

Government Policy in Education and Business Dynamics of the School Book Publishing Industry in Indonesia: A Case Study of PT Tiga Serangkai

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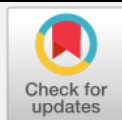
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ABSTRACT

This study aims to describe the record of events (event studies) related to government policies on education in Indonesia, especially those closely associated with the book publishing industry. In addition, there are also records of events that describe the dynamics of the school book publishing business at PT Tiga Serangkai in 20 (twenty) years, from 2001 to 2023. This timeline was chosen to provide a different description concerning digital transformation in the era of Industry 4.0. The researcher divides the timeline into the conventional phase, the transition phase, and the new era phase, where the COVID-19 pandemic phase becomes a transition point and acceleration of digital transformation that touches almost all life. The researcher uses a descriptive qualitative and quantitative approach. Data collection was carried out by studying documents related to government policies in the field of education during the study period of the above events, the study of company sales documents, and the study of documents from the Indonesian Publishers Association (IKAPI). Data deepening was carried out by structured interviews with informants who were selected purposively, especially related to data and information on business dynamics at PT. Tiga Serangkai. Data analysis was carried out in a qualitative descriptive manner. The results show that government policies significantly influence digital transformation in schools, both in learning and in the fulfillment of goods/services in education. In addition, government policies are closely related to school book publishing business innovation dynamics. On

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the other hand, the acceleration of digital transformation is greatly influenced by the COVID-19 pandemic.

Keywords: *Digital Transformation; Event Studies; School Book Publishing*

1. Introduction

The Industrial Era 4.0 is a digital revolution combining cyber and automation technology (Suhendra et al., 2020). The occurrence of the Industrial Revolution 4.0 has fundamentally brought changes to the way humans think, live, and relate to each other. This era disrupted various human activities in many fields of life, not only in technology but also in others, such as economic, social, and political. In the industrial world, the occurrence of digital business transformation can be said to change massively by breaking down barriers between people, businesses, and things (Sait & Anshari, 2021; Schwertner, 2017).

The flow of information and data has become much faster in reaching the public online, so various strategies are carried out in the form of media convergence innovation, editorial management, and the implications of information technology and new media (Ikhwan, 2020).

The printing and publishing industry is a creative business activity that includes content writing and publishing, namely the publication of magazines, tabloids, books, journals, newspapers, and other digital content, such as activities in news agencies (Al Azis, 2021). The industry must be able to answer customers' challenges in innovation, including learning, exploration, and exploitation. These three things mean that innovation is developed through the company's learning process in exploring or developing new products to achieve exploitation or economic benefits.

Meanwhile, the book industry in Indonesia is experiencing critical conditions with the COVID-19 pandemic (Nugraha et al., 2023). The challenge of the publishing industry in this era of digitalization is not only the low reading interest of the Indonesian people but also the recession period and not a few people who have been laid off due to the impact of social restrictions as a result of the response to prevent the transmission of COVID-19 that is currently hitting the world. About 58.2% of book publishers complained about a drastic decline in sales (Al Azis, 2021). Almost 50% of publishers also mentioned a sharp drop in employee productivity in work-from-home (WFH) conditions. Unfortunately, this impacts their employees' salaries, and it is known that 60.2% of publishers stated that they could only pay employees for three months and only 5% that they could last up to one year (Suhendra et al., 2020).

Research on corporate innovation activities in maintaining the survival of companies in the digital transformation period has been widely conducted (Du & Wang, 2024; Kim et al., 2021; Vaska et al., 2021). Several previous studies have also outlined the urgency of innovation in the publishing industry (J. Chen et al., 2019; W. Chen et al., 2024). Previous research revealed that it is important for a company or industry, including the publishing industry, to innovate to keep up with technological developments in the current digital transformation era. Several studies related to innovation look at the internal dimension of the organization and the external dimension of the organization. In particular, no research has been found that explores the innovation of the sustainability strategy of school book publishing companies in Indonesia. This

research seeks to fill this gap, hoping to spread similar research, especially in developing references for school book publishing in Indonesia.

The study of digital transformation in this study is especially related to the dynamics of government policies in education that impact the school book publishing business in Indonesia. To record and analyze transformation using the event study method. In economics, the study of events refers to whether there is a statistical relationship in the financial markets between a particular event and the price or value of a public company's stock. An event study, whether at the micro or macro level, attempts to determine whether a particular event has or will impact the performance of a company's finances or the economy.

Period dynamics refers to the changes and developments of a system or phenomenon in a certain period. In the context of ecology or socio-ecological systems, period dynamics include how the variables in the system change and interact with each other in different periods, such as daily, seasonal, annual, or decade (Meyer, 2008).

2. Literature Review

2.1. Digital Transformation

Digital transformation has become a debated issue globally and has great significance for all companies across various sectors, as these changes affect customer relationships, internal processes, and value creation. One of the main concerns of stakeholders in this transformation process is to formulate a clear vision and roadmap that will guide the steps forward (Zaoui & Souissi, 2020).

According to Hess et al., digital transformation results from digital technology in a company's business model, product, or organizational structure (Hess et al., 2020). Meanwhile, Allan Martin stated that digital transformation today is generally interpreted as using information and communication technology, where automation is carried out and fundamentally creates new capabilities in business, public government, and people's lives (Lankshear & Knobe, 2008). Meanwhile, according to Fitzgerald et al., digital transformation is the application of cutting-edge digital technologies, such as social media, mobile technology, analytics, or embedded devices, which aim to improve key aspects of the business (Fitzgerald et al., 2013). These improvements include improved customer experience, operational efficiency, and the development of new business models. Overall, many definitions of digital transformation have been put forward. In general, it can be concluded that digital transformation is the use of new digital technologies that enable significant improvements in business and impact all aspects of human life (Reis & Melão, 2023).

Digital transformation has always been closely related to industry and is undergoing significant changes with the presence of Industry 4.0 (Lee et al., 2017). This revolution emphasizes the thorough digitization of all physical assets and their integration into the digital ecosystem with value chain partners. Another important challenge is integrating digital elements into the core of the business model itself (Horlacher & Hess, 2016). This integration is critical to the success of any company and has become a crucial management issue. As with the past changes triggered by information technology (IT), simply bringing IT into the organization is not enough. The success of digital transformation depends heavily on the effective management of processes and operations. To achieve this, it is necessary to conduct training for individuals to face the unique challenges IT presents. The digital revolution has positively contributed to developing a standardized digital work environment (Lei & Jing, 2016).

Digital transformation is a change in how a job is handled by utilizing information technology to increase the efficiency and effectiveness of a job. Meanwhile, digital

transformation of the economy is defined as a process of change that occurs in the economic aspect supported by the development of information technology related to the convergence of communication, computing, and information in economic aspects. The digital-based economy is based on intangible forms. Information, innovation, and creativity are needed to expand economic potential (Muhammad, 2019; Simarmata et al., 2020).

2.2. Publishing Industry

In Indonesia, the Ministry of Trade of the Republic of Indonesia defines the creative industry as an industry that utilizes individual skills, creativity, and talent as the main drivers. The industry is applied to improve welfare and create jobs, empowering individual creativity and innovation. The publishing industry is an integral part of the creative economy. The Ministry of Trade of the Republic of Indonesia classifies the creative industry into 14 sub-sectors: publishing and printing, advertising, music, television and radio, film, video and photography, performing arts, architecture, crafts, art goods markets, design, fashion, interactive games, computer and software services, and research and development (Al Azis, 2021).

The publishing industry is an entity or company that plays an important role in publishing and distributing written works or books in a form that is accessible to the public. In the publishing industry, the role of publishers is vital. Their primary duties include searching, grading, and selecting manuscripts or manuscripts that are suitable for publication (Salma, 2022).

Based on Creative Economic Agency of Indonesia (BEKRAF) data collected from 2011 to 2017, it was found that the growth rate of the contribution of the publishing industry sub-sector to national GDP increased significantly from 2014 to 2017. Even in 2017, the publishing industry's contribution to Indonesia's GDP growth rate ranked fifth out of 16 creative economy industry sub-sectors (Bekraf, 2018). This shows that the publishing industry has great potential but still needs innovation to develop and optimize the existing potential.

The drive for innovation in the publishing industry, particularly in publishing teaching materials, is also influenced by increasing demand in the teaching materials market during the digital transformation era. Government policies, as mandated by Law No. 3 of 2017 on the Book System, aim to enhance the quality of educational books while promoting the availability of affordable, high-quality, and equitable resources across the country. These policies also seek to boost the demand for teaching materials in electronic formats, thereby improving public access to education. Based on the publication of the Strategic Plan of the Ministry of Education and Culture, until 2019, 18 electronic book titles and 5 audiobook titles were produced to support the government's goals. This number is still far from the government's target and is expected to continue to grow.

In Indonesia, several government policies have been implemented to help the growth of the productivity of the school book publishing industry, especially those related to the education process (IKAPI, 2018), including:

- 1) School books are exempt from value-added tax (VAT).
- 2) Imported educational books are exempt from import tax.
- 3) Financial assistance for translation and cooperation between Indonesia and international publishers.

3. Research Methodology

This study aims to describe the events (event studies) related to government policies on education in Indonesia and records of events that describe the dynamics of the school book publishing business at PT Tiga Serangkai in 20 (twenty) years from 2001 to 2023. This timeline was chosen to provide a different description concerning digital transformation in the era of Industry 4.0. The researcher divides the timeline into the conventional phase, the transition phase, and the new era phase, where the COVID-19 pandemic phase becomes a transition point and acceleration of digital transformation that touches almost all life. Various government policies have accelerated this transformation during the COVID-19 pandemic. The focus of this study is to consider the uniqueness of the school book business in Indonesia, where the government is also the party with significant control over it.

This research takes place in the PT Tiga Serangkai, a national-scale school book publisher in Indonesia, and the researcher is in it as well as an observer participant. On the other hand, it is based on a previous pre-survey conducted by the researcher about digital transformation for PT Tiga Serangkai consumers in 2021. The results of the pre-survey show that about 27,3% of schools that are consumers have begun to transform digitally, both in learning and in purchasing or procuring goods and services for their schools.

To comprehensively gather information and research data on the various social, economic, and ecological factors impacting the publishing industry in Indonesia, this study employs a mixed-method approach, with a predominant focus on qualitative methods complemented by a less dominant quantitative approach. The researcher conducted semi-structured interviews, allowing for more flexibility and adaptability in questioning compared to structured interviews. This interview aims to find problems and open discussions where interviewees are asked for their opinions and ideas. The researcher listens carefully, recording what is conveyed by the informant. Researchers use an interview guide for questions and a recorder to facilitate recording during the interview (Cooper & Schindler, 2013).

The informants were selected by purposive sampling from the workforce at PT Tiga Serangkai, consisting of 10 people representing the finance, production, distribution, and marketing units. The researcher triangulation of sources as a way to obtain the validity of the research results. Triangulation of sources is carried out to facilitate research with data obtained from different sources related to each other (Bungin, 2007).

The quantitative approach in this study is more descriptive by depicting, summarizing, or constructively processing data referring to the description of statistical data. Based on statistical data relevant to the research objectives, such as marketing or financial data, it is then analyzed descriptively by connecting information and data obtained from the interview results. This quantitative description is used as supporting data and complements the qualitative data findings obtained through semi-structured interviews.

4. Results

The Indonesian Publishers Association (IKAPI) recorded data in 2018 on publishers' distribution by their legal entities. DKI Jakarta (Special Capital Region of Jakarta) emerged as the province with the highest number of publishers (564 publishers), followed by West Java, East Java, Central Java, the Special Region of Yogyakarta (DIY), and other regions outside Java.

Table 1. Data on the Distribution of Publishers in Indonesia in 2018

Province	Number of Publishers
Jakarta	564
West Java	248
East Java	179
Central Java	185
DIY	96
Areas outside Java	176
Total	1.602

Source: (IKAPI, 2018)

The IKAPI data in **Table 1** shows 1,602 publishers in Indonesia. This number increased compared to the previous year when there were only 1,500 publishers. The increase in the number of issuers compared to the previous year was influenced by the ease of requirements to become a publisher set by IKAPI, so it can be said that the industry has a low entry barrier. Of the total 1,602 publishers in Indonesia, only about 50% are in the active category. The rest publish books in a limited number of titles, sporadically and highly dependent on the availability of manuscripts that go to publishers. In addition, IKAPI also noted that 6% or around 79 publishers have been vacant among the inactive publishers. This is influenced by several factors, such as changes in government policies, especially related to the provision of school books, which caused some publishers to be unable to survive (IKAPI, 2018).

The number of school book publishers that exist until now on a national scale is only a few among hundreds of publishers in Indonesia. The strictness of government policies is a filter that small publishers do not easily do. The potential market share of school books in Indonesia can be seen in the following table:

Table 2. Number of Schools and Students in Indonesia

School	School	Student
Kindergarten/Raudatul Athfal	121.973	4.606.874
Elementary School/Madrasah Ibtidaiyah	174.992	28.459.315
Junior High School/Madrasah Tsanawiyah	60.102	13.405.382
Senior High School/Vocational/Madrasah Aliyah	37.641	12.049.110
Sum	394.708	58.520.681

Source: Statistics Indonesia, 2022

Table 2 shows a great opportunity for school book sales in Indonesia, especially at the Elementary School/Madrasah Ibtidaiyah level, with the number of students is 0.49% of the total number of students recorded in the 2022 Indonesian Statistics data. A handful of existing large publishers have so far controlled the large market share of school books in Indonesia. IKAPI wrote that before and after the digital transformation in education, the opportunity to pass the feasibility test for publishing school books is not easy for many publishers to penetrate. The complicated and competitive process and requirements paralleled with the demand for large

investment capabilities make the competition in the school book market (as well as e-books) can only be followed by a few large publishing industries.

PT Tiga Serangkai Publisher has 155,952 school book consumers, both public and private schools. This data provides information that the school book market worked on by PT. Tiga Serangkai occupies almost 40% of schools in Indonesia. The distribution of these schools can be seen in the following table:

Table 3. Distribution of School Book Consumers from the Tiga Serangkai

No	City/Regency	Sum
1	Solo	6623
2	Tasikmalaya	6605
3	Palembang	6022
4	Tegal	5951
5	Banjarmasin	5895
6	Madura	5472
7	Jogjakarta	5356
8	Lampung	5341
9	Semarang	5231
10	Bandung	5201
11	Gresik	5181
12	Malang	5173
13	Cirebon	4884
14	Jember	4752
15	Kudus	4559
16	Medan	4347
17	Pekanbaru	4038
18	Purwokerto	3990
19	Surabaya	3930
20	Madiun	3921
21	Jambi	3702
22	Makasar	3687
23	Kediri	3628
24	Pematang Siantar	3474
25	Serang	3462
26	Jakarta 1	3344
27	Denpasar	2981
28	Jakarta 2	2963
29	Padang	2949
30	Pare-Pare	2929
31	Mataram	2814
32	Bogor	2793
33	Kupang	2333
34	Palangkaraya	2081
35	Tangerang	1975
36	Bekasi	1874

No	City/Regency	Sum
37	Bengkulu	1638
38	Samarinda	1461
39	Pontianak	1065
40	Balikpapan	902
41	Palu	874
42	Tarakan	551
Total		155.952

Source: Tiga Serangkai Marketing Data, 2023

Based on **Table 3** above, it can be seen that the distribution of schools that occupy the 3 largest orders of school book consumers is in the city of Surakarta (6,623 schools), Tasikmalaya (6,605 schools), and Jakarta (6,307 schools). Reviewing the distribution of regions in the data above shows that the range of distribution services reaches various regions throughout Indonesia. Surakarta city occupies the highest number of consumers, supported by the location of the head office of PT. Tiga Serangkai is also located in Surakarta, so access to school book distribution can be provided faster. On the other hand, the company's founding figure is also a respected community figure and has a positive stigma from the people of Surakarta city. From the proportion of consumer distribution above, PT. Tiga Serangkai still has the opportunity to develop the school book market by reaching the nearest schools from consumers in the nearest area.

Starting from the COVID-19 pandemic as a transition phase from conventional to digital (new era), the researcher then divided the phases or stages in responding to changes in Government Policy in the field of education into 3 phases: Phase I (Conventional), Phase II (Transition), and Phase III (New era). The COVID-19 pandemic is a transition point. The work-from-home policy has significantly influenced the nation's economy and shifted people's consumption patterns from analog to digital.

4.1. Study of Events in the Conventional Phase

The conventional phase in this study refers to the period from 2001 to 2018, during which printed books were predominantly used in learning. Most teaching methods remained traditional, and technology, including digital learning resources, was minimal or uncommon.

2001, the School-Based Management (SBM) policy was introduced, marking a shift toward decentralized education. This policy delegated education management (schools) to district and city governments. The central government retained authority over standards, norms, procedures, and policies (SNPP), while responsibilities for human resources, budgets, and assets were transferred to local governments, with provinces acting as coordinators.

The analysis of events during this conventional phase is illustrated in the following figure:

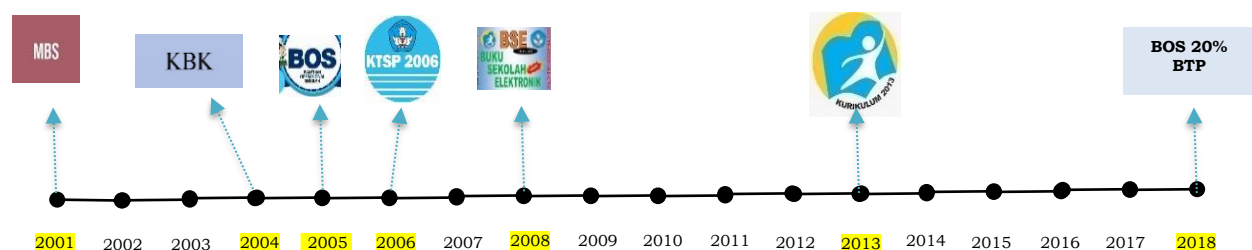


Figure 1. Graph of Education Policy Event Study in the Conventional Phase

Source: (Inspektorat Jenderal Kemendikbudristek, 2022)

In **Figure 1** above, it can be seen that in the period from 2001 to 2018, the government has changed the curriculum 3 times: Competency-Based Curriculum (KBK) in 2004, then in 2006 changed to the Education Unit Level Curriculum (KTSP), and in 2013 it changed to the 2013 Curriculum which is a development of the KTSP curriculum.

The 1997 curriculum in learning in schools was applied until 2003. Then, it underwent an update by implementing the Competency-Based Curriculum (KBK) in 2004. This KBK combines knowledge, skills, values, and attitudes shown in the habit of thinking and acting. This curriculum is oriented to two things: (1) the expected outcomes and impacts on students through a series of meaningful learning experiences, and (2) diversity that can be manifested according to their needs (Inspektorat Jenderal Kemendikbudristek, 2022).

Four years after the implementation of regional autonomy in 2001, many schools in the country were poorly managed. The teaching and learning process runs as it does, and many school facilities are damaged. This happens because schools lack operational costs because local governments do not provide sufficient budgets, and some local governments do not provide a budget at all. Whatever the conditions, the teaching and learning process must be continued. Then, in 2005, the government implemented the School Operational Assistance Fund (BOS) policy given to schools to meet school needs related to book purchases. The teaching and learning process can run well.

The competency-based curriculum (KBK) was changed to the Education Unit Level Curriculum (KTSP) in 2006. The essence of this KTSP adopts the KBK but differs in terms of authority in its preparation. KTSP refers to the soul of the decentralization of the Indonesian education system. This KTSP policy aims to realize a curriculum based on the characteristics (peculiarities), conditions, regional potential, regional needs and problems, educational units, and students (Baedhowi, 2016).

In 2008, the Electronic School Book (BSE) policy emerged, which the government instructed to start trying to transform into a digital form. In 2011, the BOS fund management mechanism changed to balance the budget posture according to the decentralized money following function principle. BOS funds are also included in regional management so that the BOS budget is included as a regional expenditure.

In 2013, there was a change in the curriculum from KTSP to the 2013 curriculum. This curriculum is developed based on standard-based education and competency-based curriculum theory. This curriculum is developed with a philosophical foundation that provides a basis for developing all potential students to become quality Indonesian human beings listed in the national education goals (Minister of Education and Culture of Republic of Indonesia Regulation Number 61 the Year 2014 about KTSP).

In 2018, the government changed the BOS fund regulations by allocating 20% of BOS funds to purchase main textbooks. This provision provides a greater space (clearer) for school book publishers to coordinate the purchase of main textbooks in schools.

Meanwhile, policy changes in the education sector also affect the sales turnover of school books at PT. Tiga Serangkai. In addition to the turnover value, implementing the BOS fund policy in 2005 placed the production of school books into the category of premium book products purchased with school self-help funds and regular book products purchased from the allocation of BOS funds from the government. The business dynamics in the publishing industry of PT Tiga Serangkai in the conventional phase can be seen in the following figure:

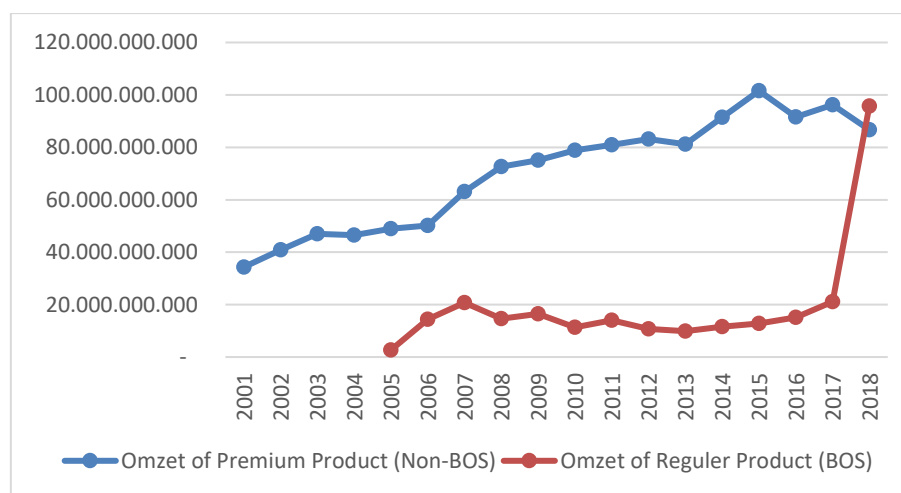


Figure 2. School Book Sales Chart in the Conventional Phase

Source: Tiga Serangkai Marketing Data, 2024

Figure 2 above shows a significant surge in turnover value in regular books in 2018. The surge exceeded the turnover value of premium book products, which in previous years was stable far above the turnover of regular books. This was triggered by the implementation of an allocation of 20% of BOS funds for the purchase of school books. This condition is favorable for publishers because each school is sure to allocate the BOS funds it receives to purchase school books.

Responding to the curriculum changes in this conventional phase, PT Tiga Serangkai adjusted the policies that apply per period above. Curriculum adjustments are natural for all school book publishers in Indonesia because changes in the national curriculum require each school book to be adjusted to the standards contained in the curriculum changes. In addition to curriculum adjustments, in 2008, in line with the BOS policy, PT Tiga Serangkai published textbooks with specifications by the BOS fund ceiling. Similarly, in 2008, an adjustment was made to issuing electronic school books (BSE) intended for schools, which also came from BOS funds.

4.2. Study of Events in the Transition Phase

The transition phase is marked by the peak period of the COVID-19 pandemic, from 2019 to 2021. Starting from the pandemic's peak in 2019, which accelerated digital transformation, the government issued several education policies due to the pandemic. Distance learning, independent shopping, and independent curriculum policies will take effect in 2021.

Graphically, the dynamics of education policy in the transition phase can be seen in the following figure:

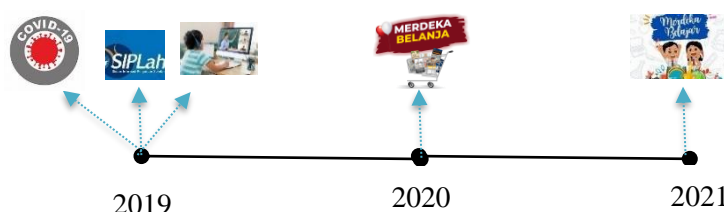


Figure 3. Graph of Education Policy Events Study in the Transition Phase

Source: (Inspektorat Jenderal Kemendikbudristek, 2022)

Figure 3 explains that during the COVID-19 pandemic, the government responded to emergency conditions and issued massive education policies. Technically, the condition of the COVID-19 pandemic has encouraged the government to issue online learning. The government has issued several sites that can be used as a source of material during the implementation of Distance Learning, including learning houses and digital reading suspenders.

In addition to the distance learning policy, the government also issued a policy on purchasing educational goods and services through an online application from the ministry, the Information Procurement System in Schools (SIPLah) application. Taken from The Minister of Education and Culture of the Republic of Indonesia Regulation number 14 of 2020 concerning guidelines for the Procurement of Goods/Services by Education Units explained that this policy was motivated by the development of in the era of globalization, advances in information and communication technology have been proven to increase efficiency, speed of information delivery, affordability, and transparency. The regulation states that selecting and determining prospective providers and making agreements on procuring goods/services by educational units are carried out through SIPLah. SIPLah is managed and developed by the Ministry of Education and Culture.

At the end of this transition phase, when the COVID-19 pandemic began to decline and economic and social activity began to regrow, the government issued an independent learning policy in 2021 as a recovery step in the education sector. The policy of freedom of learning started in 2020 and has gone through 6 phases, that is :

- 1) In the first phase, the Ministry of Education and Culture established four main programs of education policy, including abolishing the National Standard School Examination (USBN), replacing the National Examination (UN), simplifying the Learning Implementation Plan (RPP), and rearranging the Admission of New Students (PPDB);
- 2) The second phase is the Independent Campus. The Ministry of Education and Culture made adjustments in the scope of higher education, including the opening of new study programs, the university accreditation system, Legal Entity State Universities (PTNBH), and the right to study for three semesters outside the study program;
- 3) In the third phase, the Ministry of Education and Culture changed the mechanism of school operational assistance (BOS) funds for the 2020 fiscal year;
- 4) The Ministry of Education and Culture built the Program Organisasi Penggerak (POP) in the fourth phase. This policy package aims to empower community organizations further to develop Sekolah Penggerak.

- 5) The fifth phase is about Guru Penggerak. The direction of the Guru Penggerak program focuses on pedagogy, as well as student-centered and holistic development, training that emphasizes instructional leadership through on-the-job coaching;
- 6) The sixth phase is the formation of government funds for higher education. This policy was launched to support President Joko Widodo's vision of realizing superior human resources by transforming higher education to produce more talents who can compete at the world level.

The policy of independent learning continues in 2021 where the government focuses on 8 (eight) priorities by adding about 1) Kartu Indonesia Pintar Lectures and Kartu Indonesia Pintar Schools; 2) School digitalization programs and learning medium through 4 systems to strengthen digital platforms, 8 integrated services of the Ministry of Education and Culture with Public Relations and media, 345 models of teaching materials and digital educational media, as well as the provision of educational facilities for 16,844 schools.

In this transition phase, the turnover of school book sales is also experiencing interesting conditions that need to be analyzed more deeply. Overview of school book sales turnover at PT. Tiga Serangkai in this transition phase is shown in the following image:

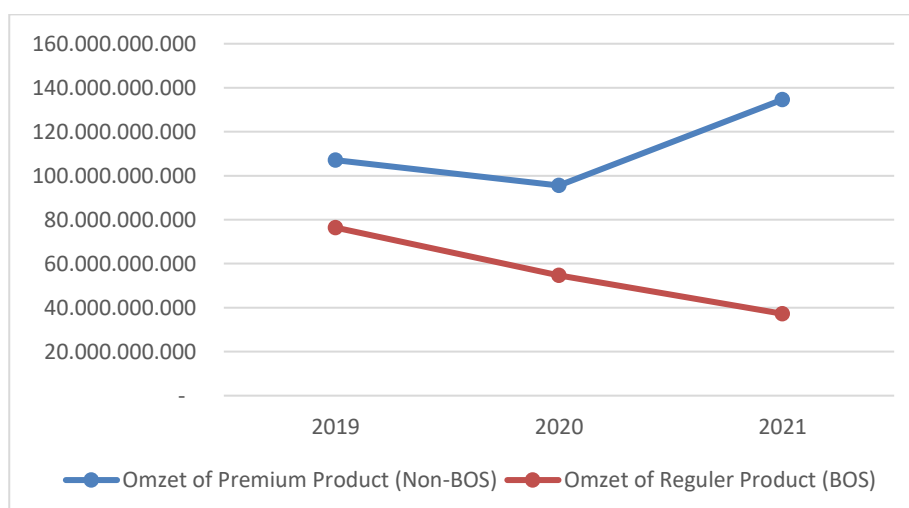


Figure 4. School Book Sales Chart in the Transition Phase

Source: Tiga Serangkai Marketing Data, 2024

Figure 4 above shows a successive decline in the turnover of regular book products in the transition phase. This was triggered by the abolition of the BOS fund policy, which allocated 20% of the purchase of school books. The COVID-19 pandemic has made the government issue a BOS policy exempt from purchasing medical equipment such as masks, hand sanitizers, hand washing and soap, body temperature measuring devices, and other health equipment according to school needs. On the other hand, there was an increase in the value of sales turnover of premium book products because the company was intensifying the market. This is to compensate for the strategy due to the decrease in the value of regular book product turnover. Based on the deepening of the data carried out, in addition to the extensification of the premium product market, innovation was also carried out by adding bundling to premium products in the form of learning videos and/or the provision of online learning training, which at that time became a need for teachers due to the Distance Learning policy. This condition is the impact of the COVID-19 pandemic, where not every school has adequate digital

infrastructure or online learning or the competence of teachers in developing online learning and/or a combination of offline and online (hybrid).

4.3. Study of Events in the New Era Phase

The third phase is the new era phase. In this phase, conditions have become relatively stable and increasingly positive, both economically and socially. Researchers limit this period starting in 2022 to 2023. The new era phase is more about changing the culture of life, especially in education after the COVID-19 transition period—conditions where the culture of the people who have switched to digital is increasingly widespread. In learning, digital facilities have also been patterned with a breadth of learning resources that are increasingly easy and fast-paced. Graphically, the education policy that occurs in this phase can be seen in the following figure:

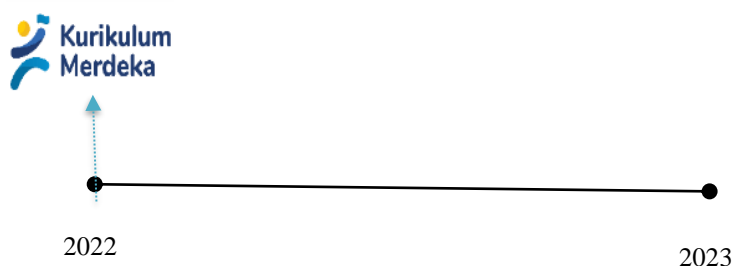


Figure 5. Graph of Education Policy Events in the New Era Phase

Source: (Inspektorat Jenderal Kemendikbudristek, 2022)

Following the independent learning policy that has been enacted previously, the Ministry of Education and Culture also updated the curriculum in 2022. The government changed the name from 2013 to Independent Curriculum (Kurikulum Merdeka). The implementation of the Independent Curriculum makes adjustments to the format and content of school books to be aligned with the concepts, goals, and principles of the Independent Curriculum itself.

The Independent Curriculum is part of efforts to recover learning after the COVID-19 pandemic. This curriculum was developed as a more flexible framework, focusing on essential materials, character development, and student competencies. Schools are given the flexibility to implement the curriculum according to their conditions. Schools can fully implement the 2013 Curriculum, the Emergency Curriculum (simplified 2013 curriculum), or the Independent Curriculum (Bukusekolah.id, 2024).

The main characteristics of the Independent Curriculum that support learning recovery include:

- 1) Utilizing the initial assessment, process, and final to understand the learning needs and development of the learning process of the students;
- 2) Using an understanding of the needs and positions of students to make learning adjustments;
- 3) Prioritizing the learning progress of the students over the scope and completeness of the curriculum content delivered;
- 4) This curriculum reflects students' learning progress, carried out collaboratively among educators.

PT Tiga Serangkai has a variety of school book products with their peculiarities. In terms of content and curriculum standards, all book products have gone through a series of stages so that they have been declared to have passed by the government to be published.

In this new era phase, PT Tiga Serangkai innovates digital products as a form of market and policy adaptation. Based on in-depth interviews conducted in the company's production department, IT department, and managerial staff, information was obtained that in 2021, digital products were launched as a form of product innovation; they are the Perpuskita.id and Tisera.id.

Perpuskita.id is a digital library web organized by PT. Tiga Serangkai. This service provides e-books and thousands of digital learning resources and facilitates educational discussions and dialogues among its members. The following is the digital library innovation strategy scheme:

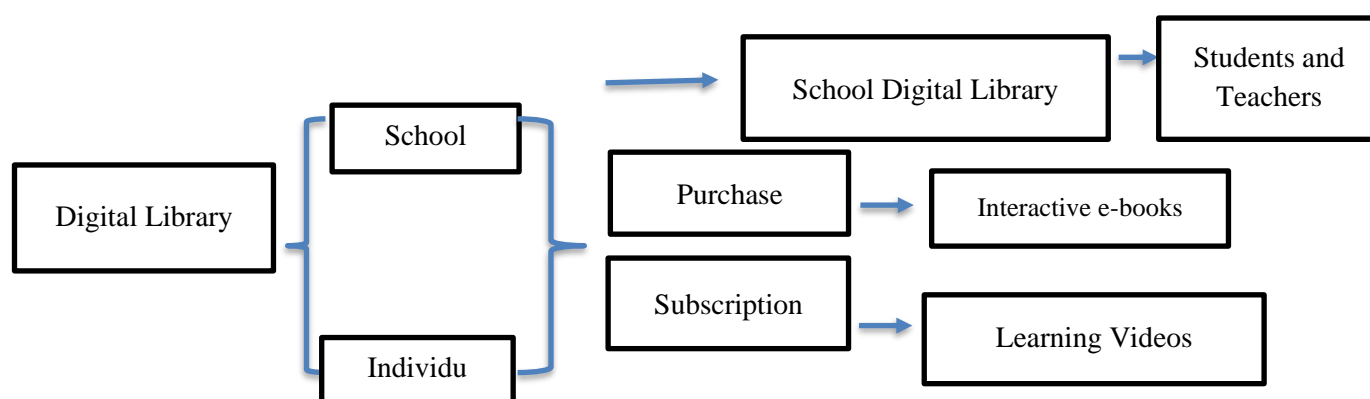


Figure 6. Digital Library Innovation Strategy Scheme

Source: Tiga Serangkai Digital Marketing Team, 2024

Similar to offline libraries, in the digital library provided for schools, students can borrow books according to student needs with a predetermined loan period. The books will automatically return to the school's digital library shelf when the subscription ends. The application can also be a reader for digital books that have been purchased by both schools and individuals at the publisher who owns the digital library or that have been purchased by schools through the SIPlah Marketplace, which is a marketplace for government ideas to conduct transactions for educational needs, including teaching materials where the transaction uses School Operational Assistance (BOS) funds.

Product differentiation was created to complement teaching materials to support the blended learning process and anticipate learning loss. Not only are printed books converted to digital, but interactive e-books are also created with short videos related to material explanations and note features and learning videos to provide comprehensive explanations to complement printed books in hybrid learning or blended learning.

The following is a scheme of technological innovation features that PT Tiga Serangkai publishing companies can apply in facing digital transformation in the field of education:

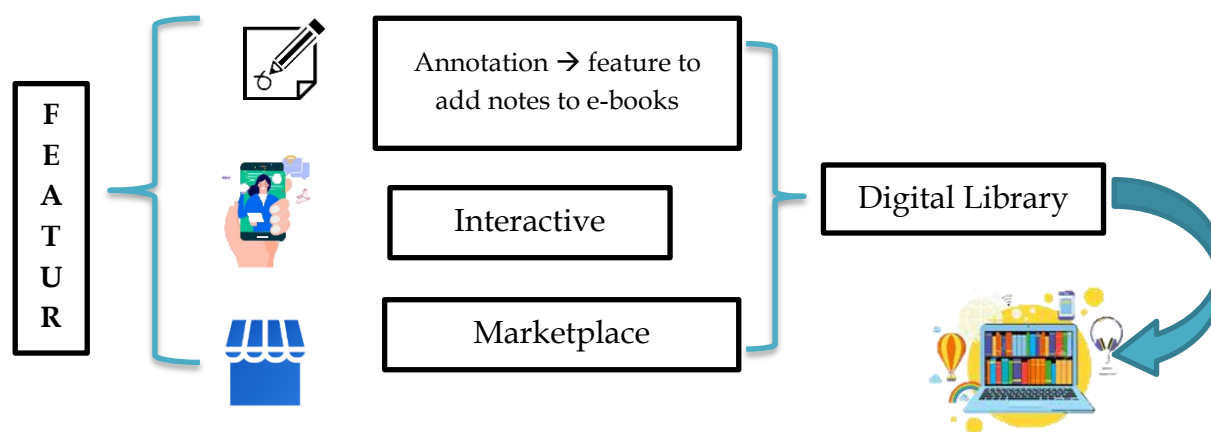


Figure 7. Schematic of Publishing Company Innovation Features

In addition to launching the Perpustakaan.id website, the company is also developing a digital marketplace called Tisera.id, an online store from PT. Tiga Serangkai is one of the many online stores in the SIP application, and it is an effort by the company to respond to the government's policy on the need for schools to purchase educational goods and services online.

As one of the units in the creative industry sector that contributes to state revenue or GDP, the sustainability of publishing companies' businesses is very important for the country's economy. The innovation strategy created by the textbook publishing company is intended to support the effectiveness of the learning process in the current digital transformation period and maintain the sustainability of the publishing company's business by adapting to existing changes.

5. Conclusion

Government policies mandated by Law No. 3 of 2017 on the Book System aim to enhance the quality of educational books and promote the availability of affordable, high-quality, and accessible books nationwide. These policies also encourage increased demand for teaching materials in electronic formats to improve public access. So, the government has a significant role in determining the level of education in Indonesia through national curriculum policies and other education policies; every change in education policy that occurs more or less affects the business dynamics in the school book publishing industry.

PT Tiga Serangkai, one of Indonesia's largest school book publishers, has made various adaptations to respond to the dynamics of education policies. Various innovations are carried out as a strategy to maintain business continuity. The digital transformation in various lifelines, changing cultures and work patterns, is increasingly massively felt with the COVID-19 pandemic. In education, in particular, the policies concerned learning methods held online and/or hybrid, online shopping for educational goods and services through the SIPLAH application, and the improvement of digital infrastructure facilities supporting the learning process. This condition spurs the publishing industry to respond to market needs with various innovations in digital-based publishing products for sustainability.

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7. Declaration of Conflicting Interests

The authors have declared no potential conflicts of interest regarding this article's research, authorship, and/or publication.

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