

## Teachers' Training Management Issues In the Hinterland Areas of Indonesia

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### ABSTRACT

**Background/purpose.** In Indonesia, teacher training programs have become a contemporary issue in every national curriculum reform because their implementation has not been consistently organized, especially in hinterland areas. Therefore, improving teachers' competence should be organized sustainably through effective and efficient training management. This study investigates the current issues in teacher training management in the Hinterland Area. This research is important to conduct to obtain accurate information that can be used as positive input to the government in formulating new policies.

**Materials/methods.** To achieve the research goals, the researchers used a qualitative approach with triangulation in the data analysis. Collecting data through online surveys and administered interviews with 3,140 teachers from the hinterland area in the Province of Riau Kepulauan, Indonesia. The observation was also organized to ensure the data was collected from surveys and administered interviews.

**Results.** The study found: (1) Teacher training management includes planning, organizing, implementing, controlling, and evaluating. (2) These functions are not implemented effectively or efficiently. (3) The main problem is the implementation function, which is not uniform, fair, sustainable, or integrated with the needs of teachers in the hinterland area. (4) Teachers' competence is still low because they rarely attend the training program.

**Conclusion.** Our findings make a significant contribution to the literature on teacher training management by highlighting the importance of effective and efficient management in improving teacher competence and education quality, particularly in hinterland areas. The findings support the theory of training management, emphasizing the need for planning, organizing, implementing, controlling, and evaluating training programs to achieve desired outcomes. This study paves the way for future research directions to develop a teacher-training management model based on hinterland areas.

## 1. INTRODUCTION

Teachers play a crucial role in all educational components to achieve educational goals worldwide. Numerous studies have clearly indicated that teachers are vital in

transferring knowledge to students and ensuring that the knowledge aligns with the principles of truth before students apply it in their daily lives (Decker-Woodrow, 2018; Elhanashi et al., 2023; Primus, 2024). Teachers are not a burden on the state, nor are they merely educated workers who transfer knowledge and impart various skills to students in Indonesian classrooms. Instead, they are pivotal in delivering quality national education, as mandated by the 1945 Constitution and Law Number 20 of 2003 concerning the National Education System. A more fundamental perspective suggests that teachers are the ones who genuinely understand the academic progress of students through objective evaluations, measuring improvements in students' knowledge, skills, and attitudes. They identify what students need to become individuals capable of growing ideally according to their potential and expectations (Hartz et al., 2017; Barni et al., 2019; Bosire, 2024).

Thambu et al. (2021) highlighted the irreplaceable role of teachers, emphasizing their unique ability to comprehend the development of student character, psychological changes, and to provide solutions for overcoming individual and group challenges, both in classroom learning and school social activities (Asrial et al., 2022; Rakhmah et al., 2024). Teachers are adept at assessing students' readiness to engage in learning activities, practice, collaborate, discuss, role-play, and address other essential academic needs and mental changes (Robert et al., 2014; Pianta et al., 2020; Sawyer et al., 2022). Given the critical role of teachers in shaping education globally, particularly in Indonesia, the government must elevate the teaching profession to one of honour, nobility, and dignity. This can be achieved by implementing policies that consistently enhance teacher competence and by providing comprehensive moral and material support to the teaching profession in Indonesia. Consequently, improving teacher welfare will lead to an overall enhancement in the quality of education in the country (Pohan et al., 2025).

Building on the fundamental explanation above, enhancing teacher competency through training programs is a very essential. These programs should be implemented equitably, fairly, democratically, and sustainably to ensure quality education and learning (Flores et al., 2015; Hanno, 2020; Hu et al., 2023; Chang, 2025). Such strategic efforts will positively impact teachers' ability to foster a fun, meaningful, and conscious learning process. Implementing these training programs can also elevate the quality of the learning experience, making it enjoyable for students and providing teachers with innovative opportunities to adopt and teach new concepts in the classroom. The explanation underscores the necessity of offering teachers the widest possible opportunities to engage in training programs, continuously enhancing their competencies, including personal, professional, pedagogical, and social intelligence (Sasmoko et al., 2020; Hindaryatiningsih et al., 2025; Salite et al., 2025). To maximize the effectiveness and efficiency of these programs, they should be delivered through various inclusive initiatives that leverage technology and

information. Moreover, utilizing technology and information in training will enable these programs to reach teachers in hinterland areas.

Based on the explanation above, it is crucial to manage teacher training programs effectively to ensure their optimal success. Management involves a collective effort that harnesses all available resources or capitalizes on existing opportunities, potentials, and strengths to achieve common goals efficiently and effectively. Achieving these goals requires navigating through the stages of management functions, which include planning, organizing, implementing, controlling, and measuring. Robins and Coulter (2017) describe management as an activity aimed at achieving organizational goals through planning, organizing, leading, and controlling. Additionally, Adamy (2016) suggests that the management process should be conducted through integration stages to ensure the needs of all components are met. Siagian (2018) highlights the importance of evaluating all activities within an organization to achieve its goals. Therefore, the management functions in training are essential.

The management of teacher competency improvement training in Indonesia is governed by several laws and regulations, including (1) Law Number 14 of 2005 concerning Teachers and Lecturers, which addresses teacher professionalism and the obligation to enhance competency, and (2) Government Regulation Number 19 of 2017, which amends Government Regulation Number 74 of 2008 concerning teachers, setting standards for teacher competency and its improvement. The function of teacher training management in Indonesia is guided by these legal regulations and includes (1) planning, which involves setting goals, objectives, and strategies for teacher training to enhance competency and the quality of education; (2) organizing, which involves structuring, resourcing, and processing teacher training, including selecting participants, instructors, and training materials; (3) implementation, which involves executing teacher training according to established plans and strategies, including managing training activities and mentoring; (4) supervision, which involves monitoring and evaluating the teacher training process to ensure the achievement of training goals and objectives; and (5) evaluation, which assesses the effectiveness of teacher training and identifies areas for improvement to enhance the quality of future training.

The aforementioned management functions are crucial for effective implementation in training programs to achieve established goals. Moreover, managed training is vital as it encompasses the entire system and resource management, ensuring their effective and efficient use to meet expected targets. According to Dezhbankhan et al. (2021), a management system comprises interrelated and interacting elements designed to set and empower goals and objectives for efficient and effective achievement. In this context, these elements include all resources owned by an organization or institution. Educational institutions and the government must function interactively, unidirectionally, and

collaboratively to support all planned programs, particularly in enhancing teacher competency in hinterland areas. Based on the explanation provided, the objectives of this study are: (1) To investigate the issues related to the management function of teacher competency improvement training programs in hinterland areas. (2) To identify the current state of teacher competency in hinterland areas through surveys, interviews, and academic supervision. These objectives aim to address the gaps in teacher training management and competency in hinterland areas, ultimately informing strategies to improve education quality in these regions.

## **2. METHODS**

To achieve the objectives of this study, a qualitative research method was employed. Qualitative research is a method used to gain an in-depth understanding of social phenomena, behaviour, and human experiences within their context (Creswell, 2022). The primary reason for selecting qualitative research is its focus on comprehending the meanings and interpretations of the phenomena under investigation (Wolf et al., 2021; Asimov, 2025). According to Creswell (2022), qualitative research aims to grasp the meanings individuals or groups attach to a social problem. This research begins with field studies because the results can more clearly address the research questions, providing detailed elements and a depiction of real conditions in the field (Bekker & Clark, 2018; Morse et al., 2021). The purpose of this qualitative research is to explore the issues of management of teacher training in the hinterland area, assess teacher competencies in the hinterland, and examine various documents related to teacher training conducted in the hinterland area.

This study employed a mixed-methods approach to gather data on teacher competency and training management in hinterland areas. The data collection methods included.

- a. The survey was administered online via Google Forms from May 21-25, 2025, and involved 3,140 elementary and junior high school teachers. Its purpose was to assess teachers' competencies in the hinterland area through self-evaluation. The items for this competency measurement instrument were sourced from the Ministry of Education's document on teacher competency measurement instruments, comprising 16 items. This instrument employs a Likert scale with responses ranging from [5] Very Good, [4] Good, [3] Fair, [2] Poor, to [1] Very Poor.
- b. Subsequently, closed-door interviews were also conducted via Google Forms from May 21-25, 2025, involving the same 3,140 teachers. During this phase, teachers responded to questions posed by the researcher concerning the management of the teacher training they had attended.
- c. The final step in data collection involved conducting an observational study under the academic supervision of 34 teachers across 10 schools, which included seven

elementary schools and three junior high schools. The data processing steps for this study encompassed data collection, reduction, analysis, and interpretation. Table 1 is a list of the research instruments used:

**Table 1.** Teacher Competency Measurement Instrument

<b>Observation Instrument Items</b>
Able to formulate learning outcomes rationally
Able to formulate a learning plan for identity
Able to formulate initial learning competencies
Able to formulate learning objectives in the knowledge aspect
Able to formulate learning objectives in the skills aspect
Able to formulate learning objectives in the attitude aspect
Able to formulate student profiles in learning plans
Able to formulate learning-provoking questions
Able to design student-centered learning
Able to vary learning
Able to develop teaching materials and learning tools
Able to implement a learning approach
Able to implement student-centered learning methods
Able to design learning according to students' thinking levels
Able to develop learning instruments
Generally, able to carry out main tasks professionally

**Data Analysis Technique** This study employed triangulation to validate findings and enhance confidence in the results. Triangulation involves using multiple sources which consist of survey data, interview data, and observation data. Methods consist of online surveys, closed interviews, and observations. The use of triangulation ensured that the findings were robust, reliable, and representative of the phenomenon being studied. The data and analysis results demonstrated a high level of validity due to the use of multiple data sources and methods, triangulation to validate findings, and academic supervision in the classroom to ensure accuracy. This approach ensured that the study's findings were trustworthy and generalizable to the context of hinterland areas.

### **3. RESULTS AND DISCUSSION**

#### **RESULT OF RESEARCH**

The study's findings were derived from closed-door interviews that highlighted the application of management functions aimed at enhancing teacher competency in the hinterland region. These interviews detailed specific weaknesses in the management of training programs at each stage of implementing the management function. Additionally, the study's results from an online survey illustrated the percentage of teacher competency in understanding curriculum implementation. This included teachers' abilities to create lesson plans, apply methods in the learning process, evaluate student learning outcomes, and generally reflect their pedagogical competence and professionalism in fulfilling their primary

responsibilities as educators. The final finding emerged from an observational study conducted through direct academic supervision in the classroom, aimed at directly assessing teachers' competency in teaching within hinterland schools. The results of this observational study were used to verify the validity and accuracy of the data collected through interviews and surveys. These observational findings reinforced other research data, allowing for conclusions to be drawn about the management of teacher training and its impact on teacher competency in the hinterland region.

This study reveals significant weaknesses in the management of teacher training programs in hinterland areas, impacting teacher competency. Key findings include (1) Management Function Weaknesses: Closed-door interviews exposed shortcomings in planning, organizing, implementing, controlling, and evaluating training programs. (2) Teacher Competency: Online surveys showed limited proficiency in curriculum implementation, lesson planning, teaching methods, and student assessment. (3) Classroom Observations: Academic supervision confirmed these findings, highlighting inadequate teaching skills and pedagogical competence. These findings underscore the need for improved teacher training management to enhance education quality in hinterland regions.

## **DISCUSSION**

### **Teacher Training Management Functions in the Hinterland Area**

In Indonesia, teacher competency improvement training programs are governed by Government Regulation Number 19 of 2017, which addresses teacher competency standards and enhancement. The management of teacher training in Indonesia adheres to these legal guidelines, encompassing the stages of planning, organizing, implementing, monitoring, and evaluating. During the planning stage, goals, objectives, and strategies for teacher training are established to enhance competency and educational quality. The organizing stage involves structuring the training, allocating resources, and managing processes, including selecting participants, instructors, and training materials. The implementation stage focuses on executing teacher training according to the established plans and strategies, which include managing training activities and providing mentorship. The supervision stage involves monitoring and evaluating the training process to ensure the achievement of training goals and objectives. Finally, the evaluation stage assesses the effectiveness of the training and identifies areas for improvement to enhance the quality of future training programs.

Training models can be crafted to enhance teacher competency and quality. According to Pohan et al. (2024), these teacher models include: (1) Competency-based training models, which concentrate on developing specific teacher competencies such as mastery of material, teaching methods, and assessment techniques. (2) Problem-based training models, where teachers are presented with real teaching challenges and

encouraged to find solutions through discussion and reflection. (3) Project-based training models, where teachers engage in projects related to teaching and learning, allowing them to directly develop skills and knowledge. (4) Technology-based training models, which involve the use of technology to enhance teaching and learning quality, including applications, online platforms, and multimedia. (5) Collaboration-based training models, where teachers collaborate with colleagues, experts, or practitioners to exchange knowledge and experiences. An effective teacher training model must take into account the needs and characteristics of teachers, as well as the educational goals and context (Lambirth et al., 2019; Milner & Scholkmann, 2023; Hazard et al., 2025). Teacher training can significantly enhance the quality of teaching and learning (Mucherah et al., 2024; Leaf & Paulson, 2025).

The training program attended by teachers in the hinterland was an on-the-job training initiative (In-On-In) organized by the government with the support of a Learning Management System. This program has been operational since the introduction of the 2013 National Curriculum and the Independent Learning Curriculum through the Teacher Leader Education Program. An online survey indicated that only 42.6% of teachers in the hinterland participated in this training, while 57.8% did not. Besides these programs, teachers also attended virtual seminars, webinars, and conferences organized by various educational institutions, governments, or professional associations. However, teachers in the hinterland often face challenges in participating due to unstable internet connections. This issue with internet service is a contemporary problem in various countries and regions in Indonesia, particularly in underdeveloped and hinterland areas (Tarraga et al., 2021; Risquez et al., 2022; Zimmermann et al., 2022; Tzafilkou et al., 2023; Zeng et al., 2025). In the context of the hinterland, the participation of teachers in virtual training is very low and does not significantly enhance their competency. In-house training is also available and organized by schools, but it is rarely conducted due to limited funding. This funding constraint arises from the small student population, which results in a reduced allocation of operational funds by the government based on student numbers.

Overall, the training model outlined above has not been effectively utilized to enhance teacher competency in the hinterland areas. Theoretically, management functions include planning, organizing, implementing, monitoring, and evaluating. However, interview results reveal that none of these functions have been optimally executed, highlighting numerous weaknesses in the management of teacher training programs in these regions. In terms of planning, organizers fail to account for the diverse regional contexts of Indonesia, which span all provinces. The planning of teacher training programs relies on a uniform model, objectives, methods, and materials. As a result, the government-established training programs are not aligned with the conditions in the hinterland areas. These areas face challenges such as limited training support facilities, difficult Internet access, costly sea

transportation, and high travel expenses to urban centres from remote islands. Furthermore, the planning does not incorporate evaluation results from previous training sessions. In fact, past training sessions are often irrelevant to future ones due to frequent curriculum changes in Indonesia and the uneven, uncontrolled implementation of the national curriculum system.

In the organizational structure of teacher training programs in remote areas, significant issues have been overlooked, despite their critical nature. This lack of professionalism is evident in the appointment of instructors who train teachers from diverse educational backgrounds. For instance, instructors with expertise in mathematics education are tasked with training teachers specializing in English education. Interviews revealed that teachers did not receive training materials tailored to their specific fields. Additionally, the training facilitators lacked comprehensive knowledge of all the subjects relevant to the participants. Consequently, teachers did not acquire the specific insights and skills pertinent to their areas of expertise through the training sessions they attended. The interviews also highlighted that the selection of training participants was neither equitable nor based on a needs analysis. As a result, many teachers had never participated in any training, while those selected frequently attended. This leads to unequal opportunities for teachers to enhance their competencies.

The primary issue with teacher competency improvement training programs in remote areas lies in their execution. Interviews with teachers have highlighted that the training schedules do not align with their work hours. Attending these sessions necessitates leaving their workplaces, yet finding substitute teachers to cover classroom duties is challenging. Consequently, students miss out on the learning process. Typically, training sessions are held in city centres, such as Batam City, which excludes teachers residing on the islands from participating in these programs and related community activities. The training periods are often condensed, requiring teachers to absorb the material in a very limited timeframe. This constraint prevents them from thoroughly mastering the content. Teachers are expected to complete training tasks within this restricted period, which ultimately fails to enhance their competencies. Another significant issue in the training's implementation is the lack of adequate facilities and infrastructure, especially in remote areas.

During the monitoring phase of the teacher training program, deficiencies were identified in both the management of the training process and the feedback provided by principals or training organizers. Principals frequently failed to offer sufficient feedback to teachers post-training, hindering their ability to implement newly acquired knowledge. Additionally, the evaluation phase revealed a lack of clear standards, particularly in hinterland areas, to assess the program's effectiveness. Evaluation methods were predominantly limited to quantitative measures, such as participant numbers, costs, and attendance, neglecting qualitative aspects like changes in teacher behaviour and competency after training. Teacher involvement in the evaluation process was also



insufficient, resulting in a lack of constructive feedback for future program improvements. Furthermore, the evaluation of teacher training programs often faced resource constraints, including time, costs, and expertise, which impacted the effectiveness of subsequent programs (Luo et al., 2022; Huang et al., 2023; Saadati et al., 2025; Dogan et al., 2025; AbdulRab, 2025).

In addition to the issues identified in the management of the training program, the follow-up on training outcomes has also been ineffective. This ineffectiveness stems from a lack of follow-up, where evaluations of teacher training programs are often not accompanied by effective actions, such as program enhancements or policy development. Furthermore, there is a lack of stakeholder involvement, as evaluations frequently exclude relevant parties like principals, school supervisors, and parents. The problems highlighted in this interview study suggest that the management of teacher training programs is ineffective, which adversely affects teachers' competency levels in performing their core tasks. These tasks include the ability to create relevant lesson plans, employ learning models or methods in the educational process, develop learning media and tools, and assess student learning outcomes (Ou & Gu, 2023; Dahl, 2025; Huo & Zhang, 2025; Pahor & Nicholls, 2025).

### Teacher Competence in the Hinterland Area

The findings of this study offer a glimpse into the competency of 3,140 teachers in the hinterland area as they fulfil their professional responsibilities, assessed through self-evaluation. Teachers participated in an online survey to self-assess their competencies, which included their ability to design lesson plans, their classroom teaching skills, and their capacity to evaluate student learning outcomes in line with the national curriculum indicators set by the Ministry of Education. Below are the results of the teachers' self-assessment regarding their professional duties.

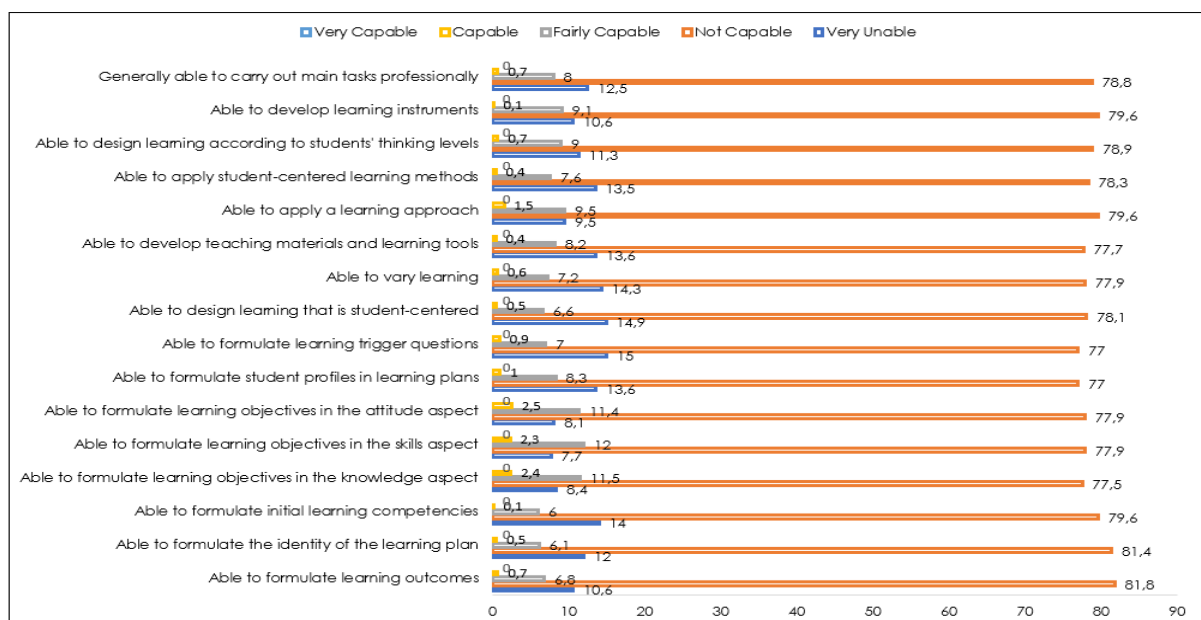


Figure 1. The Result of Teachers' Self-Assessment

Figure 1 illustrates teacher competency based on self-assessments of their ability to implement the national curriculum. In this survey, teacher competency is categorized into five levels: highly competent, competent, fairly competent, less competent, and very incompetent. The table reveals that teachers' competency in performing their primary duties remains low, with all indicators pointing to being neither incompetent nor very incompetent. The first indicator, which assesses teachers' ability to formulate learning outcomes, shows a deficiency, with 81.8% of teachers admitting they cannot formulate learning outcomes in line with the national curriculum concept. The self-assessment results reveal significant gaps in teacher competency, with 81.8% of teachers acknowledging their inability to formulate learning outcomes aligned with the national curriculum. Similarly, 78.8% of teachers report inadequate overall teaching ability, indicating a pressing need for targeted support and professional development to enhance teacher effectiveness in hinterland areas.

The survey reveals significant gaps in teacher competency, particularly in implementing effective learning strategies and models. Key findings show that 79.6% of teachers lack mastery of theoretical approaches, methods, and strategies to promote active student engagement. About 78.1% struggle to design student-centered learning processes, hindering meaningful learning experiences. Lastly, 79.6% face challenges in developing learning instruments aligned with Bloom's taxonomy, due to inadequate training and mentoring. These findings underscore the need for targeted support and professional development to enhance teacher effectiveness in hinterland areas. Field observations are necessary to corroborate these findings and inform evidence-based interventions.

### **Teacher Academic Supervision Results**

This academic supervision involved 34 teachers from 10 schools in the hinterland, comprising seven elementary schools and three junior high schools. The aim was to offer an accurate depiction of teacher competency in this region. Previous research by Pohan et al. (2025) has indicated that teacher competency in the hinterland remains notably low. Similarly, findings from an interview study highlighted that this low competency persists due to ineffective training sessions and a lack of motivation among teachers to independently enhance their skills. Field supervision was carried out to evaluate teachers' abilities in crafting lesson plans and their teaching practices in the classroom, utilizing instruments provided by the Ministry of Education. The assessment, categorized as follows, highlights the need for targeted support: Very Competent [81-100], Competent [61-80], Less Competent [41-60], and Not Competent [0-40].

**Table 2.** Recapitulation of Academic Supervision Results

Participant	Teacher Competency Indicators							
	preparing lesson plans				Teaching in Class			
	0 – 40	41 – 60	61 – 80	81 – 100	0 – 40	41 – 60	61 – 80	81 – 100
Supervision Percentage	11,63	44,11	26,47	11,63	8,82	55,88	26,47	8,82

Table 2 displays the findings from academic supervision conducted by researchers across 10 schools in the hinterland area, involving 34 teachers. The supervision results indicated that teacher competency in crafting lesson plans was suboptimal. The lesson plans created by the teachers failed to reflect concepts suitable for the hinterland area context. It was discovered that 11.63% of the teachers lacked competence in designing lesson plans, as these plans were missing teaching materials, instruments, and assessment rubrics. Additionally, 44.11% of the teachers were deemed less competent, with their lesson plans not aligning with the learning model's syntax that promotes active student engagement. The data also reveal that 26.47% of teachers were competent, and 11.63% were very competent in designing lesson plans in line with Indonesia's national curriculum. However, these plans have not been tailored to the actual conditions in the hinterland area. The planning remains quite general and does not take into account student characteristics in relation to the established learning model and activities. Moreover, teachers have yet to develop learning media that are relevant to student characteristics and needs within the context of the hinterland area.

The table also provides an overview of teacher competency, focusing on classroom teaching skills. Observations show that 8.82% of teachers exhibit very poor classroom teaching skills. Field findings indicate that teachers fail to create ideal lesson plans, do not utilize media or support learning facilities, and conduct learning without proper planning. Learning activities are limited to oral lectures, with minimal student involvement, as students primarily listen to the teacher's explanations. Subsequently, students work on assignments individually. There is a lack of effective interaction between teachers and students, which hinders the development of communication, argumentation, and critical thinking skills.

Moreover, the findings reveal that 55.88% of teachers lack teaching skills aligned with national curriculum standards. The learning process fails to engage students in creative activities, resulting in a lack of creativity in the classroom, and teachers do not incorporate technology into their teaching. However, in several schools, particularly those in sub-district centres, teachers already demonstrate strong teaching skills. The data indicate that 26.47% of teachers possess good teaching skills, while 8.82% exhibit excellent skills. These teachers have integrated technology into their teaching, fostering an innovative learning environment, establishing interaction between students and teachers, and facilitating discussions for problem-solving and presentations of learning outcomes in class. Nonetheless,

not all supervised teachers have updated teaching materials, learning media, and resources to suit the character and needs of students in the context of the hinterland area.

Comparatively, the research analysis results indicate no significant differences in the data. This suggests a reciprocal relationship among the findings from the interview study, survey, and observations conducted. The closed interview study results highlight that the management of training programs aimed at enhancing teacher competency has not been effectively executed across all training stages, including planning, organizing, implementing, monitoring, and evaluating, particularly in the hinterland area. This aligns with Sari et al. (2024), who found that ineffective management of teacher competency training adversely affects teachers' classroom performance. This is further supported by the interview study findings on the ineffective management of the training. Similarly, the survey results revealed that 78.8% of teachers struggled to perform their primary duties effectively. Pohan et al. (2025) also found that training implementation has been ineffective not only in the hinterland but in other areas as well, leading to teachers' inability to implement the curriculum effectively. Consequently, this impacts teachers' pedagogical skills in designing learning plans that meet students' conditions and needs.

The ineffective implementation of teacher training management continues to affect teachers' abilities in classroom instruction (Prilop et al., 2021; Romijn et al., 2021). This inadequacy results in a learning environment that lacks innovation and creativity, hindering students' development of thinking, problem-solving, and character skills (Van Le et al., 2021; Rosmawati et al., 2022; Kailo & Njagi, 2025). These issues culminate in a significant and pressing problem: students' learning outcomes fall short of established targets, as evidenced by their low critical thinking, problem-solving skills, and inability to translate instructions into accurate actions (Mulenga, 2020; Siddiqui et al., 2021; Hafizi et al., 2022; Nurlaela & Yusuf, 2025). This is further corroborated by the 2022 PISA results, which revealed that 99% of Indonesian students struggled with higher-order thinking questions.

The research analysis results offer a comprehensive reflection for all educational organizers, particularly concerning the management of training programs aimed at enhancing teacher competency in Indonesia, especially in remote areas. Consequently, the government, and specifically the Ministry of Education, must address these contemporary issues with seriousness, demonstrating a professional commitment to organizing sustainable and high-quality education. This approach is essential for improving education quality in Indonesia, focusing on training programs and teacher education. Enhancing education quality globally, and particularly in Indonesia, requires prioritizing the improvement of teacher competency through effective, sustainable training and equitable career development. Tukahirwa et al. (2025) highlighted that enhancing teacher competency and career development can boost teacher commitment to their primary duties, significantly impacting education quality (Sitati et al., 2016; Sari & Dewi, 2020; Velle, 2023; Altaf & Haider, 2025).

The limitations of this research include a small sample size, as the study only involved 34 teachers from 10 schools in the hinterland area, which may not be representative of the larger population. Then, self-assessment bias where the online survey relied on teachers' self-assessment, which may be subjective and biased. This study also focused on specific aspects of teacher competency, such as lesson planning and teaching practices, but may not have captured other important factors. Lack of a control group, as the study did not include a control group to compare the results with, making it difficult to establish causality. Limited generalizability also where the findings may not be generalizable to other contexts or regions due to the specific characteristics of the hinterland area. These limitations highlight the need for further research to confirm and expand on these findings.

#### 4. CONCLUSION

Based on the analysis, this study concludes that the management of teacher training programs in hinterland areas is still ineffective in enhancing teacher competency. The management functions, including planning, organizing, implementing, controlling, and evaluating, all have weaknesses that hinder the effectiveness of the training programs. The study highlights the need for urgent improvement in teacher training management, particularly in hinterland areas, to address the low teacher competency. The training programs should be integrated with real conditions, the needs of hinterland students, and the culture of the hinterland community, utilizing technology and other supporting stakeholders. The findings of this study are crucial for the government, particularly the Ministry of Primary and Secondary Education, to focus on implementing training in underdeveloped and hard-to-reach areas in Indonesia to achieve equitable education quality. Additionally, the study's results encourage all educational components in Indonesia to engage in future cross-collaborative research to develop a management model for teacher competency improvement and career development programs relevant to the hinterland. Overall, this study emphasizes the importance of effective teacher training management in improving teacher competency and education quality, particularly in hinterland areas.

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