

English teacher professional development in Indonesia

Current landscape and future directions



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About the British Council

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Foreword

As Barber and Mourshed (2007, p.13) wisely noted, ‘The quality of an education system cannot exceed the quality of its teachers.’ Unlocking the potential of teachers, therefore, is essential to elevating the quality of learning for all.

The British Council’s 2023 *Future of English* report reminds us that teachers do more than educate – they shape the future. Their influence extends beyond the classroom, shaping not just individual success, but the progress of entire societies. As the report states: ‘Teachers are responsible for educating the next generation; their jobs are important for both individual student success and national growth and progress’ (p.219).

This research, commissioned by the British Council in Indonesia, provides a comprehensive overview of the Teacher Professional Development (TPD) programmes available to English teachers across the country. It begins with a snapshot of the current landscape of English language teaching and learning in Indonesia, followed by two key sections focused on professional development. The first outlines the journey to becoming an English teacher, while the second offers an in-depth look at the opportunities available for in-service teachers in schools and universities.

The report encompasses a broad spectrum of national, regional and local TPD programmes under the Ministry of Education, Culture, Research and Technology, as well as those provided by international organisations and the private sector.

Covering both initial teacher education and in-service TPD initiatives, it highlights not only traditional face-to-face training but also recent innovations in online learning – demonstrating how

teacher training is evolving to meet the needs of a changing world.

In the next 15 years, teachers will need to develop new skills as attitudes towards English language learning evolve, the *Future of English* report highlights. ‘Teachers will need to learn new skills as the attitudes towards, and models of, ELL and communicating change, with a lot more emphasis on the position of local languages and varieties of English’ (p.219).

There will be ‘a continuing need for upskilling English language teachers.’ Whilst the rise of AI and its associated technologies could “present an existential threat” in certain areas, ‘there is currently no sign that English teachers will not continue to be central to the learning of English in the medium term at least.’

This underscores the continuing need to upskill teachers and embrace new methods without losing sight of the critical role educators play in shaping futures.

In 2023, we celebrated 75 years of the British Council’s presence in Indonesia. Since our beginnings in Bandung in 1948, we have remained committed to improving the quality of English teaching, learning, and assessment throughout the country.

This report serves as a vital resource for all those who are passionate about advancing the quality of English language education in Indonesia – whether you are a trainee teacher, newly qualified, a seasoned educator, trainer, academic or policymaker.

Together, let’s embark on this transformative journey, paving the way for a future where teaching excellence is not just an aspiration, but a shared standard.

Summer Xia

Country Director Indonesia and
Director Southeast Asia
British Council

Below Indonesian school students with their teacher





SD NO 2
PENARUNGAN
2013

Section 1

Introduction

This landscape report aims to provide a comprehensive overview of all Teacher Professional Development (TPD) programmes currently available for English teachers working in Indonesia. The report encompasses national, regional and local teacher training programmes regulated by the Indonesian Ministry of Education, Culture, Research and Technology (MoERCT) as well as TPD programmes provided by international organisations and the private sector. The report includes sections on both initial teacher education and in-service TPD programmes for English teachers in schools and higher education institutions, covering traditional face-to-face teacher training initiatives as well as innovations in online teacher training. One of the primary aims of this report is to increase awareness, particularly among teacher educators and English language teachers, of the growing number of professional development opportunities available.

Section 2 of this report provides an overview of English language teaching and learning in Indonesia, including key facts and figures on the number of schools, teachers and students, as well as a comparison of English teaching in urban areas with that in rural and remote areas. It then describes the predominant teacher pedagogical approaches, i.e. how English is taught, as well as statistics on English proficiency levels. The aim of this section is to illustrate the current context of English language teaching across Indonesia, the world's largest archipelago.

Section 3, 'How to become an English teacher', covers initial teacher education degree programmes required to qualify as an English teacher. In this section, we provide an overview of initial teacher education degree programmes offered by higher education institutions, illustrated through two detailed case studies. In addition, we summarise the

government's national pre-service teacher certification programme, known as *Pendidikan Profesi Guru (PPG) Prajabatan*. This section concludes with a description of recent innovations in initial English language teacher education in Indonesia.

Section 4, 'How to be a better English teacher', focuses on professional development opportunities available to English language teachers working in schools and English lecturers working in universities. This section begins with a summary of national, regional and local professional development initiatives regulated by the Indonesian MoECRT. These initiatives range from the government's national in-service teacher certification programme, known as *Pendidikan Profesi Guru (PPG) Dalam Jabatan*, provided by higher education institutions through to teacher professional development initiatives organised by local associations of English teachers. We then focus on national teacher associations, such as The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN) and highlight the role these associations play in supporting English teacher professional development in Indonesia. The section continues with a summary of professional development opportunities for English teachers provided by international organisations, e.g. The British Council (UK) and Regional English Language Office (US), as well as local and international private sector companies specialising in ELT, e.g. ELT publishers such as Cambridge, Oxford and Pearson; local ELT companies such as IALF and LIA; Indonesian EdTech companies such as Ruangguru and Cakap.

At the end of section four we provide a detailed analysis of professional development opportunities for teachers responsible for teaching English to young learners in primary education, as well as opportunities for English lecturers and EMI lecturers in higher education institutions. The report culminates in a collection of insightful reflections from leading ELT experts in Indonesia, each offering their perspectives on the landscape of English language teacher education.

This report offers an essential toolkit for stakeholders dedicated to advancing English language education in Indonesia, from policymakers, academics and teacher educators through to teachers at all levels of development – whether trainee teachers, newly qualified or experienced. It aims to be a catalyst for continuous development and excellence in teaching practices nationwide.



Section 2

English language teaching in Indonesia

The report begins with a comprehensive overview of English language teaching and learning in Indonesia. It presents key facts and figures, detailing the number of schools, teachers and students. Additionally, it draws a comparative analysis between English teaching methods adopted in urban areas versus those in rural and remote areas. It then describes the main pedagogical approaches, i.e. how English is taught, as well as statistics on English proficiency levels. The primary aim of this section is to illustrate the current context of English language teaching throughout Indonesia.

Indonesia, officially known as the Republic of Indonesia, is located in Southeast Asia and Oceania, between the Indian and Pacific oceans. It comprises over 17,000 islands, including Sumatra, Java, Sulawesi, Kalimantan and Papua. Indonesia is the world's largest archipelagic state. With approximately 280 million people, it is the world's fourth-most populous country and the most populous Muslim-majority country. It has a relatively young population; the median age in Indonesia is 29.9 years, and the population is still growing. Indonesia's population is projected to reach 324 million by 2045.

Indonesia is now entering a period which many experts have termed 'demographic bonus', in which the productive age of the population (15–64 years old) is greater than the non-productive population. However, this demographic bonus will only be an opportunity if the younger generation, the productive age group, are equipped with education

and skills necessary to realise their potential. Many would argue that these skills include English language skills.

With more than 60 million students, four million teachers, and 500,000 schools, Indonesia possesses one of the largest and most complex education systems in the world. Consequently, there is a vast range of teaching and learning contexts. For instance, in large urban areas, there are many modern, well-equipped schools with relatively low teacher-student ratios, and both teachers and students utilise modern technological tools to support learning. However, the typical classroom context in more rural and remote areas across Indonesia presents a stark contrast. Schools in these regions often have much higher teacher-student ratios and lack access to the latest technologies and the Internet, resulting in the continued prevalence of traditional teaching methods and approaches.

This report focuses on pre-service teacher education and in-service professional development initiatives for English language teachers. In Indonesia, there are a vast number of English teachers at all levels of education, from primary to secondary and tertiary. English teachers can be found in almost every school and university, and even more are currently training to join this profession.

While reading this report, it is important to consider the wide variety of educational contexts in which Indonesian English teachers live and work, all striving to improve their students' English language skills to the best of their ability.

Schools, students and teachers in Indonesia

Education in Indonesia is overseen by the Ministry of Education, Culture, Research and Technology (MoECRT) and the Ministry of Religious Affairs (MoRA). The country mandates twelve years of compulsory education, divided into six years of primary education (Grades 1–6, ages 6–12) and six years of secondary education (Grades 7–12, ages 12–18), which includes junior secondary (Grades 7–9) and senior secondary (Grades 10–12) levels.

In Indonesia, educational institutions fall into two main categories: government-run schools and private establishments. Within the diverse private school sector, there are schools known as national plus schools which offer educational programmes exceeding the minimum standards set by Indonesian national accreditation authorities, often incorporating elements of an international curriculum. Typically, national plus schools offer some subjects taught in English rather than in Indonesian, and may offer international curricula such as those from Cambridge International Examinations (CIE) or the International Baccalaureate Organisation (IBO).

Official figures for public schools under MoECRT and MoRA are detailed below. This data indicates that there are approximately 175,000 primary schools, 60,000 junior-secondary schools, and 40,000 high schools. Of these, the MoECRT oversees 84 per cent, with the MoRA managing the remaining 16 per cent.

This extensive network of schools caters to a substantial student population. According to government statistics, there are over 50 million school-age students in Indonesia, just over half of whom, around 28 million, are currently in primary education.

The number of teachers working in basic education is equally significant. According to government statistics, there are just under 1.8 million teachers working in primary education and just over 1.8 million teachers working in secondary education. In total, including teachers working in preschool and kindergarten, there are over 4 million teachers working in basic education in Indonesia in government schools alone.

| The number of schools | MoECRT | MoRA | Total |
|-----------------------------------|------------|-----------|------------|
| Primary schools | 149,229 | 26,528 | 175,757 |
| Junior secondary schools | 43,043 | 19,177 | 62,220 |
| Senior secondary schools | 14,629 | 9,848 | 24,477 |
| The number of school age students | MoECRT | MoRA | Total |
| Primary schools | 23,822,70 | 4,229,857 | 28,058,337 |
| Junior secondary schools | 9,860,767 | 3,316,675 | 13,181,321 |
| Senior secondary schools | 10,245,787 | 1,585,246 | 11,831,829 |
| The number of school teachers | MoECRT | MoRA | Total |
| Primary schools | 1,475,167 | 321,211 | 1,796,677 |
| Junior secondary schools | 673,961 | 317,997 | 992,064 |
| Senior secondary schools | 666,664 | 172,123 | 838,800 |

- Primary schools: Sekolah Dasar (SD) under MoECRT, Madrasah Ibtidaiyah (MI) under MoRA
- Junior secondary schools: Sekolah Menengah Pertama (SMP) under MoECRT, Madrasah Tsanawiyah (MTs) under MoRA
- Senior secondary schools: Sekolah Menengah Atas (SMA) & Sekolah Menengah Kejuruan (SMK) under MoECRT, Madrasah Aliyah (MA) & Madrasah Aliyah Kejuruan (MAK) under MoRA

Table 1 Indonesian education: School student and teacher numbers by sector (March, 2024)

English teachers and teacher training in Indonesia

Quantifying English language teachers

Determining the precise number of English language educators in Indonesia presents a challenge owing to the lack of formal statistics. However, considering the extensive network of over 500,000 schools throughout the archipelago, a conservative estimate would suggest at least 500,000 English teachers, assuming a minimum of one per school. This figure is likely to be an underestimate, especially since many urban schools with superior resources are likely to employ multiple English teachers.

This estimation does not account for private educational institutions, where English is often the medium of instruction, nor does it include higher education institutions. Notably, Indonesia outstrips many nations with over 4,500 tertiary institutions employing numerous English tutors, both full-time and part-time, for undergraduate education.

Taking these factors into consideration, it is reasonable to propose that Indonesia has at least a million educators delivering English instruction across all levels of education, with tens of thousands more undergoing training to join this significant workforce.

Challenges in teacher training

The sheer number and distribution of the teacher population in Indonesia pose a formidable challenge in establishing and maintaining educational standards and teacher training. Unlike the tightly integrated system in Singapore, where a singular National Institute of Education provides uniform training to all teachers, Indonesia's strategy has traditionally been more decentralised.

Historically, teacher training in Indonesia, encompassing both pre-service and in-service training, has been conducted at a local level. Trainee teachers achieved their initial teacher education qualifications at local universities. Professional development for practising 'in-service' teachers was typically delivered in-house by schools or local educational institutions. In essence, teacher training was conducted in person, not online.

Technological advancements in teacher training

The rise of digital technology is set to revolutionise this traditional model. With rapid advancements in technological tools and methods, the landscape of teacher professional development stands on the brink of transformation. Innovations in computer-assisted language testing, particularly through mobile technology, are poised to significantly influence English language assessment practices. This development is particularly pertinent in Indonesia, where, despite low regular computer access in rural and remote areas, smartphone usage is widespread, boasting national penetration rates above 85 per cent.

This current report documents a broad spectrum of public and private initiatives aimed at enhancing teacher professional development through technology. These range from government-led training programmes to initiatives crafted by international organisations and the private sector.

The future of teacher training

One of the key advantages of these innovative online teacher training approaches is their capacity to reach English teachers nationwide, irrespective of their location, provided they have access to both a digital device and a stable internet connection. This inclusive strategy holds the potential to standardise and improve the quality of English language teaching across the diverse educational landscape of Indonesia.

Teacher–student ratios: Provincial differences

Indonesia is divided into provinces. Provinces are made up of regencies and cities. Provinces, regencies and cities have their own local governments and parliamentary bodies. Indonesia is divided into 38 provinces. Every province, governed by an elected governor and regional assembly known as *Dewan Perwakilan Rakyat Daerah* (DPRD), operates autonomously, serving a five-year term.

The accompanying table reveals the totality of schools, students, classes and teachers across Indonesia, as well as five specific provinces. The data illustrates the vastness of Indonesia, as well as the complex diversity of the education sector across the archipelago.

Nationally, the student-to-class ratio is commendable, on a par with the global average, standing at 16. This benchmark aligns with research underscoring the benefits of smaller class sizes for enhanced student performance across all subjects and assessments.

West Java has the highest number of students, teachers and schools in Indonesia. However, in terms of size, West Java is relatively small compared to many other provinces in the country. The reason for

this is simply that the island of Java is by far the most densely populated island in Indonesia, home to 56 per cent of the population. The average student-teacher ratio in West Java is 21 students.

Contrasting this, North Kalimantan, despite its more substantial land mass – more than double that of West Java – houses a smaller population of students, teachers and schools, with a student-teacher ratio of 12. Central Sulawesi, with a land area slightly smaller than North Kalimantan's, records a higher count of students, teachers and schools, yet remains in the median range with a student-teacher ratio of 13.

While the statistics from Indonesia's National Education Database typically reflect favourable school-student and student-teacher ratios for many provinces, it's evident that certain regions still endure disproportionately high student-to-teacher and student-to-class ratios. It is also noteworthy that within provinces, there can be substantial differences in student-staff ratios between more developed urban areas and those that are rural and remote, where larger ratios are more prevalent.

In the context of English language teaching, the ability to engage students in interactive and personalised learning experiences is considerably strained in larger classes, impacting the quality of language education.

Basic formal education in Indonesia

| | Number of students (high, mid, low) | | | | Area (largest, smallest) | |
|---|-------------------------------------|-----------|------------------|------------------|--------------------------|-----------------------------------|
| | National | West Java | Central Sulawesi | North Kalimantan | Papua | Special Capital Region of Jakarta |
| Area in km² | 1,916,906 | 35,377 | 61,841 | 75,467 | 421,991 | 664 |
| Percentage of Indonesia's total area | 100% | 1.9% | 3.2% | 3.9% | 22% | 0.03% |
| Schools | 221,352 | 30,359 | 4,247 | 787 | 5,582 | 4,372 |
| Students | 43,929,524 | 8,123,055 | 539,353 | 140,347 | 940,624 | 1,486,507 |
| Teachers | 2,815,792 | 384,451 | 46,598 | 10,727 | 47,572 | 78,755 |
| Student–school ratio | 198 | 268 | 127 | 178 | 169 | 340 |
| Student–teacher ratio | 16 | 21 | 12 | 13 | 20 | 19 |

•Includes data for primary school (SD), junior secondary school (SMP), and senior secondary schools (SMA & SMK) under the MoECRT.

•Excludes data for preschool, kindergarten, non-formal and informal education and schools outside Indonesia.

•Excludes data for schools under MoRA

•Papua collates data from 6 provinces = Papua, Papua Pegunungan, Papua Barat, Papua Tengah, Papua Barat, Papua Selatan

•Rows 1–2: Area statistics from Badan Pusat Statistik (Statistics Indonesia). Data from 2021.

•Rows 3–7: Education statistics from Data Pokok Pendidikan (MoECRT Database). Data from 2023/2024.

Table 2 Indonesian educational metrics: School student and teacher ratios by province (March, 2024)



English as a subject in basic education in Indonesia

English has been taught as a foreign language in Indonesian schools since 1945. However, over the past 79 years, the status of English as a subject in basic education, and the number of classroom hours dedicated to English in the curriculum has changed several times.

English in primary education

While English is a compulsory subject within secondary education, its role in Indonesian primary education has varied over time. In 1994, the Ministry of Education introduced English language as an elective subject in primary education for the first time.

Under the Ministry of Education and Culture's Decree No. 060/U/1993, English was listed as an elective 'local content' subject, alongside others such as handicrafts, local languages, and local arts. The term 'local content' implies that the subjects are tailored to reflect the characteristics of different regions across Indonesia.

Considering Indonesia's rich ethnic diversity, local content subjects are expected to incorporate cultural and local knowledge. The English subject, therefore, is expected to offer content that aligns with the young learners' cultural background and local context. As a local content subject, English is first taught to Year 4 students and the delivery of English is dependent on schools' readiness to provide English language teachers and the demand for English lessons from the community around the school.

The 2013 Revised Curriculum led to English being omitted from the primary level local-content subjects list. The policy of removing English as a local content subject has led to the disappearance of English instruction in many public primary schools.

With the introduction of the Emancipated Curriculum *Kurikulum Merdeka* in 2021, English was initially stated as an elective subject in primary education starting from Year 1 to Year 6. However, according to the latest regulation issued in 2024, English will become a mandatory subject for primary school students starting from Year 3 to Year 6. The implementation is being gradually phased in, beginning as an optional subject and a mandatory subject starting from the academic year 2027/2028, based on the readiness and availability of English language teachers at primary schools. The government is actively supporting this transition by providing teacher training and other resources.

English in secondary education

In Indonesian junior secondary schools (Grades 7–9, ages 13–15) English is a compulsory subject. One teaching hour consists of 40 minutes and there are two 40-minute English lessons per week. Consequently, students at this level receive 108 hours of English instruction each year.

At the senior secondary level (Grades 10–12, ages 16–18) English also remains compulsory but with reduced teaching hours. Students in Grades 10 and 11 are allocated 54 hours of English per year, and Grade 12 students receive 48 hours, with the duration of each teaching hour now increased to 45 minutes. This reduction in hours accommodates the inclusion of up to five elective subjects, with English often being chosen as one of these electives. The majority of students elect to study additional English, leading to 72 hours of instruction for 16–17 year olds and 65 hours for 18-year-olds in their final year, compared to those who do not opt for extra English, who receive the standard 54 and 48 hours, respectively.

| Grade level | Age range | Compulsory English hours/year | Length of teaching hour | Elective English hours/year (if selected) |
|-------------------------------|-----------|-------------------------------|-------------------------|---|
| Junior Secondary Grades 7–9 | 13–15 | 108 | 40 minutes | N/A |
| Senior Secondary Grades 10–11 | 16–17 | 54 | 45 minutes | 72 |
| Senior Secondary Grade 12 | 18 | 48 | 45 minutes | 65 |

Table 3: Instruction hours in Indonesian secondary education by grade and age

English education in multilingual Indonesia

The curriculum, content and methodology of English within Indonesian basic education reflect the nation's rich linguistic diversity and integration within the global context.

The Indonesian curriculum for English is designed to meet the needs of its highly diverse, multilingual population, home to over 700 spoken languages. This linguistic diversity calls for a curriculum that teaches English as a foreign language and promotes respect for local languages and cultures. This requirement for a dual-focus curriculum has led to some tensions within the Indonesian education system, as it struggles to balance the promotion of English proficiency while also preserving Indonesia's rich linguistic and cultural heritage, which is a vital part of Indonesia's national identity.

Curriculum and content

The English curriculum in Indonesia's education system is designed to develop learners' four key skills in English: listening, speaking, reading and writing. It is structured to build students' English abilities gradually, starting with simple greetings and everyday phrases, before advancing to more complex language suited to various contexts and situations.

English as a subject at the primary level is currently optional. For primary schools that opt to include English, the curriculum prescribed by the Indonesian MoECRT focuses on speaking, listening, and reading for pleasure. The main goal is comprehension and the ability to discuss what is read, fostering a connection to the wider world through the stories students encounter.

Once in junior secondary school, where English is a compulsory core subject, students are introduced to a range of English texts and learn to write in an organised manner. Students learn to write with a broader vocabulary and a variety of grammatical structures. These texts, dealing with real-life issues, make English learning more relevant. Students are also encouraged to use their speaking skills to engage with classmates, teachers and the community, discussing the issues they study.

Methodology

In Indonesia, the evolution of English language teaching methodologies has been marked by a series of curricular reforms, transitioning from the Audiolingual method in the 1963–1975 Curriculum to more contemporary approaches like the Communicative Approach in the 1986–1994 Curriculum, the Competency-based model in the 2004 Curriculum, and the Genre-based Approach in 2013.

The latest iteration is the 2021 Emancipated Curriculum (*Kurikulum Merdeka*), which reflects a significant shift towards student-centred learning strategies that reflect modern educational philosophies. These include:

- **Communicative Language Teaching (CLT):** CLT focuses on enabling students to communicate effectively in English. This method encourages interaction as both the means and the ultimate goal of learning English, with activities like role plays, group discussions and language games.
- **Task-Based Language Learning (TBLL):** TBLL involves the use of meaningful tasks as the central unit of instruction. Tasks are designed to require students to use language authentically, similar to real-world language use.
- **Content and Language Integrated Learning (CLIL):** In CLIL, English is used as the medium of instruction for non-language subjects like maths or science. This immerses students in the language and helps them to learn both subject content and English simultaneously.
- **Technology-Enhanced Learning:** With the integration of technology in classrooms, English language instruction has expanded to include digital literacy. This includes the use of educational software, language learning apps, and online resources to facilitate interactive learning experiences.

While the methodological approaches outlined above represent best practice models and are beginning to be adopted in some Indonesian schools, the reality is that in the majority of schools, especially in rural and remote areas, the most common teaching methodology remains teacher-centred. This approach provides limited opportunities for students to practise communication skills.

In essence, teachers generally continue to employ traditional methods and teach as they were taught, indicating that significant shifts in teaching methodology occur at a slow pace and require considerable effort. The transition to more interactive and student-centred learning is in its early stages and is progressing gradually across the educational landscape of Indonesia.



Kurikulum Merdeka

Kurikulum Merdeka, or 'Emancipated Curriculum', is a transformative educational reform initiative introduced by the Indonesian government. It signifies a departure from a centralised, rigid curriculum to one that allows educational institutions greater autonomy and flexibility, enabling them to tailor their programmes to better meet the diverse needs and characteristics of their students and regional contexts. This reform is part of the broader *Merdeka Belajar*, or 'Freedom to Learn' movement, designed to revolutionise the educational landscape in Indonesia, fostering an environment that enhances learning and innovation.

At the heart of *Kurikulum Merdeka* lies the empowerment of schools, teachers and students, granting them more freedom and flexibility in determining the content of education. Schools and universities are encouraged to develop their curricula, teaching methods and assessment systems, which are more relevant to the local context. This approach encourages a more relevant and dynamic learning environment that nurtures creativity, critical thinking, and problem-solving abilities among students, moving beyond the mere memorisation of facts.

Furthermore, *Kurikulum Merdeka* emphasises the importance of character education and the development of life skills, integrating local wisdom, culture and values into the educational process. It also recognises the role of technology in education, encouraging the use of online platforms and digital tools to enrich the learning experience.

In the area of English language education, *Kurikulum Merdeka* promotes a shift from traditional rote learning towards active engagement with language.

Teachers are now encouraged to incorporate relevant local content and digital tools, crafting teaching methods that resonate with their students' needs. This new autonomy not only aims to create a more engaging learning environment but also equips students for global participation, while still honouring local traditions and values.

A major challenge in English language learning in Indonesia is the over-reliance on traditional assessments. These assessments often prioritise grammar and reading comprehension, neglecting essential productive skills such as writing and speaking. This has led to a classroom environment where teaching is driven by test preparation, focusing on receptive skills and linguistic accuracy rather than the mastery of language for communication.

The new curriculum aims to reduce the weight of high-stakes testing, proposing a more formative and continuous assessment strategy. This would involve regular feedback, peer reviews, and self-assessment opportunities to give students a comprehensive understanding of their progress in English. In doing so, the curriculum promotes a more rounded development of language skills.

Implementing *Kurikulum Merdeka*

Kurikulum Merdeka, marking the beginning of a new educational era in Indonesia, is currently in the early stages of its implementation. Its success largely depends on educators' ability to adapt to and adopt its innovative framework.

Many teachers, having long relied on traditional English language teaching methods, may initially exhibit resistance to altering their instructional paradigms. As such, comprehensive teacher training programmes are essential. These programmes will play a critical role in equipping teachers with the skills and confidence needed to effectively deliver the curriculum's modern pedagogies, ensuring the transformative potential of *Kurikulum Merdeka* is fully realised in classrooms across Indonesia.

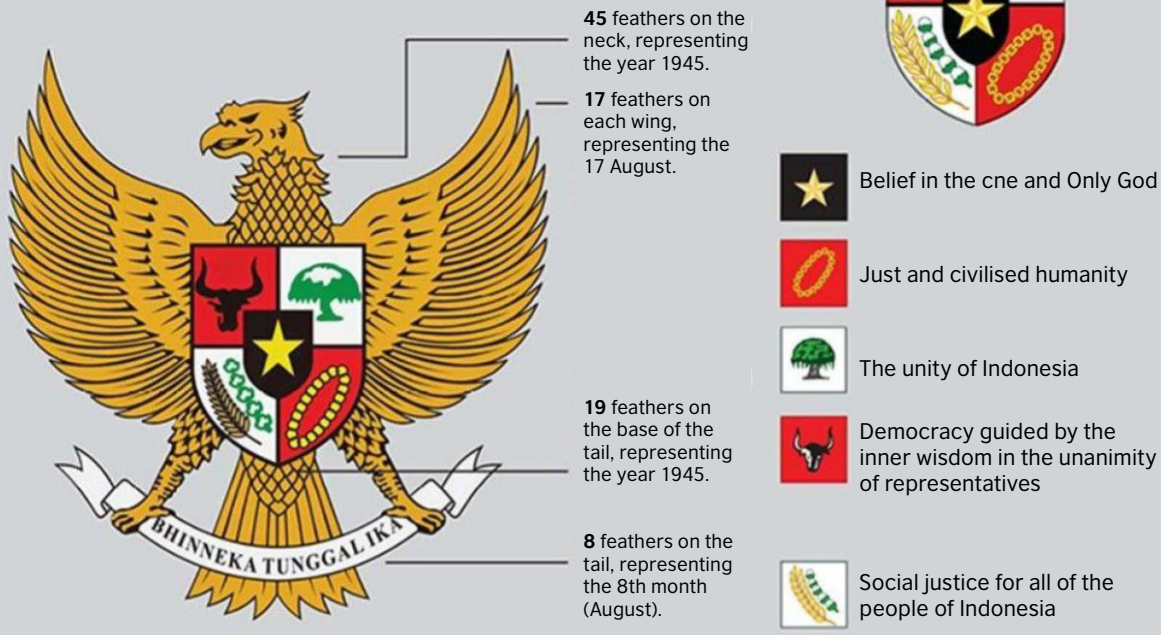
There are additional challenges in the implementation of the new curriculum and methodology. These include large class sizes, variation in teacher proficiency, and limited resources in rural areas. Additionally, there's a need to balance the teaching of English with the preservation of Indonesia's indigenous languages.

In January 2024, leading ELT academic, Dr Willy Renandya from the National Institute of Education in Singapore, published a blog post outlining practical recommendations for English teachers in Indonesia to implement *Kurikulum Merdeka*.

'The *Merdeka Belajar* Curriculum (the 'Freedom to Learn' Curriculum) is designed to give teachers more flexibility and autonomy in personalizing their teaching based on their students' diverse needs and abilities. The curriculum is not a set of pre-determined teaching syllabus that specifies everything that needs to be taught and how it should be taught. Rather, it offers a set of pedagogically useful principles that can be used to enrich students' learning journey.' Dr Willy Renandya, 2024

As Indonesia continues to navigate these educational reforms, the ultimate goal remains to develop a generation of learners who can confidently use English as a tool for global engagement. The success of these reforms in transforming English language education will depend on the collective efforts of policymakers, educators, and the community to replace established practices with a dynamic, communicative language learning attitude, ensuring students are prepared not just for tests but for participating fully in a globalised society.

The number of feathers on the Garuda Pancasila symbolises the Proclamation Day of Indonesian Independence on 17 August, 1945, including:



The five pillars of Pancasila

The core principles shaping Indonesian unity and democracy

The Pancasila is the philosophical foundation of the Indonesian state, embodying the essence of the nation's ideals and serving as a unifying principle for its diverse population. It consists of five core principles, which are represented on the national emblem and are as follows:

- **Belief in the one and only God** (*Ketuhanan yang Maha Esa*): This principle advocates for religious freedom and tolerance within the context of monotheism. While Indonesia is a predominantly Muslim country, the Pancasila encourages respect for various religious traditions, allowing Hinduism, Buddhism, Christianity and other faiths to thrive.
- **Just and civilised humanity** (*Kemanusiaan yang Adil dan Beradab*): It emphasises the importance of human values, advocating for fairness, civility and humanitarian principles that guide interactions both among Indonesians and between Indonesians and the world. It stresses the need for respect, non-discrimination and the promotion of human rights.
- **The unity of Indonesia** (*Persatuan Indonesia*): This principle highlights the importance of national unity and integrity in the context of Indonesia's vast archipelago and cultural diversity. It promotes the idea of *Bhinneka Tunggal Ika* (Unity in Diversity), calling for solidarity and cooperation among Indonesia's various ethnic, cultural and linguistic groups.
- **Democracy guided by the inner wisdom in the unanimity of representatives** (*Kerakyatan yang Dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan/Perwakilan*): This advocates for democratic principles and representative governance, encouraging decision-making through consensus and deliberation, rather than through force or autocracy. It respects the wisdom of collective decision-making and the importance of community in governance.
- **Social justice for all of the people of Indonesia** (*Kerakyatan yang Dipimpin oleh Hikmat Kebijaksanaan dalam Permusyawaratan/Perwakilan*): This principle calls for social equity and fairness, promoting the welfare of all Indonesians. It seeks to ensure that the nation's wealth and resources are used for the benefit of the entire population, aiming to bridge social and economic inequalities.

Together, these principles form a cohesive ideology that promotes a harmonious balance between spiritual and social life, encourages a fair and democratic society, and nurtures a sense of national unity amid cultural diversity. Pancasila is a living philosophy, guiding not only state governance but also everyday interactions among Indonesians.

Educational evolution: Embedding Pancasila into *Kurikulum Merdeka*

The integration of Pancasila into *Kurikulum Merdeka* in Indonesia is a strategic move to ensure that the nation's foundational values are reflected within the educational system. *Kurikulum Merdeka* aligns with the principles of Pancasila by fostering a learning environment that emphasises character development, critical thinking and independence, in line with the country's philosophical pillars.

The Pancasila student profile, as outlined by the MoECRT, is designed to develop students' character and competencies through six key dimensions, which collectively embody the principles of Pancasila. Here is how each dimension relates to Pancasila:

- 1. Faith, belief in God and noble character:** Organise classroom discussions where students can articulate their individual views and beliefs in English, while considering different cultural and religious perspectives. This activity enhances their language skills and creates an environment where faith and noble character are integral to discussions, aligning with Pancasila's principles.
- 2. Global diversity:** This dimension speaks to the unity and social justice elements of Pancasila, guiding students to appreciate cultural diversity and engage in intercultural communication, fostering a sense of inclusivity and global understanding.
- 3. Collaboration:** The emphasis on working together reflects Pancasila's principle of unity, encouraging students to engage in collaborative efforts, share concerns, and contribute to collective endeavours.
- 4. Independence:** In accordance with the democratic values of Pancasila, students are encouraged to be independent learners, taking responsibility for their learning process and outcomes, promoting self-regulation and personal awareness.
- 5. Critical reasoning:** Students are taught to process information objectively and make reasoned evaluations, which aligns with the Pancasila's advocacy for democracy and decision-making through collective wisdom.
- 6. Creativity:** This dimension encourages students to be original and innovative, resonating with Pancasila's principles of social justice by aiming to contribute meaningful and impactful ideas to society.

By weaving these dimensions into the curriculum, *Kurikulum Merdeka* ensures that education is not only about academic knowledge but also about cultivating the holistic growth of individuals who embody the values of Pancasila. This approach aims to prepare students to be responsible, ethical and productive members of Indonesian society and the global community.

Integrating Pancasila into English language education

Pancasila's principles provide a valuable framework for enriching English language education in Indonesia. By incorporating these ideals into the English curriculum, educators could offer students a learning experience that extends beyond language proficiency, fostering ethical reasoning, cultural awareness, and a deeper connection to national values. Below are a few suggested ways in which Pancasila principles could be integrated into English language education.

- 1. Faith, belief in God and noble character:** Incorporate lessons in English language classes that explore moral and ethical issues through diverse literary genres. This can help students appreciate different cultural perspectives and develop a global, ethical mindset which is in line with the first principle of Pancasila.
- 2. Global diversity:** Use English as a medium to explore global cultures and languages. Encourage students to discuss and write about different cultural traditions in English, which can foster intercultural understanding and respect for diversity.
- 3. Collaboration:** Design group activities and projects in English classes that require students to work together, mirroring the collaborative spirit promoted by Pancasila. This could involve peer-to-peer learning, group discussions and collaborative writing tasks.
- 4. Independence:** Encourage independent learning in English through research projects, individual presentations and the use of technology. This aligns with the democratic values of self-regulation and personal responsibility highlighted in Pancasila.
- 5. Critical reasoning:** Develop critical thinking skills in English by analysing texts, debating various topics and evaluating different viewpoints. This approach is in harmony with Pancasila's advocacy for enlightened decision-making.
- 6. Creativity:** Foster creativity in English language learning by allowing students to create original content, such as stories, poems, and plays. This can help students express their unique ideas and contribute constructively to society.

In summary, aligning English language teaching with Pancasila principles enriches the curriculum and supports Indonesia's educational ambitions. This strategy not only enhances language skills but also cultivates students as ethical, informed and creative members of society.

English proficiency levels in Indonesia

Overall the English proficiency level of citizens in Indonesia remains low, including the English proficiency level of students and English teachers.

EF English Proficiency Index

The EF English Proficiency Index (EF EPI) ranks countries by the level of English language skills among adults who take the EF test. It is produced by EF Education First, an international education company, and draws its conclusions from data collected through free online tests. First published in 2011, the EF EPI provides valuable, though non-standardised, insights into English proficiency trends worldwide.

The EF EPI methodology has limitations, as the test takers are self-selected, meaning the results reflect a specific subset of adults with internet access and an interest in English. Despite these constraints, the EF EPI aligns with broader assumptions and anecdotal evidence about English proficiency in Indonesia and other nations.

Global rankings and Indonesia's position

The 2024 EF EPI, based on data from 2.1 million test takers in 2023, ranks Indonesia 80th out of 116 countries, with a score of 468, placing it in the 'low proficiency' band. This marks a slight decline from previous years and positions Indonesia below the global average score of 477. Within ASEAN, Indonesia trails behind Singapore, Malaysia and Viet Nam but scores slightly higher than Myanmar and Thailand. The 2024 EF EPI reports a global decline in English proficiency, with 60 per cent of countries scoring lower than in 2023. Asia experienced the steepest drop, influenced by declining scores in key nations like India and China.

Country fact sheet

In addition to the global report, English First also provides a detailed individual country fact sheet. Several important facts regarding English proficiency levels in Indonesia are highlighted in the EF EPI Indonesia fact sheet. Firstly, the data shows that overall English proficiency levels on the island of Java are the highest, scoring an average of 492. Kalimantan and Maluku have the lowest scores, at 448 and 402 respectively, equivalent to countries in the 'very low proficiency' band.

The fact sheet also highlights six Indonesian cities scoring an EF English Proficiency level of over 500. Surabaya achieved the highest score at 539, followed by Jakarta and Bandung, both scoring 523. Conversely, cities like Banjarmasin (444) and Jambi (421) are among the lowest performers.

Demographics

The 2024 EF EPI reveals notable demographic trends. Female test takers in Indonesia achieved slightly lower English proficiency scores than males, consistent with global patterns. Additionally, test takers aged 18–20 recorded the lowest proficiency, while those aged 26–30 performed the best. Although these results are concerning, they reflect trends observed worldwide.



According to the 2024 EF English Proficiency Index, Indonesia is ranked 80th out of 116 countries.

EF English Proficiency Index (EF EPI), 2024

English proficiency level of English language teachers

Overall, the level of English proficiency among teachers and university lecturers in Indonesia is low, including those teaching English in schools. Although official data on the English proficiency of English teachers is lacking, limited small-scale English proficiency testing, combined with observations, statements, and reports from Indonesia's top ELT experts and policymakers, supports this observation.

A few related points also support, and to some extent, help explain the generally low English language proficiency among English teachers and lecturers in Indonesia.

Lack of standardised requirements for teacher proficiency

Currently, there are no minimum English language requirements for qualifying and securing a position as an English teacher in basic education in Indonesia. Likewise, no minimum English language requirements or standards are needed to complete government teacher training programmes.

However, on a positive note, most higher education institutions that offer initial teacher training programmes do require students to achieve a certain level of English, typically a TOEFL score, to graduate successfully. Additionally, higher education institutions and schools, especially private ones, may set their own English language requirements for employment.

Measuring proficiency levels and implications for learning

In summary, when comparing the English proficiency of teachers and lecturers in Indonesia with the Common European Framework of Reference for Languages (CEFR) standards, it is clear that proficiency levels are generally low, especially in rural and remote areas. Most English teachers in Indonesia are likely to have proficiency levels between A2 and B1. However, there is a wide range of proficiency levels: some teachers, especially those in urban areas and well-funded schools, may demonstrate higher levels of English proficiency.

Several factors contribute to the strength and effectiveness of a language teacher. It is broadly recognised that while language teachers do not need to attain full proficiency (CEFR level C2) to teach effectively, students taught by teachers with higher proficiency levels are more likely to enhance their own language skills than those who are not.

Teacher language proficiency is critically important in teaching contexts where exposure to the target language is limited. For instance, in some rural and remote locations, the teacher might be the only source of language input for their learners. Despite the increasing accessibility of the Internet and technological advancements in language learning, the significance of a teacher's language proficiency is fundamentally connected to student achievement and learning outcomes.



Section 3

How to become an English teacher

Pre-Service English language teacher education in Indonesia

This section of the report examines the requirements for pre-service teacher education needed to become an English teacher at public schools in Indonesia. It summarises government regulations and provides an overview of the initial teacher education degree programmes available at Indonesian universities, illustrated through two detailed case studies. Additionally, it outlines the government's national pre-service teacher certification programme, known as *Pendidikan Profesi Guru (PPG) Prajabatan*. The section concludes with an exploration of recent innovations in pre-service English language teacher education. This includes the integration of technology into classroom teaching practice as well as developments in online and hybrid teacher training.

3.1 Becoming an English language teacher in Indonesia

Becoming an English language teacher in Indonesia involves several important steps and requirements. The demand for English teachers in Indonesia has been increasing due to globalisation and the growing need for English proficiency in various fields of employment. Here are the steps and requirements to become an English language teacher in public and private schools in Indonesia:

1. Educational qualifications

Bachelor's degree: Obtaining a bachelor's degree in English language teaching or a related field is a fundamental requirement for both public and private schools. Indonesian universities offer programmes such as S1 *Pendidikan Bahasa Inggris* (English Education) or S1 *Sastra Inggris* (English Literature), which prepare candidate teachers for English language teaching. These bachelor degree programmes typically last four years and include courses in English language, literature, linguistics and teaching methodology..

The MoECRT provides a list of relevant Bachelor's degree programmes required to get a job as an English teacher. This list includes English language and Literature Education, English Language Education, English Literature, English Language and Culture, and English.

Master's degree (optional): Although not mandatory, a master's degree in English language teaching or a related field can enhance a candidate's qualifications and job prospects, especially for positions in private schools or higher-paying jobs in public schools.

2. Teacher training

***Pendidikan Profesi Guru (PPG)*:** In addition to a relevant bachelor's degree, prospective English teachers must complete the national pre-service teacher certification programme, known in Indonesia as *Pendidikan Profesi Guru (PPG) Prajabatan* (see section 3.2), a one-year programme that includes theoretical and practical training.

Teaching practice: As part of the PPG, aspiring teachers must complete a teaching practice in a school, involving planning and delivering lessons, assessing students' work, and reflecting on one's teaching practice. This requirement is standard for public schools but may vary for private schools.

3. Certification

National teacher certification: After completing the PPG, prospective teachers must obtain a national teacher certification by passing the Teacher Competency Test (UKG - *Uji Kompetensi Guru*), which assesses a teacher's knowledge, skills, and attitudes in the subject area they will teach. This certification, issued by the Ministry of Education, Culture, Research and Technology, is mandatory for all teachers in public schools but may not be required by all private schools.

English proficiency certification: English language teachers should have a good command of the English language. Obtaining an international English proficiency certification such as IELTS, TOEFL, or TOEIC can be helpful in demonstrating language skills to employers. These certifications assess listening, speaking, reading and writing skills in English and are widely recognised by educational institutions and employers worldwide.

Currently, there is no minimum English language requirement in order to qualify and secure a position as an English teacher in a public or private school in Indonesia. However, some schools, especially more prestigious private schools and schools using English as the medium of instruction, do set English language proficiency level requirements as part of their English language teacher recruitment.

4. Applying for jobs

Once the necessary qualifications and certifications have been obtained, aspiring teachers can begin to apply for English teaching positions. Applications can be made to public schools, private schools, language institutes, or even for teaching English online. It is essential to prepare a professional CV and cover letter that highlight qualifications, experience and skills.

5. Interview

If shortlisted for a job, candidate teachers will likely be invited for an interview. This could involve a face-to-face interview, a phone interview or an online interview. Candidates should be prepared to answer questions about their qualifications, teaching philosophy, and classroom management strategies. Some employers may also request a demo lesson to assess teaching skills.

6. Continuing Professional Development

A career as an English language teacher involves continuous learning and development. It is essential to stay updated with the latest trends and developments in English language teaching. Participation in workshops, seminars and training courses can assist in improving teaching skills and knowledge.

In conclusion, the journey to becoming an English language teacher in Indonesia encompasses a series of steps: from gaining the necessary educational qualifications and completing a professional teacher training programme to obtaining national certification and pursuing job opportunities. Ongoing professional development remains a crucial component for career progression and effectiveness as a teacher.

It is important to recognise that these requirements are overarching and can be subject to variations depending on the educational institution, geographic location, and the particular role envisaged. The criteria for teaching in private schools, language institutes or international schools can differ from those for public schools.

For example, prestigious private schools might demand higher standards for teaching applicants, possibly including a relevant master's degree, substantial teaching experience, and higher levels of English language proficiency. In contrast, schools in less desirable locations or those offering lower salaries might face challenges in attracting teachers with the appropriate subject expertise. Such institutions sometimes choose to employ educators without the necessary qualifications or experience.

Furthermore, teachers in the public sector, categorised as *Aparatur Sipil Negara/Pegawai Pemerintah dengan Perjanjian Kerja* (ASN/PPPK), which translates to civil servants/government employees with a work agreement, are required to follow a structured development path, guided by government regulations necessitating regular training and recertification. Those under the ASN/PPPK classification are likely to experience a stable and clear-cut pathway for career advancement, supported by state-backed programmes.

In contrast, non-civil servant educators in Indonesia, commonly known as 'Honorer' teachers, which include contract teachers or part-time instructors, often need to be more proactive in seeking professional growth opportunities to enhance their qualifications and improve their teaching effectiveness. Traditionally, their access to professional development has been limited by the practices and resources of the schools where they teach. However, recent technological advancements and the significant expansion of online professional development resources have now opened up greater opportunities than ever before for these educators to pursue their professional growth independently.

Comparative analysis of requirements for English language teachers in Indonesia and foreign language teachers in the UK

The requirements for becoming an English language teacher in Indonesia and the UK differ in several ways:

1. Qualifications

In the UK, individuals typically require a bachelor's degree and a recognised teaching qualification such as the PGCE (Postgraduate Certificate in Education) or a professional graduate diploma in education. For those who want to teach a foreign language, a degree in that language or a related field is usually preferred. Also, it is essential to have Qualified Teacher Status (QTS) to teach in a government-funded school.

In Indonesia, a bachelor's degree in English or a related field is required. Candidate teachers must complete the teacher education programme known as *Pendidikan Profesi Guru* (PPG). This programme includes both theoretical and practical components to prepare candidates for the classroom.

2. Experience

In the UK, newly qualified teachers (NQTs) must complete an induction period (usually one year) of teaching in a school.

In Indonesia, there is no formal requirement for an induction year, but teachers are expected to participate in continuing professional development activities.

3. Certification

In the UK, teachers must achieve QTS and complete their NQT year to be fully qualified.

In Indonesia, teachers need to be certified by the government, which involves completing the PPG and passing the certification exam. This usually involves passing a series of exams and assessments to demonstrate their knowledge and skills.

4. Language proficiency

For those who want to teach a foreign language in the UK, a high level of proficiency in that language is essential. However, there is no specific language proficiency test that candidates must pass.

English language teachers in Indonesia may be required to demonstrate their English language proficiency by achieving a certain score on an internationally recognised English language test, such as IELTS or TOEFL.

In summary, the main differences in the requirements for becoming an English language teacher in Indonesia and a foreign language teacher in the UK include the specific teacher training programmes and certifications required.

3.2 Initial teacher education degree programmes

Initial teacher education degree programmes in Indonesia are delivered by universities and teacher training institutions. These institutions offer undergraduate and postgraduate programmes designed to prepare students to become teachers. The programmes typically include a combination of coursework in education theory and practice, as well as a period of practical teaching experience in schools.

Government regulations and standards

While the Indonesian government regulates higher education degrees and establishes the standards necessary for becoming a teacher, universities in the country generally maintain a level of autonomy in the design and delivery of their degree programmes. This includes the freedom to decide on the curriculum and content of the programme, as well as the criteria used to assess student competence. However, it is important to remember that the level of autonomy may differ between institutions. Nevertheless, the government still plays a key role in ensuring that programmes meet national standards and produce qualified teachers.

Minimum requirements for becoming a teacher

The Indonesian government has established a set of regulations that outline the requirements and pathway to becoming an English language teacher. The most significant regulations are Law No. 14 in 2005 on Teachers and Lecturers, and Government Regulation No. 74 in 2008 on Teachers. According to these regulations, the minimum requirements to becoming a teacher in Indonesia include having an academic qualification from a four-year diploma or bachelor's degree programme in education and an education professional certificate. These standards specify that the academic qualification for teachers can be obtained through a four-year diploma or bachelor programme (D4 or S1 *Pendidikan*), which aims to produce graduates with qualifications equivalent to level 7 in the Indonesia National Qualification Framework (INQF) (at least mastering the general and specific theoretical concepts of their field).

Training and certification process

All training to obtain the qualification and certification is provided by universities and teacher training institutions. According to the latest figures from the Indonesian MoECRT, there are currently 6,127 teacher training programmes. The provision of training is regulated by several key regulations, including Presidential Decree No. 8 in 2012 on the (INQF), Regulation of the Minister of Education and Culture (MoEC) No. 3 in 2020 on The National Standards of Higher Education, and Regulation of the Minister of Education, Culture, Research and Technology (MoECRT) No. 56 in 2022 on Teacher Education Standards.

Programme development and curriculum design

Universities and teacher training institutions have the freedom to develop the programme's curriculum, using government regulations and the standards suggested by The Association of English Language Education Study Programmes (*Asosiasi Program Studi Pendidikan Bahasa Inggris* or APSPBI). Specifically, for trainee teachers, the standards of graduates include four key competences: understanding learners, learner-centred teaching practices, mastering subject matter knowledge, and demonstrating professional and personal attitudes and characteristics.

Competencies and standards for graduates

The four-year programme consists of a minimum of 144 credits in content, research, and community service-related courses, which for pre-service teachers also includes the requirements of conducting a teaching practicum and producing a thesis/final project report.

The Association of English Language Education Study Programmes

The Association of English Language Education Study Programmes, known in Indonesian as *Asosiasi Program Studi Pendidikan Bahasa Inggris* (APSPBI), is a professional organisation that brings together various institutions and individuals involved in English language education in Indonesia. This association includes study programmes, educators, and researchers who are committed to enhancing the quality of English language education in the country.

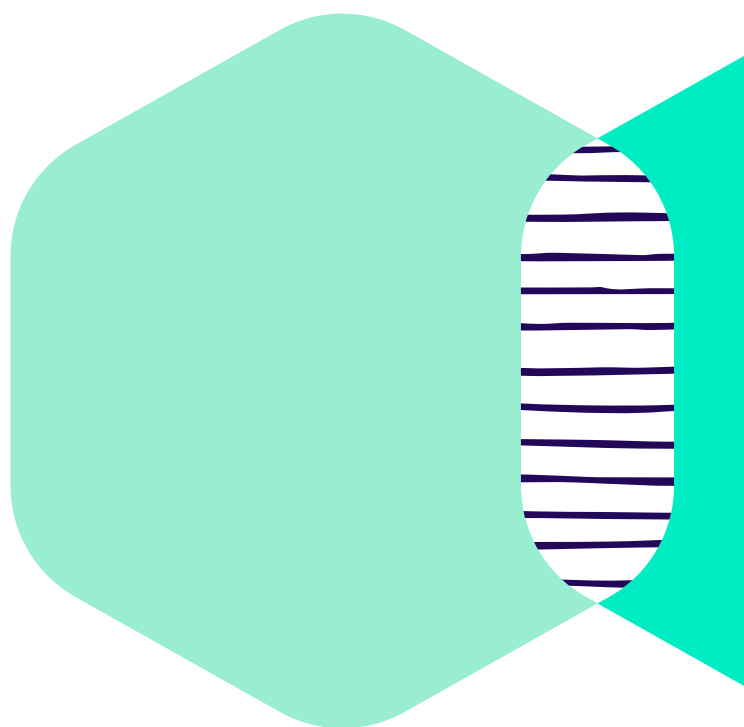
The primary aims of APSPBI are to foster collaboration among English language education study programmes, facilitate the sharing of knowledge and best practices, and promote research and development in the field of English language education. Additionally, the association also works towards ensuring the quality and standards of English language education study programmes, and advocating for policies that support the development of English language education in Indonesia.

For example, one recent initiative of the association involved recommending standards for initial teacher education degree programmes at both the bachelor's and master's levels, which includes defining the expected graduate profiles and learning outcomes.

'At the bachelor level, graduates are expected to become an educator and an "edutechnopreneur" who has the vast knowledge and abilities to work professionally, to manage teaching and learning resources, to conduct research and to be responsible as an English educator in formal and non-formal primary and secondary school level; has good, transformative, innovative characters; able to independently and sustainably develop and improve his/her professionalism; and able to implement the principles of developing educational programmes.'

'At the master's level, graduates are expected to become an educator, a researcher, and an "edutechnopreneur" with similar profile of those at the bachelor level, except that they will teach in secondary school and higher education level; the ability to research topics in linguistics, literature, and innovative learning and learning resources which are publishable as master's thesis and academic articles in reputable national or international journals; and to produce and market online or offline technology-based English education services and business.'

To achieve the association's aims, APSPBI engages in various activities, such as organising conferences, seminars, and workshops for educators and researchers to share their knowledge and experiences. It also facilitates collaborations among its members for research and development projects and works with government agencies and other stakeholders to advocate for policies that support English language education. Additionally, APSPBI also plays a role in the accreditation of English language education study programmes to ensure that they meet the required standards of quality.



3.3 National pre-service teacher certification programme

Introduction to *PPG Prajabatan*

Pendidikan Profesi Guru (PPG) Prajabatan programme, which translates to Pre-Service Teacher Professional Education, was established in Indonesia by the enactment of the Teacher and Lecturer Law No. 14 of 2005. This law mandates that a professional educator certificate is a requirement for teachers, and *PPG Prajabatan* serves as a programme to help aspiring teachers obtain this certification. As a result, in addition to holding a relevant bachelor's degree, prospective English teachers must complete this national certification programme to secure a position in a public school.

Programme structure and credits

Structured over an academic year (two semesters), the programme comprises 39 credits, including content and teaching practicum courses, selective courses, and elective courses. The programme aims to produce professional teachers who can be role models; able to plan, conduct and evaluate learner-centred teaching processes; foster the development of students with Pancasila values (see pages 22–23); and provide a strong learning environment which includes the greater engagement with parents and communities.

Administration and objectives

The MoECRT operates the *PPG Prajabatan* through the Directorate General of Teachers and Education Staff, under the Directorate of Professional Teacher Education. A key objective of the programme is to address the imbalance between the demand for teachers in schools and the government's current recruitment rate. In 2022, the programme offered a quota of 40,000 places, aiming to enable more young individuals to secure their teaching licence and contribute to improving education in Indonesia.

Implementation and management

The implementation of *PPG Prajabatan* involves approximately 80 eligible Teacher Training Institutions (*Lembaga Pendidikan Tenaga Kependidikan* – LPTK) which are spread throughout Indonesian provinces. In other words, while the curriculum and materials of the programme are provided by the Directorate General of Teachers and Educational Staff of the Ministry of Education, the delivery of the programme is under the management of the appointed LPTK.

Role of teacher training institutions (LPTK)

These teacher training institutions (LPTK) are responsible for the preparation, development, and professional enhancement of teachers. They play a key role in the quality of education as they are responsible for producing well-prepared, qualified and competent teachers. They provide both pre-service and in-service teacher training programmes, ensuring that teachers are equipped with the necessary knowledge, skills, and attitudes to perform their roles effectively. LPTKs can include universities, teacher training colleges and other institutions that offer teacher education programmes.

Teaching and assessment methods

PPG Prajabatan is designed and delivered with teaching and assessment methods that include social-emotional learning, practice-oriented learning experiences, and leadership skills. The expected learning outcomes that must be achieved by the graduates of the programme include pedagogical competence, lesson planning, assessment, programme planning, learning evaluation, mastery of structure and concepts, development of creative learning materials, ongoing professional work development, technology utilisation, and microteaching.

The programme's courses are categorised into three types:

- 1. Core courses (33 credits):** These courses cover fundamental topics and skills essential for all pre-service teachers. They include pedagogical competence, lesson planning, assessment, programme planning, and learning evaluation. Additionally, core courses emphasise mastering teaching structures and concepts, developing creative learning materials, and utilising technology effectively.
- 2. Selective courses (4 credits):** Selective courses focus on specialised areas that pre-service teachers can choose based on their interests or areas of need. These courses often include advanced teaching methods, innovative practices in education, and specific subject-matter expertise.
- 3. Elective courses (2 credits):** Elective courses provide flexibility for pre-service teachers to explore topics outside their core and selective courses. These may include courses on educational leadership, community engagement or other areas that enhance their overall professional development.

Programme delivery

In terms of delivery, the *Pendidikan Profesi Guru* (PPG) *Prajabatan* programme traditionally includes both face-to-face and online elements. The face-to-face elements typically include classroom lectures, seminars, workshops, and practicum (*Praktik Pengalaman Lapangan*, PPL) conducted in schools. The online elements could include e-learning modules, online assessments and virtual seminars or webinars.

Admission requirements

To be admitted to the programme, candidates must meet specific requirements, including not being previously recruited, having a minimum GPA of 3, being under 32 years old, providing evidence of good physical and mental condition and sound character, and passing the administration, substantive, and interview selection processes. The number of accepted candidates is contingent on the teacher demand in the school systems, and those who successfully complete the programme are guaranteed a school placement.

National teacher certification

After completing *PPG Prajabatan*, prospective teachers must obtain a national teacher certification by passing the Teacher Competency Test (UKG – *Uji Kompetensi Guru*), which assesses a teacher's knowledge, skills, and attitudes in the subject area

they will teach. This certification, issued by the Ministry of Education, Culture, Research, and Technology, is mandatory for all teachers aiming to secure a teaching job in an Indonesian public school.

Importance of PPG Prajabatan

While the *PPG Prajabatan* programme is not exclusive to English language teachers, it is a crucial Indonesian government initiative that ensures the quality of education across various basic education subjects. By providing comprehensive training and certification to prospective teachers, it addresses the existing imbalance between qualified teacher demand and supply.

Overall programme benefits

The programme not only imparts necessary skills and knowledge but also promotes overall development by incorporating social-emotional learning, leadership skills, and practice-oriented learning experiences. Moreover, the rigorous admission criteria and guaranteed placement upon programme completion ensure that only the most deserving and qualified candidates are selected, contributing to the overall improvement of the Indonesian education system.



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Case study 1: Universitas Pendidikan Indonesia

Universitas Pendidikan Indonesia (Indonesia University of Education), commonly known as UPI, aims to equip its students, majoring in educational study programmes, with theoretical and practical knowledge and competencies. This includes one of its most popular study programmes: English Language Education (ELE). This programme is offered at all levels (bachelor's, master's, and doctorate) and is located at its main campus in Bandung. It is housed within the Faculty of Language and Literature Education.

Overview of UPI and educational goals

The English Language study programme provides its students with language skills (listening, reading, speaking, and writing) contextualised within current academic research trends and pedagogical competencies required by every professional teacher in Indonesia. With these challenging tasks and considering that English is a foreign language in Indonesia, human resources become a critical factor, both in terms of the lecturers and preparing graduates for their future careers.

Programme structure and faculty expertise

To address this issue, the English Language Education (ELE) department employs professional lecturers holding master's and doctoral degrees from both Indonesian and overseas universities. This ensures they are experientially diverse and linguistically exposed to authentic English.

Expected learning outcomes and curriculum overview

The expected learning outcomes include attitude (*sikap*), knowledge (*pengetahuan*), general skills (*kemampuan umum*), and specific skills (*kemampuan khusus*) essential for a professional English language teacher. These outcomes are realised in all mandatory courses and elective courses that accommodate students' academic interests and further specify their professional qualifications.

| No | Types of course | Total | |
|--------------|--|------------|--------|
| 1 | General courses | 14 | |
| 2 | Fundamentals in education courses (MKDK: <i>Mata Kuliah Dasar Kependidikan</i>) | 8 | |
| 3 | Faculty-based professional courses (MKKF: <i>Mata Kuliah Keahlian Fakultas</i>) | 4 | |
| 4 | Core professional courses (MKKIPS: <i>Mata Kuliah Keahlian Inti Program Studi</i>) | 86 | |
| 5 | Major specific professional courses (MKKPBS: <i>Mata Kuliah Keahlian Pembelajaran Bidang Studi</i>) | 12 | |
| 6 | Knowledge and professional-based elective subjects (MKKKP: <i>Mata Kuliah Keiluan dan Keterampilan Prodi</i>) | 32 | |
| | ESP (English for Specific Purposes) | ESP 16 | EYL 16 |
| | EYL (English for Young Learners) | | |
| 7 | Field practice courses (MKPLSP: <i>Mata Kuliah Program Pengenalan Lapangan Satuan Pendidikan</i>) | 4 | |
| Total | | 144 | |

Table 5 Course structure and credit hours for the English Language Education (ELE) study programme at Universitas Pendidikan Indonesia

Course structure and requirements

The table above outlines the structured course categories at Universitas Pendidikan Indonesia (UPI). ‘General courses’ are taken by all undergraduate students during their first year of study. The second type of course ‘Fundamentals in education courses’ is also mandatory for all undergraduates, irrespective of their major; for instance, engineering students are required to complete these courses as well. The next three categories, consisting of ‘Faculty-based professional courses’, ‘Core professional courses’, and ‘Major specific professional courses’, are exclusive to the Faculty of Language and Literature Education (*Fakultas Bahasa dan Sastra*–FPBS) and its students across all study programmes. The final two categories ‘Knowledge and professional-based elective subjects’ and ‘Field practice courses’ are specific to the English Language Education (ELE) study programme. These courses are designed to equip future English teachers with the necessary skills, strategies, and insights needed for effective English course development.

Course details

Courses aimed at training future English teachers focus on practical language use, teaching methodologies, and evaluation techniques. Core professional courses primarily enhance the four key language skills essential for general, professional, and academic communication. Additionally, these courses cover linguistic subjects such as morphology and syntax, literature including drama

and poetry, as well as translation, interpreting, and research for the final project. They are complemented by major-specific courses that address English teaching strategies, media usage, ICT (Information and Communication Technology), lesson planning, and language assessment. In their third year, students can choose electives like ESP (English for Specific Purposes) or EYL (English for Young Learners) to tailor their studies to specific interests and career goals.

Practicum and career preparation

In their final semester, students participate in a teaching practicum at a school affiliated with the Indonesia University of Education (UPI). This internship provides real-world teaching experience and prepares them for the comprehensive demands of a teaching career, aligning with national standards for teacher qualifications in personality, pedagogy, social interaction, and professional skills. During this period, students may encounter challenges such as limited educational resources or low English proficiency among students, given that English is a foreign language in Indonesia. These experiences are critical in preparing students with the language skills, pedagogical knowledge, and practical insights needed for their future roles as teachers.



Case study 2: Universitas Kristen Satya Wacana

Universitas Kristen Satya Wacana (UKSW), situated in Salatiga, Central Java, is a private university in Indonesia. Since its inception in 1956, it has been providing training for pre-service English teachers.

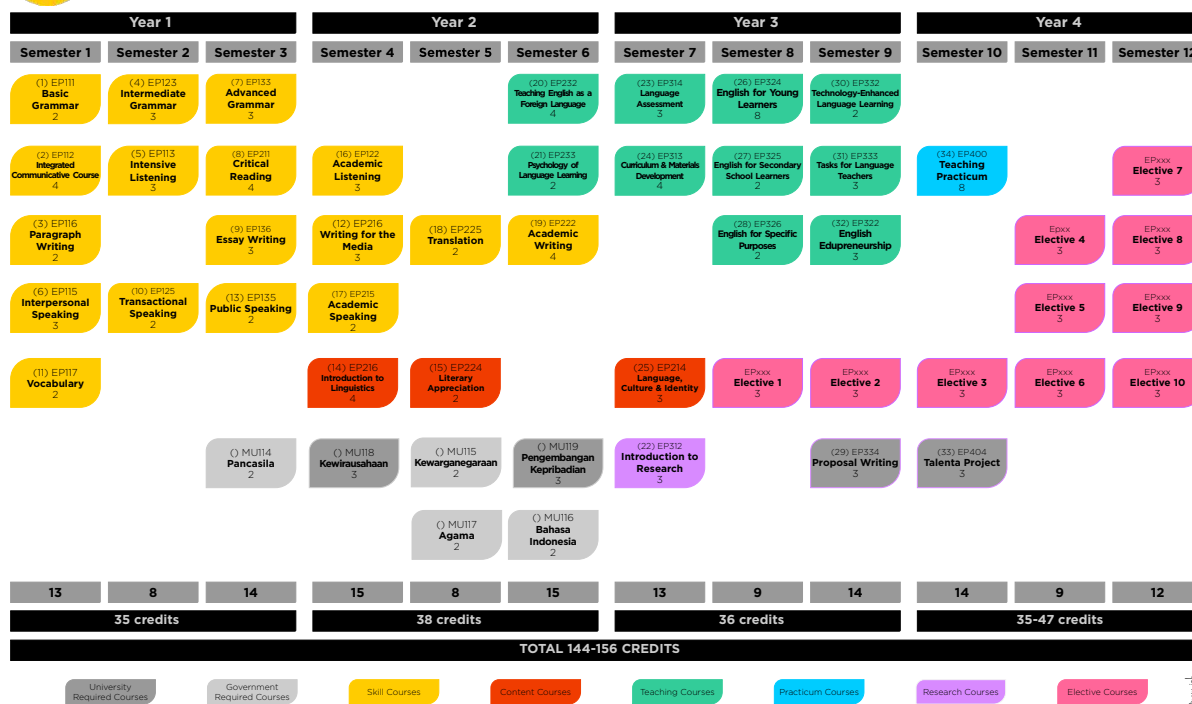
Introduction and background of UKSW

The English Language Education undergraduate programme, which spans four years, is designed to maximise the use of information and communication technology (ICT) in teaching and learning processes, committed to fostering lifelong learning. It aims to create and disseminate valuable, high-quality knowledge through innovative research in the field, develop and implement research-based community service programmes to enhance teacher professionalism, and cultivate and broaden collaboration with both local and international institutions in the field.

Curriculum structure and requirements

The 2021 curriculum for the pre-service teachers programme comprises 144–156 credits, categorised into government-required courses (8 credits), university-required courses (20 credits), skill courses (33 credits), content courses (7 credits), teaching courses (31 credits), practicum courses (24 credits), research courses (12 credits), and elective courses (8 credits).

The Indonesian government mandates all undergraduate students to undertake courses in Pancasila (the five pillars of Indonesia), citizenship (*kewarganegaraan*), the Indonesian language, and religion (in the case of UKSW, Christian ethics). To ensure a comprehensive education, the university obliges students to take courses from six groups (Self-Development, Philosophy, Languages and Arts, Mathematics/Natural Sciences, Social Sciences, Entrepreneurship).



Above UKSW English Language Education Study Programme Curriculum Flowchart

Focus areas within the programme

Within the programme, the skill courses focus on the four English language skills (reading, listening, writing, speaking), while content courses relate to the cultural and linguistic aspects of the English language. The specific teaching-related courses train pre-service teachers in teaching English to young learners (kindergarten and primary schools), adolescent and adult learners (secondary schools and beyond), as well as English for Specific Purposes and entrepreneurship.

Practical training and research opportunities

This is followed by pre-practicum courses, micro-teaching, and teaching practicum. For the pre-practicum courses, students can select two courses of interest from the following: Second Language Acquisition, Critical Pedagogy, Audio Visual Aids for Language Teaching, Task-Based Language Teaching, Technology-Enhanced Language Learning, Grammar for Language Teachers, Literature for English Teachers, Special Education Needs, and Teaching Indonesian as a Foreign Language. The teaching practicum is conducted in collaboration with schools and companies around Salatiga, Central Java province, or in the pre-service teachers' hometowns.

Extra opportunities and outreach programmes

Pre-service teachers are also prepared to conduct research in English language education, as a thesis is required for graduation. They can join research projects conducted by lecturers and publish academic articles. Besides the required courses, they can take two additional elective courses, either from the pre-practicum courses or from other study programmes, faculties or universities. These electives align with the government regulation on *Merdeka Belajar Kampus Merdeka* (Emancipated Learning, Emancipated Campus), which allows university students to take courses across programmes or campuses or do internships. This regulation is part of the *Merdeka Belajar* (Emancipated Learning) initiative launched in December 2019.

As part of the university's outreach programmes, pre-service teachers can participate in community service projects with lecturers. Typically, local associations of English teachers or schools invite the lecturers to provide training to their teachers or after-school activities to their students. These projects can enrich prospective teachers' on-site teaching experiences.

3.4 Innovations in initial English language teacher education

Innovations in initial teacher education course delivery

Universities and teacher training institutions in Indonesia have been innovating in the delivery of initial teacher education, driven by a combination of factors. The rapid expansion of technology, increasing internet penetration, and the diverse needs of participants have all played a role in prompting transformation in the delivery of initial teacher education.

The Covid-19 pandemic, in particular, served as a catalyst, ‘turbocharging’ the shift towards hybrid and online modes of teaching and teaching training. The sudden need for remote learning, due to the pandemic’s restrictions, made it clear that educational institutions had to adapt quickly to continue delivering quality programmes. As a result, there has been a considerable innovation in the delivery of higher education degree programmes. For example, the blended learning approach, which combines online and face-to-face instruction, is being increasingly adopted by universities and teacher training institutions.

This approach not only allows for greater flexibility in learning but also helps in reaching out to course participants in rural and remote areas. Embracing the use of technology in the delivery of initial teacher education programmes is also driven by a need to keep pace with global educational trends as well as to provide scalable and cost-effective delivery models.

The ongoing digitisation of education has raised concerns about the readiness of pre-service teachers to effectively incorporate technology into their classrooms. Recent research in Indonesia has analysed the efforts of universities and lecturers to integrate technology into teacher education programmes and actual classroom settings, along with the challenges encountered during this transition. The research findings indicated that the majority of universities have made concerted efforts to integrate courses on information and communication technology (ICT) and instructional technology into their curricula. The knowledge, skills and methodologies taught on these courses empower pre-service teachers to successfully integrate technology into their future classrooms. Universities have also been proactive in enhancing the use of ICT in teaching and learning environments by providing resources, access to facilities, professional development programmes and policies.

Increasing access to learning resources

The advancement of technology has profoundly transformed the methods by which pre-service teachers acquire professional materials. Prior to the widespread accessibility of the Internet and online resources, pre-service teachers relied mainly on conventional textbooks and in-person interactions with trainers to learn about teaching methodologies, pedagogy and classroom management.

Now, with the digital technologies growing rapidly, pre-service teachers have an abundance of online platforms, webinars, digital libraries, and interactive tools at their fingertips. This shift not only offers them diversified resources but also facilitates a global perspective by connecting them to expert educators and methodologies from around the world.

Updating initial teacher education programme curriculum and content

The integration of technology into initial teacher education degrees and the *PPG Prajabatan* programme has been significant. Courses on Information and Communication Technology (ICT) and instructional technology are now a vital part of the curriculum. These courses aim to equip pre-service teachers with the knowledge and skills required to successfully integrate technology into their future classrooms.

In addition to this, the *PPG Prajabatan* programme, in particular, now includes teaching and assessment methods that incorporate social-emotional learning, practice-oriented learning experiences, and leadership skills, all of which are essential components of modern teaching.

Moreover, many institutions have also incorporated microteaching sessions in their curriculum, which provides an opportunity for pre-service teachers to practise teaching skills in a controlled environment before entering real classrooms.

Overall, these innovations in initial teacher education in Indonesia are geared towards producing well-rounded, technologically adept, and professionally competent teachers.

Below An Indonesian English teacher trying on a virtual reality headset at an iTELL conference in Bogor, Indonesia





Section 4

How to be a better English teacher

English teacher professional development (TPD) opportunities in Indonesia

This section provides a detailed overview of the professional development opportunities available to English language teachers working in schools and English lecturers working in universities.

This section begins with a summary of national, regional, and local professional development initiatives regulated by the Indonesian Ministry of Education, Culture, Research, and Technology (MoECRT). These initiatives range from the Government's national in-service teacher certification programme, known as *Pendidikan Profesi Guru (PPG) Dalam Jabatan*, provided by higher education institutions through to teacher professional development initiatives organised by local associations of English teachers.

We then focus on the role played by national teacher associations in supporting English teacher professional development in Indonesia. In this section we highlight: The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN), Indonesia Technology-Enhanced Language Learning (iTELL), the Indonesian Extensive Reading Association (IERA), Primary English Language Teachers of Indonesia (PELTIN), and the Association of English Linguistics, Literature and Education Lecturers (ELITE). These associations offer platforms for English teachers to connect, share insights, and engage in continuing professional development through conferences, workshops, training sessions and publications.

The section continues with a summary of professional development opportunities for English teachers provided by international organisations, e.g. The British Council (UK) and the Regional English Language Office (US), as well as local and international private sector companies specialising in ELT. For example, ELT publishers such as

Cambridge, Oxford and Pearson; local ELT companies such as IALF and LIA; Indonesian EdTech companies such as Ruangguru and Cakap.

At the end of section four we provide a detailed analysis of professional development opportunities for teachers responsible for teaching English to young learners in primary education, as well as opportunities for English lecturers in higher education institutions.

4.1 National in-service teacher certification programme

Pendidikan Profesi Guru (PPG) Dalam Jabatan

The *Pendidikan Profesi Guru (PPG) Dalam Jabatan* or National In-Service Teacher Certification Programme, is an advanced initiative introduced to raise the professional standards of in-service teachers in Indonesia. At its core, PPG *Dalam Jabatan* focuses on equipping in-service teachers with the necessary tools, knowledge, and methodologies to excel in their teaching roles. The programme aims to improve the quality of education by fostering continuous growth and development among educators. By enhancing their pedagogical skills, content knowledge, and classroom management techniques, PPG *Dalam Jabatan* empowers teachers to create more effective and engaging learning environments.

Programme structure

The programme offers a range of training modules, workshops, and courses that cover various aspects of teaching, curriculum development, assessment strategies, and educational technology integration. These initiatives not only upgrade teachers' skills but also keep them informed about the latest trends and methodologies in education. It includes a 36-credit

framework that acknowledges previous training, offers a semester-long training, facilitates a teaching practicum, and concludes with two examinations – a competence test and a performance examination.

Introduction and objective

PPG *Dalam Jabatan* was introduced in 2013 as a solution to the growing need for improving the capabilities of existing teachers in Indonesia, particularly those who have not gone through the initial certification process. The programme's core objective is to provide these educators with contemporary teaching techniques and knowledge, ensuring they meet the standards established by the Teacher and Lecturer Law No. 14 of 2005.

Teacher categories and requirements

As of 2023, in-service teachers fall under three categories. These three different categories determine the differences in the number of credits of past training recognised, the necessity to attend the training programme, and the requirement to take performance and competence examinations.

- 1. Teachers with past training experience:** These are educators who have undergone the Teacher Professional Practice and Training (*Pendidikan dan Latihan Profesi Guru/PLPG*) but have not passed the examination. For this category, the entirety of their 36 credits from past learning is recognised. As a result, they are exempt from the training and teaching practicum and need to take only the competence examination.
- 2. Guru Penggerak qualified teachers:** These are teachers who have been specially trained and certified to carry out the new educational framework introduced by the government in 2021, known as the *Kurikulum Penggerak*. Thanks to their prior training under the *Guru Penggerak* programme, they are credited with 18 units that count towards their professional development. These teachers are still required to attend the PPG *Dalam Jabatan* training course. However, instead of undergoing the usual range of assessments, their evaluation is based on the submission of reports which detail their responsibilities and performance as "*Guru Penggerak*" in their respective schools. They must also complete the competence examination to complete their qualification.
- 3. Uncertified teachers:** This category includes teachers who are yet to be certified. Based on their appointment year (before or after 2015), they are enrolled in either a 12 credit or 18 credit training programme, complemented by a teaching practicum. Spanning approximately one semester, this training delves deep into subjects like problem- and project-based learning, literacy, numeracy, higher-order

thinking skills, innovative learning design, culminating with a teaching practicum and followed by both performance and competence examinations.

Programme management

The foundation of the PPG *Dalam Jabatan* programme, including its curriculum and materials, is provided by the Directorate General of Teachers and Educational Staff of the MoECRT, while the delivery, as well as the formative assessments, are managed by the 18 government-appointed universities and teacher training colleges across Indonesia. .

Application and admission process

Teachers interested in this programme must apply through the MoECRT's official website and undergo a rigorous selection process that evaluates both administrative and academic proficiency. Admission decisions take into account a teacher's employment duration, age, selection score, and the institutions they serve in. An additional salary benefit is given to teachers who gain certification through this programme.

Target audience and localisation

The In-Service PPG is tailored to cater to those graduates possessing either a Bachelor of Education or a non-educational Bachelor/D-IV who display a natural inclination and enthusiasm for teaching.

A notable feature of PPG *Dalam Jabatan* is its localised approach. The programme takes into account the unique challenges and needs of teachers in different regions of Indonesia. This ensures that the training provided is relevant and tailored to the specific educational context of each area, ultimately contributing to more effective teaching and improved learning outcomes.

According to the MoECRT PPG *Dalam Jabatan* website:

'The In-Service PPG Programme is designed to tackle educational challenges faced in Indonesia, such as teachers who lack sufficient qualifications (under qualified teachers) as well as teachers who lack sufficient competence (underperforming teachers). Additionally, in today's digital age, teachers must be equipped to conduct innovative and engaging lessons by integrating skills like critical thinking, problem-solving, communication, collaboration, creativity, and ICT literacy.

The programme is carefully planned and includes thorough selection processes, teaching methods, assessments, and tests to ensure it prepares future teachers who will not only be outstanding but also have strong character and a love for their country. Furthermore, it seeks to provide

solutions to current educational challenges faced by Indonesia. The In-Service PPG is tailored to develop teacher candidates' abilities in problem-solving and to enhance their critical and creative thinking through the use of problem-based and project-based learning models and activities.

The In-Service PPG Programme strives to develop teachers into professional educators who are committed to ethical principles, possess a broad knowledge base, and are adaptive, creative, and competitive. These teachers focus on educating, teaching, guiding, directing, training, assessing, and evaluating students to provide a well-rounded education.'

The relevance of the *Pendidikan Profesi Guru (PPG) Dalam Jabatan* for English teachers in Indonesia

- 1. Professional development:** PPG *Dalam Jabatan* provides English teachers with updated teaching methodologies and pedagogical strategies, ensuring they're equipped with the latest techniques in the dynamic field of language teaching.
- 2. Recognition and standardisation:** The programme recognises prior training and aims to create a consistent standard of English teaching quality across Indonesia, ensuring uniformity in teaching standards.
- 3. Practical experience:** English teachers gain hands-on experience through teaching practicums, allowing them to apply and test newly learned skills in real classroom settings, which is particularly important for the nuances of language teaching.
- 4. Globalisation and English:** In the face of globalisation, proficient English teaching is paramount. PPG *Dalam Jabatan* enhances the quality of English education, preparing students for a globalised world.
- 5. Networking and financial incentives:** The programme offers potential financial rewards for certified English teachers and provides opportunities to network, exchange ideas, and learn from peers across the country.

Below PPG *Dalam Jabatan*
Teacher's Handbook front cover



4.2 National teacher professional development programmes: Innovations

Advancements in teacher professional development

Over the past few years, teacher professional development programmes in Indonesia have undergone significant transformation, particularly in two key areas. First, there has been a noticeable increase in the use of technology to facilitate hybrid and online teacher training, supported by the introduction of various government platforms and smartphone applications. Second, there has been a notable evolution in the content and structure of these programmes. These revisions include a greater emphasis on integrating technology into teaching practice, a stronger focus on problem- and project-based training, and a concerted effort to promote reflective practices among teachers.

Technological advancements and online teacher training

Teacher professional development in Indonesia has undergone significant evolution, particularly in the delivery of training programmes. The Covid-19 pandemic accelerated the adoption of technology, leading to a rapid shift towards online teacher training initiatives. Government platforms like *Guru Belajar dan Berbagi* (Teacher Learns and Shares), have been instrumental in supporting teachers during this transition, facilitating the exchange of best practices between teachers across Indonesia.

Digital transformation of teacher education

Prior to the pandemic, in-service teachers enrolled in the PPG *Dalam Jabatan* programme were required to live in the same city as their designated higher education institution for at least a semester as the programme was delivered face-to-face. With the onset of Covid-19, the programmes rapidly transitioned to a fully online delivery. Utilising video conferencing and the capabilities of a Learning Management System (LMS), they offered a space not only for live training sessions but also for the exchange of course materials, teacher discussions, and assessment submissions.

The digital shift in the PPG *Dalam Jabatan* programme has given teachers the flexibility to complete the programme without leaving their teaching roles and offers significant cost savings as they can stay at home. However, transitioning online has also introduced challenges, such as distractions, especially when teachers are juggling full-time teaching and studying.

The ease and breadth of delivery facilitated by online platforms appears to have influenced the government when launching the 'Emancipated Learning' programme, where the digitalisation of schools is a key objective. To achieve this objective, the government has established various platforms, such as the *Platform Merdeka Mengajar* (PMM) or 'Emancipated Teaching Platform', to provide training for teachers implementing the Emancipated Curriculum. The government monitors the percentage of teachers accessing this platform as a measure of the programme's success.

Embracing technology in education

In line with up-to-date research findings, there's a growing emphasis on technological competence within teacher professional development (TPD). The government now mandates technological competence as part of professional teacher qualifications, ensuring that educators are equipped to merge traditional teaching methods with new technological tools. This requirement is integrated into TPD programmes through course materials, classroom practice and observations, and assessments that specifically address the competence of using technology in teaching.

For example, the Technological Pedagogical Content Knowledge (TPACK) model, a framework describing the knowledge required by teachers for technology integration in their teaching, is highlighted in the materials of the PPG *Dalam Jabatan* programme. Participants are required to incorporate TPACK into their lesson plans and teaching practicums. The implementation of TPACK is also assessed as part of the performance examination.

Problem- and project-based training

The national in-service teacher certification programme, *Pendidikan Profesi Guru* (PPG) *Dalam Jabatan*, has revised curricula that now encourage teachers to adopt a problem-solving approach to their teaching. Teachers are encouraged to identify challenges they face in their teaching practice in school and then research potential teacher strategies to tackle these teaching problems. After this, these trainee teachers try out these new strategies in teaching practicums as part of their training course. These trials subsequently form the foundation for assessing their performance and competence in the exams required to pass the PPG programmes.

Reflection is another pivotal aspect championed in the training. At every phase of the problem-based learning process, teachers are urged to reflect on their teaching practice. This self-reflection is also an integral element in evaluating their overall performance and competence.

TPACK (Technological Pedagogical Content Knowledge)

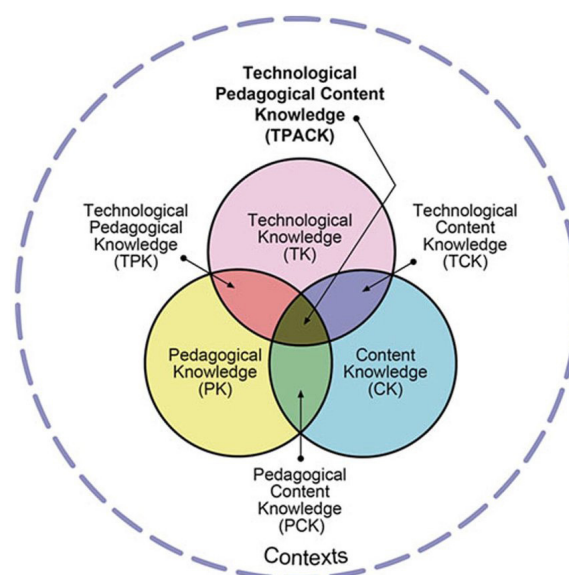
TPACK is a framework that identifies the types of knowledge teachers need to teach effectively with technology. The TPACK framework extends upon Lee Shulman's concept of Pedagogical Content Knowledge (PCK) to include technology knowledge. The TPACK framework includes seven components: Technology Knowledge (TK), Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK).

TPACK is crucial in Indonesia and around the world because the modern classroom is technology-rich, and teachers must be proficient in integrating technology into their teaching practices. Teachers must not only have a deep understanding of the subject matter (content knowledge) and how to teach it effectively (pedagogical knowledge) but also know how technology can be used to facilitate and enhance learning (technological knowledge).

TPACK is especially relevant for English language teachers for several reasons:

- 1. Language learning apps and tools:** There are a wide range of apps available for language learning, and English teachers need to know how to integrate these tools effectively into their teaching practices to enhance students' learning experiences.
- 2. Online resources:** The Internet provides a wealth of resources for language learning, including online exercises, video clips, and interactive activities. English teachers need to be able to select and use these resources effectively to support their teaching.
- 3. Distance learning:** With the increasing use of online learning, English teachers need to be adept at using technology to deliver lessons remotely, manage virtual classrooms, and assess students' progress online.
- 4. Global connectivity:** English is a global language, and technology can connect students from one country with other learners around the world. English teachers need to be able to leverage this global connectivity to provide authentic language learning experiences for their students.

In summary, the TPACK framework is highly relevant for English teachers as it provides a comprehensive approach to integrating technology into teaching practices, which is essential in the modern, technology filled classroom.



Above Visual representation of the Technological, Pedagogical, and Content Knowledge framework (TPACK)

Platform Merdeka Mengajar

Platform Merdeka Mengajar (Emancipated Teaching Platform) is an initiative by the Indonesian Ministry of Education and Culture, Research and Technology (MoECRT) designed to support schools and teachers in implementing the *Kurikulum Merdeka* (Emancipated Curriculum). This comprehensive platform, available both as a web portal and an Android application, offers a range of features accessible to users with belajar.id accounts. Developed in collaboration with Google, it caters to teachers and school principals under MoECRT and the Ministry of Religious Affairs (MoRA), as well as superintendents and instructors involved in government teacher training programmes.

The platform provides a lot of resources to help teachers, including downloadable teaching references, teaching materials (textbooks, modules, videos, worksheets, teacher's books), assessments (both online and offline), and inspirational videos. The materials are searchable by phases of *Kurikulum Merdeka*. Teachers can create online classrooms for students using the materials and assessments provided on the platform.

In terms of teacher professional development, the platform offers self-paced training modules covering topics relevant to implementing the *Kurikulum Merdeka* effectively. It also serves as a hub for information on webinars and other professional development opportunities. Teachers are encouraged to showcase their work on the platform and engage with like-minded educators in learning communities tailored to their interests. Through these communities, teachers can connect with peers and experts, fostering collaboration and knowledge exchange.

For English teachers in Indonesia, the *Platform Merdeka Mengajar* (Emancipated Teaching Platform) is particularly significant. It provides them with resources aligned with the *Kurikulum Merdeka*, including English language teaching materials and specific assessments. The platform's ability to support online learning communities is especially beneficial for English educators seeking to exchange innovative teaching methods, stay up to date with best practices, and enhance their language instruction proficiency within a collaborative and supportive online environment.



Buka PMM

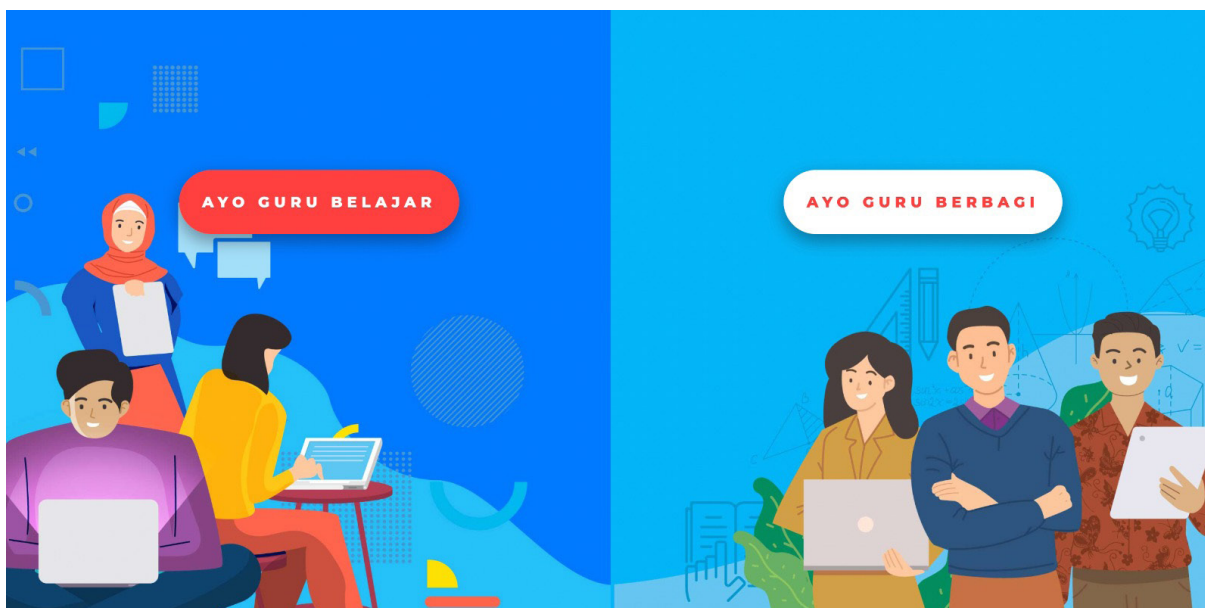


Sebagai platform edukasi dan teman penggerak,

PMM meningkatkan kualitas kompetensi pendidik di Indonesia

[Kenali PMM selengkapnya ↓](#)

[Video kilas balik PMM ▶](#)



Guru Belajar dan Berbagi

Guru Belajar dan Berbagi translates to ‘Teachers Learn and Share’ in English. It is a platform initiated by the MoECRT designed to foster a virtual community for educators. This platform allows teachers to gain new skills, exchange educational resources, and collaborate with each other. The initiative provides various resources, including training materials, lesson plans and teaching tips, aiming to improve the quality of education in Indonesia by empowering teachers with the tools and support they need.

The *Guru Belajar dan Berbagi* platform is organised into two sections: *Ayo Guru Belajar* (Teachers Let’s Learn) for professional development with a growing library of fifteen module series; and *Ayo Guru Berbagi* (Teachers Let’s Share), a peer-sharing space for lesson plans and teaching practices.

The *Ayo Guru Berbagi* (Teachers Let’s Share) section was initially launched as a response to the pandemic with the aim of providing a platform for teachers to share their lesson plans and teaching practices, particularly regarding long-distance and online learning, with a particular focus on remote teaching techniques.

This section not only enables the sharing of teacher-created materials but also provides access to expert content and information about upcoming and past webinars, underlining the platform’s role in continuing education during shifting teaching landscapes.

For English teachers in Indonesia, the *Guru Belajar dan Berbagi* platform is a vital resource. It provides a tailored space to access and share innovative English teaching materials and connect with fellow educators. The platform enhances their ability to deliver engaging English lessons, and adapt to the diverse linguistic needs of students across Indonesia, ensuring they remain at the forefront of educational best practices and pedagogical strategies in a rapidly evolving educational landscape.

In summary, *Platform Merdeka Mengajar* is dedicated to assisting schools and teachers in implementing the *Kurikulum Merdeka*, offering resources and support for professional development, while *Guru Belajar dan Berbagi* serves as a virtual community where educators can share resources, collaborate and acquire new skills. These platforms collectively contribute to the ongoing enhancement of education in Indonesia by empowering teachers with the necessary tools and support for effective teaching and learning.

Guru Pemula

The term *Guru Pemula* refers to newly appointed teachers in Indonesia's public or private schools, including *madrasas*. They fall into three distinct categories: those on the path to government employment, individuals transitioning from non-teaching roles, and those newly assigned to public schools. To support these teachers, the then Ministry of Education and Culture (now MoECRT) initiated an induction programme in 2010, outlined in Regulation No. 27. This programme aims to provide mentorship to new teachers, assisting them in integrating into the school culture and effectively fulfilling their educator roles.

Participants in the induction programme include:

- newly appointed teachers who are civil servant candidates (CPNS) assigned to schools/*madrasas* run by the government or local authorities
- newly appointed teachers who are civil servants (PNS) transferring from other positions
- newly appointed non-civil servant teachers assigned to schools/*madrasas* managed by the community.

The induction programme includes various components, including orientation activities, on-the-job training, a structured professional development programme, and opportunities for problem-solving practices. These activities are guided by a senior teacher in the school. This year-long programme is divided into four distinct phases: preparation; school introduction; mentorship; and evaluation. Throughout this period, mentors and school principals conduct assessments, focusing on the teachers' conduct, teaching methodologies, social interactions, and overall professionalism. On successful completion of the programme, educators receive a certificate from the city or regency education office, or the local religious affairs office, acknowledging their proficiency and completion of the induction programme.



Guru Bergerak Indonesia Maju

Mari memajukan pendidikan Indonesia dengan menciptakan pembelajaran yang berpusat pada murid dan menggerakkan ekosistem pendidikan yang lebih baik melalui Program Guru Penggerak.
#GuruPenggerak

AYO MENJADI GURU PENGERAK

PENDAFTARAN



Guru Penggerak

The term *Guru Penggerak* refers to a select group of Indonesian educators trained to lead the implementation of government educational initiatives, such as the 2021 *Kurikulum Merdeka* (Emancipated Curriculum). Under MoECRT Regulation No. 26 of 2022, these educators undergo a rigorous six-month leadership course, equivalent to 18 credits (310–400 hours), tailored for active teachers. To qualify, teachers must have at least five years' teaching experience and receive recommendations from their school principals.

While participating in the programme, teachers continue their teaching duties at their respective schools. 70 per cent of the training is conducted through on-site, community-of-practice-oriented activities, with the remainder comprising online training modules, workshops and conferences. The online training modules cover a wide range of topics, including the philosophy and objectives underlying the role of *Guru Penggerak*, strategies for fostering student-centred learning environments, leading educational development within schools, and promoting reflective practice, cooperative work, and proactive engagement.

Participating teachers are required to submit reports detailing the implementation of the training content in their schools, along with evaluations from colleagues, principals and facilitators, as well as evidence of their students' learning achievements. This is a critical aspect of the assessment process required for successful completion of the training. Furthermore, as outlined in MoECRT's Regulation of the Secretary General No. 21 of 2022, *Guru Penggerak* undergo further certification through the PPG *Dalam Jabatan* programme. Their report submissions during the *Guru Penggerak* training are evaluated to meet the performance examination requirements of PPG *Dalam Jabatan*. They must also pass the competence examination at the end of the PPG *Dalam Jabatan* programme.

The *Guru Penggerak* certificate serves as a stepping stone for career advancement, enabling teachers to aspire to roles such as school principals, school superintendents or other positions in the education sector. With 50,900 teachers already enrolled in the initiative as of 2022, Indonesia's government aims to expand this number to 405,900 by 2024, demonstrating a significant commitment to educational progress and teacher empowerment.

4.3 Regional teacher professional development initiatives

Indonesia is a vast country, comprised of thousands of islands and 38 different provinces. While certain educational initiatives are managed at the national level, a significant portion of educational governance is decentralised to regional and provincial governments, including many teacher training and professional development initiatives.

Provincial education office

In this setup, regional and provincial authorities, such as the Provincial Education Offices, play a significant role in shaping educational policies and programmes tailored to the unique needs and contexts of their respective regions.

The Provincial Education Office, under the authority granted by Law Number 14 of 2005 (Article 33), works together with local governments to develop strategic policies aimed at advancing the professional development and career advancement of teachers. In accordance with the Ministry of Education and Culture's Regulation No. 47 of 2016, this office also works in tandem with city and regency education offices to manage teacher professional development (TPD) programmes.

These TPD programmes, aimed at improving teaching skills, are initiated through the provincial office's directives, feedback from individual schools, or specific teacher requests. The content of these programmes is usually quite broad in scope and is rarely subject specific. The majority of these TPD programmes are designed to align with curricular requirements, and can integrate specific training elements recommended by school principals.

Superintendents, tasked with implementing these TPD programmes, fulfil a broad oversight role that transcends subject-specific boundaries. They are not limited to particular disciplines such as the English language; instead, their oversight spans various subjects and encompasses wider school improvement initiatives.

Within the Emancipated Learning programme, superintendents have a pivotal role in ensuring the effective integration of the Emancipated Curriculum, or '*Kurikulum Merdeka*'. They are instrumental in evaluating and approving school curricula, providing guidance to school leaders, and nurturing the development of learning communities that contribute to the overall enhancement of educational environments.

Advancing Indonesian education: The new provincial centres for teacher development

In 2022, Indonesia established two key new institutions named *Balai Besar Guru Penggerak* (BBGP) and *Balai Guru Penggerak* (BGP), managed at the provincial level by the General Directorate of Teachers and Education Personnel, or GTK. These entities are responsible for the professional development of educational staff, including the training and career development of current and prospective school principals and superintendents.

Balai Besar and *Balai Guru Penggerak* are Indonesian terms referring to educational institutions aimed at enhancing the professional development of teachers and educational personnel.

- *Balai Besar* are major educational centres operating at the provincial level within the GTK. They focus on various aspects of teacher training and professional development, including developing learning materials, devising professional development models, and overseeing training programmes. *Balai Besar* typically manage significant, large-scale educational initiatives within their respective provinces.
- *Balai Guru Penggerak* are educational institutions at the provincial level specialising in fostering the professional growth of teachers. They provide training and support to teachers, school principals and superintendents, assessing and mapping teacher competencies, developing innovative teaching strategies and administering tailored training programmes. *Balai Guru Penggerak* play a crucial role in implementing educational reforms and improving teaching quality at the grassroots level.

These centres play a crucial role in spreading and implementing the recently introduced Emancipated Curriculum *Kurikulum Merdeka*, and in overseeing daily teacher professional development initiatives that closely match the principles of the Emancipated Curriculum.

4.4 Local teacher professional development initiatives

City/regency education offices

In Indonesia city/regency education offices (*Dinas Pendidikan Kota/Kabupaten*) are responsible for basic education services from early childhood through to junior high school levels. Therefore, the teacher professional development initiatives provided by these offices are specific to these school levels. The city/regency education offices oversee the school superintendents responsible for these levels within their jurisdictions.

Local Association of English Teachers

The Local Association of Teachers, or *Musyawah Guru Mata Pelajaran* (MGMP), is a teacher forum that enables teachers of the same subject to come together to develop their professional work. It is a space for teachers across various educational levels, such as junior high schools and senior high schools, as well as vocational schools, to join and collaborate for professional development through face-to-face meetings.

MGMP meetings operate as a 'community of practice' where teachers who teach the same subject can share ideas and address common challenges faced in their respective schools.

Professional development for English language teachers

Specifically, for English language teachers, the

MGMP for English, or MGMP *Bahasa Inggris*, holds a significant position in the development and quality improvement programmes in Indonesia. Active participation in MGMP is considered strategically important for those involved in English language teaching (ELT) as it facilitates the sharing of best practices, methodologies, and mutual support among educators.

MGMP conducts a variety of professional development activities to support English teachers becoming better teachers. These include forums for discussing innovations in education, classroom challenges, student motivation techniques, syllabus creation, material development, lesson planning, curriculum analysis, writing student reports, and the development of assessment tools.

Furthermore, MGMP administers development programmes that support English teachers in conducting classroom action research, writing scientific papers, presenting in seminars and workshops, and developing and maintaining the MGMP website. MGMP collaborates with external experts or university lecturers to provide training and workshops on current educational trends, such as integrating technology into English language teaching and learning.

Funding MGMP professional activities

For the financing of its professional activities, MGMP usually charges a fee that has been approved by all participating members and the approval of their respective school principals. Securing a principal's consent is vital, as it ensures that teachers receive both the financial support and the authorisation required to participate in these professional development activities.



4.5 National English language teacher associations



The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN)

TEFLIN, short for The Association for the Teaching of English as a Foreign Language in Indonesia, is a leading professional organisation steered mainly by volunteer English language teaching (ELT) experts from throughout Indonesia. Established in 1972, TEFLIN has become Indonesia's premier national association for English educators, encompassing both institutional and individual members committed to advancing English as a foreign language education in the country.

The evolution of TEFLIN: From seminar to association

TEFLIN's origins lie in a 1972 half-day seminar for English lecturers at Sanata Dharma Institute of Teachers Training and Education in Yogyakarta. Dr Supomo Pudjosudarmo spearheaded this initiative, with a keynote from Mr George Quinn of Satya Wacana University Salatiga, drawing around twenty attendees from Yogyakarta and Central Java.

To secure institutional funding to support individual lecturers attending these early initiatives, a group of ELT professionals established a formal association called *Asosiasi Jurusan Bahasa dan Sastra Inggris* (AJBSI) – The Association of English Language and Literature Departments.

Between 1982 and 1983, the association changed its name to The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN). The establishment of TEFLIN was officially documented and signed by representatives from nine prominent higher education institutions: IKIP Yogyakarta, IKIP Sanata Dharma, Universitas Gadjah Mada, Universitas Sarjanawiyata Tamansiswa, Universitas Sebelas Maret, Universitas Kristen Satya Wacana, IKIP Semarang, Universitas Diponegoro, and Universitas 17 Agustus 1945 Semarang.

Impact and initiatives

With a growing national membership of over 1,600 individuals, TEFLIN remains at the forefront of English language teaching, learning and assessment in Indonesia. Committed to the continuous professional growth of its members, the organisation orchestrates an array of academic and professional pursuits. This includes the annual international ELT conference, regional meetings, workshops, seminars and specialised training sessions. To further its academic contribution, TEFLIN releases a biannual scholarly journal.

Regional TEFLIN sectors are instrumental in tailoring the national vision to the unique requirements of various Indonesian regions. By organising tailored events and training sessions, they not only address localised needs but also promote a communal spirit and regional professional development opportunities.

Vision and mission

TEFLIN is a non-profit professional organisation and a non-political forum that brings together ELT professionals in Indonesia to collect, disseminate and discuss information on English language teaching and learning as a foreign language in Indonesia. Its vision is to disseminate information and facilitate cross-cultural understanding among professionals concerned with the teaching and learning of English as a foreign language in Indonesia.

To accomplish the vision, TEFLIN will pursue the following missions:

1. to link ELT professionals in Indonesia and beyond on issues and concerns regarding English language teaching and learning as a foreign language
2. to host conferences, seminars and workshops addressing important issues concerning English as a foreign language in Indonesia and beyond
3. to develop proficiency guidelines and assessment methods relevant to the context of teaching English as a foreign language in Indonesia
4. to publish an academic journal, *TEFLIN Journal*, as an internationally recognised journal in the field, and *TEFLIN Voices* as a professionally oriented journal to better cater for the professional needs of English teachers throughout the country and beyond
5. to develop programmes for TEFLIN members and non-members as learners and teachers of English to build their English language proficiency and cultural understanding and provide them with the skills required to be efficient English teaching professionals.

TEFLIN is committed towards building and maintaining national and international networks for collaboration and cooperation in the field of English language teaching. Since 1998, TEFLIN's annual ELT conference has established itself as the biggest annual ELT conference in Indonesia, providing a forum for Indonesian and foreign ELT professionals to present research, connect and build new partnerships.

TEFLIN has established close relationships with a range of other international ELT associations and organisations. For example, TESOL International, IATEFL, AsiaTEFL, MELTA Malaysia, Thai-TESOL Thailand, Cam-TESOL Cambodia, ALAK South-Korea, JALT Japan, SEAMEO RELC Singapore, RELO Jakarta, and the British Council.

Membership and benefits

There are two types of TEFLIN membership, individual and institutional members:

- Individual: This category is open to individuals who pay membership fees applied for general membership, students, retirees, current primary and secondary school teachers.
- Institutional: This category is open to organisations or institutions that share TEFLIN's objectives and are willing to support TEFLIN in achieving these goals.

Individual TEFLIN members receive a range of membership benefits including:

- the privilege of being part of the foremost national ELT professional organisation in Indonesia

- the privilege of building a professional network
- receiving regular online updates on the activities of TEFLIN
- receiving discounts on TEFLIN annual conference rates
- eligibility to apply and compete for specific awards offered by TEFLIN, such as Conference Grants, Teacher of the year, and Research paper of the year
- the right to serve on any of the various TEFLIN committees and sub-committees
- the privilege of primary consideration for publication in *TEFLIN Journal* and *TEFLIN Voices*
- provision of a TEFLIN membership card downloadable from the TEFLIN website.

TEFLIN institutional member receive:

- the privilege of being part of the foremost national professional organisation in Indonesia
- regular online updates on the activities of TEFLIN
- the right to participate in regional representative elections, and vote at the TEFLIN annual business meeting
- the privilege of primary consideration to host a future TEFLIN annual conference
- provision of TEFLIN membership certificate downloadable from the TEFLIN website.

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Right: A professional development webinar for English teachers organised by TEFLIN



Indonesia Technology-Enhanced Language Learning (iTELL)

iTELL, short for Indonesia Technology-Enhanced Language Learning, is a professional association rooted in fostering collaboration among language educators, practitioners, and researchers enthusiastic about technology-enhanced language learning. Established in 2018, iTELL serves as a committed body dedicated to promoting extensive research, spearheading development, and advancing the practical application of Technology-Enhanced Language Learning (TELL) methodologies in language education.

Membership details and benefits

The iTELL association boasts an impressive membership base with 1,341 individual members and 53 institutional members. Membership options are adeptly designed to cater to the diverse needs of language professionals. At a modest fee of 100,000 IDR for a 2-year span, individual members enjoy exclusive benefits. Meanwhile, institutions eager to affiliate with iTELL can opt for the institutional membership at 200,000 IDR for the same period.

One key benefit of being an iTELL member is gaining access to invaluable insights regarding conferences, workshops, and training initiatives focused on integrating technology in language education. iTELL organises these events to encourage knowledge exchange, encourage innovative practices, and address trends in the field. Furthermore, members have the privilege of requesting specialised workshops or training sessions tailored to their specific needs, conducted by experts affiliated with iTELL.

By embracing iTELL membership, language teachers, teacher educators, and scholars position themselves at the forefront of the technology-enhanced language learning landscape. They gain invaluable networking opportunities, exposure to cutting-edge research, and a platform to share their insights and experiences with like-minded professionals. Ultimately, iTELL serves as an indispensable resource for individuals and institutions seeking to enhance language education through the effective integration of technology and pedagogy.

Vision and mission

iTELL aspires to be an impactful professional association in Indonesia, championing technology-enhanced language education. Its mission revolves around:

- developing knowledge in technology-based language learning
- developing technology-based language learning approaches, methods and techniques
- increasing the capacity and quality of language teachers
- facilitating knowledge transfer and professional progression through influential events and training programmes.

Highlighted achievements of iTELL

iTELL held its 5th national conference at Universitas Kristen Satya Wacana in Salatiga in July 2024. Since 2016, iTELL has organised this biennial event, providing a lively platform for language educators to connect, share ideas, best practices, and experiences focused on smoothly integrating technology into language teaching.

In collaboration with prominent organisations such as the Adaro Bangun Negeri Foundation and the Tanoto Foundation, iTELL has made a substantial impact on technology-enhanced language education. Working alongside the British Council, it has developed and delivered specialised workshops like EFI (English for Indonesia) and EFU (English for Ulama), empowering English teachers to enhance their teaching methodologies through technology integration.

iTELL's forward-thinking Initiatives

Expanding beyond traditional in-person training, iTELL, in partnership with the British Council and HSBC Bank, launched an extensive online training initiative called 'Work Ready'. This project focused on integrating work-ready skills into curricula through effective use of technology, empowering English teachers in vocational high schools to create dynamic and relevant learning experiences for their students.

iTELL's response during the pandemic

During the pandemic's challenging circumstances, iTELL displayed commendable adaptability. In collaboration with the British Council, iTELL orchestrated online workshops and a series of webinars, catering not only to Indonesian educators but also drawing participation from various countries around the world, including the UK. These 'emergency professional development' sessions provided crucial insights on online language teaching, catering specifically to the evolving needs of educators during these unprecedented times.

Publication contributions

In the realm of knowledge dissemination, iTELL has significantly contributed through publications. One standout piece is the book titled *Technology and Learning English*, available for free download from Google Play. This publication highlights iTELL's commitment to making quality educational content universally accessible.

In conclusion, through visionary initiatives and programmes, iTELL stands as a beacon in championing technology-enhanced language learning in Indonesia. Their efforts not only amplify educators' methodologies but also contribute significantly to the broader advancement of language education.

By embracing technology and utilising online platforms, iTELL has effectively connected educators from different corners of the globe, fostering a vibrant community of practice and contributing to the advancement of technology-enhanced language teaching on a global scale.

Below The Indonesia Technology-Enhanced Language Learning (iTELL) team at iTELL's 4th biennial conference held in Yogyakarta, Indonesia



Primary English Language Teachers of Indonesia (PELTIN)



Primary English Language Teachers of Indonesia (PELTIN) is a professional association of teachers and teacher educators of English for young learners (EYL) in Indonesia. PELTIN supports teachers and educators working in formal and non-formal education responsible for teaching English to young learners, i.e. children currently learning in preschool and primary school. PELTIN also runs initiatives to support parents interested in better understanding best practice in English language teaching and learning for young learners.

Origins and founders of PELTIN

PELTIN was initially established following a national workshop on Teaching English to Young Learners, which was held in 2012. The workshop was part of the Teaching English for Young Learners (TEYL) course run by the English education study programme at Universitas Pendidikan Indonesia in Bandung. PELTIN was established by Dr Ika Lestari Damayanti and Dr Itje Chodidjah.

Main objectives and goals

The main objectives of PELTIN are to empower primary English teachers with the tools, resources, and support they need to excel in their roles. Specifically, PELTIN aims to:

- develop teachers' and teacher educators' knowledge of the English curriculum, pedagogy, and assessment for young learners of English in Indonesia
- build expertise of EYL teachers and teacher educators in Indonesia through high quality professional development
- create a collaborative community of teachers to share ideas, collaborate on projects, and provide each other with support and feedback
- use and disseminate research-based practices to inform EYL teaching methods and approaches
- empower EYL teachers and teacher educators through discussions on public policy, advocacy, and bureaucracy
- promote cultural sensitivity and respect for diversity in the classroom. This means providing teachers with training on how to teach English in a culturally sensitive and inclusive way and ensuring that teaching materials and resources reflect diverse perspectives.

Professional development initiatives

PELTIN ensures the continual growth and development of its members through a series of professional activities. These include sharing high-quality teaching materials, mentoring and coaching programmes, professional development webinars, practical workshops and sharing sessions led by PELTIN enthusiasts.

In July 2023, PELTIN underwent a rejuvenation process and celebrated this with its first international conference. This hybrid event attracted over 100 members from across Indonesia, both in-person and virtually. The conference theme, 'Grow Together, Grow Better,' encapsulates PELTIN's mission and the conference's essence. The success of this first hybrid conference was credited to the valuable contributions of esteemed international speakers in the area of TEYL such as Dr Itje Chodidjah, Danijela Prošić-Santovac, Colm Downes, Linda Walton and Seona Huh.

Online engagement: The MAP Show

PELTIN currently hosts a monthly online talk show called *Monday Afternoon with PELTIN* (MAP). During this talk show, PELTIN invites ELT professionals to discuss current issues in English language teaching for young learners. MAP aims to give teachers, teacher educators, researchers, and even parents, access to valuable insights in language education for young learners.

Membership benefits

PELTIN members enjoy an array of benefits, including fee waivers for signature programmes like international conferences, talk shows, and training workshops. Additionally, members can tap into a vast network of resources and opportunities tailored to primary level English teaching. Furthermore, members have the privilege of requesting specialised sessions tailored to their specific needs, conducted by PELTIN-affiliated experts.

Affiliations with institutions and English Teacher Working Groups, such as MGMP, enhance the community's collaborative spirit. By working together with PELTIN, teachers, teacher educators, researchers and parents position themselves at the forefront of English language teaching in the primary area. PELTIN members gain invaluable networking opportunities, exposure to cutting-edge research, and a platform to share their insights and best practices with like-minded professionals.

Publications and knowledge dissemination

Beyond events, PELTIN is committed to knowledge sharing through its publications:

- **PELTIN Journal** covers topics like TEYL pedagogical practices, technology integration in early education, educational policy regarding TEYL in Indonesia, language and literacies in EYL

setting, literature for children in TEYL setting. This includes variants of picture books, digital story books, and animations for children.

- **PELTIN Bulletin:** chronicles PELTIN's past, present, and upcoming events.
- **PELTIN Newsletter:** provides updates on contemporary issues in primary English teaching.

The inaugural conference's selected papers will feature in the first *PELTIN Journal* edition, showcasing the best of what the event offered.

Conclusion

PELTIN, through its varied initiatives, including hybrid conferences and workshops, engaging online talk show series (MAP), and the publication of best practices, stands as an invaluable source of support and inspiration for primary English language teachers in Indonesia. Embodying the spirit of collaboration and growth, the association continues to foster a thriving community of educators, researchers and parents.

For more information about PELTIN, including further information on how to become a PELTIN member, PELTIN membership benefits as well as recent activity, you can visit the official PELTIN website or PELTIN on Instagram.

Below The PELTIN team comprising academics, teachers, students and TEYL enthusiasts



The Indonesian Extensive Reading Association (IERA)



The Indonesian Extensive Reading Association (IERA) is based at the English Education Study Programme Sanata Dharma University, Indonesia. It was founded in 2016 by Yuseva Ariyani Iswandari and Christina Lhaksmita Anandari, both English lecturers from Universitas Sanata Dharma, with support from Dr Willy Renandya from the National Institute of Education in Singapore. Upon its establishment, IERA became the seventh global affiliate of the Extensive Reading Foundation (ERF).

Extensive Reading Foundation (ERF): A brief introduction

The ERF, a charitable, non-profit organisation, was founded in 2004 by Dr Richard R. Day of the University of Hawai'i at Manoa, and Julian Bamford, then affiliated with Bunkyo University, Shonan Campus. Their collaborative work, *Extensive Reading in the Second Language Classroom* (Cambridge, 1998), served as the initial funding source for the foundation. ERF's mission is to support and promote extensive reading to boost literacy, especially English language proficiency.

The ERF conducts a series of activities to support language teachers and students to improve learners' literacy levels, especially English language literacy levels.

These initiatives include:

- awarding an annual Language Learner Literature Award (LLL Award) for the best new graded readers in English
- offering information on various graded reader series and 'young learners' readers' – books originally published for children who speak English as their first language, also adaptable for extensive reading sessions

- maintaining a bibliography of research on extensive reading
- awarding development grants: the ERF supports educational institutions to set up extensive reading programmes through awarding grants that fund the purchase of books and other reading material, particularly in developing countries where a need to support the establishment of reading programmes has been demonstrated.

In order to further promote the 'Extensive Reading' ER approach, the ERF welcomes relationships with like-minded organisations, recognising them as affiliates.

IERA's mission and activities

IERA's primary stated objective is 'to introduce the concept of English extensive reading in schools and universities as an effective way to develop students' enjoyment of reading'. IERA go beyond simply awareness raising, and regularly organise and run face-to-face and online activities to actively support language teachers and students to improve learners' literacy levels in Indonesia.

IERA delivers workshops aimed at both educators and policymakers. These workshops focus on sharing insight and practical ideas to increase student literacy levels. These workshops also help policymakers better understand the importance of establishing and maintaining school libraries as well as running extensive reading programmes. Online, via a dedicated Facebook group and other social media channels, IERA provides IERA members with a platform for continuing professional development.

IERA's promotional efforts

Before the Covid-19 pandemic, IERA conducted a number of workshops and roadshows to promote extensive reading among teachers across several Javanese cities including Yogyakarta, Salatiga, Surabaya, Bandung and Jakarta.

During the pandemic, IERA started conducting a series of professional development webinars featuring Extensive Reading experts. These initial webinars called 'NgabubuREAD' and 'vERtual talk' were promoted to Indonesian Extensive Reading enthusiasts, IERA members, and the wider literacy community.

Extensive Reading World Congress

From 7 to 11 of August 2023, the Extensive Reading Foundation (ERF) held their 6th Extensive Reading World Congress (ERWC) in Bali, Indonesia. The biennial congress was jointly organised by the Indonesian Extensive Reading Association (IERA). It was attended by approximately 300 participants coming from over 30 countries around the world. The 7th Extensive Reading World Congress will take place in 2025.

IERA works closely with the ER Foundation as well as with the Indonesian MoECRT, the Regional English Language Office (US) and the US Embassy in Timor Leste, to conduct online workshops for English teachers working in schools and English lecturers working in higher education institutions.

Membership and community engagement

IERA membership is free and open to all, whether you're an individual teacher or school, university or organisation. For more information about IERA including further information on how to become a IERA member, IERA membership benefits as well as recent activity, you can visit the official IERA website or ask to join the official IERA Facebook Group. The IERA Facebook Group currently has more than 1,800 members.

Below The Extensive Reading Foundation (ERF) 6th Extensive Reading World Congress (ERWC) in Bali, Indonesia



The Language Service Institution Forum (FILBA)

With the growing recognition of the importance of foreign language skills in tertiary education as well as graduate employability, an increasing number of public and private colleges and universities have established language service institutions. These institutions provide a number of services, including language training, language proficiency testing, and translation services for academic and official documents.

The language service institutions of each college and university are all independent and have developed their own courses and services in response to institutional demand. As a consequence, there are differences in the provision and services between one language service institution and another, as well as differences in experience, quality and standards. The Language Service Institution Forum (FILBA) *Forum Institusi Layanan Bahasa* was established to address the phenomenon.

Inception of FILBA

The formation of the Language Service Institution Forum (FILBA) was initiated through a meeting among language service institutions on 22 December, 2017 at the Centre for Language Development of Universitas Negeri Yogyakarta. The meeting was attended by 25 representatives of several Language Centres and Language Technical Implementing Units (hereinafter referred to as Language Service Institutions) in the Yogyakarta area and its surroundings. The representatives at the meeting agreed that the establishment of a forum among language service institutions was necessary and urgent.

The Language Service Institution Forum (FILBA) was established by five language service institutions: Universitas Negeri Yogyakarta, Universitas Gadjah Mada, University of Jambi, Sebelas Maret University, and Jember State University. FILBA was officially inaugurated during the 2018 National FILBA Workshop II held in Yogyakarta on 6 November, 2018.

Expanding horizons

Since its establishment in 2018, FILBA has grown rapidly and now boasts 82 verified institutional members from across Indonesia. FILBA members are Language Development Centres, Language Training Centres, Language Service Centres, Language Technical Implementing Units (UPT), and institutions with other names but have the same main tasks and functions at colleges and universities. FILBA has quickly established itself as an important national-level forum.

FILBA's vision and mission

As detailed on the FILBA website, FILBA envisions itself as a central forum dedicated to fostering the growth and ensuring the quality of language service institutions in Indonesia.

Key missions:

- facilitating collaboration among FILBA members to develop and assure the quality of language services
- collaborating with the academic community to develop and assure the quality of language services
- collaborating in the context of business and industry to develop and assure the quality of language services
- collaborating with international language service institutions.

FILBA has outlined a set of core objectives that guide its operations:

- developing and assuring the quality of language training services
- developing and assuring the quality of language testing services
- developing and assuring the quality of language translation services
- developing and assuring the quality of language imprinting services
- improving the quality of human resources, facilities and infrastructure, finance, and institutional management of language service institutions.

Annual endeavours and collaboration

To achieve these goals, FILBA carries out a series of annual activities such as seminars and webinars that discuss current issues, as well as national workshops which are held twice a year to develop and implement FILBA programmes. As a growing forum, FILBA has collaborated with various national and international organisations. Collaboration is realised in the form of conducting webinars, workshops, short-term and long-term training programmes, as well as language services.

For more information about FILBA, including further information on how to become a FILBA member, FILBA membership benefits as well as recent activity, you can visit the official FILBA website or FILBA on Instagram.

English Linguistics, Literature and Education Association (ELITE)

The Association of English Linguistics, Literature and Education (ELITE) is an association of English teachers from Islamic higher education institutions under the Ministry of Religious Affairs, established in 2013. It aims to facilitate communication and collaboration among faculty members to enhance teaching, learning, research, publishing, and community service in educational institutions.

ELITE's mission is to empower English language teaching (ELT) professionals through sharing high-quality teaching resources, mentoring, professional development webinars, and practical workshops. Its goal is to strengthen the network of ELT practitioners, foster the exchange of innovative ideas and practices, and support continuous professional growth.

The organisation's vision is to be acknowledged as a model of outstanding quality in higher education for English linguistics, literature and education. To achieve this, ELITE commits to:

- providing diverse training and development programmes for lecturers and English language teachers
- conducting research and publishing academic papers that meet international standards
- implementing innovative community service initiatives

Below Professor Dr Hj Like Raskova
Octoberlina, MEd, ELITE President

- establishing meaningful collaborations with various institutions.

Activities and collaboration

Elites significant activities include:

- the ELITE Annual International Conference, a platform for professional exchange held at Islamic Higher Education Institutions
- the ELITE Annual International Conference, a platform for professional exchange held at Islamic higher education institutions
- ELITE international workshops focusing on professional development in areas like teaching techniques and media utilisation
- workshops and development programmes in partnership with the Directorate of Islamic Higher Education and the Directorate of Islamic Secondary Level Education, aiming to bolster the capabilities of English teachers across educational levels
- the establishment of agreements with 33 universities in Indonesia to foster collaboration in teaching, research and community service
- the publication of the *ELITE Journal*, a peer-reviewed, biannual, open-access journal that focuses on disseminating research in English Linguistics, Literature and Education.

Membership in ELITE is available to individuals and institutions committed to English language education, provided they adhere to legal and ethical standards. Benefits for members include free workshop participation, conference discounts, priority for article publication in the *ELITE Journal*, and involvement in accreditation workshops.



4.6 International organisations and the private sector

The Southeast Asian Ministers of Education Organisation (SEAMEO) is a regional intergovernmental organisation established in 1965 among governments of Southeast Asian countries to promote regional cooperation in education, science, and culture in the region.

SEAMEO RELC

The Southeast Asian Ministers of Education Organisation Regional Language Centre (SEAMEO RELC) is a non-profit organisation established in 1968 in Singapore to assist the member countries of SEAMEO in meeting their human resource development needs. Its dedicated mission is to assist in the development of language education in the region, and the promotion of international cooperation among language professionals. In order to support this mission, the centre provides specialised language teacher training and professional development programmes to teachers and professionals in the region and beyond.

SEAMEO RELC offers a wide range of programmes, including language proficiency courses and teacher training workshops. These programmes cover various domains of language education, such as World Englishes, language teaching methodologies, curriculum and materials development, assessment and evaluation, and the use of technology in language teaching and learning.

The aim is to equip language teachers with the necessary skills and knowledge to provide quality language education to their students. In addition to these, SEAMEO RELC also conducts research in language education, develops teaching materials, and provides consultancy services to educational institutions in the region.

One of the significant events organised by SEAMEO RELC is their annual international conference. The annual conference brings together language educators, researchers, policymakers and other professionals from around the world to share their research, experiences and ideas on language education and related areas.

To further support the centre's mission in enhancing language teacher education in the region and beyond, *RELC Journal* was established and is edited by a team of language specialists from SEAMEO RELC. As a journal of language teaching and research in South East Asia, *RELC Journal* welcomes and publishes articles that address current issues in

language education. ELT practitioner-readers are likely to benefit from reading the articles in the following ways. First, all empirical articles must include a section on classroom implications, which provides practitioner-readers with a wide range of empirically-supported pedagogical ideas that they can try in their own classrooms. Second, the journal also publishes 'innovations-in-practice' articles in which practitioner-researchers share their critical reflections on innovative teaching strategies they have developed and implemented. These innovations-in-practice articles often come with concrete teaching ideas that can be used in one's classroom practice.

SEAMEO QITEP in Language

SEAMEO QITEP in Language is another regional institution which supports the development of language education. QITEP stands for Quality Improvement of Teachers and Education Personnel.

SEAMEO QITEP in Language, based in Jakarta, Indonesia, is dedicated to enhancing the quality of language teachers and education personnel in Southeast Asia. The centre aims to provide comprehensive support for language teachers in the region through a range of programmes and services. These include professional development courses, training programmes, workshops, and seminars that are designed to upgrade the skills and knowledge of language teachers and education personnel. The centre also conducts research and development activities, develops teaching and learning materials, and facilitates information sharing and networking among language educators in the region.

One of the key objectives of SEAMEO QITEP in Language is to improve the proficiency and pedagogical skills of language teachers in Southeast Asia. The centre offers various training programmes that cover a wide range of topics such as language teaching methodologies, curriculum development, assessment and evaluation, and the use of information and communication technology (ICT) in language teaching. These programmes are designed to equip language teachers with the necessary skills and knowledge to deliver effective and engaging language instruction to their students. Additionally, the centre also provides support for the professional development of language teachers by organising conferences, workshops, and seminars that provide a platform for them to share their experiences, exchange ideas and learn from one another. Through these activities, SEAMEO QITEP in Language aims to contribute to the overall improvement of language education in the Southeast Asian region.

AsiaCALL

The Asian Association for Computer-Assisted Language Learning (AsiaCALL) is a highly respected association dedicated to enhancing the field of language education through the integration of technology. Founded with a mission to facilitate collaborative innovation and research, AsiaCALL serves as a vibrant community for educators, researchers, and practitioners in computer-assisted language learning (CALL) across Asia and beyond.

AsiaCALL's initiatives include a wide array of activities designed to advance CALL pedagogy. These encompass the publication of the *AsiaCALL Online Journal (ACOJ)*, a scholarly platform that disseminates cutting-edge research, practical insights, and reviews of current technology tools pertinent to language education. Moreover, AsiaCALL's workshops and webinars provide educators with the latest instructional strategies and technological advancements, creating opportunities for professional growth and knowledge exchange.

AsiaCALL organises an annual international conference, drawing experts and enthusiasts from around the globe. These conferences are not just academic symposia but also hubs of inspiration where participants share empirical research, innovative teaching methods, and build professional networks. Well known for their focus on the practical application of technology in language learning, AsiaCALL's conferences offer a forward-looking perspective on the future of language education.

The *AsiaCALL Online Journal* is an open-access, peer-reviewed platform championed by AsiaCALL. It advances CALL/TELL scholarship, welcoming diverse contributions from the intersection of humanities, social sciences and IT. Emphasising intellectual ownership, authors retain rights to their work, promoting a multidisciplinary dialogue and rapid knowledge dissemination. Submissions are accepted year-round, with a commitment to publish within eight weeks, inviting continuous engagement from global researchers and educators in technology-enhanced language learning.

In sum, AsiaCALL is instrumental in spearheading the evolution of language teaching methodology. It champions the cause of integrating technology into language learning, thereby empowering educators to meet the challenges of the digital age. AsiaCALL's commitment to professional development and its role in shaping technology-enhanced language learning make it a cornerstone organisation in the landscape of educational innovation in Asia.

AsiaTEFL

The Asian Association of Teachers of English as a Foreign Language (AsiaTEFL) is a non-profit organisation established to promote scholarship, research, and professional development among English language teachers in Asia. AsiaTEFL provides a platform for English language teachers, researchers, and professionals from across Asia and beyond to collaborate, share knowledge and engage in professional development.

AsiaTEFL offers various programmes and activities to support language teacher training and professional development. These include the publication of the *AsiaTEFL Journal*, which publishes research articles, teaching ideas and book reviews related to English language teaching and learning. AsiaTEFL also organises webinars, workshops and seminars on various topics related to English language teaching and learning. These events provide an opportunity for language teachers to learn about the latest trends and developments in the field, exchange ideas with fellow professionals, and develop their teaching skills and knowledge.

AsiaTEFL organises an annual international conference, a key event in its calendar. This conference gathers English language teachers, researchers and professionals worldwide to exchange insights, research findings, and innovative ideas on various aspects of English language teaching and learning. The conference comprises keynote speeches, plenary sessions, parallel sessions and workshops covering diverse topics relevant to English language education. It facilitates the sharing of research and experiences, fostering meaningful discussions and collaborative relationships among participants. Through this yearly event, AsiaTEFL substantially contributes to the professional development of English language teachers in Asia and beyond, consolidating its key role in advancing the field of English language education.

British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. Established in 1934, the British Council is committed to supporting peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide, including Indonesia, where it has had a presence since 1948.

With a presence in over 100 countries across the world, the British Council uniquely combines its deep expertise and experience in arts and culture, education and the English language. In 2022–23 it had meaningful engagement with 111 million people worldwide, and reached 600 million people overall including online, broadcasts and publications. It also engaged with over 50 million teachers and learners of English worldwide.

English and School Education

The British Council's work in English and School Education aims to contribute to raising the quality of education in schools and improving standards of English language teaching, learning, assessment and life skills worldwide. This opens up access to academic, career and social opportunities for young people and adults, empowering them with the confidence and skills to build international connections and participate actively in a global world.

Research and innovation with UK and overseas partners provides evidence of 'what works' in English language teaching and learning and contributes to the development of English language teaching, learning and assessment worldwide. Supporting language teaching and learning in a multilingual world, helps to ensure inclusive and equitable quality language education in line with UN Sustainable Development Goal 4.

Through the British Council's global networks and ability to operate at scale, as practitioners and experts striving to improve education systems, it supports improvements in teaching and learning to reduce inequalities and contributes to the development of quality and standards in school education which support resilient educators and learners.

Global programmes

British Council's English and School Education activities are organised into three global programmes:

1. **School Systems:** This global programme supports sustainable improvement to the quality of basic education in schools for all, in relation to English and core skills, by collaborating with governments to strengthen policymaking and implementation; teacher professional

development (in-service and pre-service); school leadership; and curriculum, assessment and resource development.

2. **Empowerment:** Through English language and related life skills development, this programme builds resilience, broadens horizons and provides agency and voice for young people who may have been displaced, affected by conflict, crisis or misunderstanding, or are from disadvantaged backgrounds or isolated communities.
3. **TeachingEnglish:** This technology-enabled, open-access programme is available to individual teachers and teacher educators of English worldwide and delivered through global and regional online platforms and activities. It provides inclusive professional development opportunities, resources, peer support and networking for a global community of over six million English language teaching professionals and practitioners. The content is carefully curated around quarterly themes and is designed for individual teachers and teacher educators from diverse backgrounds who wish to develop their skills and knowledge and improve classroom practices in English language teaching, learning and assessment

TeachingEnglish resources for teachers and teacher educators

Globally, there are essentially five core elements to TeachingEnglish, offered to teachers and teacher educators worldwide through the website and social media:

- **timebound learning content** – such as TeachingEnglish training courses (MOOCs – Massive Open Online Courses)
- **online networking events** – such as webinars and special events, for instance World Teachers' Day
- **online resources** – such as downloadable articles, teaching resources, and publications
- **collaborative exchange through community membership** – such as the Teacher Educator Community of Practice and British Council Courses for teachers Facebook group, with over 80,000 members
- **news** – such as the monthly newsletters for teachers and teacher educators.

In Asia, there is a dedicated TeachingEnglish Asia Facebook page with almost 350,000 followers. Meanwhile, in ASEAN there is a monthly series of webinars aimed at teachers and teacher educators culminating in an annual ASEAN TeachingEnglish Online Conference each October. In 2024, this conference attracted over 25,000 registrations.

In Indonesia, webinar series and Communities of Practice aimed specifically at teachers and teacher educators have been developed and offered over the past few years, including the following with resources teachers can still access.

- **21st Century English Teacher Express (2023):** An eight-part webinar series in collaboration with Peartree Languages and English Academy, using TeachingEnglish Teachers Professional Development resources, attended by over 900 participants
- **Teacher Educator Enabling Fund (2023):** This grant programme supports Indonesian teacher educators to build online communities for the Continuous Professional Development of English language teachers in Indonesia. Using TeachingEnglish Teachers Professional Development resources, six grantees created impactful online and hybrid events, engaging over 5,000 pre-service and in-service teachers through their Communities of Practice
- **OCPD Nusantara (2024):** An eight-part webinar series in collaboration with PELTIN, designed for Indonesian teachers, and teacher educators, using TeachingEnglish Professional development resources, attended by over 1,000 participants.

Other recent TPD initiatives in Indonesia

- **UK/ID English Digital Innovation Grants:** Between 2022 and 2023, grants totalling some GBP 400,000 were awarded to eight partnerships between UK and Indonesian ELT or EdTech partners to support professional development for pre- and in-service English language teachers in schools, as well as for English and EMI lecturers in higher education institutions. Delivered throughout Indonesia, including 11 officially designated 3T or remote, isolated, and most disadvantaged areas, the projects directly benefitted some 2,880 teachers and teacher educators.
- **Development of English Teacher Training Models:** In collaboration with the MoECRT, British Council in Indonesia is in the process of conducting a needs analysis to inform the development of continuing professional development (CPD) options for in-service language teachers in primary and secondary schools in Indonesia. As part of this intervention, online trials for almost 500 teachers and 34 teacher educators were conducted, monitored and evaluated in 2024.

Below Teachers attending a British Council's workshop



Cambridge English

Cambridge English, part of the University of Cambridge, is globally recognised for providing English language assessments, teacher training, and professional development for English language teachers worldwide. In Indonesia, Cambridge English offers a tailored range of programmes and services specifically designed to support the professional development journey of English language teachers.

Cambridge English provides a comprehensive suite of teacher training and development programmes. These include both online and face-to-face options to equip teachers with the skills and knowledge necessary for delivering effective and engaging English language instruction. For instance, the Cambridge CELTA (Certificate in Teaching English to Speakers of Other Languages) and Cambridge DELTA (Diploma in Teaching English to Speakers of Other Languages) are internationally recognised qualifications. They provide teachers with the practical skills and knowledge essential for teaching English to adults and are highly regarded by employers worldwide, often being a prerequisite for teaching positions in language schools and other educational institutions.

In addition to internationally recognised qualifications, Cambridge English offers a variety of online professional development courses. These address specific areas of language teaching, such as teaching young learners, preparing students for Cambridge English exams, and utilising digital tools and resources in language teaching. The flexibility and convenience of these online courses provide an invaluable option for teachers unable to attend face-to-face training sessions.

Moreover, Cambridge English also provides a wealth of teaching resources, including lesson plans, activities and worksheets, all available for free on their website. These resources are designed to aid teachers in planning and delivering effective lessons and support their ongoing professional development.

The commitment of Cambridge English is evident through its tailored programmes that cater to the specific needs of English language teachers in Indonesia. These initiatives underscore the organisation's localised approach and its dedication to supporting teachers within specific contexts, particularly in enhancing English language teaching through innovative methods.

A prime example of Cambridge English's commitment in Indonesia is its partnerships with local educational institutions. Collaborations with universities and schools have led to programmes that directly address the challenges and

opportunities faced by English language educators within the Indonesian context, reflecting a responsive approach to the needs of both educators and learners in the region.

Cambridge English's initiatives often include localised assessments and certifications. These not only provide teachers with recognised qualifications but also equip them with the tools to effectively evaluate and improve their teaching methods, contributing to the elevation of language education standards in Indonesia.

As the educational landscape evolves, Cambridge English continues to adapt its offerings to meet the changing needs of English language teachers. By providing a comprehensive range of programmes, assessments, and resources, Cambridge English demonstrates its unwavering dedication to fostering the professional growth of educators and enhancing language education.

In summary, Cambridge English plays a significant role in advancing language teacher training and professional development. With its global initiatives and localised programmes, such as those in Indonesia, Cambridge English empowers educators with the knowledge and tools needed for impactful language education, continually shaping the landscape of language teaching and learning with a steadfast commitment to educational excellence.

Pearson

Pearson, a leading global learning company, provides a wide range of language teacher training and professional development services to English language teachers in Indonesia and around the world. Pearson's approach to teacher development focuses on providing practical, flexible, and research-based solutions that help teachers improve their teaching practices and, ultimately, their students' learning outcomes.

In Indonesia, Pearson offers a variety of programmes and resources designed to support English language teachers at every stage of their professional development journey. One of the key programmes offered by Pearson in Indonesia is the Pearson Teacher Training and Certification programme. This programme provides teachers with the knowledge and skills they need to effectively teach English using Pearson's range of English language teaching (ELT) materials. The programme includes a series of online and face-to-face training sessions, followed by an assessment that leads to Pearson certification. This certification is recognised by educational institutions in Indonesia and can be a valuable addition to a teacher's professional portfolio.

In addition to the Teacher Training and Certification programme, Pearson also offers a range of online professional development courses that address specific areas of language teaching, such as teaching young learners, teaching exam classes, and using technology in the classroom. These courses provide a flexible and convenient option for teachers who may not be able to attend face-to-face training sessions.

Pearson also provides a wide range of teaching resources, including lesson plans, activities, and digital tools, which are designed to help teachers plan and deliver effective lessons. These resources are available on the Pearson ELT website and can be accessed for free by teachers in Indonesia and around the world.

Overall, Pearson provides a comprehensive range of programmes and resources to support the professional development of English language teachers in Indonesia. With a focus on practical, research-based solutions, Pearson aims to help teachers improve their teaching practices and enhance their students' learning outcomes.

Oxford University Press

Oxford University Press (OUP) is a globally renowned publishing house with a long-standing commitment to supporting English language teachers' professional development and providing high-quality educational resources worldwide. In Indonesia, OUP offers a range of programmes and services specially designed to support English language teachers' ongoing professional development needs.

One of the key offerings by OUP in Indonesia is the Oxford Teachers' Academy (OTA), a series of online professional development courses specifically designed for teachers of primary and secondary learners. These courses provide practical teaching ideas and strategies that teachers can immediately implement in their classrooms. Each course is self-paced, allowing teachers to complete the modules at their convenience, and upon completion, teachers receive a certificate from Oxford University.

In addition to the OTA, OUP also provides a variety of other online professional development resources, including webinars, teaching tips, and articles on various aspects of language teaching. These resources are available for free on the OUP website and can be accessed by teachers in Indonesia and around the world.

One of the highlights of OUP's professional development offerings is the ELTOC (English Language Teaching Online Conference) webinars. ELTOC is an annual online event that brings together English language teachers, researchers, and professionals from around the world to share their insights, experiences, and best practices in English language teaching. The webinars cover a wide range of topics, from language teaching methodologies to the use of technology in the classroom, and provide an excellent opportunity for teachers to learn from leading experts in the field and network with fellow professionals.

Regional English Language Office (RELO), US Embassy, Jakarta



RELO Jakarta is part of the Public Diplomacy section of the US Embassy in Jakarta, under the Office of English Language Programmes, part of the US Department of State Bureau of Educational and Cultural Affairs. There are currently 26 Regional English Language Offices located in US embassies around the world. RELO Jakarta supports the effective teaching and learning of English as a foreign language (EFL) in Indonesia and Timor Leste while enhancing mutual understanding between the citizens of the United States and these nations.

Language teacher training and professional development programmes and resources

RELOs support English language teacher training and professional development by offering a variety of programmes and resources for English language teachers and learners. For teachers, these include regular webinars, Massive Open Online Courses (MOOCs), and scholarships for graduate-level online courses. RELOs collaborate with ministries, universities and other organisations to facilitate sustainable teacher training and professional development projects.

- 1. English language teaching and learning resources:** RELOs provide access to a wide range of English language teaching and learning resources through the AmericanEnglish.state.gov website. Resources include free downloadable teaching materials for a wide range of ages and teaching needs, materials for teaching about American culture, an extensive library of professional development webinars, and *English Teaching Forum*, an academic journal with practical articles for teachers. The AmericanEnglish.state.gov website also provides access to teacher training materials, and a number of social media channels for teachers and learners with regular offerings related to English teaching and learning.
- 2. Online courses:** RELOs also offer graduate-level online courses for English language teachers through the Online Professional English Network (OPEN) platform. These courses are designed and taught by US academic institutions and experts in the field of Teaching English to Speakers of Other Languages (TESOL)

and aim to enhance participants' English language teaching, materials development, or curriculum design skills. Courses are typically five to eight weeks long. In consultation with RELOs, all OPEN courses can be downloaded and adapted by academic institutions to better match their own context.

- 3. English language fellow and specialist exchange programmes:** Working in collaboration with universities and government organisations, these programmes provide American experts in TESOL to promote English language learning, and enhance English language teaching capacity. Upon return to the United States, they share their experience, helping Americans to better understand their country of service. Whereas English Language Fellows work for a full academic year, typically ten months, English Language Specialist projects are usually between two to six weeks. Specialist projects can be fully virtual, but are typically a blend of in-person and virtual.
- 4. English Access Scholarship Program:** This programme provides a foundation of English language skills to talented, economically disadvantaged students through after-school classes and intensive summer sessions. Access students prepare for employment, academic, or scholarship opportunities, learn about IT, perform community service, and gain an understanding of American culture and democratic values, so they can participate in the socio-economic development of their country, as well as US exchange and study programmes. As part of this programme, RELOs train Access teachers, providing professional development for them throughout the programme.
- 5. Collaborative Projects:** RELOs around the world consult and collaborate with a wide variety of local partners to support English teaching capacity.

Country specific programmes in Indonesia

In Indonesia, RELO collaborates with the Ministry of Religious Affairs (MoRA) and the Ministry of Education, Research, Culture and Technology (MoERCT), universities, non-governmental organisations, and teachers' associations to support teacher education, teacher training, and teacher professional development, as well as curriculum and language teaching materials development, and other English language teaching projects. RELO Jakarta also supports teaching and teacher training for English communication skills in a wide variety of specialised fields, including Communication Skills for Disaster Management, Professional Communication Skills for Journalists, English for Cybersecurity, Presentation Skills for Public Policy, and more.

1. **English Language Fellow Program:** Fellow projects in Indonesia focus on a wide range of institutions. Fellows typically teach at universities, but may also work on projects such as teaching police, or setting up academic writing centres in universities to enhance academic writing, research and publication.
2. **English Language Specialist Program:** Specialist assignments in Indonesia address a wide range of themes including English language teacher training, curriculum and textbook development, and programme evaluation. Specialists have also worked to support teachers in implementing extensive reading, and accommodating special needs students. In addition, specialists in Indonesia have worked to support English teaching capacity with partners such as the National Agency for Disaster Countermeasures (BNPB), the National Cyber and Crypto Agency (BSSN), the Attorney General's Office, and journalists with TVRI.
3. **Teacher training workshops and online training:** RELO Jakarta works extensively around the country with both MoRA and MoERCT and a number of other institutions and organisations. RELO Jakarta has worked closely with MoRA for the last few years to support the professional development of *madrasah* and *pesantren* teachers in 17 cities around Indonesia, training 880 teachers, 12 master trainers, and 56 trainers at Islamic state universities. In a major project with MoERCT,

RELO collaborated with the University of Indonesia to run English teacher training camps for in-service and pre-service teachers, training over 320 teachers.

4. **English Access Microscholarship Program (Access):** RELO Jakarta has focused this programme on supporting the development of strong English language proficiency for pre-service English teachers. RELO Jakarta also uses this programme to train teachers, selecting the best as Access teachers.
5. **Other projects:** RELO Jakarta collaborates with local educational institutions, non-governmental organisations, and teachers' associations to implement a variety of English language teaching and learning projects. For example, RELO provided an English language programme for clerics of Nahdlatul Ulama, Indonesia's largest Islamic organisation, to support their interfaith communication programme.

Overall, RELO Jakarta plays a vital role in supporting the professional development of English language teachers in Indonesia. Through its various programmes and initiatives, RELO aims to support Indonesia in improving the quality of English language teaching and learning and to enhance mutual understanding between the people of Indonesia and the United States.

Below RELO English teacher training workshop



IALF

The Indonesia Australia Language Foundation (IALF) is a leading language training organisation in Indonesia, offering a range of services for both English language learners and teachers.

For English language learners, IALF provides a variety of courses, from general English to academic and business English, as well as preparation courses for international exams like IELTS and Pearson PTE. These courses are designed to help students improve their language skills and achieve their language learning goals, whether it is to pursue higher education, advance in their careers or simply improve their communication skills.

IALF also provides teacher training for English language teachers in Indonesia and further afield (Timor-Leste, Kiribati). It has been involved in training hundreds of Indonesian teachers of English in state and private schools and universities, and in the Islamic education sector through the ELTIS (English Language Training in Islamic Schools) project. The wide range of C-CELT (IALF Certificate in Communicative English Language Teaching) teacher training modules at IALF are designed to help teachers develop their teaching skills and knowledge, and include courses on teaching methodologies, classroom management, and language assessment.

These programmes can be conducted face-to-face at IALF, on-site at client's premises, or online (on the Canvas LMS platform and using Zoom) and can be customised to be delivered intensively or on a part-time basis.

IALF also offers the Trinity College London Cert TESOL (Certificate in Teaching English to Speakers of Other Languages), which is a globally recognised qualification for English language teachers.

1. C-CELT

The IALF Certificate in Communicative English Language Teaching (C-CELT) focuses on practical methods, techniques and strategies. It is relevant to high school teachers, people teaching in private language schools and university lecturers. It can be taken as a four-week intensive course or as four one-week modules. It covers general English teaching methodology and includes practical teaching workshop sessions. In addition, there are several stand-alone one-week modules focusing on particular aspects of teaching and managing ELT programmes such as: Teaching Young Learners, English for Academic Purposes, How to Teach IELTS, and English Language Teaching Management. More recently, IALF has offered a training module on How to Teach English Online to meet the growing demand for this mode of instruction.

2. C-TEMI

The IALF Certificate of Teaching in English as a Medium of Instruction is designed for teachers and lecturers who use English to teach subjects such as geography, economics or physics. The course combines classroom input and the opportunity to plan and deliver mini-lessons to other participants (peer-teaching). Content includes: planning lessons, developing cognitive skills, scaffolding content, grading language, using visual organisers, and giving effective instructions.

3. Trinity College London Cert TESOL (Teaching English to Speakers of Other Languages)
Since 1999, IALF Bali has run the Trinity Cert TESOL, a four-week introductory teacher training course accredited by Trinity College London, leading to an internationally recognised certificate in teaching English. The full-time intensive 130-hour course includes tutor input on teaching methodology, language awareness and supervised lesson planning, as well as assignments, tasks and six hours' assessed teaching practice. Eligible participants are required to meet the entry requirements stipulated by Trinity.

4. Teacher development workshops

IALF Teacher Training Workshops are open to the public and are taught by experienced English trainers. The workshops are interactive and communicative, and participants are encouraged to share their own teaching experiences and ideas. Workshop topics range from Teaching Large Classes, Using Stories with Young Learners, Motivating Your Students, Making Grammar Fun to Teaching Other Subjects in English. IALF also offers customised workshops to meet specific teaching needs, as well as short workshops to Study Tour groups at IALF Bali, or longer workshops (three to five days) for teachers, trainee teachers and lecturers across Indonesia.

5. Other projects

IALF collaborates extensively with local education institutions, NGOs and government agencies. As an example, each year IALF works with the foreign Ministries of Australia and New Zealand to deliver pre-departure English language training for their prestigious scholarship programmes.

IALF Bali is also collaborating with STAIN Majene in West Sulawesi to provide English language upgrading classes to undergraduate and postgraduate students as well as lecturers.

Overall, IALF provides a comprehensive range of services for English language learners and teachers alike. With a focus on quality and excellence, IALF aims to contribute to the development of language education in Indonesia and help individuals achieve their language learning and teaching goals.

Right IALF English teacher training workshop

LIA

Yayasan LIA, commonly referred to as LIA, is one of the oldest and most well-established language education institutions in Indonesia. It is a non-profit organisation dedicated to providing quality English language education to students of all ages and levels.

For English language learners, LIA offers a wide range of courses, including general English, conversation classes, and preparation courses for international exams such as TOEFL and IELTS. These courses are designed to help students develop their English language skills in reading, writing, speaking and listening, and to achieve their language learning goals.

In addition to language courses for students, LIA also provides teacher training programmes for English language teachers. These programmes are designed to help teachers develop their teaching skills and knowledge, and include courses on teaching methodologies, classroom management and language assessment. LIA also conducts workshops and seminars for teachers to enhance their professional development and stay updated with the latest trends and developments in language education.

IIEF

The Indonesia International Education Foundation (IIEF) is a non-profit organisation that aims to promote the development of human resources in Indonesia through international education and training.

For English language learners, IIEF provides a variety of programmes, including English language training courses designed to improve the language skills of students, professionals, and other individuals who need English for academic or professional purposes. These courses cover all aspects of language learning, including reading, writing, speaking and listening, and are designed to help students achieve their language learning goals and succeed in an international environment.

In addition to language training, IIEF also offers teacher training programmes for English language teachers. These programmes are designed to help teachers develop their teaching skills and knowledge, and include courses on teaching methodologies, classroom management, and language assessment. IIEF also conducts workshops and seminars for teachers to enhance their professional development and stay updated with the latest trends and developments in language education.



Ruangguru

Ruangguru stands as a leading online learning platform in Indonesia, offering a diverse range of educational services to students and teachers alike. While renowned for its online tutoring services for students, it has also developed mobile-based apps to support teachers' professional development, particularly English language teachers.

Operating on a mobile-first basis, Ruangguru's platform revolves around its mobile app, serving as a gateway to its extensive educational resources. Through the Ruangguru app, which users must download, both learners and teachers engage with a wealth of content designed to enhance learning outcomes.


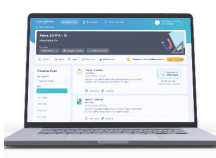

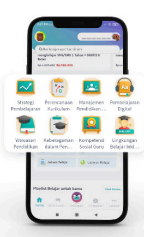

At the heart of Ruangguru's support for educators lies the Ruangbelajar for teachers app, a self-learning platform tailored explicitly for teachers. This innovative app empowers teachers to develop their pedagogical, social, technological, personal and professional competencies. Moreover, Ruangguru extends its support to teachers through a variety of online courses and webinars, carefully designed to cover various aspects of teaching and learning relevant to teachers in Indonesia.

It is important to highlight that these apps can be particularly beneficial to teachers in rural and remote locations, who may have access to a smartphone and internet connection but are often some distance from urban areas where traditional face-to-face professional development workshops often take place.

While Ruangguru provides some resources for free, the majority of its content requires payment for access. The main payment model revolves around time-bound subscriptions, offering subscribers comprehensive access to both existing and upcoming content on the platform.

Overall, Ruangguru provides a valuable platform for English language teachers in Indonesia to share their knowledge, access professional development resources, and connect with a broader community of educators and learners. Through its range of services, Ruangguru aims to support teachers' ongoing professional development and contribute to improving the quality of education in Indonesia.

Ruangguru has improved online/technology based learning process through our innovative products

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|  <p>ruangbelajar by Ruangguru</p> <p>Self-learning platform with thousands of animated videos</p> |  <p>ruangkelas by Ruangguru</p> <p>Learning Management System (LMS) to facilitate distance learning</p> |  <p>ruanguji by Ruangguru</p> <p>Online platform for tryouts and exam preparation</p> |  <p>ruangbelajar for teacher</p> <p>Self-learning platform for teachers to improve competences namely: pedagogical, social, technological, personal, and professional</p> |  <p>roboguru by Ruangguru</p> <p>Multi-subjects problem solver platform</p> |
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ACADEMY**

Program Pelatihan Guru Bahasa Inggris Masa Kini

Menjadi guru bahasa Inggris bersertifikat dengan akses pelatihan online, fasilitator berpengalaman, dan materi pengajaran terbaik.

[Gabung Teacher Academy](#)

Apa itu Cakap Teacher Academy?

Cakap Teacher Academy adalah platform digital yang menyediakan solusi untuk pemberdayaan tenaga pengajar melalui pelatihan bersertifikat, pengembangan diri dan pekerjaan di ekosistem Cakap untuk meningkatkan kehidupan masyarakat.

Cakap

Cakap is an online language learning platform based in Indonesia that offers interactive language learning experiences for students. While the primary focus of Cakap is on language learning for students, it also recognises the importance of supporting and developing teachers, who are crucial to the learning process.

For English language teachers in Indonesia, Cakap provides a platform to teach students online, thereby helping them to enhance and develop their teaching skills in a digital environment. Teachers can access a range of teaching resources and materials provided by Cakap, which they can use to plan and deliver effective lessons. Moreover, through its 'Teacher Academy', Cakap offers training for teachers to familiarise them with the platform and its features, and to help them develop effective strategies for online teaching.

Cakap Teacher Academy is a comprehensive digital platform providing solutions for the empowerment of educators across various regions. It offers certified training, personal development, and job

opportunities within the Cakap ecosystem to enhance community life, presenting the chance to become a professional teacher. Launched on 12 August 2021, it has contributed to the enhancement of educational quality in Indonesia, empowering over 1.5 million students and more than 1,000 local and international teachers of diverse educational and professional backgrounds.

The academy is recognised as an innovator in online platform learning in Indonesia, focusing on the quality of its teachers to provide the finest learning experience to its users. The academy offers opportunities for anyone wishing to teach independently and improve their teaching skills through its digital platform. It has successfully empowered over 1,000 teachers in 14 provinces across Indonesia.

4.7 Early childhood and home-school primary teachers

Early childhood education

In Indonesia, early childhood education encompasses the developmental journey of children from birth to six years of age, fostering their well-being, social-emotional growth, and learning experiences. This holistic approach, governed by Presidential Regulation No. 60 of 2013, involves parents, caregivers, and service providers collectively contributing to a child's formative years.

Recognising the importance of such high-calibre early childhood education, the Indonesian government has launched the 'One Village, One Centre' initiative, although attendance is not compulsory. This initiative, supported by local governments and community participation, establishes centres in rural locales to provide equitable access to educational opportunities for children from all socio-economic backgrounds.

Early childhood education in Indonesia is categorised into:

- childcare centres (ages 0–4)
- preschool or playgroup (ages 2–4) *Kelompok Bermain (KB)*
- kindergarten (ages 4–6) *Taman Kanak-Kanak (TK)*
- other non-formal settings, such as religious Sunday schools and *madrasahs*.

Primary education

The curriculum emphasises both intracurricular learning and Pancasila, the state ideology. Core subjects include religious studies pertaining to six recognised religions and local spiritual beliefs, Pancasila and civic education, mathematics, Bahasa Indonesia language and literacy skills, physical education, arts, and local content subjects tailored to regional values and needs. Most primary schools offer local languages and English as foreign language options.

Classroom instruction is primarily conducted in Bahasa Indonesia, which was adopted as the official language to promote unity in this ethnically and linguistically diverse nation. The National Language Centre recognises 718 living languages indigenous to Indonesia, with Javanese and Sundanese being the most prevalent. Consequently, most children undergo a linguistic transition from their native languages to Bahasa Indonesia upon entering the education system.

Government policy on English in primary education

Over the last 30 years, the Indonesian government's stance on English in primary education has undergone several changes. Initially, between 1993 and 2013, English was integrated into primary education as local content, making its introduction dependent on regional needs and a school's readiness, which included the availability of a qualified English teacher. As the desire for English proficiency grew among parents, not just primary schools but also kindergartens started offering English as a local content subject. However, this surge in interest led to certain schools teaching English with teachers who, while having some knowledge of the language, lacked official English teaching qualifications. This trend brought about both heightened interest and criticism.

There has been considerable debate among scholars regarding the appropriateness of teaching English to primary students in Indonesia. The consensus is that with qualified teachers and conducive 'child-friendly' learning environments, early exposure to English can be beneficial. However, there are reservations that an insufficient number of qualified teacher, coupled with teaching malpractices, could hinder the students' English language progression, perhaps even more than if instruction was delayed. Furthermore, the emphasis on English teaching in primary levels has resulted in reduced time allocated for indigenous language teaching, leading to the concerns that introducing English to young children contributes to the endangerment of local languages.

In 2013, a significant shift occurred: English was officially removed from the primary education syllabus, though it remained compulsory in the secondary curriculum. This change meant that the English subject was no longer part of the Primary Data of Education (*Data Pokok Pendidikan*). As a result, schools were not legally or financially supported to teach it. Consequently, schools had to use their own financial resources to hire English teachers if they retained the subject or could omit English if resources were insufficient. However, despite its removal from the curriculum, the demand for English language teaching for children has not diminished. In fact, many schools, particularly private schools, continue to teach English as part of their curricular or extracurricular subjects.

When schools do not offer English, many parents resort to sending their children to private courses for English instruction, and those who cannot afford private tuition do not study English at all. This has resulted in varying English abilities among children entering secondary school. Despite these differences, secondary English teachers must use the same teaching materials and ensure all students achieve the expected outcomes. This disparity in

students' abilities is considered a challenge by many secondary English teachers. Hence, to bridge this gap, there is a growing sentiment among teachers and parents alike that introducing English at the primary level may better equip students for their secondary education journey.

MoECRT is re-evaluating the status of English in primary education. There is growing speculation that the Ministry is considering reintroducing English as a mandatory subject, aligning with the practices of other ASEAN nations. However, this potential policy shift has raised multiple concerns. A primary issue is the question of qualifications: Should regular primary school teachers handle English instruction, or should it be reserved for those specifically qualified in teaching English? Many believe that the current majority of primary school educators lack sufficient English proficiency and are not trained to teach the language to young students. Furthermore, the potential impact on local languages, which for many students is their mother tongue, presents an additional unresolved challenge.

Pre-service education for primary teachers

Primary school teachers predominantly graduate from the Primary School Teacher Education (*Pendidikan Guru Sekolah Dasar* – PGSD) undergraduate degree programme offered by universities or teacher education institutions (LPTK). The objective of this four-year programme is to prepare graduates to impart knowledge and skills to young learners between the ages of 6 and 12.

The curriculum equips aspiring primary school teachers with courses on understanding young learners' behaviours, foundational knowledge in literacy, numeracy, natural and social sciences, and civic education. The PGSD students also study more complex areas such as the development of primary school curriculum and evaluation, different learning approaches specifically designed for primary students, and teacher professional development. In addition, PGSD students are prepared to teach other subjects considered crucial for supporting successful learning in primary education, such as local languages, ICT and English.

Currently, graduates of the PGSD programme have options to teach at any primary school. However, if they are interested in getting a teaching position in a government public school, they need to get certified by successfully completing a one-year Pre-Service Teacher Professional Education Programme (PPG *Prajabatan* – see 3.3).

As English is now stated explicitly as a subject in the Emancipated Curriculum *Kurikulum Merdeka* for primary schools, it is anticipated that classroom

teachers in primary schools should be able to deliver English as a subject to their primary students. Therefore, pre-service primary teachers on the PPG *Prajabatan* training course must now take an English course offered as an elective course.

In-service education for primary teachers

Prior to the 2013 Curriculum rollout, primary English language teachers were required to participate in the In-service Teacher Professional Education Programme (PPG *Dalam Jabatan* – see 4.1). In the programme, they were trained to improve their pedagogical content knowledge and skills in teaching English to young learners. Successful completion of the PPG *Dalam Jabatan* course granted them a teaching certification, qualifying them for a supplementary monthly incentive in addition to their regular salary. This governmental initiative was largely welcomed, especially given concerns about the standard of English language teaching in primary schools, particularly in public schools.

Nevertheless, with the evolving status of English within the curriculum, the programme came to an end, and the records of certified primary English teachers were no longer registered in the national database. These teachers were advised to move to the secondary school level, where English is a compulsory subject, or to take a degree in primary education.

With the introduction of the Emancipated Curriculum *Kurikulum Merdeka*, which includes learning outcomes for English at the primary level, there has been a renewed impetus to improve the quality of English language teaching in primary education. Numerous schools adopting this new curriculum have initiated internal training sessions to strengthen the expertise of their teaching staff, including teachers responsible for teaching English.

4.8 English language lecturers and EMI lecturers in higher education

Higher education in Indonesia

Indonesia's education system encompasses formal, non-formal, and informal education systems. There are several categories of education: general, religious, vocational, professional, and special education. Formal education comprises several stages, from early childhood education, a 6-year primary school, a 3-year junior secondary school, a 3-year senior secondary school, to higher education.

Indonesia's higher education system includes universities, institutes, schools of higher learning, academies and polytechnics. These institutions offer degree and non-degree programmes. Some are privately funded, some are state-controlled, and some are affiliated with religious organisations. The private sector, including foreign-owned entities, and the community, are permitted to provide education to Indonesian citizens, provided they meet the requirements and comply with the prevailing laws and regulations.

The undergraduate programme in Indonesia lasts 3–4 years. After completing this study, students can proceed to a postgraduate programme. A master's degree programme lasts 1.5–2 years, and a doctoral degree programme lasts 3–4 years.

According to the Central Bureau of Statistics' report from 11 June 2023, Indonesia had 125 state and 2,982 private higher education institutions under the MoECRT in 2022. Additionally, the Directorate of Islamic Higher Education's website stated that as of 11 June 2023, 59 state and 873 private higher education institutions were operating under MoRA.

Further data from the Central Bureau of Statistics (from March 2022) revealed that 24 per cent of Indonesia's population, amounting to 65,820,000 individuals, were aged between 16 and 30 years. Out of these, 39.6 per cent (or 26,064,720) successfully completed their senior high school education. Notably, 10.97 per cent of these graduates, which is approximately 2,859,300 students, went on to pursue higher education. As of 2022, the total student enrolment in higher education institutions, both state and private, under the MoECRT reached 4,495,453. Concurrently, the enrolment under MoRA stood at 534,614.

English language education in higher education institutions

In Indonesian universities, English is a compulsory subject in undergraduate programmes, including for those enrolled in the English Studies Programme. The structure and duration of these courses vary across universities.

Typically, the course is a 2–3 credit subject for one semester, meaning students have 100–150 minutes of English class per session, once a week for 12–14 weeks, with additional sessions for mid-term and final assessments. A single credit corresponds to a 50-minute class session. Outside of these sessions, students are expected to dedicate 120/180 minutes to independent learning and another 100/150 minutes weekly to assignments.

While some universities offer General English courses, others offer English for Academic Purposes, and a few offer English for Occupational Purposes. There is no government regulation specifying which type of English should be taught for this mandatory subject. The primary goal is to equip students with the English proficiency needed for university studies, such as reading articles or textbooks in English and attending guest lectures or seminars conducted in the language.

Most universities introduce this mandatory English course in the first or second semester, to help students cope with English textbooks and other academic resources in English. The additional English subject managed by a faculty is usually offered after the second semester. However, the semester varies between faculties and universities.

Teaching staff for these courses are primarily sourced from the university's own English Studies Programme or its language centres. In the absence of either, part-time English teachers are recruited. All English teachers/lecturers for undergraduate courses, as mandated by government regulation, must possess at least a master's degree in English Studies. However, exceptions to this regulation exist in smaller universities or places with a scarcity of qualified English teachers.

Beyond the mandatory curriculum, faculties sometimes allocate 2–3 credits from major subjects for an extra English course. The nature of this course is typically dependent on the mandatory English subject. For instance, if General English is mandatory, the additional course is likely English for Academic Purposes.

Students have the option of taking English for General Academic Purposes at faculties like Humanities or Letters, even if it's not a core subject for their specific faculty. With the introduction of the *Merdeka Belajar* Programme, this elective is also accessible to students from other universities, all without extra tuition fees.

Recognising the global significance of English, many students invest in additional courses at university language centres to enhance their proficiency. This uptick is linked to the rise in international programmes, which often use English as the medium of instruction. Consequently, students feel compelled to bolster their English skills to succeed. Many also enrol in test preparation courses, particularly when planning to pursue studies at overseas partner universities.

English language centres in higher education institutions

Determining the exact number of universities in Indonesia with language centres is challenging. Nevertheless, leading universities in major cities understand the significance of enhancing English proficiency amongst their staff and students and are equipped with the necessary resources to maintain such centres. According to the Indonesia Language Service Institution Forum (FILBA), the number of university language centres in Indonesia has been steadily rising.

University-based English language centres play a crucial role in delivering English courses in higher education, catering not only to students but also to lecturers. Beyond standard English courses, these centres provide translation and editing services. Such services are particularly beneficial for lecturers aiming to publish their research in English within international journals.

Language centres usually offer a range of courses, such as General English, English Conversation, and English for Academic and Occupational Purposes, as well as Test Preparation to students, lecturers, staff and the public.

At some of the larger universities, language centres also offer teacher training programmes. These cater to their own lecturers, lecturers from other institutions, and the general public. The subjects of these training programmes are diverse, covering areas like Teaching in English, Teaching English to Young Learners, and Teaching High Stakes English Test Preparation Courses.

Most language centres operate within universities. At larger institutions, such as PTNBH Universities (Legal Entity State universities), these centres operate as university business units, and thus, are professionally managed to generate income for the university.

While these centres rarely provide complimentary 'free' courses for lecturers or students, exceptions are made when it's part of a lecturer's professional development. Although faculties or programmes manage credit courses for undergraduate or postgraduate degrees, the language centre can host these sessions.

At other universities, language centres offer paid courses to students, lecturers, and the public. The breadth of their offerings might be narrower compared to PTNBH universities, often due to limitations in staff and space. While many do not possess standalone buildings and have traditionally limited their marketing, the advent of social media has expanded their outreach.

It's important to mention that, as per government regulations, only lecturers holding master's degrees can teach undergraduate students. This rule applies to language centre teachers if they are involved in credit courses, with some leniency for smaller universities. In the absence of specific guidelines, many language centres in Indonesian higher education institutions still employ teachers with only bachelor's degrees.

Collaborative initiatives

Moreover, many language centres have also established collaborations with renowned organisations like the British Council, the Regional English Language Office (RELO), English Testing Centre (ETC), Indonesian International Education Foundation (IIEF), EnglishScore and Duolingo.

Collaborative efforts with the British Council encompass initiatives that focus on enhancing the quality of English for Academic purposes (EAP) courses as well as training for EMI lectures. The British Council examinations team is currently working with a number of university language centres to establish computer-based IELTS test centres and building the capacity of these universities to deliver high quality IELTS preparation courses.

With the Regional English Language Office (RELO), partnerships often entail universities hosting a US English Language Fellow and partaking in RELO teacher development programmes. RELO recently awarded grants to four Indonesian universities to establish academic writing centres to enhance academic writing, research and publications.

Collaboration with the other institutions mentioned is in the area of language testing. Consequently, many Indonesian universities have become testing hubs for exams like the ITP TOEFL, holding regular test sessions for their community. In addition many university English language centres have developed and administer their own 'local' English language proficiency test. The administration of local and international English proficiency tests has become a 'core business' and source of revenue for the majority of university language centres.

Professional development for English educators in higher education institutions

The professional development for English teachers and lecturers in higher education Institutions (HEIs) can be categorised into four groups:

Mandatory programmes for university English lecturers (full-time)

University-based English lecturers are mandated to partake in professional development. Such participation is a prerequisite for obtaining government certification. These programmes encompass Instructional Techniques and Applied Approach Training, Writing Teaching Design Books, and Evaluation of Learning Results. Additionally, there are optional programmes, such as Teaching in English Training, Becoming a Good Student Advisor, and Designing a Massive Open Online Course (MOOC), which are open to all university lecturers, not just English lecturers.

Lecturers are also encouraged to immerse themselves in professional growth opportunities provided by the English Studies Programme and external institutions. With technological advancements, lecturers can now partake in various professional development programmes organised by national and international institutions. Regular participation in these programmes each semester is essential to retain the lecturer certification honorarium.

Lecturers have the freedom to select the programmes they wish to attend, and participation is confirmed by a certificate that also indicates the number of credits associated with each programme, serving as a reference when completing the lecturer credit form.

Furthermore, participation in national or international conferences or seminars is a crucial aspect of the lecturer's professional development. Lecturers may apply for funding from their institution or the MoECRT to cover the costs of attending workshops, training, seminars or conferences. However, due to a high number of applicants and limited funds, there is no guarantee of receiving funding.

University-compulsory English subject teachers (part-time)

Part-time English teachers responsible for university-compulsory English subjects are encouraged to participate in professional development programmes organised by the coordinator of this group of lecturers, in collaboration with the University's Directorate of Academic Development. These workshops usually focus on English language teaching and learning as well as English language assessment. Typically

conducted once every semester, these are optional professional development programmes, and therefore, not all teachers attend.

Language centre full-time English teachers

Full-time English teachers in a language centre are not obligated to participate in professional development programmes designed by HEIs, but are typically required to attend various professional development programmes organised by their language centre. The topics covered in these training sessions vary. Training sessions are held at least once a year.

Participation in teacher professional development programmes is mandatory for full-time teachers in a language centre, as it is a component required for promotion to a higher qualification as an English teacher.

Teachers may also participate in professional development programmes organised by other institutions, and the certificates received serve as proof of participation. This is common practice in many language centres in major institutions in large cities.

However, in other language centres, teachers must seek out professional development programmes independently. Technological advancements have made this task easier. Language centres often allocate a small amount of funding to support their teachers in attending conferences or seminars. Unfortunately, language centre teachers are currently not eligible to apply for funding from the university itself or the MoECRT.

Language centre part-time English teachers

Part-time English teachers in a language centre are usually required to participate in professional development programmes organised by the centre. In some language centres, this is a component required for promotion to a higher qualification as an English teacher.

While full-time English teachers must achieve a higher qualification, it is optional for part-time English teachers. Although this qualification impacts the honorarium they receive, few part-time English teachers are motivated to seek promotion to a higher qualification as English teachers. For this group of teachers, they must self-fund their participation in conferences, seminars or paid workshops and training.

Main challenges in improving the quality of English language teaching in HEIs

There are three main challenges faced by HEIs in improving English language teaching:

- 1. Lack of well-designed professional development programmes:** Both the English Studies Programme and the language centres lack comprehensive professional development programmes to guide teachers and lecturers in developing into higher-quality English teachers or lecturers. Most tend to join a professional development programme merely to fulfil the minimum requirement set by HEIs. In larger HEIs, where access to professional development programmes is available, this is not a problem. However, for those teaching in smaller HEIs, this has resulted in a group of teachers and lecturers who have neglected their professional development. Fortunately, since the pandemic, numerous online workshops and webinars have become available for English teachers, facilitating participation in these programmes. However, these are disparate programmes and therefore do not fully address the needs of all participants.
- 2. Dependence on part-time teachers:** As there are not many lecturers from the English Studies Programme, HEIs rely on part-time teachers to teach compulsory English subjects to undergraduate students. Since their role is solely to deliver lessons, it is difficult to expect them to deliver high-quality courses and monitor their classes. Information related to the quality of their teaching can only be obtained from the evaluation questionnaire that students should complete at the end of the course.
- 3. Absence of a quality assurance system:** There has never been a quality assurance system to evaluate the English programmes offered by HEIs' language centres. With the expanding services they offer, it is necessary for HEIs with language centres to pay more attention to this. Although support has occasionally been provided by the RELO in the form of an EFL Fellow working at a language centre, this programme is not long-term. Therefore, it is time for HEIs to consider establishing a quality assurance system. This is especially crucial due to the growth of international programmes that deliver other subjects in English. The quality of English for Academic Purposes (EAP) courses should be improved so that students who take EAP and test preparation courses at language centres can enhance their English and meet the English proficiency level required by partner universities overseas.

Important things to consider

As the teaching of a university's compulsory English subject requires many English teachers, it is important for HEIs in Indonesia to prepare a well-designed professional development programme for teachers of these classes. A robust teacher professional development programme will indirectly improve the quality of teaching in these classes. It is also time for HEIs with language centres to pay more attention to the quality assurance of their programmes, as these programmes have reached a wider audience that includes individuals outside their institutions.

With the growth of international programmes, a synergy should be established between HEIs and their language centres so that students who still need to improve their English to follow lectures in English can benefit from high-quality courses offered by language centres in their HEI. It would be even better if these language centres could design courses that respond to the needs of students joining international programmes.



Section 5

English teacher professional development in Indonesia

Perspectives and predictions from ELT experts

This landscape report provides a comprehensive summary of teacher professional development (TPD) opportunities available to English teachers in Indonesia. It encompasses programmes overseen by the Ministry of Education, Culture, Research and Technology, as well as those offered by international organisations and the private sector.

Although a full critical evaluation is beyond this report's scope, we conclude with a series of personal reflections, concerns, and well-considered recommendations on the state of English teacher professional development in Indonesia.

We posed three specific questions to a diverse group of ELT professionals, with experiences ranging across teaching, training, academia and administration within public, private and Islamic institutions, as well as entrepreneurial ventures.

1. **Assessment of current programmes:** What are your views on the current teacher professional development programmes and opportunities for English teachers in Indonesia?
2. **Ideas for programme enhancement:** What ideas do you have for improving the current teacher professional development programmes and opportunities for English teachers in Indonesia?
3. **Forecasting the future:** What predictions do you have for the future of English language teaching in Indonesia, and how will this impact pre-service and in-service teacher training?

This section presents a selection of insights, each shedding light on the unique challenges and potential advancements in professional development for English language teachers in Indonesia.

What are your views on current teacher professional development programmes and opportunities for English teachers in Indonesia?

I think teachers today get to enjoy a wider range of teacher professional development opportunities. This is particularly true in the past few years where educational institutions (e.g., the British Council, higher education institutions) offer free webinars on various topics related to English language teaching. I hope that this trend will continue so that a lot more teachers from different parts of Indonesia (especially those working in low-resource provinces) get to enjoy the benefits of self-directed professional development.

However, it remains unclear whether teachers actually learned a great deal from attending these webinars. Even more unclear is the extent to which they are able to make use of what they learned in their teaching. Research shows that while single session webinars or seminars are not without value, teachers get to learn much more and are more likely to apply what they have learned through site-based teacher development activities. These activities involve external experts working closely with a group of teachers on-site over a period of time focusing on pertinent issues that these teachers are currently trying to deal with. The impact of site-based teacher professional development is more pronounced. The only downside is that the cost of organising on-site TPD can be quite high.

Willy A Renandya


National Institute of Education, Nanyang Technological University, Singapore



I think teachers today get to enjoy a wider range of teacher professional development opportunities.

Willy A Renandya

National Institute of Education, Nanyang Technological University, Singapore



I think English teachers in Indonesia currently still have little access to teacher professional development. Most teachers I know and work with claim that workloads (not only teaching, but administrative as well) and financial limitation are among the reasons why they cannot attend events such as conferences and workshops for their professional development programme.

Other than that, some teachers are only interested in joining training programmes that are related to or required for their promotion. Actually, the teachers have the opportunities to attend some occasional free workshops and webinars provided by universities and other non-profit organisations like TEFLIN, the British Council, RELO, ITELL, etc., but sometimes the (school) administrative restrictions, including the principal's consent, make it difficult for the enthusiastic teachers to join such programmes. The school authorities and the authorities above school, like the Regional Office of Education and Culture should give more support and facilitate teachers to improve their professional competence.

Professor Dr Issy Yuliasri
Universitas Negeri Semarang

To date, there have been rather adequate teacher development programmes and opportunities for English teachers in Indonesia from both the government and foreign sponsors. However, for teachers living in extremely remote areas, access to such opportunities is still a privilege. In some areas in East Kalimantan Province, take Mahakam Ulu Regency as an example, teachers have to travel far away to attend activities which are mostly held in the town nearest to the capital city of the province/regency while at the same time, the Internet and communication connectivity are not as good and stable as the connectivity in bigger areas. Future directions and planning of programmes should take into account this geographical-related challenge in order to create more opportunities for these teachers.

Dr Phil Maria Teodora Ping, MSc
Faculty of Teacher Training and Education
FKIP, Universitas Mulawarman, Samarinda, East Kalimantan

In recent years, we have seen the initiation of teacher professional development efforts taking place, namely in the forms of digital platforms where teachers share best practices and offer alternative solutions to challenges faced in their classrooms. However, these free access platforms can serve their purpose only for those teachers with the passion and commitment to be lifelong learners and take the opportunity to learn from their peers or more experienced teachers.

There are also teacher training programmes developed and given by book publishers and assessment centres for teachers in schools that have adopted teaching materials and/or assessment in the schools. One of the shortcomings of such programmes is that they are run sporadically and fail to provide a systematic and reliable approach to training that supports teachers' development over time.

There is an abundance of opportunities to create teacher professional development efforts with a more structured approach (categorised into pre-service for novice teachers, in-service for experienced teachers having certain job tenure, and specialised refresher or skills enhancement courses), implemented continuously accompanying a teacher's professional journey, which should be embedded in a school's or institution's teacher management system.

Hafilia R. Ismanto
HRI & Associates

What ideas do you have for improving current teacher professional development programmes and opportunities for English teachers in Indonesia?


Teacher Practicum is not a priority element in English teacher preparation in Indonesia. It is an afterthought in the ELE degrees and is absent in the PPG programme. Prospective students do not enter schools until their third year of professional development.

How would we feel if the training of airline pilots consisted of more than three years of theoretical input before they even set foot in an aeroplane and if their experience of flying planes was limited to just a few credits? How would we feel if medical doctors spent years studying theory and didn't meet a patient until their last year? Would we have confidence in their practical skills? If not, then why should we expect English teachers to become skilled practitioners after such limited experience in classrooms?

It is essential that prospective teachers of English should develop not only their language skills but also their teaching skills. They must have exposure to classrooms right from the beginning of their degree programmes and this experience must be interwoven with the lectures which they receive on campus.

Hywel Coleman

School of Education, University of Leeds, UK



Current teacher professional development (TPD) programmes often adopt a top-down approach, where decisions regarding topic selection, programme design, and delivery methods rest solely with TPD providers such as governments and educational institutions. As a result, teachers are merely recipients of the programme, without a stake in its development. To rectify this, it's essential to integrate a bottom-up approach that enables teachers to voice their specific needs and actively contribute to the programme's design. This involvement fosters a sense of ownership among teachers, which is crucial for the programme's long-term sustainability. A synthesis of both approaches can yield locally relevant and organically developed TPD programmes.

Moreover, establishing a supportive system post-TPD is critical to ensure practical application at the school and classroom levels. A mentoring programme that offers ongoing support as teachers apply new strategies, frameworks, or models can create a feeling of continuous empowerment. The dialogue between teacher and mentor, spurred by classroom observations, allows teachers to critically evaluate and refine their teaching practices, laying the groundwork for meaningful change.

We highly recommend TPD programmes that involve collaborative projects among cluster-based teachers, extending beyond webinars, training sessions, and workshops. Such collaboration encourages active participation and shared learning, essential for a robust TPD framework.

Athriyana Pattiwael

Universitas Kristen Krida Wacana, Jakarta

To improve the teacher's professional development, teachers should be more active in joining professional development programmes, such as webinars, seminars, in-house training, conferences or any programmes that they think can develop their professionalism in becoming a really professional teacher.

Some topics that I believe teachers need the most training in are digital skills for teaching and assessment. Many English teachers in Indonesia are still not digitally literate, and it is important for them to know how to engage students more effectively using technology. Besides ICT, I think teachers also need additional training in English language proficiency as well as classroom management, assessment and teaching students with special learning needs.

Eka Wahjuningsih

Jember University

The disparity of quality among English teachers in Indonesia, particularly concerning their English proficiency levels, is very high and the PPG modules do not cater to closing the gap. Instead, the PPG (the modules, teaching-learning processes, and the assessment) focus more on the pedagogical competences. In my opinion there should be online programmes dedicated to help teachers improve their English proficiency at their own pace. These programmes could be tied to certification requirements.

Prof Anita Lie, EdD


Widya Mandala Catholic University, Surabaya

What predictions do you have for the future of English Language Teaching in Indonesia and how will this impact pre-service and in-service teacher training?

With the rapid development of supporting tools/ software and artificial intelligence (AI) applications for English learning, for example, Google Translate, Grammarly, and ChatGPT, the teacher's role in conveying knowledge and providing feedback to a certain extent can already be replaced by the presence of such technology. For this reason, future TPD for teachers needs to prioritize the depth and meaningfulness of English learning, not the amount of material and English competencies students must master. These can be realized through the presence of inspiring teachers in classes who prioritize character education through meaningful English learning. Such a meaningfulness principle can be achieved through practicing critical reflection on the students' contextual realities. In this way, predictably, English is no longer the ultimate goal, but rather as an instrument to shape the students' character who live in a multicultural, fragile, and uncertain world.

It may have been too obvious that improving the ability of English teachers in the instrumental and technical aspects can be achieved through the provision of various online platforms and technological inventions. For this reason, students and teachers need to be equipped with strong heuristics skills for independently reviewing and learning various techniques and methods. Precious class time need not be spent discussing technical matters. Bearing in mind that the presence of an inspiring teacher in the classroom cannot be replaced by current technology, TPD training and workshops need to continuously discuss and reflect on the ethics of teaching (e.g., connectedness), on the teachers' generous personalities who sincerely love their profession as a true calling in life, and most importantly love their students with various backgrounds of their personalities.

Paulus Kuswandono
Sanata Dharma University



More English teachers in the future will be more dependent on the Internet sources but less creative in pedagogy, so the students will be more engaged in technology than in the teachers-students interaction. Pre-service teacher training needs to design a curriculum that enables participants to prioritise social interactions that facilitate learning and not to focus merely on technology to deliver the teaching learning processes. In-service training needs to promote the importance of face-to-face meetings amid the widespread utilisation of MOOC for TPD since teachers themselves need to maintain the human aspects of the instructions that will be undergoing rapid replacement by artificial intelligence.

Dr Hanung Triyoko, S.S., MHum, MEd

Islamic State University, Salatiga

From my point of view, the state of ELT in Indonesia reveals that the teachers face numerous challenges when attempting to teach English. These challenges include students' poor language comprehension skills, a lack of material resources, a communication gap between teachers and students, students' lack of interest in and participation in their education, and a lack of social and environmental support. These challenges can be reduced by adjusting teaching strategies and resources to fit students' language levels. This situation will significantly impact pre-service and in-service teacher training, as the programmes should address the challenges teachers face. It is recommended that pre-service and in-service training programmes focus on the whole growth of teachers rather than just one aspect of that development, taking into account the teachers' personal and academic needs. These training programmes should be varied and ongoing to increase their efficacy.

Noor Eka Chandra

Lambung Mangkurat University

Although some problems, such as improving teachers' language proficiency and teaching in difficult circumstances, will most likely remain in the future, I predict that the future of English language teaching in Indonesia will be relatively bright. Many English teachers in Indonesia are very passionate and eager to learn. Also, Indonesia has established ELT professional organizations and partners from other countries that are invested in improving ELT in Indonesia. They will definitely play important roles in facilitating teachers' need to improve themselves by providing plenty of TPD opportunities with various topics and foci. Furthermore, the rapid development of technology and increasingly common use of digital tools for ELT in Indonesia have led me to believe that teachers will be even more connected, tech-savvy, and informed in the future. In addition, 21st-century skills will remain relevant and need to be fostered in pre-service and in-service teacher training along with using technology in ELT classrooms and promoting Continuing Professional Development (CPD).

Harumi Manik Ayu Yamin

Universitas Indonesia

Abbreviations and Acronyms

| | Indonesia Term | English Term |
|-------------|--|--|
| AJBSI | Asosiasi Jurusan Bahasa dan Sastra Inggris | Association of English Language and Literature Departments |
| APSPBI | Asosiasi Program Studi Pendidikan Bahasa Inggris | The Association of English Language Education Study Programmes |
| BBGP | Balai Besar Guru Penggerak | Major Educational Centers for Teacher Development |
| BGP | Balai Guru Penggerak | Educational Institutions for Teacher Development |
| C-CELT | | Certificate in Communicative English Language Teaching |
| D4 | Diploma 4 | Four-year diploma programme |
| Ditjen GTK | Direktorat Jenderal Guru dan Tenaga Kependidikan | The Directorate General of Teachers and Educational Staff |
| EAP | | English for Academic Purposes |
| ELITE | | The Association of English Linguistics, Literature and Education |
| ELT | | English Language Teaching |
| EMI | | English Medium Instruction |
| ESP | | English for Specific Purposes |
| EYL | | English for Young Learners |
| FILBA | Forum Institusi Layanan Bahasa | Language Training Organisation |
| FPBS | Fakultas Pendidikan Bahasa dan Sastra | Faculty of Language and Literature Education |
| HEI | | Higher Education Institution |
| IALF | | Indonesia Australia Language Foundation |
| iTELL | | Indonesia Technology-Enhanced Language Learning |
| KKNI | Kerangka Kualifikasi Nasional Indonesia | Indonesian National Qualification Framework |
| LIA | Lembaga Indonesia Amerika | Indonesia America Institution |
| LPTK | Lembaga Perguruan Tinggi Keguruan | Educational Institute of Educators |
| MGMP | Musyawaharah Guru Mata Pelajaran | Local Association of Subject Teachers |
| MKDK | Mata Kuliah Dasar Keahlian | Fundamentals in Education Courses |
| MKKF | Mata Kuliah Keahlian Fakultas | Faculty-Based Professional Courses |
| MKKIPS | Mata Kuliah Kompetensi Keahlian | Core Professional Courses |
| MKKKP Prodi | Mata Kuliah Kompetensi Profesi berbasis Bidang Studi | Knowledge and Professional-Based Elective Subjects |
| MOECRT | | Ministry of Education, Culture, Research and Technology |
| PELTIN | Primary English Language Teachers of Indonesia | Primary English Language Teachers of Indonesia |
| PGP | Pendidikan Guru Penggerak | Teacher Professional Education |
| PPG Daljab | Pendidikan Profesi Guru Dalam Jabatan | In-service Teacher Professional Education |
| PPG Prajab | Pendidikan Profesi Guru Pra Jabatan | Pre-service Teacher Professional Education |
| RELC | | Regional English Language Centre |
| RELO | | Regional English Language Office |
| SEAMEO | | Southeast Asian Ministers of Education Organisation |
| TEFLIN | | The Association for the Teaching of English as a Foreign Language in Indonesia |
| UKSW | Universitas Kristen Satya Wacana | Satya Wacana Christian University |
| UPI | Universitas Pendidikan Indonesia | Indonesia University of Education |
| PMM | Platform Merdeka Mengajar | Emancipated Teaching Platform |

