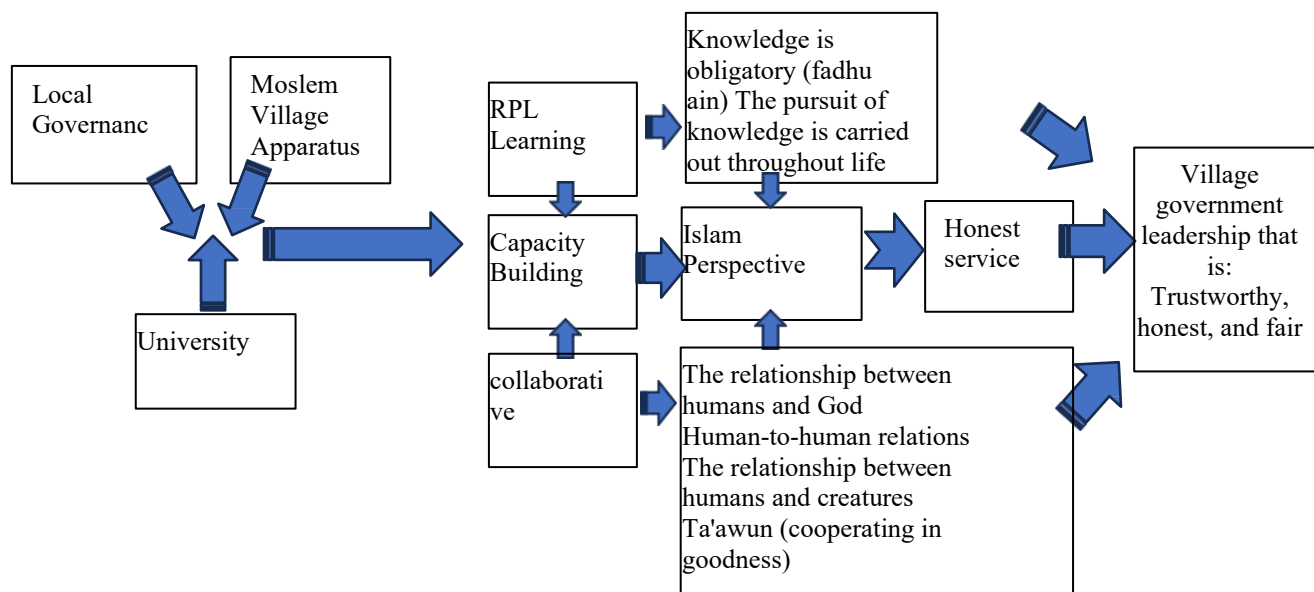
Impact on Education and Economic Development

Assessing the impact of RPL on educational attainment, skills development, and workforce participation is crucial to demonstrating its value and justifying continued investment and support. Maurer, M., & Morshed, MM (2022), Meghnagi, M., & Tuccio, M. (2022) This assessment should include collecting data on the educational and employment outcomes of individuals who have participated in RPL programs, as well as their perceptions of the value and relevance of their RPL qualifications. These data should be analyzed to determine the extent to which RPL has contributed to increased educational attainment, skills development, and workforce participation. The results of this assessment can be used to inform policy decisions, to improve the design and implementation of RPL programs, and to promote awareness of the benefits of RPL among individuals, employers, and policymakers.

Evaluating the contribution of RPL to broader economic development and social inclusion goals is crucial for understanding its broader social benefits and ensuring that RPL aligns with national priorities Maurer, M. (2021). This evaluation should consider the impact of RPL on factors such as productivity, innovation, and economic growth, as well as its contribution to reducing poverty, promoting social equality, and enhancing social cohesion. The evaluation should also consider the costs and benefits of RPL implementation, taking into account the direct costs of running the RPL program and the indirect benefits of increased educational attainment, skills development, and workforce participation. The results of this evaluation can be used to inform policy decisions, allocate resources effectively, and ensure that RPL contributes to the achievement of national economic and social development goals. Maurer, M., & Morshed, M. M. (2022), Ma'ruf, M. F., Said, A., Mindarti, L. I., Putra, F., & Esmael, S. T. E. (2024).

Demonstrating the tangible value and positive outcomes of RPL through rigorous evaluation and compelling evidence is essential to encourage further investment, garner continued support from stakeholders, and ensure its long-term sustainability. Starkey, K. E (2021). This demonstration should involve communicating RPL evaluation results to a wide audience, including individuals.

RPL collaborative innovation design in Islamic perspective



Based on various sources and the discussion above, the researcher provides a collaborative innovation design for RPL from an Islamic perspective. The collection of Local Governance, Moslem Village Apparatus, and University forms three main components, namely RPL Learning, Capacity Building, and Collaborative. First, RPL learning is more about knowledge as mandatory, meaning that seeking knowledge is carried out throughout life. Second, related to capacity building, which is more directed at integrating Islam with honest values. Third, collaborative, which more assesses the relationship between humans and God, humans with humans, humans with Ta'awun creatures. Thus, these three components produce a village government leadership nature that is oriented towards amanah, sidDIq, fathonah.

CONCLUSION

First, the Village RPL program has successfully improved village officials' understanding of regulations related to village governance, enabling them to run the government more effectively, transparently, and accountably. Second, the Village RPL program has successfully encouraged the development of innovative and sustainable Village-Owned Enterprises (BUMDes), thereby increasing village income and community welfare. Third, the Village RPL program has successfully increased community participation in village deliberations and village development monitoring, enabling the community to contribute to realizing a more advanced, prosperous, and just village. Fourth, the Village RPL program is relevant to the social and cultural context of the Muslim community in Bojonegoro, as it aligns with the principles of maslahah, 'adl, shura, ukhuwah Islamiyah, and ta'awun in Islam.

RECOMMENDATION

Based on the findings of this study, we recommend several things to the local government of Bojonegoro Regency:

- (1) Increase the budget allocation for the Village RPL program so that it can reach more village officials and activists;
- (2) Improve the quality of Village RPL training by involving competent and experienced facilitators, and integrating Islamic values into the training materials;
- (3) Increase the socialization of the Village RPL program to the community so that more people are aware of the benefits of RPL;
- (4) Develop an effective monitoring and evaluation system to measure the impact of the Village RPL program periodically.

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