



Teacher Professional Development in Indonesia's Remote Areas with Driven Educational Philanthropic Institutions

Moh. Sutomo^{1*}, Epi Supriyani Siregar²



¹ Universitas Islam Negeri KH. Achmad Siddiq Jember, Indonesia

² Universitas Pembinaan Masyarakat Indonesia Medan, Indonesia

ARTICLE INFO

Article history:

Received August 02, 2022

Revised August 9, 2022

Accepted October 14, 2022

Available online October 25, 2022

Kata Kunci:

Pengembangan keprofesian guru, daerah terpencil, filantropi, program fasilitasi.

Keywords:

Teacher professional development, remote areas, philanthropy, facilitation programs.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Tiga masalah utama pendidikan di pelosok Indonesia: kebijakan, sumber daya manusia, dan pendanaan, masih mengakar hingga saat ini. Perhatian pemerintah yang tidak merata terhadap sekolah-sekolah terpencil membuat kualitas pendidikan menjadi buruk. Untuk mengatasi hal tersebut dan sebagai upaya mendukung program pemerintah, Tanoto Foundation digerakkan dengan mendanai sekolah-sekolah terpencil dan pelatihan bagi para guru untuk mengembangkan profesionalisme mereka. Penelitian ini bertujuan untuk menganalisis bagaimana Tanoto Foundation mendukung pengembangan profesional guru di daerah terpencil dan bagaimana kegiatan program fasilitasi dilakukan. Penelitian ini menggunakan pendekatan studi kasus kualitatif dengan penggalian data menggunakan dokumen program filantropi dan wawancara dengan guru dan fasilitator di tiga provinsi. Hasil yang didorong oleh Tanoto Foundation difokuskan pada dukungan dana dalam penyediaan sarana dan prasarana, serta program fasilitasi pelatihan 'KKN' bagi para guru. Bentuk kegiatan fasilitasi seperti *Pelita Guru Mandiri* dan program *PINTAR* telah melatih banyak guru dan menghasilkan berbagai metode pembelajaran yang inovatif dan menyenangkan, serta produk pembelajaran yang dipamerkan pada *Education Expo*. Hasil yang disumbangkan oleh lembaga filantropi tidak hanya didorong oleh pendanaan tetapi juga oleh pengembangan profesionalisme guru yang masih rendah dan kurang mendapat perhatian.

ABSTRACT

The three main problems of education in Indonesia's remote areas: policy, human resources, and funding, are still deeply rooted today. The government's unequal attention to remote schools makes the quality of education worse. To overcome this and as an effort to support government programs, the Tanoto Foundation has been driven by funding remote schools and training for teachers to develop their professionalism. This study aims to analyze how the Tanoto Foundation supports the professional development of teachers in remote areas and how the facilitation program activities are carried out. This research uses a qualitative case study approach by extracting data using philanthropic program documents and interviews with teachers and facilitators in three provinces. The results that the driven by Tanoto Foundation are focused on funding support in the provision of facilities and infrastructure, as well as the 'Service-Learning' training facilitation program for teachers. Forms of facilitation activities such as *Pelita Guru Mandiri* and the *PINTAR* program have trained many teachers and produced various innovative and fun learning methods, as well as learning products that were exhibited at the *Education Expo*. The results contribute philanthropic institutions are driven not only by funding but also by the development of teacher professionalism, which is still low and does not receive attention.

1. INTRODUCTION

In the last decade, the Indonesian government has made serious efforts attention to education . Various breakthroughs were made for education reform, from policies, education governance, human resources, to funding issues (Faisal & Martin, 2019; Gaus, 2019; Suyadi, Nuryana et al., 2022). These four problems are the main factors in the education reform that is being pursued by Indonesia. Referring to the World Bank's publication on its role in funding to support education reform over the past ten years, it is focused

*Corresponding author.

E-mail addresses: sutomompd1971@gmail.com (Moh. Sutomo)

on developing the human resource skills of teachers and students. From the student's perspective, vocational schools are prioritised and, from the teacher's perspective, teachers' professional development is prioritized (Sensenig, 2012; Sobandi et al., 2021). Law number 14 of 2005 concerning Teachers and Lecturers is special protection given by the government to teachers. Article 24 states that to fulfil the equal distribution of human resources for teachers throughout Indonesia, the government must meet the needs of teachers in terms of number, academic qualifications, and competence. To improve teacher professionalism, article 34 number 3 states that the central and local governments must provide a budget for teacher professional development (Estriyanto et al., 2017; Karuniawati et al., 2021). However, in certain areas, such as remote areas, equal distribution of the number of teachers and professional development are not met.

The teacher professionalism program has received great attention from experts. Reviewing previous research. Previous research found that student achievement was determined by the professionalism of the teacher in learning (Blank, R. K., & de las Alas, 2009). Likewise, previous study states that teacher professional development can reduce disparities in student achievement equality nationally (Meissel et al., 2016). To develop teacher professionalism, pedagogical help is needed, such as training, increasing education levels, regeneration of teaching materials and innovation of learning methods (Angelico, 2021; Soenarto, 2020). In Indonesia, teacher professionalism quality programs are carried out as *Diklat* (Education and Training) but are only short programs whose results are not carried out by teachers continuously. The World Bank has provided data that the weakness of education in Indonesia is the quality of graduates caused by the weak professionalism of educators (Kusumawardhani, 2017; Sensenig, 2012). Base on the observation Tanoto Foundation as a supporting institution for teacher professional development in remote areas, such as North Sumatra, Jambi, and Riau. Tanoto Foundation has a program to improve the quality of education for the mission of equal education. Tanoto Foundation has created several educational programs in Indonesia such as *SIGAP* (Prepare Generation of Achievement Children), *PINTAR* (development of innovation for the learning quality), *TELADAN* (Educational Transformation to produce Future Leaders), and *Pelita Guru Mandiri* (program from the Tanoto Foundation which aims to improve the quality of education through teacher training and mentoring).

This research fills the gap where the increase in teacher professionalism is only carried out by the government (Rowe & Skourdumbis, 2019; Wardoyo et al., 2017). This study supports the findings of previous study, where pedagogical mentoring for teacher professional development is carried out voluntarily with a contextual-collaborative approach (Curran & Hawbaker, 2020; Hollweck, 2021; Sutton, 2021). In remote areas, limited access to public facilities and disparities in the social level of urban communities add to the problem of equality in education, especially teacher professionalism (Asari et al., 2018; Rayuwati, 2020). Base on those description this paper focuses on two formulations: (1) how to support the Tanoto Foundation in developing teacher professionalism in remote areas; and (2) how to facilitate program activities for teacher professional development in remote areas. The aims of this study examines the professional development of teachers in remote areas with funding help from non-governmental agencies, such as philanthropic institutions.

2. METHOD

This study is an interpretive paradigm with a qualitative approach. The process is to collect, combine, and analyse data from various data sources, such as interviews and documents, to evaluate teacher professional development programs by the philanthropic organisation Tanoto Foundation in remote areas of Indonesia. Data credibility was using a triangulation technique between 6 teachers and 4 facilitators who were involved in the *Pelita Guru Mandiri* training and the *PINTAR* program. Tanoto Foundation activity documents carried out including (1) achievement documents; (2) philanthropy expenditure documents for education funding; (3) the *PINTAR* document for the teaching profession.

The research area covers three districts in three provinces: Kuantan Singingi in Riau, Muara Bulian in Jambi and Labuan Batu in North Sumatra. The determination of this district is based on activities that have been carried out by the Tanoto Foundation during the 2018-2019 period. In each district, we assign 2 teachers to teach in grades 4 to 6 of elementary school. Interviews were conducted before and after the teacher taught by observing the learning process from outside the classroom, to find out what the benefits and developments were during the facilitation program. Sampling object mapping is show in Table 1.

Data analysis used coding techniques, with manual patterns that helped researchers to summarise and classify data from interviews and documents based on problem formulation indicators. The process of data analysis in several stages, such as (1) data collection: taken from interviews and documents from the Tanoto Foundation; (2) data reduction: using coding for grouping and sorting data based on research

objectives to find out how the Tanoto Foundation supports and the activities of the facilitation program in developing teacher professionalism in remote areas; (3) data presentation: presented as interview descriptions and infographics from the Tanoto Foundation document; and (4) data inference: to confirm if the data are by the research objectives.

Table 1. Sampling Object Mapping

No	Object Type	Methods	Number of Objects	
			Plan	Code
1	Teacher/trainee	Interview and observation	2 teachers x 3 locations = 6 teachers	WT.01, WT.02, WFT.03, WT.04, WT.05, WT.06
2	Facilitator	Interview and observation	4 facilitators	WF.01, WF.02, WF.03, WF.04.
3	2018 Achievements	Document	<ul style="list-style-type: none"> ▪ Achievement of Basic Education (SD) ▪ Leadership Development ▪ <i>PINTAR</i> Program ▪ Partnership with government ▪ Teacher training ▪ Educational Personnel Training Institute Program (EPTI) 	
4	2019 Achievements	Document	<ul style="list-style-type: none"> ▪ <i>PINTAR</i> Program ▪ Strategy, targets and reach of achievement ▪ Teacher training in learning and school management ▪ Learning practice expo ▪ Lecturer training in EPTI 	

3. RESULT AND DISCUSSION

Result

The results are presented by answering research questions about how the Tanoto Foundation supports the professional development of teachers in remote areas and how the facilitation program activities are carried out. To answer these two research questions, it was presented directly using integrated elaboration, which was taken from the results of interviews and the Tanoto Foundation document.

Tanoto Foundation’s driven for education

Tanoto Foundation, an independent philanthropic organisation devoted to education. Taken from the last names of its founders, Sukanto Tanoto and Tinah Bingei Tanoto, this husband and wife couple founded this institution in 1981. Armed with an entrepreneur in forestry and wood processing, Sukanto Tanoto founded a well-known company called *Raja Garuda* (a globally integrated group of resource-based industries) Mas which is now known as *Royal Golden Eagle International* (RGEI), The forerunner to establishment of this philanthropic institution was because at 17 Sukanto had to experience dropping out of school due to school closures because of political unrest in Indonesia. Not only education, the Tanoto Foundation also provides funding support for medical research and humanitarian help in remote areas where people are marginalised. This institution is very active in improving the learning environment in remote and marginalised areas to produce future leaders and facilitating medical research in dealing with high prevalence of diseases in Asia. The coverage of the Tanoto Foundation support area includes 12 provinces spread across the islands of Sumatra (4 provinces), Java (2 provinces and 2 special regions), East Kalimantan, Sulawesi (central and south), and West Nusa Tenggara.



Figure 1. Tanoto Foundation philanthropic driven areas

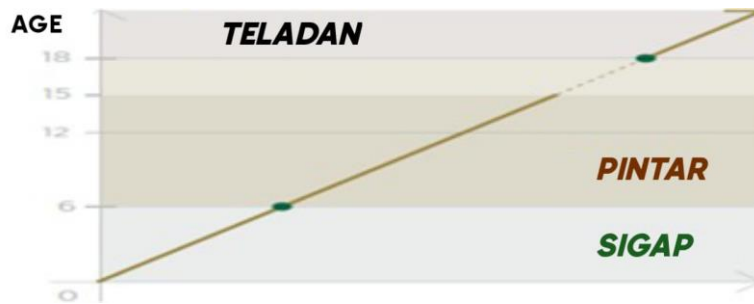
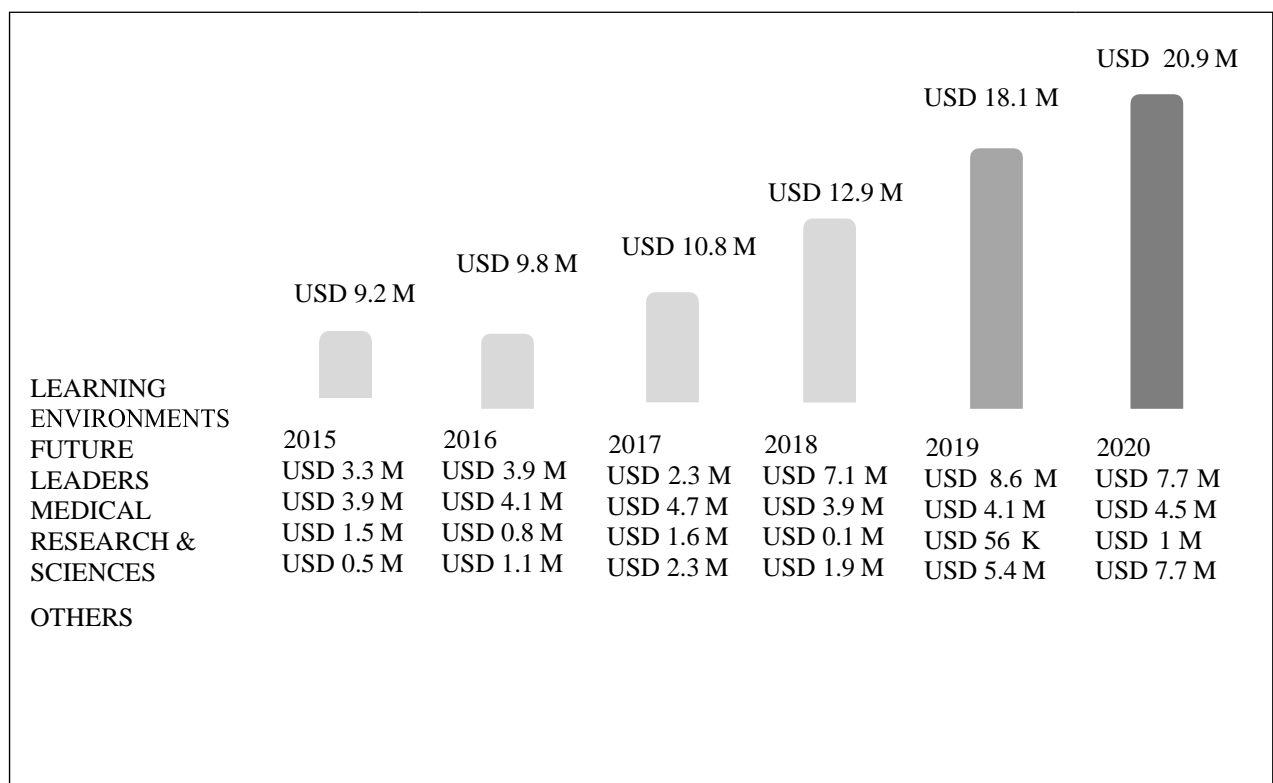


Figure 2. The Tonato Foundation's Three Main Educational Programs

As a philanthropic institution, the Tanoto Foundation sees: “*quality education speeds up equal opportunity*” based on three main pillars: learning environment, leadership development, and medical research. The vision is derived from (1) develop individual potential optimally for both teachers and students; (2) improve the standard of living by inviting teachers and students out of the poverty zone towards independence; (3) empowering communities of people who have the spirit of change; and (4) establish partnerships with government, community, donor agencies, universities, and others to assist educational philanthropic missions. With this vision, mission, pillars and strategy, the Tanoto Foundation then launched three main programs for educational philanthropy. First, *SIGAP* aims to improve the quality of education at the Early Childhood Education (ECE) level. Second, *PINTAR* aims to improve the learning ecosystem with the target of professional development of teachers, principals, and the involvement of parents and the community in particular. Third, *TELADAN* is targeted at young people to create potential generations as leaders in the future.

For driven the above programs, the Tanoto Foundation is committed to funding support and ensures each program runs according to the vision and mission above. Since 2006, the Tanoto Foundation has provided scholarships to students and teachers who wish to continue their education. In addition, it also funds research and social projects in collaboration with various universities. USD 12 million was provided for the program from 2009. Detail fund allocation for tanoto foundation education philanthropy is show in [Table 2](#).

Table 2. Fund Allocation for Tanoto Foundation Education Philanthropy



Base on [Table 2](#) the Tanoto Foundation launched the Pelita Guru Mandiri program in 2010 to train teachers in schools, build libraries, and increase reading interest in 518 elementary schools. However, because of the enthusiasm of the beneficiaries, the high level of succeeded program, and the expanding reach, the Tanoto Foundation launched the *PINTAR* program, which targets the learning environment and leadership management aspects. Tanoto Foundation focuses on improving the quality of learning and improving a conducive school management climate with good governance. In 2020, 10.218 teachers received learning improvement training through the Pelita Guru Mandiri program, which was mentored by 1.224 local cluster facilitators and 120 facilitator lecturers in 5 provinces. This amount is targeted to provide benefits to 626,2016 student beneficiaries of this program.

PINTAR: teacher professional development program to improve learning quality

The *PINTAR* program is an acronym for Inovasi Development for learning quality. As mentioned that the *PINTAR* program focuses on professional development of teachers in implementing learning and improving the school management climate, this program is supported by partnerships with other parties, such as the government and the community. This program operates in 14 districts in 5 provinces and collaborates with 10 EPTIs, 2 EPTIs in each province to provide education and training for teachers so that they Active, Innovative, Creative, Effective, and Pleasant Learning (AICEPL). *PINTAR* program innovation is show in [Table 3](#).

Table 3. *PINTAR* program innovation

Form	Description
Distance Learning Management (DLM) Online and Offline	Integrating Online and Offline learning
	<i>Online- - - - - Offline</i>
Developing Worksheets (Ws)	Zoom meeting Whatsapp, Telegram, Facebook, and You Tube Portal <i>Rumah Belajar</i> (A learning innovation platform that provides a variety of learning materials and communication facilities between users) Google Classroom Use Productive, Imaginative, and Open-ended questions to trigger student understanding, not to test understanding.
	TVRI educational shows The ‘entrustment’ system in schools and day care posts in the village Visiting teacher Limited face-to-face <i>Question type</i> Productive Natural Science Open Mathematics Imaginative Indonesian Language, History, Religion.
	<i>Question form:</i> 1) Attention-Focusing Questions • Have you heard ? • What can you see? • What do you feel ? 2) Action Questions • What will happen if ... ? • What would you do if ... ? 3) Measuring and Counting Questions • How often ? • How many ? • How long is the duration? 4) Problem-Posing Questions • Can you explain how ... ? • What is the method or solution so that ... ?
	<i>Purposes: focus students' attention with their senses</i> <i>Purpose: to trigger students to do inquiry skills.</i> <i>Purpose: to hone students' mathematical skills</i> <i>Purpose: cultivate the ability to identify problems and find solutions.</i>

Form	Description
	<p>5) Comparison Questions</p> <ul style="list-style-type: none"> • What is the difference between ... and ... ? • What is the similarity between ... and ... ? <p><i>Purpose: cultivate the ability to compare</i></p> <p>6) Reasoning Questions</p> <ul style="list-style-type: none"> • What are the processes and work steps... ? • What do you think ... ? • How is the explanation... ? <p><i>Purpose: hone students' reasoning skills</i></p>
Parenting	<p>1) Creating a conducive learning environment for children → Place of study, schedule, noise disturbance, regular monitoring</p> <p>2) How to know the progress of the child's development → interpersonal communication, group communication, class association.</p> <p>3) Parental involvement in helping children learn → discussions with teachers, engage in special social media groups for parents, identify the social environment and children's activities, fulfill school invitations.</p> <p>4) Distance Learning guide (DL) for parents → mentoring children's learning with <i>KAJI</i> (positive communication, actively assisting, arranging activity schedules, and refreshing with varied activity ideas)</p> <p>5) How to deal with children who are bored with online learning → channeling children's hobbies, having fun interacting, avoiding violence, taking breaks between study sessions.</p>
Professional Development	<ul style="list-style-type: none"> ▪ HOTS learning ▪ Development of Active Learning Module ▪ Active Learning Practice Book ▪ Active Learning Videos
Learning Resources	<p>Learning resources developed by the <i>PINTAR</i> program:</p> <p><i>e-PINTAR</i> Digital-based self-training for teachers and principals to improve two competencies (professional and pedagogic)</p> <p>PKP Forum Forums for sharing experiences and sharing learning practices between teachers on social media.</p> <p>Facebook</p> <p><i>Guru Berbagi</i> Platform for sharing learning device documents (Kemendikbud partners).</p> <p><i>Rumah Belajar</i> A learning portal that provides learning materials and facilities that support learning interactions that have been attended by 278,687 teachers and 667,688 students. The learning materials and supporting facilities referred to include: (a) <i>learning resources</i> (materials as text, audio, video, and interactive pages); (b) <i>virtual classes</i> as a learning management system (LMS) for virtual facilitation of online learning; (c) <i>virtual laboratory</i> is a practical simulation feature that is packaged attractively and interactively; (d) <i>question bank</i> is a feature of a collection of questions by teaching materials (Kemendikbud partners).</p> <p>Repositori Kemendikbud A digital platform that contains all educational products produced by the Ministry of Education and Culture that can be accessed openly to the public (Kemendikbud partners).</p> <p><i>Kukar Pintar</i> The portal that provides learning materials for teachers and students at the junior high school level or equivalent with over 800 files of learning materials and over 300 learning videos.</p> <p><i>Kukar Cerdas</i> A portal that provides learning materials for teachers and students at the elementary level or equivalent specifically during the COVID-19 period, which is integrated with YouTube.</p>

Base on [Table 3](#), the facilitators of this initial period explained that, before they gave training to teachers, they were also given training from mentors who came directly from partner universities. Each previous facilitator also did not have the skills to develop learning methods, such as *PAIKEM* (Active, innovative, creative, and fun learning). This facilitation program is held free and has full funding support from the Tanoto Foundation. To find out how the training was carried out, interview teachers who were participants in the *PINTAR* training in the Indonesian context, the teacher is the main actor in learning. The skills and skills of the teacher in delivering learning materials and classroom management affect motivation and learning achievement. The tendency of teachers to use conventional methods such as lectures and questions and answers. Besides providing training to teachers, the Tanoto Foundation also assists in providing teaching aids, learning materials, and the need for books in the school library. Weaknesses in remote areas are accessible to public facilities and terrain conditions that hinder the procurement of learning tools and facilities. The low level of community literacy in remote areas is also an obstacle for teachers to innovate learning. In addition, the support of related parties (local government) is also low. This has triggered the Tanoto Foundation to support funding for schools in remote areas to improve the quality of their education. Since this philanthropic institution supports schools in remote areas, its main activities are focused on developing teacher professionalism.

Using the *Bika Hitung* tool is also carried out in facilitation schools in Central Java to provide motivation to learn Mathematics to make it more fun. Making learning more fun is the *PINTAR* facilitator in order to improve the quality of learning. The innovation of this learning method is not only for the own community (schools and Tanoto parties) but is also disseminated to the public. As was done in Dumai City, Riau Province. Through the Education Expo, the parties involved such as teachers, students, facilitators, and Tanoto himself felt that improving the quality of education could be done independently and innovatively without being constrained by the professionalism and the availability of facilities and infrastructure. Apart from these parties, the Tanoto Foundation also collaborates with universities and EPTIs to improve the teaching skills of teachers. Since the Covid-19 pandemic in 2020, training has been conducted online. Over 3.589 teachers were trained during 2020, with different materials and sessions every week. The Covid-19 pandemic is a big problem for the world of education, solutions with the help of technology make long-distance communication easier for students and teachers. But not for remote areas. This is a big challenge that must be solved by the Tanoto Foundation as a philanthropic institution that supports education in remote areas, such as rural and pseudo urban areas. There were three major problems faced during the pandemic: (1) infrastructure: the provision of internet access was limited by conditions in remote areas; (2) the competence of teachers and parents: on average, teachers have difficulty operating and using technological devices, while parents are increasingly being bothered with online learning activities at home to supervise their children's learning and students are more dependent on parents in online learning; (3) readiness of the system and human resources: students have difficulty understanding lessons with the online system, while parents are more active than students, and funding support for providing facilities and infrastructure is still very limited. With the *PINTAR* program innovation, teachers and students can maximise learning at home with various tools provided by the Tanoto Foundation, such as DLM, Ws, Parenting, and Learning Resources.

Discussion

The results that the development of professionalism in remote areas is still very low. It is proven by the low skills and skills of teachers in teaching, enthusiasm or motivation in teaching, and the low quality of human resources supported by the lack of fulfilment of learning facilities and infrastructure because of remote areas and public access. In addition, the distribution of support from local governments does not reach remote areas and is often neglected ([Jeon, 2005](#); [Kou, 2020](#)). These things support the low professional quality of teachers in improving education. This finding is consistent with the results of other studies that access and use of public resources in remote areas are not reachable. So a 'driven' action from an external party is needed to ensure the problems mentioned above can be resolved. In education governance, remote areas are considered as areas far from the attention of metropolitan public access. Support from the government does not even reach this area, so philanthropic institutions are needed ([Kosec & Wantchekon, 2020](#); [Roberts & Rochester, 2021](#)). In this study, the government is positioned as a 'collaborative mode of governance' where the government collaborates with non-governmental institutions for governance in remote areas ([Gali, Y., & Schechter, 2020](#); [Wellbrock et al., 2013](#)). Based on the principle of flexibility for solutions to educational problems in remote areas, support from philanthropic institutions is needed, such as funding, procurement of learning facilities, and training for teacher professional development.

In the problem of the low professional quality of teachers in learning, it can be seen that teachers in three provinces (Riau, Jambi and North Sumatra) still do not use active learning with various innovative

learning methods and strategies, even though they already know various kinds of active learning theories during their studies. undergraduate education. This is because they misinterpret the theory and have difficulty understanding the context of the theory in its implementation in learning. There is a gap between theoretical knowledge and practical implementation after they become actual teachers in remote schools (Cheng et al., 2010; Resch & Schritteser, 2018). Disparities also occur because of limited public access, lack of facilities, and the climate of remote areas that encourage teachers not to develop their professionalism. To reduce this gap, the Tanoto Foundation conducts a philanthropic program by providing training for teachers with a facilitation system. The facilitation carried out by the Tanoto Foundation carries the concept of 'Service-Learning', by training teachers by several facilitators who are deployed to each remote area target.

In this study, researchers do not consider what Asari has offered, a 'lesson study' where the principle of collegiality forms a learning community. Teachers in remote areas experience problems such as losing motivation to improve their competence (Asari et al., 2018; Haley et al., 2009). The service-learning approach in this study is more appropriate to use to shape the climate for improving the quality of education in areas that require help rather than collegiality. The facilitation used by the Tanoto Foundation uses a cluster system where each facilitator provides training to teachers in a certain area based on the district, city, and sub-district levels (Díez et al., 2020; Foundation, 2018). After the teacher has received training and has developed the results got in the school, the teacher can apply as a facilitator to provide training to other teachers. Each facilitator who is recruited is first given weeks of briefing by a central team comprising professional academics and education practitioners. Learning innovations carried out by teachers because of the facilitation program are socialised and exhibited to the public through the "Education Expo" so that the community, local government and related parties know about improving the quality of education in remote areas. In line with Sangpikul's findings that educational exhibitions have the benefit of students and teachers gaining experience interacting and cooperating with external parties. External party visits usually carry an industrial mission where the work of learning innovations is adapted into an educational product as books, learning media, and educational policies (Li et al., 2020; Sangpikul, 2020). In addition, educational exhibitions serve as recognition to students and teachers for their achievements in developing learning so that they can trigger improving the quality of learning and the professionalism of educators. The implication of this study contributes that developing the professional quality of teachers in remote areas that cannot be reached by the government can be done collaboratively involving the community as partners and the government as an advocate. This study can be used as a reference in implementing the learning process. This study provides recommendations that the Tanoto Foundation support is not only limited to funding and training for teachers but also to school principals to have educational governance and futuristic thinking to improve the quality of education in remote areas so that they are not marginalised.

4. CONCLUSION

As a philanthropic institution that focuses on education, the Tanoto Foundation has launched some programs including the fulfilment of school facilities and infrastructure, the *Pelita Guru Mandiri* program, the three main learning environment programs (*SIGAP*, *PINTAR*, *TELADAN*), leadership development and medical research. As the focus of activity in this study, the *PINTAR* program has trained many teachers in remote areas with a facilitation system. The result is that teachers can develop their competencies as evidenced by producing fun learning innovations through learning products that are exhibited at the Education Expo. The results provide insight that the facilitation program carried out by the Tanoto Foundation as a philanthropic institution solves various problems that occur in schools

5. REFERENCES

- Angelico, T. (2021). Proposed strategy for incorporating critical thinking in teacher education to support teacher professionalism. *Journal of Higher Education Theory and Practice*, 21(5), 27–41. <https://doi.org/10.33423/jhetp.v21i5.4266>.
- Asari, S., Fauziyah, N., & Uchtiawati, S. (2018). Improving Teacher Pedagogic Competences in Remote Areas through Lesson Study Activity. *International Journal of Education and Literacy Studies*, 6(2), 53–62. <https://eric.ed.gov/?id=EJ1183001>.
- Blank, R. K., & de las Alas, N. (2009). The Effects of Teacher Professional Development on Gains in Student Achievement: How Meta Analysis Provides Scientific Evidence Useful to Education Leaders. *In Council of Chief State School Officers*. <https://eric.ed.gov/?id=ED544700>.
- Cheng, M. M. H., Cheng, A. Y. N., & Tang, S. Y. F. (2010). Closing the gap between the theory and practice of

- teaching: Implications for teacher education programmes in Hong Kong. *Journal of Education for Teaching*, 36(1), 91–104. <https://doi.org/10.1080/02607470903462222>.
- Curran, C. M., & Hawbaker, B. W. (2020). Cultivating Communities of Inclusive Practice: Professional Development for Educators—Research and Practice. In *Accessibility and Diversity in Education: Breakthroughs in Research and Practice*, 906–939. <https://www.igi-global.com/chapter/cultivating-communities-of-inclusive-practice/241018>.
- Díez, F., Villa, A., López, A. L., & Iraurgi, I. (2020). Impact of quality management systems in the performance of educational centers: educational policies and management processes. *Heliyon*, 6(4), e03824. <https://doi.org/https://doi.org/10.1016/j.heliyon.2020.e03824>
- Estriyanto, Y., Kersten, S., Pardjono, P., & Sofyan, H. (2017). The missing productive vocational high school teacher competency standard in the Indonesian education system. *Journal of Technical Education and Training*, 9(1), 6–14. [https://doi.org/Retrieved from https://publisher.uthm.edu.my/ojs/index.php/JTET/article/view/1499](https://doi.org/Retrieved%20from%20https://publisher.uthm.edu.my/ojs/index.php/JTET/article/view/1499).
- Faisal, & Martin, S. N. (2019). Science education in Indonesia: Past, present, and future. *Asia-Pacific Science Education*, 5(1), 1–29. <https://doi.org/10.1186/s41029-019-0032-0>.
- Foundation, T. (2018). *Annual Report 2018: Quality Education Accelerates Equal Opportunities*. Tanoto Foundation.
- Gali, Y., & Schechter, C. (2020). NGO involvement in education policy: Principals' voices. *International Journal of Educational Management*, 34(10), 1509–1525. <https://doi.org/10.1108/IJEM-02-2020-0115>.
- Gaus, N. (2019). Is State Control in Higher Education Governance Always Bad?: New Public Management and the History of Indonesian Higher Education Reform Policy. *Asian Politics & Policy*, 11(2), 294–313. <https://doi.org/10.1111/aspp.12462>.
- Haley, G. T., Haley, U. C. V., & Tan, C. (2009). *New Asian Emperors: The Business Strategies of the Overseas Chinese*. John Wiley & Sons.
- Hollweck, T. (2021). Contextual coaching: Levering and leading school improvement through collaborative professionalism. *International Journal of Mentoring and Coaching in Education*, 10(4), 399–417. <https://doi.org/10.1108/IJMCE-01-2021-0019>.
- Jeon, Y. (2005). Integration and utilization of public education resources in remote and homogenous areas: A case study of the Upper Peninsula of Michigan. *Contemporary Economic Policy*, 23(4), 601–614. <https://doi.org/10.1093/cep/byi044>.
- Karuniawati, E., Rahayu, S., & Ladamay, I. (2021). Education, Working Group Activities and Pedagogic Competencies Their Effect on Teacher Professionalism. In *2nd Annual Conference on Social Science and Humanities (ANCOSH 2020)*, 75–78. <https://doi.org/10.2991/assehr.k.21>.
- Kosec, K., & Wantchekon, L. (2020). Can information improve rural governance and service delivery? *World Development*, 125, 104376. <https://doi.org/10.1016/j.worlddev.2018.07.017>.
- Kou, S. (2020). Application of education informatization promoting educational equity in remote areas of china. *International Journal of Information and Education Technology*, 10(8), 608–613. <https://doi.org/10.18178/ijiet.2020.10.8.1432>.
- Kusumawardhani, P. N. (2017). Does teacher certification program lead to better quality teachers? Evidence from Indonesia. *Education Economics*, 25(6), 590–618. <https://doi.org/10.1080/09645292.2017.1329405>.
- Li, J., Shi, Z., & Xue, E. (2020). The problems, needs and strategies of rural teacher development at deep poverty areas in China: Rural schooling stakeholder perspectives. *International Journal of Educational Research*, 99, 101496. <https://doi.org/10.1016/j.ijer.2019.101496>.
- Meissel, K., Parr, J. M., & Timperley, H. S. (2016). Can professional development of teachers reduce disparity in student achievement? *Teaching and Teacher Education*, 58, 163–173. <https://doi.org/10.1016/j.tate.2016.05.013>.
- Rayuwati, R. (2020). How educational technology innovates distance learning during pandemic crisis in remote areas in Indonesia? *International Research Journal of Management, IT and Social Sciences*, 7(6), 161–166. <https://doi.org/10.21744/irjmis.v7n6.1032>.
- Resch, K., & Schrittmesser, I. (2018). Using the Service-Learning approach to bridge the gap between theory and practice in teacher education. *International Journal of Inclusive Education*, 0(0), 1–15. <https://doi.org/10.1080/13603116.2021.1882053>
- Roberts, K. L., & Rochester, S. E. (2021). Learning through everyday activities: Improving preschool language and literacy outcomes via family workshops. In *Journal of Early Childhood Literacy*. <https://doi.org/10.1177/14687984211005081>.
- Rowe, E. E., & Skourdombis, A. (2019). Calling for 'urgent national action to improve the quality of initial teacher education': The reification of evidence and accountability in reform agendas. *Journal of*

- Education Policy*, 34(1), 44–60. <https://doi.org/10.1080/02680939.2017.1410577>.
- Sangpikul, A. (2020). Learning about the real-world in MICE education: The case of exhibition learning from Thailand. *Journal of Convention & Event Tourism*, 21(3), 225–253. <https://doi.org/10.1080/15470148.2020.1768190>.
- Sensenig, V. J. (2012). Education Strategy in the Developing World: Revising the World Bank's Education Policy. *Emerald Group Publishing Limited*, 16, 395–421. [https://doi.org/10.1108/S1479-3679\(2012\)0000016021](https://doi.org/10.1108/S1479-3679(2012)0000016021).
- Sobandi, a., Suryadi, E., Ramdhany, M. A., & Rasto, R. (2021). Knowledge Management Process, Knowledge Sharing, and Teacher Literacy Skills At Vocational High Schools. *Cakrawala Pendidikan*, 40(3), 738–749. <https://doi.org/10.21831/cp.v40i3.42489>.
- Soenarto, S. (2020). Vocational and senior high school professional teachers in industry 4.0. *Cakrawala Pendidikan*, 39(3), 655–665. <https://doi.org/10.21831/cp.v39i3.32926>.
- Sutton, S. S. (2021). Pedagogical mentoring in Chilean schools: An innovative approach to teachers' professional learning. *International Journal of Mentoring and Coaching in Education*, 11(1), 69–88. <https://doi.org/10.1108/IJMCE-01-2021-0028>.
- Suyadi, Nuryana, Z., Sutrisno, & Baidi. (2022). Academic reform and sustainability of Islamic higher education in Indonesia. *International Journal of Educational Development*, 89, 102534. <https://doi.org/10.1016/j.ijedudev.2021.102534>.
- Wardoyo, C., Herdiani, A., & Sulikah. (2017). Teacher Professionalism: Analysis of Professionalism Phases. *International Education Studies*, 10(4), 90–100. <https://eric.ed.gov/?id=EJ1138573>.
- Wellbrock, W., Roep, D., Mahon, M., Kairyte, E., Nienaber, B., Domínguez García, M. D., Kriszan, M., & Farrell, M. (2013). Arranging public support to unfold collaborative modes of governance in rural areas. *Journal of Rural Studies*, 32, 420–429. <https://doi.org/10.1016/j.jrurstud.2013.10.002>.