

## The Contribution of The Maju Tapan Nauli Foundation (Matauli) to Education Development in Central Tapanuli Regency

Ano Suherlan<sup>1</sup>, Hasan Asari<sup>2</sup>, Junaidi Arsyad<sup>3</sup>

<sup>1</sup> Universitas Islam Negeri Sumatera Utara, Indonesia; anosuherlan@gmail.com

<sup>2</sup> Universitas Islam Negeri Sumatera Utara, Indonesia; hasanasari@uinsu.ac.id

<sup>3</sup> Universitas Islam Negeri Sumatera Utara, Indonesia; junaidiarsyad@uinsu.ac.id

---

### ARTICLE INFO

#### *Keywords:*

Contribution;  
Matauli Foundation;  
Educational Development;  
Tapanuli Tengah

---

#### *Article history:*

Received 2024-09-20

Revised 2024-11-23

Accepted 2024-12-31

---

### ABSTRACT

This study analyses the MATAULI Foundation's role in enhancing educational access and quality in Tapanuli Tengah Regency, a region characterised by geographical and socio-economic constraints. Educational inequities in marginalised regions of Indonesia persist as a significant concern, requiring the involvement of community-based institutions to address them. This study aims to assess the role and contributions of the MATAULI Foundation, namely via MATAULI High School, which emphasises diversity, character education, and academic success. The study utilises a qualitative methodology using a case study framework, incorporating in-depth interviews, observations, and document analysis. The findings indicate that SMA MATAULI employs a clear meritocratic selection procedure, offers scholarships and dormitory accommodations for disadvantaged students, and provides high-quality education complemented with character development initiatives. Students from diverse coastal and rural regions have attained national acclaim, and alumni have gained admission to esteemed universities both nationally and globally. The amalgamation of ethical principles with educational benchmarks yields graduates who are anchored in local culture while remaining globally competitive. In summary, community-based educational institutions, when administered with openness and a definitive goal, can mitigate educational inequalities and enhance social mobility. The MATAULI approach can be duplicated in other locations encountering analogous obstacles, thus exemplifying the transformative potential of locally based education in Indonesia.

*This is an open access article under the [CC BY-NC-SA](#) license.*



---

### Corresponding Author:

Junaidi Arsyad

Universitas Islam Negeri Sumatera Utara, Indonesia; junaidiarsyad@uinsu.ac.id

---

## 1. INTRODUCTION

Education is a vital foundation for developing high-quality, competitive, and principled human resources, significantly influencing a nation's advancement in the context of globalization (Mishra, 2023). The quality of education affects both individual social mobility and the overall competitiveness of an area and nation on the global stage (Hendriani et al., 2024). Numerous studies demonstrate that enhancing educational quality significantly influences economic growth, social stability, and the reinforcement of national identity (Juita et al., 2024). Consequently, fair access to quality education has emerged as a strategic priority in Indonesia's national development (Widyana & Hriday, 2024).

Nonetheless, educational issues in Indonesia persist as very intricate, especially in regions with inadequate infrastructure, challenging geographical conditions, and socio-economic obstacles (Nikitina et al., 2021; Purnastuti & Izzaty, 2016). The discrepancy in educational quality between urban and rural areas is clear, characterised by inadequate learning facilities, a deficiency of skilled educators, and insufficient support for the educational process (Brewis, 2019). Remote and coastal regions frequently have restricted access to educational institutions, exorbitant educational expenses in relation to family income, and minimal prospects for students to pursue advanced education (Setiawan et al., 2024). These circumstances lead to numerous children forfeiting their entitlement to a quality education (Budiman et al., 2024).

Tapanuli Tengah Regency exemplifies this intricacy. The topographical features, comprising coastal regions and hills, pose distinct barriers to educational equity (Winardi, 2017). Numerous reports suggest persistent deficiencies in educational facilities, a scarcity of skilled educators, and inequitable access to education in this region (Handayani & Sukari, 2024). This circumstance obstructs endeavours to enhance human resource quality and exacerbates the socio-economic divide (Saidi, 2018). Consequently, the active engagement of diverse stakeholders is essential to tackle the educational difficulties in this region (Mishra, 2023).

In this context, non-governmental organisations and educational foundations have emerged as strategic partners for the government in enhancing access to and the quality of education (Anyango, 2024). The Maju Tapan Nauli Foundation (MATAULI), founded in 1991, indicates a successful local initiative in Central Tapanuli. The establishment of prestigious institutions like SMA Negeri 1 (Plus) MATAULI Pandan, the advancement of higher education, the allocation of scholarships, teacher training, and international collaboration enable this foundation to rectify existing deficiencies and establish new benchmarks in local educational delivery (Karomi et al., 2024; Kawuryan et al., 2021). MATAULI has established a values-driven educational ecosystem that fosters social mobility within the community and improves the region's competitiveness.

However, academic literature regarding the impact of educational foundations rooted in indigenous wisdom is still scarce (Arjaya et al., 2024; Fauzi et al., 2024; Rahma Widyana & Hriday, 2024). Prior research has predominantly emphasised the importance of local governments and public schools in educational advancement, whereas the impact of non-governmental organisations with transformative objectives and extensive programmatic reach remains underdocumented (Amarta & Arina, 2023; Kaye-Essien, 2025; Said & Garba, 2024). This research gap highlights the necessity for studies that precisely assess the function of local foundations within the educational ecosystem.

The primary aim of this study is to assess the function and impact of the MATAULI Foundation in the advancement of education in Central Tapanuli Regency. The study examines how this foundation enhances educational access, elevates learning quality, and cultivates a generation characterised by integrity and competition. This study's results are anticipated to yield both theoretical advancements in the creation of a sustainable, locally oriented educational partnership model and practical insights for policymakers, foundation administrators, and educational communities in other regions encountering analogous challenges.

## 2. METHODS

This research employs a qualitative methodology utilising a case study design to thoroughly investigate the phenomena central to the study within a particular environment (Yin, 2018). The qualitative technique allows researchers to comprehend the meanings, values, and viewpoints of participants, resulting in contextual and thorough insights (Miles & Huberman, 1994). This case study is pertinent, as it focuses on a singular complicated unit of analysis: the MATAULI Foundation's impact on the local education ecosystem. Data was gathered using three primary methods: document analysis, comprehensive interviews, and participatory observation (Yin, 2018). An analysis of documents pertaining to the foundation's vision and mission, strategic plans, academic policies, curriculum, and associated publications was performed. Semi-structured interviews were performed with key informants chosen via purposive sampling, comprising foundation leaders, educators, administrative personnel, and local stakeholders knowledgeable about MATAULI's function (Klingebiel et al., 2024). Participatory observation was undertaken through engagement in several educational activities to document the dynamics of concept implementation in the field (Tongco, 2007). All data were documented via interview transcripts, field notes, and document summaries to guarantee the thoroughness and precision of information.

Research participants were chosen for their direct engagement and comprehensive understanding of the topic (Enworo, 2023). The quantity of informants was not rigidly established but adhered to the notion of information saturation, wherein data gathering ceased whenever adequate information was acquired to address the research questions (Tongco, 2007). Prior to the data collection process, all participants were provided with a comprehensive explanation of the research objectives, benefits, and methodologies, and they expressed their consent to participate with assurances of identity confidentiality (Klingebiel et al., 2024). Data analysis occurred concurrently with data collection, employing the interactive paradigm of Miles & Huberman (1994), which encompasses data reduction, data display, and the formulation and validation of findings. This procedure was enhanced by the triangulation of sources and methods to validate the findings, including the thematic classification of transcripts, observational notes, and official documents (Carter et al., 2014). The analysis was performed iteratively until saturation was reached, ensuring that the research findings accurately represented the complex and varied realities of the field context (Klingebiel et al., 2024).

## 3. FINDINGS AND DISCUSSION

### 3.1. Findings

#### 3.1.1. Enhancing Access to Quality Education with the MATAULI Foundation

This research found that the MATAULI Foundation has a very significant contribution in expanding access to quality education, especially for people in peripheral areas and areas with geographical and economic limitations. Through the establishment of SMA MATAULI, the foundation presents a model of character-based excellent school that is open to all groups, including children from families of fishermen, farmers, laborers, and other informal workers. The admission system is transparent and merit-based, regardless of socio-economic background. This approach not only guarantees the principle of inclusivity, but also ensures that academic potential is the main benchmark for admission. Since its inception, SMA MATAULI has placed the value of educational justice as the main foundation, so that it is able to become a platform for students who previously had difficulty accessing quality education. This role makes SMA MATAULI not just a formal education institution, but an instrument of social mobility that provides real opportunities for marginalized groups to obtain a better future.

SMA MATAULI covers various sub-districts in Central Tapanuli Regency and surrounding areas, including coastal, rural, and mountainous areas that are geographically difficult to reach. To overcome the cost and distance barriers, MATAULI Foundation provides a full scholarship program for students from underprivileged families as well as adequate boarding facilities. This strategy effectively removes

the geographical and financial barriers that are often a major obstacle to accessing quality education. The positive impact can be seen from the success of SMA MATAULI students who not only excel in academics, but also in non-academic fields such as science, sports, and arts at the provincial and national levels. Many alumni have successfully continued their education to leading universities, both at home and abroad. This finding strengthens the evidence that the role of local education foundations such as MATAULI is very strategic in bridging the education gap and lifting the social dignity of the beneficiary communities.

**Table 1.** Improved Access to Quality Education through the MATAULI Foundation

Aspects of Data	Findings from the Field	Implications
Region access	Students of SMA MATAULI originate from many subdistricts within Central Tapanuli Regency and adjacent regencies, encompassing coastal, rural, and mountainous regions.	This illustrates the extensive geographical coverage and capacity to access rural regions that previously struggled to obtain quality education.
Socio-economic background	The majority of pupils originate from families of fishermen, farmers, laborers, and other informal workers with constrained financial resources.	MATAULI functions as a mechanism for social advancement for marginalized populations.
Selection system	The student admission procedure is executed honestly and is merit-based, irrespective of socioeconomic status.	Guaranteeing the principles of inclusion and equity in student selection.
Financial support & facilities	The foundation offers full scholarships and residential accommodations for students from disadvantaged backgrounds.	Removing obstacles of expense and distance, guaranteeing that students can pursue their studies without financial or geographical limitations.
Academic achievement	Graduates are admitted to prominent universities, both nationally and internationally.	This signifies the superior level of education and the competitiveness of graduates.
Non-academic achievements	Students secured victories in regional and national science and extracurricular events.	This illustrates the efficacy of comprehensive education that integrates academic success with the cultivation of soft skills.

The table demonstrates the strategic function of the MATAULI Foundation in enhancing access to quality education in the Tapanuli Tengah region and its vicinity. The research indicates success in engaging students from regions with considerable geographical obstacles, while simultaneously offering possibilities for individuals from economically disadvantaged backgrounds. The meritocratic selection process upholds the principle of equity, while financial aid and residential accommodations remove obstacles associated with expense and proximity. Academic and non-academic

accomplishments demonstrate that this inclusive methodology not only facilitates access but also yields exceptional graduates. SMA MATAULI effectively integrates equitable educational opportunities with high-quality outcomes, positioning it as a viable model for replication in other locations with analogous issues.

### 3.1.2 Institutional Innovation and Learning Quality as Foundations of Superior Education

A significant aspect of MATAULI Foundation's commitment to educational development in Central Tapanuli Regency is its innovative initiatives in institutional enhancement and the elevation of learning quality. Since its establishment, the MATAULI Foundation has created official educational institutions, including SMA MATAULI, and has developed an institutional framework that facilitates systematic and continual coordination, evaluation, and programme development. This self-governing educational administration function is a crucial prerequisite for the sustained innovation in the rapidly evolving realm of education. The foundation has created multiple units and domains that directly contribute to curriculum creation, faculty recruiting, and assessment of learning outcomes. This structure is engineered to adapt to local needs and global demands, rendering MATAULI an institution that is responsive to contemporary dynamics.

Moreover, the calibre of education at SMA MATAULI signifies the efficacy of the institutional innovation. The educational process is not solely reliant on the national curriculum, it is also enhanced through a character development approach and the cultivation of student leadership. The institution prioritises value-centered education, proficiency, and mastery of information technology relevant to the requirements of the digital age. Educators at SMA MATAULI undergo a stringent screening procedure and get ongoing training, both domestically and globally. Moreover, student participation in co-curricular and extracurricular activities constitutes a significant component of the quality enhancement plan. These activities encompass leadership training, student organisations, scientific groups, student exchange programmes, and international connections. This affirms that the quality of education is assessed not solely by academic accomplishments but also by the development of soft skills and the holistic character of students.

Finally, a notable example of institutional innovation is the worldwide cooperation established by the MATAULI Foundation. The school collaborates with other international entities, including educational institutions in Japan and Germany. This collaboration encompasses not just student visits and exchanges but also the transfer of educational technologies, comparative analyses of educational systems, and quality benchmarking. The inclusion of international guest lecturers on multiple occasions demonstrates that SMA MATAULI has transcended its status as only a local flagship institution. It has evolved into an international educational hub in the coastal area of Tapanuli. This invention is intrinsically linked to the foundation's aim of utilising education as a vehicle for sustainable and inclusive community empowerment. This conclusion affirms that the success of education in the region is influenced not only by financial resources or facilities but also by the determination and steadfastness in developing quality-focused institutional innovations.

### 3.1.3 Transformation of Islamic Values and Character Development within the Educational Ecosystem

The conclusive outcome of this research indicates that the MATAULI Foundation's contribution to educational growth encompasses not only structural and academic dimensions but also addresses the fundamental features of character formation rooted in Islamic values. This indicates that the educational model created not only seeks academic success but also aspires to cultivate individuals of integrity, discipline, and virtuous character. In this environment, Islamic values are not merely presented as curriculum content but are assimilated through the institutional culture, leadership approach, and everyday conduct within the organization. One informant remarked, "We educate not only to cultivate intelligence but also to foster honesty, resilience, and responsibility." This indicates

that Islam-based character education serves as the cornerstone of the comprehensive transformation process occurring at the MATAULI Foundation.

The MATAULI Foundation implements diverse techniques to reinforce Islamic ideals in education. Initially, the establishment of a rigorous disciplinary culture founded on the tenets of accountability and integrity. Secondly, the incorporation of religious ideals into all academic and non-academic activities, including communal prayers, regular studies, and spiritual mentorship. Third, student mentorship via a dormitory structure that facilitates behavioral regulation and ongoing ethical guidance. In this system, educators and coaches serve not just as instructors but also as ethical exemplars and spiritual guides. This technique fosters a comprehensive educational environment and promotes genuine absorption of principles. The efficacy of this strategy is evident in the alumni of the MATAULI foundation, who are recognized for their robust personalities, elevated discipline, and commendable social responsibility. The school is perceived by the community as an emblem of quality education that is firmly rooted in local and religious principles.

Moreover, the traits cultivated by this Islamic approach significantly enhance the competitiveness of graduates in both academic and social spheres. SMA MATAULI graduates gain admission to numerous esteemed universities and participate actively in student clubs, youth forums, and value-driven social communities. This robust character is a significant asset in confronting the problems of an era rife with moral and social issues. The MATAULI Foundation's adaptation of Islamic values is inclusive and contextual rather than exclusive or dogmatic. These ideals provide a moral framework for engagement with a multicultural and global society. This research indicates that Islamic value-based education can cultivate a generation that is not only intellectually adept but also spiritually and socially mature.

### 3.2 Discussion

Findings of this study affirm that the MATAULI Foundation has significantly contributed to mitigating educational gaps in Central Tapanuli Regency (Shafi et al., 2024). The construction of MATAULI High School and the implementation of a transparent selection method have facilitated access for students from fishing families, farmers, and coastal villages who were previously hindered by geographical and economic constraints (Mishra, 2023). This model illustrates how community-based educational institutions can enhance the state's efforts to provide fair access to education, while also demonstrating that local initiatives can exceed national average standards when afforded institutional autonomy and community backing (Hendriani et al., 2024; Wilantari, 2021). MATAULI functions not just as an educational service provider but also as an instrument of social transformation that disrupts the intergenerational cycle of poverty through social mobility (Okine, 2022).

The pragmatic ramifications of MATAULI's achievement are significantly pertinent for policymakers (Richard et al., 2012). This model can serve as a reference for local and central governments in developing strategic partnership policies between the state and civil society within the education sector (Rashid et al., 2024). The allocation of scholarships, housing accommodations, and continuous character development demonstrates that non-state assistance can more effectively address marginalised populations than standardised central programmes (Said & Garba, 2024). Educational practitioners can replicate MATAULI's methodology of merging moral principles with academic performance, resulting in graduates who possess robust character and worldwide competitiveness (Sanga & Wangdra, 2023). The foundation's existence illustrates that social investment in education is an effective means of enhancing living standards for the community (Yusif, 2020).

This study's findings enhance the discussion on educational fairness in Indonesia from a theoretical standpoint. Prior work has predominantly focused on the role of government and public schools, whereas the contributions of local educational foundations have hardly been thoroughly recorded (Arjaya et al., 2024; Koranyi & Kolleck, 2018; Nursanti & Ansori, 2024). This study validates that community-based education, utilising a values-driven and innovative methodology, may function as a hybrid model integrating local governance, governmental relationships, and international

affiliations (Karim et al., 2024). This corresponds with UNESCO's notion of an educational ecosystem grounded in local knowledge while retaining global significance (UNESCO, 2024). MATAULI offers actual proof that sustained educational transformation can originate from the grassroots level of society (Ramhurry, 2024).

Nonetheless, the success of MATAULI also highlights difficulties that require attention. The programme's viability is contingent upon institutional capacity, administrative commitment, and community support (Saidi, 2018). In the absence of adaptable and inventive governance, approaches like this are susceptible to stagnation (Fahmi et al., 2024). Consequently, public policy endorsement is essential to affirm that these foundations are not only ancillary but are acknowledged as official collaborators in educational advancement (Richard et al., 2012). Conversely, policies that facilitate increased local educational innovation are necessary to enable its development unimpeded by bureaucracy (Karomi et al., 2024; Khang, 2025).

Several avenues for further research can be pursued. Initially, comparison analyses with alternative educational foundations across many places might yield a more comprehensive insight into the efficacy of community-based programmes. A longitudinal study examining the influence of MATAULI education on the social mobility of alumni would enhance the empirical evidence of its impact. Third, quantitative research that systematically documents students' academic and non-academic accomplishments would enhance existing qualitative findings. Consequently, forthcoming research findings can establish a more robust theoretical framework while enhancing equitable educational practices in Indonesia.

#### 4. CONCLUSION

This study reveals that the MATAULI Foundation significantly enhances access to and the quality of education in Tapanuli Tengah Regency and its adjacent regions. The construction of MATAULI High School has effectively realised the concepts of educational justice, inclusivity, and character development within a model of excellence accessible to all societal segments, including impoverished and rural populations. The establishment of a meritocratic selection system, extensive scholarships, and the availability of dormitories have removed financial and geographical obstacles, allowing students from many backgrounds to attain great education. This success is evident in students' academic and extracurricular accomplishments, as well as the achievements of alumni who have gained admission to esteemed national and international universities. MATAULI illustrates that community-based educational institutions, when administered with openness and a defined vision, can act as catalysts for significant social transformation.

The practical ramifications of this research are significant for multiple stakeholders. The MATAULI model serves as a reference for policymakers in formulating legislation that enhances the contributions of foundations and non-governmental organisations to education provision. The scholarship programmes, dormitories, and character development activities established by MATAULI exemplify the efficacy of local innovations in bridging educational access disparities. MATAULI's experience highlights the necessity for education practitioners to merge academic brilliance with character education grounded in moral principles and indigenous wisdom. The foundation's success illustrates that education may function as a mechanism for social mobility and communal empowerment. This validated community-oriented educational paradigm warrants official acknowledgement to facilitate its reproduction in other areas encountering comparable difficulties.

Multiple avenues for further research can be pursued. Comparative analyses of community-based educational foundations across different locations will yield a comprehensive understanding of the efficacy of such programmes. Longitudinal studies examining the enduring effects of MATAULI education on the social mobility of alumni will further substantiate its empirical contribution. Moreover, quantitative research on academic performance, 21st-century competencies, and graduate attributes could enhance the qualitative methodology employed in this study. Consequently, the outcomes of subsequent study are anticipated to enhance the theory of community-based education

while offering more robust practical recommendations for policymakers and educational institutions to attain educational equity in Indonesia.

## REFERENCES

- Ahmad Rahman Budiman, Syafril Barus, Petrus Jacob Pattiasina, Syarifuddin Syarifuddin, & Hudson Sidabutar. (2024). Innovation In Education Management To Improve Learning Quality. *Jurnal Ilmiah Edukatif*, 10(2), 223–236. <https://doi.org/10.37567/jie.v10i2.3302>
- Amarta, Y., & Arina, Y. (2023). Non-Economic Functions in Education Investment. *International Journal of Educational Dynamic*, 6(1). <https://doi.org/https://doi.org/10.24036/ijeds.v6i1.452>
- Anyango, D. S. (2024). CONTRIBUTION OF NON-GOVERNMENTAL ORGANIZATIONS' EDUCATION SUBSIDY ON GIRLS' SCHOOLING: A CASE OF DREAMS PROJECT IN ALEGO USONGA SUB COUNTY, SIAYA COUNTY, KENYA. *International Journal of Business Management and Economic Review*, 07(04), 245–257. <https://doi.org/10.35409/ijbmer.2024.3602>
- Azfa Nabil Shafi, Hilalludin Hilalludin, & Adi Haironi. (2024). Education and Social Institutions: Shaping the Society of the Future. *Jurnal Nakula : Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 2(5), 157–164. <https://doi.org/10.61132/nakula.v2i5.1038>
- Brewis, E. (2019). *Quality and Equitable Access: Insights from Indonesia*. 12–13. <https://doi.org/https://doi.org/10.6017/IHE.2019.99.11651>
- Carter, N., Bryant-Lukosius, D., Dicenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. In *Oncology Nursing Forum* (Vol. 41, Issue 5, pp. 545–547). Oncology Nursing Society. <https://doi.org/10.1188/14.ONF.545-547>
- Enworo, O. C. (2023). Application of Guba and Lincoln's parallel criteria to assess trustworthiness of qualitative research on indigenous social protection systems. *Qualitative Research Journal*, 23(4), 372–384. <https://doi.org/10.1108/QRJ-08-2022-0116>
- Fahmi, Anam, Agustinova, Prasastiawati, Awaln, & Yaacob. (2024). Community-Based Islamic Education: Democratizing Learning Through Local Wisdom. *Jurnal Ilmiah WUNY*, 6(2). <https://doi.org/10.21831/jwuny.v6i1>
- Fauzi, A., Siswati, B. H., & Ramadani, S. D. (2024). Low level of local wisdom-based biology education research: What should we do? *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 10(3), 1098–1106. <https://doi.org/10.22219/jpbi.v10i3.36108>
- Hendriani, A., Hermawan, R., & Kusniasari, S. (2024). The Issues of Educational Equality in Indonesia. *Nternational Journal of Research and Scientific Innovation*, XI(2), 352–359. <https://doi.org/10.51244/IJRSI>
- Ide Bagus Ari Arjaya, I Wayan Suastra, I Wayan Redhana, & Anak Agung Istri Rai Sudiamika. (2024). Global Trends in Local Wisdom Integration in Education: A Comprehensive Bibliometric Mapping Analysis from 2020 to 2024. *International Journal of Learning, Teaching and Educational Research*, 23(7), 120–140. <https://doi.org/10.26803/ijlter.23.7.7>
- Juita, D. P., Priya, P., Azwardi, M., & Amra, A. (2024). The Importance of Human Resource Development in Educational Institutions. *Indo-MathEdu Intellectuals Journal*, 5(3), 3068–3077. <https://doi.org/10.54373/imeij.v5i3.1243>
- Karim, Ajerin, Yohanes Bahari, & Warneri. (2024). Community Based Education Model. *TUMOUTOU SOCIAL SCIENCE JOURNAL (TSSJ)*, 1(2), 92–99. <https://doi.org/https://doi.org/10.61476/xfvwr731>
- Karomi, K., Arifin, I., Mustiningsih, & Citriadin, Y. (2024). Educational Transformation Through Local Values: Exploring the Effects of Lebur Anyong and Saling Sedok on Community Engagement and Learning Outcomes in the Context of Sustainable Development Goals. *Journal of Lifestyle and SDGs Review*, 5(2), e03710. <https://doi.org/10.47172/2965-730x.sdgsreview.v5.n02.pe03710>
- Kawuryan, S. P., Sayuti, S. A., Aman, & Dwiningrum, S. I. A. (2021). Teachers quality and educational equality achievements in indonesia. *International Journal of Instruction*, 14(2), 811–830. <https://doi.org/10.29333/iji.2021.14245a>

- Kaye-Essien, C. W. (2025). The co-governance of basic education: Assessing the complementary effects of intergovernmental support, municipal capacity, non-governmental organization presence and international development assistance. *Governance*, 38(1). <https://doi.org/10.1111/gove.12879>
- Khang, N. T. (2025). Investing in Education: The Path to Prosperity in Vietnam. *Journal of Ecohumanism*, 4(1), 1180–1191. <https://doi.org/10.62754/joe.v4i1.5924>
- Klingebiel, S., Hartmann, F. L., Madani, E., Paintner, J., Rohe, R. A., Trebs, L., & Wolk, T. (2024). Methods for Data Collection and Analysis. In *Pharmaceutical Journal* (Vol. 278, Issue 7445). Pharmaceutical Press. [https://doi.org/10.1007/978-3-031-55704-0\\_4](https://doi.org/10.1007/978-3-031-55704-0_4)
- Koranyi, F., & Kolleck, N. (2018). Roles of local foundations in german community-based initiatives: Devolving criticism of philanthropy to the local? *Education Policy Analysis Archives*, 26. <https://doi.org/10.14507/epaa.26.3683>
- Laurensius Dihe Sanga, & Yvonne Wangdra. (2023). *Education is a Determining Factor of National Competitiveness*. 84–90. <https://doi.org/https://doi.org/10.33884/psnistek.v5i.8067>
- Matthew B. Miles, & A. Michael Huberman. (1994). *Qualitative Data Analysis* (2nd Edition). SAGE Publications.
- Mishra, ashutosh. (2023). Spatial Inequality and Education: Unraveling the Geographical dimensions of Educational disparities. *Technolearn An International Journal of Educational Technology*, 13(1). <https://doi.org/10.30954/2231-4105.01.2023.6>
- Nikitina, N., Krayneva, R., & Platitsyn, A. (2021). Regional and global implications for the sustainable development and education. *E3S Web of Conferences*, 250. <https://doi.org/10.1051/e3sconf/202125007004>
- Nursanti, E. A., & Ansori, A. (2024). Analysis of Foundation Organization Dynamics in Advancing Community Education. *KOLOKIUUM Jurnal Pendidikan Luar Sekolah*, 12(1), 126–136. <https://doi.org/10.24036/kolokium.v12i1.839>
- Okine, S. A. (2022). Non-Governmental Organization/Nonprofit Organization Impact on Education Policy in Ghana. *Original Research Journal of Social, Behavioral, and Health Sciences*, 16(1), 268–283. <https://doi.org/10.5590/JSBHS.2022.16.1.xx>
- Purnastuti, L., & Izzaty, R. E. (2016). Access and Equity in Higher Education in Indonesia: A Review from the Periphery. In *Widening Higher Education Participation: A Global Perspective* (pp. 119–134). Elsevier Inc. <https://doi.org/10.1016/B978-0-08-100213-1.00008-1>
- Rahma Widyana, & Bidta A. Hriday. (2024). Overcoming educational inequity for the urban poor through community-based schools: a case study of gajahwong school in Yogyakarta. *Jurnal Konseling Dan Pendidikan*, 12(4), 38–52. <https://doi.org/https://doi.org/10.29210/1119000>
- Ramhurry, C. (2024). COMPREHENSIVE PROCESS AND FRAMEWORK FOR SUSTAINABLE SYSTEM-WIDE CHANGE IN EDUCATION: A LITERATURE REVIEW. *Journal of Public Administration, Finance and Law*, 32, 410–427. <https://doi.org/10.47743/jopaf1-2024-32-31>
- Rashid, M., Nasreen, S., & Hasan, M. (2024). Analyzing the Efficacy of Local Government Initiatives in Alleviating Poverty and Advancing Sustainable Development Goals (SDGs): A Study at Gobra Union in Gopalganj Sadar, Gopalganj. *International Journal of Research and Innovation in Social Science*, 8(8). <https://doi.org/10.47772/IJRISS>
- Richard, R. B., Williams, H., & Eckardt, R. E. (2012). Shaping education policy: The importance of clarity, commitment, and consensus building. *Foundation Review*, 4(4). <https://doi.org/10.4087/FOUNDATIONREVIEW-D-12-00013.1>
- Robert K. Yin. (2018). Case Study: Design and Methods. In *Canadian Journal of Program Evaluation* (6th Edition, Issue 1). SAGE Publications, Inc. <https://uk.sagepub.com/en-gb/eur/case-study-research-and-applications/book250150>
- Said, & Garba. (2024). Bridging Gaps In Educational Development: Investigating The Impact Of Ngos On Secondary Education In Katsina State. *International Journal of Management Studies and Social Science Research*, 06(04), 100–113. <https://doi.org/10.56293/ijmssr.2024.5110>

- Setiawan, E., Handayani, N., & Setiyono, R. (2024). *Equal Access to Education*. 2(4), 29–38. <https://doi.org/10.61132/sadewa.v2i3.1200>
- Suid Saidi. (2018). Human Resources Quality as a Main Elements of Excellent and Competitive Education Management. *Journal of Education and Practice*, 9(14), 105–112. <https://doi.org/https://www.iiste.org/Journals/index.php/JEP/article/download/42392/43658>
- Tongco, M. D. C. (2007). Purposive Sampling as a Tool for Informant Selection. *Ethnobotany Research and Applications*, 147–158. <https://doi.org/https://doi.org/10.17348/ERA.5.0.147-158>
- UNESCO. (2024). *What you need to know about education for sustainable development*. <https://www.unesco.org/en/sustainable-development/education/need-know>
- Wilantari, R. N. (2021). The Role of Education in Improving Community Welfare Absolute Income Theory and Capital Investment Theory Approaches Human. *Jurnal Manajemen Jayanegara*, 13(1). <https://doi.org/10.52956/jmj.v13i1>
- Winardi, W. (2017). Decentralization of Education in Indonesia—A Study on Education Development Gaps in the Provincial Areas. *International Education Studies*, 10(7), 79. <https://doi.org/10.5539/ies.v10n7p79>
- Yekti Handayani, & Sukari Sukari. (2024). Problems of the Education System in Indonesia. *JURNAL PENDIDIKAN DAN ILMU SOSIAL (JUPENDIS)*, 3(1), 168–179. <https://doi.org/10.54066/jupendis.v3i1.2851>
- Yusif, Y. A. (2020). The effectiveness of involving social investments in education. In *Richmond Hotel Congres Center Kusadası (Ephesus) Turkey on Humanities and Social Sciences* (Vol. 7, Issue 3). <https://doi.org/https://doi.org/10.18844/prosoc.v7i2.5017>