Jurnal El-umdah

Jurnal Kajian Ilmu Al-Qur'an dan Tafsir
doi: 10.26811/xxxx.xxxx.xxxx

TRANSFORMATIONAL LEADERSHIP AND KNOWLEDGE SHARING IN ENGLISH TEACHING MATERIAL DEVELOPMENT IN RURAL PRIMARY SCHOOLS

Fuad Kusuma Wardana
Universitas Islam Negeri Mataram, Indonesia

Correspondence Email: Fuadkusuma012@gmail.com

Received: 2026-10-13	**Accepted:** 2026-11-15	**Published:** 2026-11-21

Abstract

Indonesia plans to make English compulsory in primary schools from 2027/2028, yet rural schools lack the teacher capacity and materials to meet this mandate. This study examines how principals' transformational leadership supports knowledge sharing and the development of localized English teaching materials in rural primary schools. A qualitative descriptive case study was conducted in 15 public elementary schools in Jonggat District, West Nusa Tenggara, between August 2025 and January 2026, using interviews, observations, and document analysis of teacher-produced materials. The analysis identified four leadership practices, namely intellectual stimulation, inspirational motivation, individualized consideration, and psychological safety, through which principals working with Teacher Working Groups (KKG) helped teachers co-create contextualized English materials. Teachers reported greater instructional confidence, although the evidence rests on perceptions and a purposively selected sample. The study proposes a Transformational-Sharing Model that treats psychological safety as an extension of Bass's framework and discusses implications for principal training and supervision.

Keywords: *transformational leadership; knowledge sharing; professional learning communities; English teaching materials; rural primary schools.*

A. Introduction

Indonesia's Kurikulum Merdeka reform aims to strengthen student agency, higher-order thinking, and global competencies (Hunaepi & Suharta, 2024). Within this reform, English has been repositioned as a foundational communication competency, and national policy foresees its reintroduction as a compulsory subject in public elementary schools (Sekolah Dasar, SD) and Islamic primary schools (Madrasah Ibtidaiyah, MI) from the 2027/2028 academic year (Purwanti & Prasanti, 2025; Santoso, 2025). This is a departure from a history in which English was largely reserved for secondary education and urban settings (Lauder, 2008). Early English instruction is consistent with research on language acquisition (Krashen & Terrell, 1983; Ellis, 2006), but the transition has exposed how little capacity peripheral schools have to deliver it. Primary schools in Jonggat District, Central Lombok, a rural area with agrarian and small-merchant communities, report uneven teacher language proficiency, a shortage of certified English teachers, scarce contextualized materials, and weak digital infrastructure (observation logs, August 2025). These constraints reflect long-standing regional disparities in educational capacity (Azzizah, 2015), multilingual classrooms in which children speak local vernaculars (Yusuf et al., 2023; Rusdiansyah et al., 2025), and reliance on out-of-field teachers with limited English proficiency (Matitaputty & Leatemia, 2025).

Professional isolation is a persistent barrier to instructional innovation in rural Indonesian schools (Habibulloh, 2025). Teachers in peripheral sub-districts have often worked in pedagogical silos shaped by administrative compliance rather than professional inquiry (Tanang & Abu, 2014), and centrally designed training has rarely changed classroom practice in remote schools (Revina et al., 2023). Teachers have therefore turned to informal knowledge-sharing networks and self-directed learning (Saputri & Sukarno, 2024). A collaborative alternative treats teachers as co-creators of pedagogical knowledge (Bowe & Gore, 2016), and professional learning

communities (PLCs) are widely seen as a mechanism for collective inquiry and shared accountability (DuFour et al., 2008; Stoll et al., 2006). In Indonesia, the Teacher Working Group (Kelompok Kerja Guru, KKG) is the formal sub-district structure for such collaboration, but participation is often perfunctory and driven by centrally prescribed agendas. Turning a nominal KKG into a functioning PLC depends on principals who create psychological safety for peer critique, protect time for joint work, and model openness to their own limitations (Edmondson, 2018; Weiner et al., 2021; Kasri & Andriani, 2025).

Transformational leadership theory (Bass, 1985; Bass & Riggio, 2006) describes leaders who raise followers' consciousness and align individual goals with a shared vision through four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In schools, transformational principals are associated with higher teacher efficacy, better instruction, and more durable change (Leithwood & Jantzi, 2006). Most of this evidence, however, comes from North America and Western Europe, where schools have more resources, more stable structures, and better-prepared teachers, and the theory remains under-examined in resource-constrained schools of the Global South (Bush & Guo, 2026; Hallinger, 2016). Research on Indonesian school leadership has also tended to concentrate on administrative and compliance functions rather than on how principals activate collaborative learning. Knowledge sharing among teachers involves explicit knowledge, such as lesson plans, and tacit knowledge, such as culturally responsive adaptations (Nonaka & Takeuchi, 1995), and the latter circulates mainly in trusting relationships within communities of practice (Wenger, 1998).

Material development for English raises two further tensions. The first is between standardization and localization: national curricula must be applied equitably while content stays meaningful for local learners (Banks & Banks, 2012; Sleeter & Stillman, 2005; Lestari, 2019). English taught without local referents risks becoming an alienating exercise, whereas well-localized teaching can support cultural continuity (Fabre-Triana et al., 2025). The

second tension concerns digital tools, including artificial intelligence (AI)-assisted applications, whose use requires technological pedagogical content knowledge (Mishra & Koehler, 2006), faces connectivity and device barriers (Tai et al., 2021; Afkar & Yarrow, 2021), and is experienced as a compliance burden when imposed from above (Yeung et al., 2011; UNESCO, 2023).

Despite extensive work on transformational leadership, PLCs, and collaborative curriculum development, little is known about how these constructs operate together in rural, resource-constrained primary schools that must prepare for a new compulsory subject. This study addresses that gap through a qualitative case study of Jonggat District. It asks how principals operationalize transformational leadership, including psychological safety, to facilitate collaborative English material development; which structures they build within the existing KKG framework to sustain peer knowledge sharing; how collaborative development leads to materials that balance curriculum fidelity with local contextualization; and what the case suggests for building capacity in peripheral education systems. The study contributes an empirically grounded Transformational-Sharing Model that extends transformational leadership theory into a peripheral primary-school context and an account of principal-led peer collaboration that policy makers can use when preparing for the English mandate.

B. Method

This study used a qualitative descriptive case study design grounded in an interpretivist epistemology, which holds that leadership, collaboration, and curriculum development are socially constructed and must be understood through participants' own meanings (Creswell & Poth, 2018; Lincoln & Guba, 1985). A case study suited the aim of understanding leadership within its organizational context (Yin, 2018). A qualitative descriptive approach (Sandelowski, 2000) suited the aim of describing leadership practices and their observable effects close to the data, with the

theoretical model developed in the Discussion rather than imposed in advance.

The research was conducted in 15 public elementary schools (Sekolah Dasar Negeri) in Jonggat District, Central Lombok Regency, West Nusa Tenggara. The district was selected purposively because it is rural and resource-constrained, and because preliminary scoping interviews identified principals who showed transformational behaviors. This selection means that the schools are not representative of typical rural schools and that the design cannot compare these principals with principals who lead differently. Participants (Patton, 2002) were 15 principals, 30 English teachers, coordinators, and lead teachers, and sub-district education administrators.

Data were collected between August 2025 and January 2026 through three sources, summarized in Table 1. First, the first author interviewed all principals (45 to 90 minutes) about leadership philosophy, strategies for fostering collaboration, and support for English implementation, and interviewed coordinators and lead teachers (30 to 60 minutes) about their experience of principal leadership, collaborative learning, and perceived changes in instructional confidence. Interviews followed a flexible protocol (Rubin & Rubin, 2012), were conducted in Bahasa Indonesia, audio-recorded, transcribed, and translated into English. Second, 32 observations of KKG meetings, school-level planning sessions, peer coaching, and materials review workshops were recorded in structured field notes with separate interpretive memos (Emerson et al., 2011). Third, teacher-produced materials and administrative records were reviewed for quality, cultural contextualization, alignment with national standards, and peer authorship.

Analysis followed the interactive model of Miles et al. (2014), combining continuous data reduction, structured data display, and iterative conclusion drawing. Codes were grouped into categories and then themes, guided by the dimensions of transformational leadership but open to emergent themes. Documents were analyzed through directed content analysis. Variation across schools was examined through comparative case

analysis. Trustworthiness was supported by triangulation, independent analysis of data subsets with reconciliation, and member checking with (Lincoln & Guba, 1985). All participants gave written informed consent, and identities are protected by codes (P for principal, T for teacher or coordinator, A for administrator).

Table 1. Data sources and corpus

Source	Detail	Number
Semi-structured interviews	Principals (45–90 min)	15
	English teachers, coordinators, and lead teachers (30–60 min)	30
	Sub-district education administrators	
Observations	KKG meetings	6
	School-level curriculum planning sessions	12
	Peer coaching interactions	8
	Materials review workshops	6
Teaching materials	Lesson plans	47
	Vocabulary exercises	63
	Reading passages	54
	Assessment items	38
Administrative records	KKG participation and activity records; professional development attendance logs; English curriculum implementation plans	

C. Results and Discussion

This section presents the findings from interviews, field notes, and teacher-produced materials, followed by a discussion that interprets them against the literature and the research questions. The Results are organized around the four leadership practices that emerged from the analysis; the Discussion then develops the Transformational-Sharing Model, considers implications and international relevance, and states the limitations of the study.

1. Results

The four practices are summarized in Table 2 and described in turn. Counts refer to interview participants unless stated otherwise.

Table 2. Summary of evidence for the four leadership practices

Practice	Principal and teacher accounts	Field notes and documents
Intellectual stimulation	13 of 15 principals described it as an intentional strategy; workshops on AI tools replaced directives	Workshop notes show a move from hesitant tool use to proposing applications; plans from later months show more contextualization
Inspirational motivation	12 of 15 principals and 24 of 30 teachers cited the district vision 'Jonggat Melek Bahasa'	Teacher language shifted from compliance to aspiration; 54 reading passages include local content
Individualized consideration	All 15 principals ran mentor-mentee or peer-tutoring networks; 27 of 30 teachers felt 'seen and supported'	School records show mentors taking on inter-school KKG roles; materials of supported teachers rated higher
Psychological safety	All 15 principals promoted a 'no-blaming culture'; 28 of 30 teachers cited it as important	Observation notes record principals reframing critique; materials review workshops included lower-proficiency teachers

Principals reframed the integration of digital tools, in particular AI-assisted language applications, from a top-down mandate into a shared intellectual challenge. Instead of directing teachers to use particular tools, they organized "creative writing workshops" and "AI exploration sessions" in which teachers experimented with accessible text-generation platforms, troubleshot applications, and refined prompts to produce age-appropriate English materials. Thirteen of the 15 principals described intellectual stimulation as an intentional strategy. One principal explained: "I wanted teachers to see technology not as something imposed on them, but as a tool they could shape and master together. When we gathered to experiment with AI, I could see senior teachers' skepticism transform into curiosity and

confidence" interview. This account points to a change in how senior teachers approached the tools. Field notes from workshop sessions recorded the same progression: early sessions showed hesitant, mechanical use; by session 5 teachers were proposing creative applications and mentoring peers; and by session 6 they generated usable materials without help. Fourteen non-specialist and senior teachers who had expressed strong resistance moved from "this is too complicated for me" to producing materials (teacher interviews, January 2026). The 47 lesson plans in the corpus showed more nuanced cultural contextualization and more refined activity sequencing in later months than in earlier ones.

Principals also presented English as a locally meaningful vision rather than a ministry mandate. The most frequent example, cited by 12 of 15 principals and 24 of 30 teachers, was the shared district vision "Jonggat Melek Bahasa" (Jonggat Language Literacy), described as a grassroots movement to prepare rural youth for global competition while respecting local linguistic heritage. A teacher explained how this changed her view: "At first, I thought English was something foreign being imposed on our community. But when the principal explained that we were building Jonggat's literacy, helping our children participate in global conversations, I understood it differently. Now when I sit down to create lessons, I'm thinking about our students' futures" interview. The quotation shows the teacher linking the mandate to a community purpose. Field notes recorded a corresponding change in teacher language, from early compliance ("the ministry says we must do this") to aspirational statements ("imagine Jonggat students confident in English") by mid-period. Mentor teachers noted and the 54 reading passages in the corpus included examples drawn from Jonggat agriculture, Sasak cultural practices, and community figures.

Principals adapted support to teachers' differing English proficiency, experience, and technological fluency. All 15 principals set up mentor-mentee or peer-tutoring networks that paired stronger English users with less

experienced colleagues. They identified between 8 and 12 "language leader" teachers per school and gave them release time of two to four hours a week, additional training, and formal recognition. A mentor teacher described the effect: "For 20 years I was just a classroom teacher doing my job. Having the principal recognize my expertise and give me time to help others, that changed everything. I went from feeling invisible to feeling valued and important" (mentor teacher, interview). School records showed that mentor-designated teachers later took on inter-school KKG leadership roles and sought further professional development. Support was also personalized: one principal arranged private AI training for an older teacher anxious about technology, and another adjusted meeting schedules for a teacher with family responsibilities. Twenty-seven of 30 teachers said they felt individually "seen and supported." Materials produced by teachers who received differentiated support were rated higher in quality and cultural sophistication than those of teachers with generic expectations (a pattern from the coding of the 47 lesson plans by independent raters who did not know the teachers' mentor status).

All 15 principals said they had deliberately built what they called a "No-Blaming Culture" or "Culture of Learning from Mistakes," and 28 of 30 teachers said that this made them willing to offer ideas and accept feedback. In KKG review sessions where teachers presented draft materials, principals reframed critique as learning. When a draft lesson contained a grammatical error, one principal said, "This is excellent; this is exactly what peer review is for, so we can strengthen together" (field note, KKG session). Another field note recorded that after a vocabulary lesson that did not work as intended, the room went quiet until the principal said, "I love that you tried that approach. Let's workshop it together," after which three teachers offered refinements. Observers recorded similar principal interventions in the observed sessions: validating teachers' concerns, redirecting peer comments from evaluative to constructive, and celebrating failed attempts as learning. Teachers with lower English proficiency took part in peer coaching and

material review in these settings. Schools whose principals most actively cultivated these conditions produced about 23% more materials over the study period (a comparison of schools based on the document corpus, with quality judged by independent expert reviewers).

Taken together, the four practices were not independent. Principals described, and field notes supported, an iterative four-phase sequence through which collaborative material development became sustained. In the first phase, awareness and inspiration, principals articulated a localized vision such as "Jonggat Melek Bahasa" that connected the mandatory English curriculum to teachers' professional purpose and community investment, and the mandate was reframed from external compliance pressure into internally motivated aspiration. In the second phase, intellectual activation and psychological safety, principals established safe collaborative structures, namely reformed KKG sessions, peer coaching protocols, and review workshops, and used collective tool exploration and creative problem-solving to stimulate inquiry. Non-punitive peer feedback and the celebration of learning from mistakes reduced evaluation anxiety and brought more teachers into the work.

In the third phase, differentiated support and co-creation, principals recognized varied teacher competencies by building mentor-mentee networks, providing individualized coaching, and structuring peer collaboration in the joint design of materials. Higher-capacity teachers gained leadership roles, less experienced teachers received targeted support, and all teachers contributed according to their evolving competence. In the fourth phase, sustainability and efficacy feedback, collaborative production yielded visible outputs, including digitally archived lesson plans, contextualized exercises, and assessment tools, that circulated across schools and demonstrated the value of collaboration. Improved material availability and teachers' instructional confidence then reinforced commitment to further collaboration. Across the four practices, principals, teachers, and documents

describe a similar sequence in the schools. A shared local vision came first, followed by safe collaborative structures in reformed KKG sessions, peer coaching, and review workshops. Differentiated support and joint design of materials followed, and the resulting lesson plans, exercises, and assessment tools were archived digitally and shared across schools, according to participants. Teachers reported greater instructional confidence in interviews, although this was not measured by an instrument.

2. Discussion

The findings show that, in these 15 schools, principals' transformational leadership was associated with teachers' willingness to share knowledge and to co-create English materials, and teachers reported greater instructional confidence. Because the schools were selected for observable transformational leadership and because there is no comparison group, the findings describe how collaboration was organized where such leadership was present; they do not establish that leadership caused it. With this caveat, the four practices answer the first research question. Intellectual stimulation, inspirational motivation, and individualized consideration correspond to three of Bass and Riggio's (2006) dimensions, while idealized influence, the fourth, appeared in the data only indirectly, through principals who modeled willingness to experiment and to acknowledge their own limits. Psychological safety (Edmondson, 2018) was by contrast central in the participants' accounts, and the study therefore treats it as an extension of the framework rather than as one of Bass's dimensions. A plausible reading is that, among teachers who are out of field and professionally isolated, safety to admit uncertainty is a precondition for the other practices to work, but the present data cannot test that ordering.

These patterns are summarized in the Transformational-Sharing Model (TSM) shown in Figure 1. The model proposes that principals who articulate a local vision, create safe collaborative structures, stimulate collective inquiry, and differentiate support foster the conditions for

sustained peer knowledge sharing within KKG groups. Sharing in turn yields locally contextualized materials, and the visible outputs and teachers' growing confidence feed back into principals' commitment and teachers' engagement. The model is offered as a context-bound framework for further testing, not as a validated causal model.

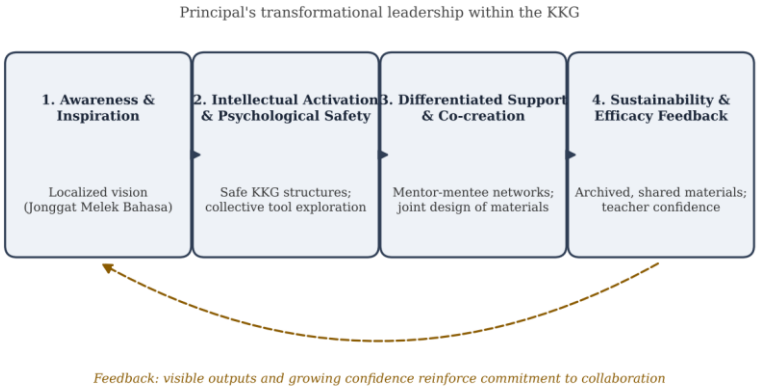


Figure 1. The Transformational-Sharing Model (TSM)

For the second research question, the findings suggest how an existing KKG can move from the formal, agenda-driven participation described in earlier work toward the functioning PLC described in the literature (DuFour et al., 2008; Stoll et al., 2006). The structures that principals created, namely mentor networks, release time, review workshops with non-punitive critique, and recognition, are the conditions under which tacit knowledge such as classroom management intuitions and culturally responsive adaptations can be exchanged (Nonaka & Takeuchi, 1995; Wenger, 1998). The role of safety fits Edmondson's (2018) account of how learning in teams depends on the freedom to take interpersonal risks, and it adds a school-leadership perspective to Weiner et al.'s (2021) findings on principals' role in creating psychological safety. The observed shift in teachers' discourse from compliance to aspiration also suggests that leaders'

vision work can alter how a policy mandate is experienced, which is consistent with the contention that policy intent and classroom capacity diverge when reform is delivered top-down (Revina et al., 2023).

The third research question concerns the balance between standardization and localization. Materials in the corpus combined national-curriculum language content with examples from Sasak life, local agriculture, and community figures, and this was done by teachers with local knowledge working together rather than by external specialists. This supports the claim that localization depends on educators who hold both curriculum knowledge and local cultural knowledge (Sleeter & Stillman, 2005; Lestari, 2019), a dual expertise that is hard to find in peripheral settings. It also resonates with research from Latin America that frames English teaching in multilingual communities as an additive process that preserves local identity (Fabre-Triana et al., 2025). The AI exploration sessions illustrate how principals can recast technology adoption from an individual burden into shared inquiry, which is the opposite of the compliance experience that top-down technology mandates produce (Yeung et al., 2011). The sessions developed teachers' technological pedagogical content knowledge (Mishra & Koehler, 2006) in a setting where, as other studies show, devices and connectivity are limited (Tai et al., 2021; Afkar & Yarrow, 2021).

Two further points deserve emphasis. First, the AI exploration sessions were not presented as a technological solution; principals framed them as shared inquiry, and teachers' own accounts credit the collaborative setting rather than the tools for the change in confidence. This distinction matters for policy, because providing devices or applications without the social conditions described here would probably reproduce the compliance experience reported in the literature. Second, the mentors' accounts of moving from feeling invisible to feeling valued, and their later inter-school KKG roles, indicate that recognition is itself a leadership resource: it creates new teacher leaders at low cost and distributes the work of sustaining collaboration beyond the principal.

The study's novelty lies in showing, in a rural Global South primary-school setting, how transformational leadership works through a peer structure that already exists, and in proposing psychological safety as a distinct leadership practice within that structure. Most transformational-leadership evidence comes from better-resourced systems (Leithwood & Jantzi, 2006), and calls to bring context back into leadership research (Bush & Guo, 2026; Hallinger, 2016) have rarely been matched by empirical models from small rural schools preparing for curriculum change. The TSM answers that call by specifying who does what within the KKG and by treating localization as an outcome of leadership rather than a separate curriculum task.

The findings carry three practical implications for the fourth research question, each offered with caution because the evidence comes from selected schools. First, district education offices could maintain structured digital repositories for teacher-produced materials, with version control, peer review, and quality assurance, so that materials written in one school can serve others. A sub-district office in Jonggat already keeps a shared online folder organized by grade, topic, and resource type (about 2 to 4 hours of administrative effort a month, according to the fieldwork records). Second, principals may need professional development that focuses on facilitating psychologically safe collaboration, reframing mandates into local purpose, mentoring, and intellectual stimulation, rather than generic administration training. None of the 15 principals reported receiving such training (interview data), which suggests an unmet need. Third, school supervisors (*pengawas sekolah*) could be asked to examine collaboration quality, the quality of peer feedback, and evidence of material innovation, which would move supervision from compliance audits toward clinical supervision. These measures use resources that districts already have and would be consistent with decentralized capacity building (Penuel et al., 2007; Revina et al., 2023).

The findings are also relevant beyond Indonesia. Many education systems are introducing early foreign-language instruction faster than they can train teachers, and many serve multilingual rural communities where national and international languages compete with local ones (Rusdiansyah et al., 2025; Fabre-Triana et al., 2025). In such systems, a peer-based model that relies on existing teacher networks, local knowledge, and principals' facilitation, rather than on one-off external training, may offer a lower-cost route to capacity and to materials that fit local contexts. Whether the TSM travels to other systems is an empirical question that comparative studies should address.

The phase sequence also clarifies how the TSM differs from generic accounts of distributed leadership. In the data, the phases did not end once completed; the vision was restated in later review sessions, and mentors continued to receive recognition, so earlier practices were maintained alongside later ones. This iterative character suggests that sustaining collaboration requires continuing leadership attention, not a single training event, and it points to a practical difficulty: the principals described here invested release time, personal coaching, and routine facilitation that may be hard to reproduce where principals carry heavy administrative loads. Whether the model holds when principals have less time, or when KKG groups are larger or more geographically dispersed, cannot be judged from these data.

Several directions for future research follow. Longitudinal studies over three to five years would show whether collaborative practice and material quality persist as the curriculum is implemented. Mixed-methods or quasi-experimental designs, for example comparing schools whose principals receive leadership development with comparable schools that do not, could estimate effect sizes and strengthen causal inference. Studies of implementation would clarify what helps or hinders principals who are reluctant to adopt these practices. Comparative work in other Global South contexts, such as India, sub-Saharan Africa, and Southeast Asia, would test

how far the model generalizes. Finally, studies that follow student outcomes, including language proficiency, engagement, and school belonging, in classrooms of teachers who took part in collaborative material development would show whether the benefits reach learners.

Several limitations qualify these conclusions. The study covers one district and cannot be generalized to other rural contexts or other countries; it is most relevant to peripheral sub-districts with similar isolation, a predominantly Muslim population, and limited infrastructure. The period of data collection was short (six months, from August 2025 to January 2026), which limits conclusions about whether collaborative practice and material quality persist. Student learning outcomes were not measured; the study documents teachers' perceptions of efficacy and material quality, and while the broader literature links teacher efficacy and good instructional materials to student outcomes (Yoo, 2016; Jibililu, 2024), only direct measurement would support such claims here. The schools were selected because principals already showed transformational behavior, so the findings may not apply to reluctant principals. Finally, the study is qualitative; counts and percentages reported in the Results describe the sample and cannot be read as effect sizes or tests of hypotheses.

D. Conclusion

This study examined how transformational principals in rural primary schools support knowledge sharing and the development of localized English teaching materials as Indonesia prepares to make English compulsory in primary education. In 15 schools in Jonggat District, principals who stimulated intellectual inquiry, articulated a locally meaningful vision, differentiated their support, and built psychologically safe collaborative structures were associated with active peer sharing in KKG groups and with materials that combined national standards with local content. The main contribution is the Transformational-Sharing Model, which extends

transformational leadership theory to a peripheral primary-school setting and identifies psychological safety as a practice that is central to peer-based professional learning there. For policy and practice, the study suggests that principal development, shared repositories for teacher-made materials, and clinical supervision are worth testing as low-cost supports for the English mandate. These implications need confirmation, because the study rests on a selected sample, teacher perceptions, and a short observation period. Future research should follow schools over several years, include student outcomes, compare principals with different leadership styles, and use mixed methods to test the relationships proposed in the model, including whether psychological safety precedes the other practices. Comparative studies in other multilingual rural systems would show how far the model travels. Within these limits, the study suggests that rural teachers who are given a purposeful shared vision, intellectual stimulation, differentiated support, and psychological safety can contribute substantially to locally meaningful English materials, which is both an equity concern and a practical capacity-building strategy for peripheral education systems as the English mandate approaches.

References

Afkar, R., & Yarrow, N. (2021). *Rewrite the future: How Indonesia's education system can overcome the losses from the COVID-19 pandemic and raise learning outcomes for all*. World Bank.

Azzizah, Y. (2015). Socio-economic factors on Indonesia education disparity. *International Education Studies, 8*(12), 218. https://doi.org/10.5539/ies.v8n12p218

Banks, J. A., & Banks, C. A. M. (Eds.). (2012). *Multicultural education: Issues and perspectives* (8th ed.). Wiley

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.

Bowe, J., & Gore, J. (2016). Reassembling teacher professional development: The case for Quality Teaching Rounds. *Teachers and Teaching*, 1–15. https://doi.org/10.1080/13540602.2016.1206522

Bush, T., & Guo, X. (2026). Revisiting school leadership: Indigenous challenges to Global North models. *Education Sciences, 16*(2), 354. https://doi.org/10.3390/educsci16020354

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE.

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181–199. https://doi.org/10.3102/0013189x08331140

DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work: New insights for improving schools*. Solution Tree.

Edmondson, A. C. (2018). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. Wiley.

Ellis, R. (2006). *The study of second language acquisition*. Oxford University Press.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). University of Chicago Press. https://doi.org/10.7208/chicago/9780226206868.001.0001

Fabre-Triana, P., Faytong-Haro, M., Contreras-Falcones, A., Angulo-Prado, A., Paez-Tobar, A., & Fabre-Merchán, P. (2025). Beyond bilingualism: An additive trilingual equity agenda for Indigenous English education in Latin America. *Frontiers in Education, 10*. https://doi.org/10.3389/feduc.2025.1643377

Habibulloh, M. (2025). Teachers' professional development and its influence on teaching innovation in rural schools. *International Journal of Multidisciplinary Research and Innovation, 1*(1), 23–36. https://doi.org/10.64084/ijmri.v1i1.46

Hallinger, P. (2016). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership, 46*(1), 5–24. https://doi.org/10.1177/1741143216670652

Hunaepi, H., & Suharta, I. G. P. (2024). Transforming education in Indonesia: The impact and challenges of the Merdeka Belajar curriculum. *Path of Science, 10*(6), 5026–5039. https://doi.org/10.22178/pos.105-31

Jibililu, O. S. (2024). Evaluating the impact of instructional materials on social studies learning outcomes in senior high schools of the Bono East

Region of Ghana. *Social Education Research*, 380–397. https://doi.org/10.37256/ser.5220244881

Kasri, K., & Andriani, D. E. (2025). Navigating geographic and cultural barriers: Principal leadership strategies in developing professional learning communities in remote Indonesian schools. *Journal of Innovation and Research in Primary Education, 4*(4), 2797–2810. https://doi.org/10.56916/jirpe.v4i4.2314

Krashen, S., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*. Pergamon Press.

Lauder, A. F. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia, 12*(1), 9. https://doi.org/10.7454/mssh.v12i1.128

Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement, 17*(2), 201–227. https://doi.org/10.1080/09243450600565829

Lestari, Y. B. (2019). Local cultural practices in teacher agentic responses to English as a foreign language (EFL) curriculum: A lesson learned from Indonesia. In *Proceedings of the UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018)*. Atlantis Press. https://doi.org/10.2991/eltlt-18.2019.36

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE.

Matitaputty, M. S. I., & Leatemia, M. (2025). English language teaching in Indonesian primary schools: A review from the perspective of out-of-field teachers. *Jurnal Administrasi Terapan, 4*(1), 176–185. https://doi.org/10.31959/jat.v4i1.3410

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE.

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017–1054. https://doi.org/10.1111/j.1467-9620.2006.00684.x

Nonaka, I., & Takeuchi, H. (1995). *The knowledge-creating company*. Oxford University Press. https://doi.org/10.1093/oso/9780195092691.001.0001

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). SAGE.

Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal, 44*(4), 921–958.

Purwanti, E., & Prasanti, S. Y. (2025). Enhancing English teaching in elementary schools: A sociocultural perspectives of non-English major teachers' experiences. *English Language Teaching Educational Journal, 8*(2), 105–117. https://doi.org/10.12928/eltej.v8i2.13052

Revina, S., Pramana, R. P., Björk, C., & Suryadarma, D. (2023). Replacing the old with the new: Long-term issues of teacher professional development reforms in Indonesia. *Asian Education and Development Studies, 12*, 262–274. https://doi.org/10.1108/aeds-12-2022-0148

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). SAGE.

Rusdiansyah, R., Gunawan, W., Kurniawan, E., & Hakim, M. A. (2025). Navigating inconsistencies: The challenges of implementing multilingual education policy in rural Indonesia. *Social Sciences & Humanities Open, 11*, 101601. https://doi.org/10.1016/j.ssaho.2025.101601

Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health, 23*(4), 334–340. https://doi.org/10.1002/1098-240x(200008)23:4<334::aid-nur9>3.0.co;2-g

Santoso, K. H. (2025). The 2027 mandatory English policy for Indonesian elementary school: Teacher distress beyond disciplinary expertise—A mixed-methods critical policy analysis. *Indonesian Teaching English to Speakers of Other Languages Journal, 2*(2), 254–264. https://doi.org/10.30587/inatesol.v2i2.11004

Saputri, Y. E., & Sukarno, S. (2024). Teacher's challenges and strategies in teaching English in rural areas. *Formosa Journal of Sustainable Research, 3*(9), 2011–2018. https://doi.org/10.55927/fjsr.v3i9.11494

Sleeter, C. E., & Stillman, J. (2005). Standardizing knowledge in a multicultural society. *Curriculum Inquiry, 35*(1), 27–46. https://doi.org/10.1111/j.1467-873x.2005.00314.x

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change, 7*(4), 221–258.

Tai, Y., Wang, L., & Wang, M. (2021). Technology-enhanced learning for language acquisition: A systematic review. *Computer Assisted Language Learning, 34*, 755–783. https://doi.org/10.1080/09588221.2019.1695658

Tanang, H., & Abu, B. (2014). Teacher professionalism and professional development practices in South Sulawesi, Indonesia. *Journal of Curriculum and Teaching, 3*(2). https://doi.org/10.5430/jct.v3n2p25

UNESCO. (2023). *Global education monitoring report 2023: Technology in education: A tool on whose terms?* UNESCO. https://doi.org/10.54676/uzqv8501

Weiner, J., Francois, C., Stone-Johnson, C., & Childs, J. (2021). Keep safe, keep learning: Principals' role in creating psychological safety and organizational learning during the COVID-19 pandemic. *Frontiers in Education, 5*. https://doi.org/10.3389/feduc.2020.618483

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Yeung, A. S., Taylor, P., Hui, C., Lam-Chiang, A. C., & Low, E. L. (2011). Mandatory use of technology in teaching: Who cares and so what? *British Journal of Educational Technology, 43*(6), 859–870. https://doi.org/10.1111/j.1467-8535.2011.01253.x

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE.

Yoo, J. (2016). The effect of professional development on teacher efficacy and teachers' self-analysis of their efficacy change. *Journal of Teacher Education for Sustainability, 18*(1), 84–94. https://doi.org/10.1515/jtes-2016-0007

Yusuf, M. N. A., Astutik, Y., & Megawati, F. (2023). External factors affect English learning in rural elementary schools: A qualitative study. *TELL: Teaching of English Language and Literature Journal, 11*(1), 12. https://doi.org/10.30651/tell.v11i1.17101.