

Multisectoral Collaboration in Curriculum Implementation in Remote Schools of Eastern Indonesia

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ABSTRACT

Multisector collaboration in curriculum implementation in remote schools in Eastern Indonesia is essential for addressing various educational challenges, including limited infrastructure, low teaching quality, and restricted access to educational services. This study aims to examine collaborative practices in remote schools, particularly in Papua and Maluku, involving local communities, religious leaders, traditional leaders, parents, and government authorities. In addition, the study seeks to analyze the opportunities and challenges within multisector collaboration to strengthen curriculum implementation in remote educational contexts. Using a qualitative descriptive approach through literature reviews, case studies, and in-depth interviews with teachers, this research found that the involvement of multiple stakeholders has a positive impact on the development of more relevant and context-responsive curricula. Such collaboration enriches the learning experience by integrating local cultural values and real-life community contexts. Consequently, this collaborative approach produces curricula that are more responsive to local needs and contributes to the realization of more inclusive and equitable education in remote regions.

Keywords: *curriculum implementation; Eastern Indonesia; multisectoral collaboration; education, remote schools*

1. INTRODUCTION

Equal access to education is a goal cherished by every citizen, as equitable educational opportunities are believed to foster a more just and prosperous society. As a primary means of human resource development, quality education significantly contributes to poverty alleviation, increased social mobility, and long-term economic development (Cahyono, 2024).

Quality education plays a crucial role in equipping individuals with the skills and knowledge needed to effectively participate in a competitive modern economy (Judijanto & Shodiqin, 2025). In the context of Indonesia, the educational gap between urban and rural areas, as well as disparities between provinces, remain significant challenges that require a comprehensive approach (Safitri, 2022). It seems that the remote and underdeveloped regions in Eastern Indonesia face numerous challenges in improving the quality of education.

Underdeveloped regions often face various challenges such as limited infrastructure, a shortage of qualified teachers, low accessibility, and insufficient educational facilities and infrastructure (Evershine et al., 2024). Children in Eastern

Indonesia tend to have higher dropout rates and lower school retention, coupled with a lack of quality teaching due to poorly trained teachers, minimal support facilities, and limited access to the internet or digital learning resources, particularly in remote areas and small islands (Saifullah & Yawan, 2022; Sidauruk et al, 2025). In Papua, for example, studies show that investments in human capital through education such as average years of schooling (RLS), expected years of schooling (HLS), and life expectancy (AHH) have a positive impact on the Human Development Index (HDI). However, operational achievements on the ground appear to be suboptimal due to infrastructure constraints, budget limitations, and high dropout rates (Oktania et al., 2024).

Given the complexity of the challenges faced by underdeveloped regions, efforts to improve the quality of education cannot be separated from the role of the curriculum as the foundational basis for the implementation of learning. The limitations in infrastructure, the low availability of qualified teachers, and the minimal access to learning resources highlight the need for a curriculum that is not only relevant but also adaptive to the social, geographical, and cultural conditions on the ground. In other words, improving the quality of education in these regions must start with strengthening the curriculum as a strategic reference that can bridge gaps and guide the learning process toward more meaningful outcomes (Azkiyah, Aryola, & Lukitoaji, 2025; Farhatin, 2025).

The curriculum functions as an operational framework that determines the design of learning, learning objectives, and assessment tools for measuring student competency achievement. Several studies in the Indonesian context suggest that curriculum innovations, such as curriculum structure simplification and the implementation of an outcome-based education approach, are seen as the main foundation for guiding changes in teaching practices and efforts to improve the national education quality (Anih et al., 2021; Mufanti et al., 2024). The curriculum holds a key position in education, as it is related to the direction, content, and process of education, which ultimately determines the type and qualifications of graduates from an educational institution (Dhani, 2020).

Rahman et al. (2021) state that teacher participation in the curriculum development process plays a significant role in enhancing its effectiveness. The curriculum can be developed by involving various sectors as sources of input, ensuring that the competencies and knowledge taught are more aligned with industry needs and social dynamics. The implementation of project-based learning or real-world work experience can also be integrated, providing students with opportunities to develop practical skills relevant to the workforce context. This approach not only contributes to the improvement of technical competencies but also strengthens students' critical thinking, collaboration, and adaptability (Khalid & Owusu-Boateng, 2024). By

incorporating diverse perspectives, the curriculum can be designed to address current challenges while preparing students for the future (Ruhushandy et al., 2024).

Furthermore, this participatory process aligns with the direction of the national education transformation, which emphasizes the importance of flexibility, local relevance, and lifelong learning (Wahyuni & Susanto, 2023). Thus, curriculum development is no longer viewed as an exclusive domain of the central government but as an open dialogue arena between various stakeholders. As stated by Hasanah (2023), "The active participation of stakeholders is the spirit of an inclusive and equitable curriculum development process." Therefore, teachers play a strategic role in bridging these various perspectives into the learning process to ensure that the curriculum is truly alive and functional.

In the context of Indonesia, where disparities between regions and local needs are highly diverse, a structured multisector approach can help ensure that the curriculum is contextual and inclusive. For example, by involving local governments, local industry players, and community leaders in the phase of validating local competency needs before the finalization of the curriculum (Cahyono, 2024). This collaboration is expected to support curriculum development, ensuring that existing limitations do not become obstacles to achieving learning objectives.

However, a more critical issue lies not only in the design of the curriculum but also in the implementation phase at the education unit level. In many remote schools in Eastern Indonesia, teachers face a significant gap between the demands of the curriculum and the actual conditions on the ground. Research by Saiman et al. (2025) indicates that the achievement of the Merdeka Curriculum in South Taliabu District has not been optimal due to limited supporting facilities, and many teachers feel unprepared due to the lack of training and technical assistance. This condition shows that a curriculum document alone is not sufficient without systemic support from various stakeholders; without this, implementation tends to be hindered.

In the context of implementation, multisectoral collaboration becomes a key component in bridging the existing limitations. Cooperation between local governments, the private sector, and local communities has proven to help overcome geographical barriers and limitations in educational resources, improve school infrastructure, enhance teacher capacity through continuous training, and integrate local knowledge into the curriculum to make it more relevant to the needs of students. Such collaboration reinforces the idea that multisectoral involvement is a crucial foundation for the successful implementation of curricula in areas with limitations (Enus et al., 2025; Hakim & Alfitri, 2025). This collaboration not only provides additional resources but also ensures that the curriculum is translated into learning practices that are in line with the local social and cultural context.

Several previous studies have primarily focused on curriculum development in urban schools or at the national level, thus making significant contributions to the general understanding of curriculum implementation. However, studies that specifically address the context of remote areas in Eastern Indonesia, such as Maluku and Papua, are still very limited. The social and cultural characteristics, as well as the limitations in educational infrastructure in these regions, present dynamics that are different from those in urban contexts. Furthermore, there is a lack of research that systematically analyzes the impact of multisectoral collaboration in curriculum implementation in remote areas. This gap in the literature highlights the need for further exploration. It is hoped that such collaboration will support the implementation of the curriculum so that existing limitations do not become obstacles to achieving learning objectives.

Based on the urgency outlined, this article aims to comprehensively examine the importance of establishing effective collaboration between teachers and various stakeholders in the curriculum implementation process. This study focuses on analyzing the implementation of collaboration that has been carried out in remote schools in Eastern Indonesia, by examining the challenges that arise in practice and identifying opportunities that can be strengthened. Through this analysis, it is hoped that a deeper understanding of the appropriate strategies to overcome existing barriers can be gained, ensuring that the collaborative process can proceed optimally and sustainably.

2. METHODOLOGY

3.1. Research Design

This study employed a descriptive qualitative approach using a literature review and a case study. The approach was chosen to gain an in-depth understanding of multisector collaboration practices in curriculum development in remote schools in Eastern Indonesia. Qualitative research enables holistic exploration of social phenomena within real-life contexts (Denzin & Lincoln, 2018).

The case study method was applied to examine collaborative practices in three remote schools in the Maluku and Papua regions, particularly where the boundaries between the phenomenon and its context are unclear (Yin, 2018). Through this approach, the researcher can obtain a comprehensive theoretical and empirical understanding of multisector collaboration in remote schools.

3.2. Participants of the Study

The participants consisted of three teachers from remote schools in Maluku and Papua, selected through purposive sampling. This technique was used because the participants had direct involvement in multisector collaboration activities relevant to the research focus. The limited number of participants aligns with qualitative research

principles that emphasize depth of understanding rather than sample size (Creswell & Poth, 2018).

3.3. Instruments

Data were collected through semi-structured in-depth interviews and analysis of informal documents. Interviews were conducted online to explore participants' experiences and perspectives in depth while maintaining flexibility (Silverman, 2020). Informal documents, such as teaching notes, photos, and videos, were analyzed to support and triangulate interview data, particularly given the limited availability of formal documents in remote school contexts (Bowen, 2009).

3.4. Data Analysis Techniques

Data were analyzed using thematic analysis following Miles, Huberman, and Saldaña's (2014) model, which includes data reduction, data display, and conclusion drawing. Source triangulation between interview data and informal documents was employed to ensure the credibility and validity of the findings.

3. RESULT AND DISCUSSION

Below is the triangulation table that illustrates the data sources used in this study:

Table 1. Triangulation Data Sources

Type of Triangulation	Teacher 1 (Papua, coastal area)	Teacher 2 (Maluku, mountainous area)	Teacher 3 (Papua, swamp area)
Interview	Collaboration with the community in entrepreneurship classes.	Collaboration with the community, religious leaders, government, and parents.	Collaboration with communities across professions and communities as guest teachers
Informal Documents	Not available	Teaching agenda notes, discussions with parents	Teaching agenda notes and inspirational videos
Photos and Videos	Implementation documentation	Implementation documentation	Implementation documentation
Source triangulation	Implementation documentation	Implementation documentation	Implementation documentation
Triangulation method	Interviews and photos/videos	Interviews, informal documents and photos/videos	Interviews, informal documents and photos/videos

This triangulation shows that data validation is carried out by combining various sources of information and methods. Data obtained from interviews are combined with visual documentation evidence (photos/videos), as well as informal notes from teaching agendas and discussions with parents or community leaders.

On the other hand, although formal documents such as lesson plans (RPP) or written teaching agendas were not available for Teacher 1, the information obtained through interviews and photo/video documentation still provides a clear picture of the collaboration taking place in these remote schools. This indicates that informal documents and visual evidence can serve as a valid alternative in exploring educational practices in the field, especially in remote areas.

For Teacher 2 and Teacher 3, the presence of informal documents and photo/video evidence further supports the validation of information obtained from interviews, showing that the implementation of collaboration in their schools was not only discussed verbally but also recorded in a form that is more accessible and understandable to researchers and relevant stakeholders.

These teachers did not solely rely on traditional teaching methods, but also encouraged community involvement in the teaching and learning process. This approach provides students with direct insights into the real world around them and opens up opportunities for them to engage in beneficial activities, such as entrepreneurship classes or project-based learning.

The implementation of multisectoral collaboration carried out by teachers at schools

The results of the interview with Teacher 1, who teaches in the remote areas of Papua Province with characteristics of schools located along the coast, showed that several multisectoral collaborations have been conducted in the curriculum development, including:

Collaboration between teachers and the community. The form of collaboration between teachers and the community is evident in the development of an entrepreneurship class. In this class, the teacher created an entrepreneurial activity by processing natural resources, specifically coconuts, into cooking oil, which is then sold. The proceeds from the sales are used to purchase stationery and school supplies for the students. The community, particularly the parents, is involved in the production and marketing process. Indirectly, the community is engaged as a collaborative partner in this initiative.

Collaboration between teachers and cultural leaders. The form of collaboration that took place was when the teacher invited the children to observe and recognize traditional musical instruments found around them. The teacher took the children to the house of a cultural leader who owned many traditional musical instruments and asked the cultural leader to explain to the children about the various instruments.

This was revealed in the interview with Teacher 2, who teaches at a primary school in the mountainous area of Maluku.

Collaboration between teachers and the community. The form of collaboration between the teacher and the community that can be seen is the involvement of the

community in the learning process as partners in education. The teacher developed a Project-Based Learning (PjBL) approach with the topic of Utilization of Natural Resources. The teacher guided the students to identify the abundant natural resources around them. The results of the identification were then compiled into a list of potential natural resources, from which they chose what to process. The students decided to process the abundant taro found around them into chips and market them. The community was involved as a collaboration partner in this Project-Based Learning initiative.

Collaboration between teachers, religious leaders, and community leaders.

This form of collaboration is established through the "Friday Character Building Program," where Teacher 2 invites religious leaders (pastors) and community leaders (village heads) to attend the school every Friday in turn to provide character reinforcement through joint worship and mentoring for the students.

Collaboration between teachers and the government. The collaboration between teachers and the community can be seen in the training sessions for curriculum implementation organized by the education office or the learning communities formed by teachers at the district level. Several training sessions attended include the implementation of the Merdeka Curriculum and the introduction of the GASING method in teaching mathematics in the classroom.

Collaboration between teachers and parents. The form of collaboration seen between teachers and parents is through discussions held to gather parents' opinions regarding the values needed to improve students' character development. Parents provide input, and teachers follow up by incorporating these suggestions into the development of the learning process conducted at school.

The interview results with Teacher 3, who teaches in the remote areas of Papua Province with characteristics of a school located in a swamp region, indicate that several multisectoral collaborations have been carried out in curriculum development.

Collaboration between teachers and the community. The form of collaboration implemented involves inviting community members as guest teachers to teach the local language to students at the school. Additionally, community members from various professions are encouraged to participate in creating inspirational letters and educational videos, aimed at providing motivation, character values, and real-world perspectives for the students at the school.

Based on interviews with three teachers who teach in remote schools in the Papua and Maluku regions, several forms of multisectoral collaboration have been implemented in the development of the curriculum. These collaborations involve various stakeholders, including the community, traditional leaders, religious leaders, parents, and the government. The following is a discussion of the forms of collaboration that have been carried out:

1. Collaboration with the Local Community

Collaboration between teachers and the local community is one form of curriculum development that can enhance the relevance and quality of education in remote areas. Based on the interview with Teacher 1 in Papua, it was found that the collaboration carried out was the development of an entrepreneurship class involving the local community as partners. In this case, the community played a role in the production and marketing of products, such as cooking oil made from processed coconuts. This finding shows that the community is not only a supporter of school activities but also a collaborative partner in the curriculum development process. Through the active involvement of the community, the learning process becomes more contextual and relevant to the students' lives. This aligns with the research by Mu'ammah et al. (2024), which emphasizes that community-school collaboration is a strategic approach in community-based education management, as it allows for the integration of local needs into the learning process at school.

Meanwhile, Teacher 2 in Maluku also developed collaboration through the implementation of Project-Based Learning (PjBL). In this project, the teacher collaborates with the local community to identify natural resources that can be processed into products, such as taro chips. The community is involved in the production and marketing processes, allowing students to learn directly from hands-on experience in the field. This collaboration strengthens contextual learning, where the content taught is not only theoretical but also directly connected to the local community's life. This community-based learning facilitates students in developing skills that align with the needs of their region, while also fostering a sense of ownership toward the local environment and economy. The involvement of the community in PjBL strengthens the concept of Education for Sustainable Development, which emphasizes the importance of empowering local communities as part of the educational process (UNESCO, 2022).

Based on the interview results with Teacher 3, one form of multisector collaboration implemented is inviting members of the community from various professions to participate in the creation of inspirational letters and educational videos aimed at providing motivation, character values, and real-world perspectives for students in the school. Such collaboration reflects the involvement of various sectors in efforts to provide a more contextual and relevant education, particularly in schools located in remote areas (Hariyani, 2023; Solikhah, 2021). Community members from various professions, as mentioned in the interview with Teacher 3, include individuals from diverse professional backgrounds such as entrepreneurs, healthcare workers, community leaders, and other professionals. Their involvement in creating inspirational letters and educational videos creates synergy between formal education and the practical experiences and knowledge possessed by these community members.

The inspirational letters created by members of the community from various professions serve to motivate students. These letters can contain positive messages that inspire students to be more enthusiastic about learning, as well as provide real-world perspectives on various professions that may not be familiar to students in remote areas. Their involvement in creating inspirational letters and educational videos creates synergy between formal learning and the contextual knowledge of the community, thus enriching the learning resources and broadening the students' career horizons (Listrianti, 2024; Pradana, 2025).

Students in remote areas are often less exposed to various career options and the professional world. By involving professionals from diverse sectors, this collaboration provides students with a clearer view of the outside world and inspires them to pursue their dreams. Inspirational letters from professionals can resonate deeply with students, building motivation and hope for their future. This is an effective tool for introducing career options to isolated students (Oshiro, Beecroft, & Hunter, 2023; Waslowski & Sadowski, 2021). Such exposure helps students understand how school skills connect with the real world, enhances the relevance of learning, and fosters career aspirations (Wijaya, 2022).

In addition to its informative function, the letters and videos created with the involvement of professionals from various sectors also serve as tools for character education. The real-life stories shared by professionals highlight the application of values such as work ethics, responsibility, teamwork, and leadership values that are crucial for the affective development of students (Barokah, Yuliana, & Raharja, 2025; Sugiono, 2017). In remote areas, where access to information and exposure to a variety of professions is often limited, this multisector collaboration broadens students' perspectives and aspirations while strengthening the relationship between schools and the community (Hariani, 2023; Listrianti, 2024).

When professionals from various sectors are involved in educational activities, they feel valued and develop a sense of belonging to the school. This aligns with the concept of community-based education, which emphasizes that education should grow from and for the community (Solikhah, 2021). This involvement also opens opportunities for the community to support the advancement of education in their own area through active participation, sharing experiences, and multisector collaboration (Pradana, 2025; Hariani, 2023).

Thus, the collaboration between teachers and the community across various professions not only enriches the curriculum through more contextual learning resources but also strengthens character education and creates space for education that is socially and culturally relevant. This approach aligns with the principles of place-based education, where learning is directly connected to the real-life experiences and social environment of the students (Sugiono, 2017; Listrianti, 2024).

2. Collaboration Between Teachers and Religious and Cultural Leaders

Collaboration between teachers and religious leaders as well as cultural figures was also found in the implementation of the curriculum focused on character development and the introduction of local culture. In the school managed by Teacher 2, collaboration with religious figures (pastors) and community leaders (village heads) took place through the "Friday Character Building" program, where every Friday, they provide character reinforcement to students through joint worship and moral guidance. This program is a concrete example of how character education can be enriched with contributions from religious and community leaders, who hold significant influence over students in the area.

In addition, Teacher 1 also involves students in collaborating with cultural leaders to learn about traditional musical instruments. This activity not only introduces cultural values but also familiarizes students with their local identity, enriching their learning experience. Collaboration with cultural and religious leaders has a significant impact on character education. The values shared by religious and cultural leaders enhance the social and cultural dimensions of learning, fostering a sense of pride in local identity among students.

4. Collaboration Between Teachers and Government

The collaboration between teachers and the government in curriculum development is reflected in training programs organized by the education department and learning communities at the district level. Teacher 2 shared that they participated in training sessions on the implementation of the Merdeka Curriculum and the introduction of the GASING method in mathematics teaching. These training programs not only provided teachers with insights into more effective teaching methods but also offered an opportunity to engage in discussions with other teachers about the implementation of curricula that better align with local conditions.

Collaboration with the government can also provide support in the form of teaching materials relevant to the local context, as seen in the training for curriculum implementation attended by Teacher 2. Such training is part of the government's efforts to enhance teachers' readiness for the implementation of the Merdeka Curriculum. Literature indicates that teachers' preparedness remains a major challenge in curriculum reform in Indonesia (Al Arsyadhi, Dewi, & Hernawan, 2024), highlighting the importance of collaboration through training initiatives like this.

5. Collaboration Between Teachers and Parents

Collaboration with parents has also proven to be effective in improving the quality of education in remote areas. In the interview with Teacher 2, it was evident that discussions took place between the teacher and parents regarding the values needed

to enhance students' character. Parents provided input that was then used for the development of learning in school. This collaboration is crucial because parents possess valuable insights into their children's needs, which can be integrated into the learning process.

Furthermore, this collaboration is not limited to academic aspects but also extends to the development of students' character, as evidenced by research revealing that parental involvement in home-based educational activities has a strong positive impact on children's character development (Paul et al., 2022, p. 341). Kristanti et al. (2024) also emphasize that school-parent partnerships are essential in shaping children's character, which in turn supports their academic and social success.

Challenges and Opportunities in Multisector Collaboration

Multisector collaboration in education, particularly in remote areas, holds significant potential to enhance the quality of learning and the relevance of the curriculum. However, there are also various challenges that need to be addressed to ensure the expected outcomes are achieved effectively and sustainably. Through interviews and observations of three teachers in remote schools in Eastern Indonesia, this study identified several key challenges that arise in efforts to establish multisector collaboration to support the implementation of the curriculum.

Firstly, the limitation of Human Resources and Infrastructure. The lack of skilled human resources (HR) and adequate infrastructure is one of the main challenges in multisector collaboration in remote areas. The scarcity of trained teachers and limited educational facilities are common in remote areas of Eastern Indonesia, leading to multisector collaboration relying on only one or two teachers. The limitations of infrastructure also hinder teachers from participating in training and mentoring programs for curriculum implementation organized by the government. Limited road and transportation infrastructure further obstructs access for both students and teachers to education locations, resulting in inequitable learning opportunities (Purwa & Cendekia, 2022).

Secondly, the availability of resources and support from various stakeholders is a crucial aspect of multisectoral education, which requires strong collaboration between the government, schools, and communities. However, in underdeveloped areas, coordination and synergy among these sectors are still far from optimal.

Despite the challenges faced, there are several opportunities that can be maximized to strengthen multisectoral collaboration practices in curriculum implementation in underserved regions. First, collaboration between the community, government, and schools can be reinforced to support curriculum implementation at schools. The government can provide training for teachers regarding curriculum implementation, and the community can be engaged as partners in the learning process.

Secondly, the utilization of local potential and wisdom in the curriculum can lead to a more contextual and meaningful educational process for students. When elements of local culture and language are integrated into the learning process, students tend to feel more connected to the material being taught. Furthermore, strengthening vocational education that focuses on practical skills relevant to the local community can equip students with competencies that can be directly applied in their daily activities within their environment (Tartakower, 2024).

Thirdly, multisectoral collaboration in curriculum implementation plays a crucial role in raising community awareness of the strategic value of education. When schools open their doors to partner with parents, community leaders, and other local institutions, education is no longer seen as solely the internal responsibility of the school, but rather as a shared responsibility. Through such partnerships, parents and community members are involved in decision-making processes, the implementation of learning activities, and the assessment of educational needs in their environment. This active participation from the community helps build a sense of ownership, while also strengthening the community's commitment to supporting school programs, such as providing resources, moral support, and technical assistance. In this context, the collaboration between teachers, parents, and the community systematically builds a shared awareness that education is a long-term investment that involves all aspects of social life (Ni'mah, Purbasari, & Setiawaty, 2023). Thus, multisectoral collaboration not only strengthens the operational structure of the curriculum but also transforms the community's perception of education as an integral part of local social and economic development.

4. CONCLUSION

Based on the findings presented earlier, it can be concluded that the collaboration between teachers, local communities, traditional leaders, religious leaders, parents, and the government has had a significant impact on the development of a curriculum that is more contextual and relevant to local needs. This collaboration takes various forms, such as the development of entrepreneurship classes, project-based learning (PjBL), and character-building programs involving religious and community leaders.

Collaboration with the local community, as seen with Teacher 1 developing an entrepreneurship class and Teacher 2 implementing PjBL by utilizing local natural resources, enriches students' learning experiences. The community plays an active role in the production and marketing of products, such as cooking oil and taro chips, which also provide direct economic benefits to students and the community. Collaboration with professionals from various fields, as practiced by Teacher 3 through the creation of inspirational letters and educational videos, offers real-world perspectives to

students, while also introducing important character values that contribute to their personal development.

The importance of the role of religious and traditional leaders in shaping students' character is also highlighted in this study. The "Jumat Bina Karakter" program, which involves the pastor and village head, contributes to strengthening moral and social values among students. Additionally, collaboration with the government through curriculum training and new teaching methods provides significant support in improving the quality of education in remote areas.

However, despite the great potential of multisectoral collaboration, challenges such as limited human resources, poor infrastructure, and a lack of coordination between sectors remain barriers to its implementation. Limited infrastructure and accessibility to education in remote areas are still issues that need to be addressed to improve the effectiveness of this collaboration.

Based on these findings, several recommendations can be made to strengthen multisectoral collaboration in education, particularly in remote areas. First, it is recommended that the government strengthen training programs for teachers regarding the implementation of the curriculum and the latest teaching methods, as well as improve educational infrastructure in remote areas, especially in terms of transportation access and technology to enable more effective teaching. Second, schools and teachers are advised to continue fostering collaboration with local communities, traditional leaders, and religious leaders to enrich the curriculum with relevant local values and to develop more contextual and applicable community-based learning. Third, parents and the community should be more involved in the educational process, not only in academic monitoring but also in character development and the development of practical skills relevant to local needs.

Furthermore, strengthening vocational education that focuses on practical skills according to local community needs should be a priority, in order to equip students with competencies that can be directly applied in everyday life. By maximizing the potential of local wisdom and involving all stakeholders in the educational process, it is hoped that a more relevant, sustainable, and beneficial education can be created, contributing to the development of communities in remote areas.

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