

PINTAR Program

Annual Report



Table of Contents

Foreword	3
About PINTAR	5
1 Program Result 2018 - 2021	8
1.1. Impact on Teaching and Learning	8
1.2. Impact on School Leadership	10
1.3. Impact on Student Learning Outcomes	10
1.4. Reflection	12
2 Highlight 2021	14
3 School Improvement Program	15
3.1. Ensuring students return to schools and continue their learning safely	15
3.1.1. Supporting schools meeting the minimum health and safety protocol for school reopening	16
3.1.2. Preparing teachers and principals to address student learning loss	17
3.2. Building teacher and principal competencies to implement new teaching paradigm	18
3.2.1. Improving educator's digital readiness and competency	18
3.2.2. Strengthening Teacher and Principal Working Groups	22
3.3. Accompanying parents in supporting their children learning journey at home and school	23

4	Ecosystem and Government Capacity Building	24
4.1.	Technical support at the national level	24
4.2.	Technical support at the sub-national level	24
4.3.	Mainstreaming the Sustainable Development Goals (SDG)-oriented planning	26
5	Teacher Training Institute Development Programs	27
5.1.	Improving teacher education at the undergraduate level	27
5.1.1.	Support for Lecturer Competency Development and Research	28
5.1.2.	Teaching Quality Measurement (TQM) Project	28
5.2.	Revitalizing PPG Prajabatan	29
6	Amplification of Impact	30
6.1.	Partnership with Media	30
6.2.	Teacher Forum in Facebook	30
6.3.	Book Publication	30
7	PINTAR-Penggerak	31



Margaretha Ari Widowati

Director Basic Education Program

Greetings from Tanoto Foundation!

With a huge sense of gratitude, we ended 2021. This year was transformative for many. The pandemic has changed all aspects of life, not excluding the education sector. Turned 42 years old, Tanoto Foundation continues to adapt to the changing needs post-pandemic. This spirit aligns with the values lived by our Founders, Mr. Sukanto Tanoto and Mrs. Tinah Bingei Tanoto. Among others, to stay dynamic and is always ready for continuous improvement and sustainable progress.

To improve the Basic Education in Indonesia, we keep on innovating. In 2021, PINTAR Program (Promoting Improvement to Innovate, TeAch and Reach) started digitalizing its teacher and principal training programs. PINTAR Program which aimed to increase student learning by addressing the teacher and school principal competency gaps has been running since 2018. PINTAR was indeed a refreshed adaptation from its predecessor program, Pelita Pendidikan that operated from 2010-2018.

Harnessing technology, we were able to customize our training to suit different educator profiles. e-PINTAR is an open and free online teacher training program that allows training participants to self-learn by going through systematically structured materials. Another option is the guided version, where facilitators will accompany training participants throughout the process more intensively.

In 2021, we were excited to expand the program to 4 more new partner districts, on top of the existing 21 regencies/cities. Under the name PINTAR-Penggerak, it is part of Program Organisasi Penggerak (POP)'s self-funding

scheme, an initiative by the Ministry of Education, Culture, Research, and Technology to gather the best practices from experienced development partners on how to improve student's literacy and numeracy skills. Our participation in the POP Initiative further demonstrated our commitment to work side-by-side with the central and sub-national governments to address the learning gap.

The strategies above enabled us to bring quality education to more schools across Indonesia. The data from PISA 2018 by OECD showed that 70% Indonesian students still have not met the minimum competency in literacy while 72% of them performed below minimum competency in numeracy.

Additionally, our work with 13 partner Teacher Training Institutes to strengthen Teacher Education and revitalize Teacher Certification Program (PPG Prajabatan) through workshops, research grant, and the development of teaching quality measurement system has resulted in the more practice-oriented pre-service teacher training.

This report summarizes the achievement and lessons learned from PINTAR Program in the year 2021, as well as the snippet of the program impact evaluation result 2018-2021. This report serves as a reflection journal for us to continuously innovate to deliver the best. We humbly invite all stakeholders to use this report as a reference to advance the education in Indonesia. In the spirit of Gotong Royong, let us work hand-in-hand! For the children of Indonesia.



About PINTAR



PINTAR Program aims to improve student achievement in reading, mathematics, and science

Tanoto Foundation, an independent philanthropic organization of the Tanoto family, was built upon a strong commitment to contribute positive impact by improving learning environments, creating future leaders, and promoting medical research for diseases prevalent in Asia.

In enhancing the learning environment in Indonesia, in 2010, Tanoto Foundation initiated Pelita Pendidikan Program. The program focused on improving literacy, school safety, sanitation, and infrastructure in primary schools in the rural areas of Jambi, Riau and North Sumatra provinces. In 2018, Pelita Pendidikan transformed to PINTAR (*Pengembangan INovasi untuk kualITAS pembelajaRan or Promoting Improvement to INnovate, TeAch and Reach*) Program. PINTAR Program is implemented in 5 provinces: Jambi, Riau, North Sumatra, East Kalimantan, and Central Java.

PINTAR exists to address the learning gap in the country. The Indonesian students constantly perform poorly in learning. The 2018 Program for International Student Assessment (PISA) results showed that more than two-third of Indonesian 15-year-old has reading and mathematics proficiencies below the minimum standard. The learning gap was further exacerbated during the pandemic.

PISA Score 2018

(Programme for International Student Assessment)

70% Indonesian students have the proficiency below the minimum level in **literacy**

72% Indonesian students have the proficiency below the minimum level in **math**

(Organization for Economic Cooperation and Development /OECD, 2018)

PINTAR Program addresses the issue through 3-prong approach:

1. Modeling good practices in teaching-learning and school leadership in schools, as well as encouraging parent involvement in student learning
2. Strengthening national and sub-national government capacities to plan for education programs and disseminate the good practices
3. Supporting the Teacher Training Institutions (TTI) to bring quality pre-service teacher education and innovation

Today, PINTAR Program is present in 25 cities/districts. PINTAR Program was launched in year 2018 with 14 districts joining the first Cohort. A year later in 2019, 7 more districts joined Cohort II. As part of our support for the Ministry of Education, Culture, Research, and Technology's Merdeka Belajar initiatives – *Program Organisasi Penggerak*, in 2021, Tanoto Foundation fully-funded the implementation of PINTAR – *Penggerak Program* in 4 more districts. As of 2021, PINTAR program works directly with 840 schools and 13 TTIs to potentially impact over 52,000 students and 23,000 teacher candidates.

In its implementation, PINTAR Program collaborates with the Ministry of Education, Culture, Research and Technology (MoECRT), the Ministry of Religious Affairs (MoRA), and the District Governments.



PINTAR Program contributes to the achievement of Sustainable Development Goals, SDG 4 – Quality Education.

North Sumatra

Karo

Pematang Siantar City

Batubara

Asahan

Muhammadiyah University of North Sumatra

State Islamic University of North Sumatra

Medan State University of North Sumatra

Riau

Dumai City

Bengkalis

Siak

Pekanbaru City

Kampar

Riau University

UIN Sultan Syarif Kasim

Jambi

Tebo

Tanjung Jabung Barat

Tanjung Jabung Timur

Batang Hari

Sarolangun

Muaro Jambi

Jambi University

UIN Sulthan Thaha Saifuddin

West Java

Indonesia University
of Education

Central Java

Cilacap

Banyumas

Kendal

Semarang City

Tegal

UIN Walisongo

Yogyakarta

Yogyakarta State University

“ Each of us is like a Lego brick. Individually, we can only achieve so much, but coming together, we can achieve more and greater things.

Sukanto Tanoto
Founder

Our Partners

East Kalimantan

Kutai Kartanegara

Balikpapan City

Bontang City

Paser

Kutai Barat

Mulawarman University

UIN Sultan Aji Muhammad Idris

East Java

Surabaya State University



25

active
partner districts



784

active
partner schools



916

active teacher
facilitators



8,490

partner educators
trained



13

partner teacher
training institutes



1,139

lecturers
reached



9,367

student teachers
impacted



198,200

students impacted



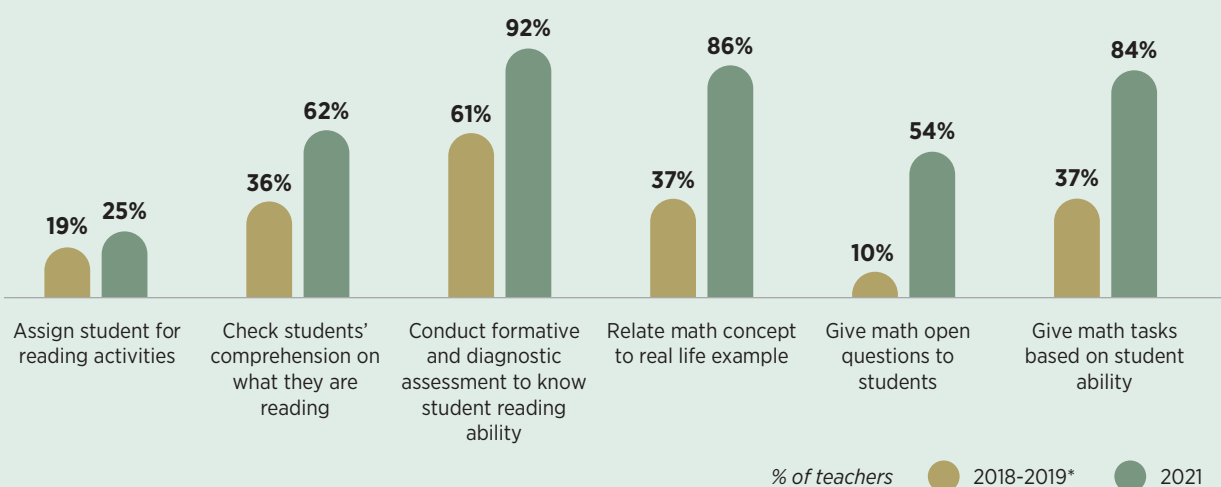
Progress monitoring and impact evaluation are integral parts of PINTAR Program. This aligns with how we work, evidence-based and impact-oriented. The import of having data at various levels became more apparent during the pandemic. Data helped us understand the severity of learning loss then devise informed learning recovery strategy.

To see the learning quality improvement in school, PINTAR Program tracks impact in several areas: teacher's teaching and learning practices, school principal's leadership and management practices, and student achievement. We are encouraged to see the improvement in the teaching and school management in our partner schools across education levels and school subjects from November 2018 to November 2021.

1.1. Impact on Teaching and Learning

Teacher training in PINTAR Program was focused on improving the pedagogical skills in Math, Science, and Literacy. Consequently, the number of Early Grade Primary School teachers who applied good teaching practices in Math and Literacy has increased by 6-49 percentage points from 2018 to 2021. The more prominent positive changes were in the teachers' abilities to relate concepts to real life examples and conduct differentiated learning based on student abilities. From the data, it was also apparent that Reading has not fully integrated as a learning activity in classroom. This is an area for improvement.

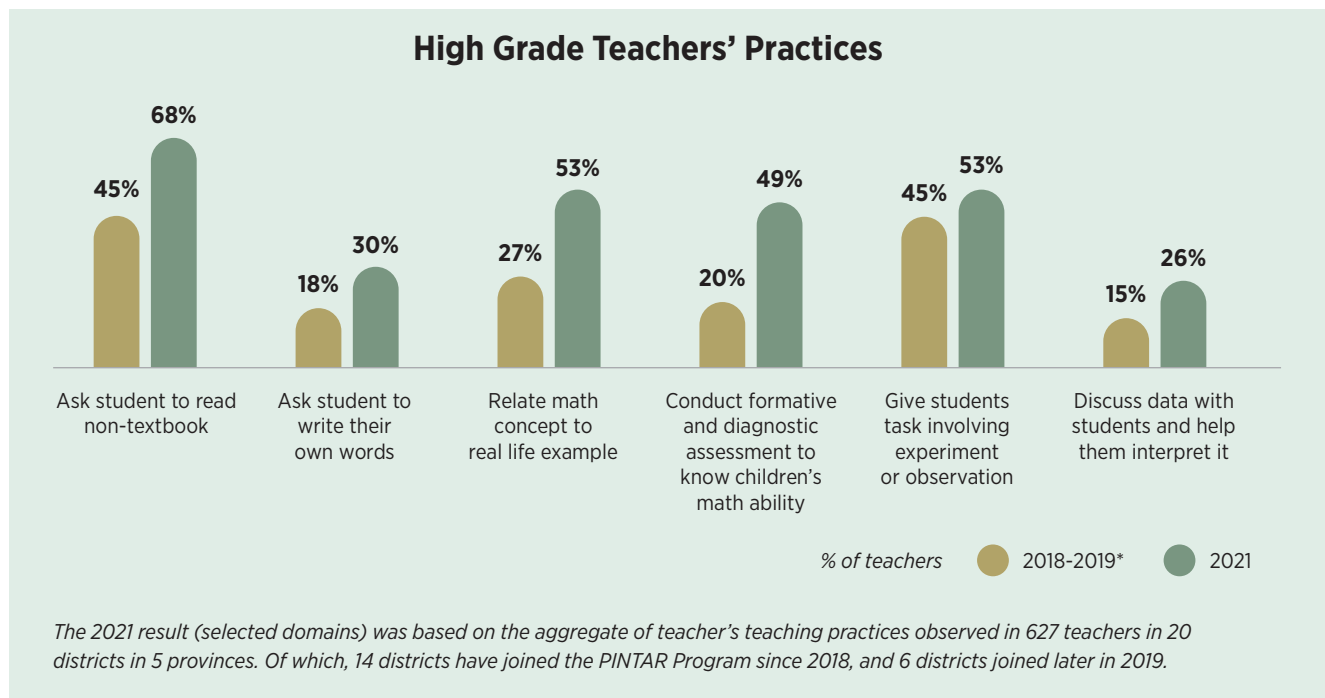
Early Grade Teachers' Practices



The 2021 result (selected domains) was based on the aggregate of teacher's teaching practices observed in 627 teachers in 20 districts in 5 provinces. Of which, 14 districts have joined the PINTAR Program since 2018, and 6 districts joined later in 2019.

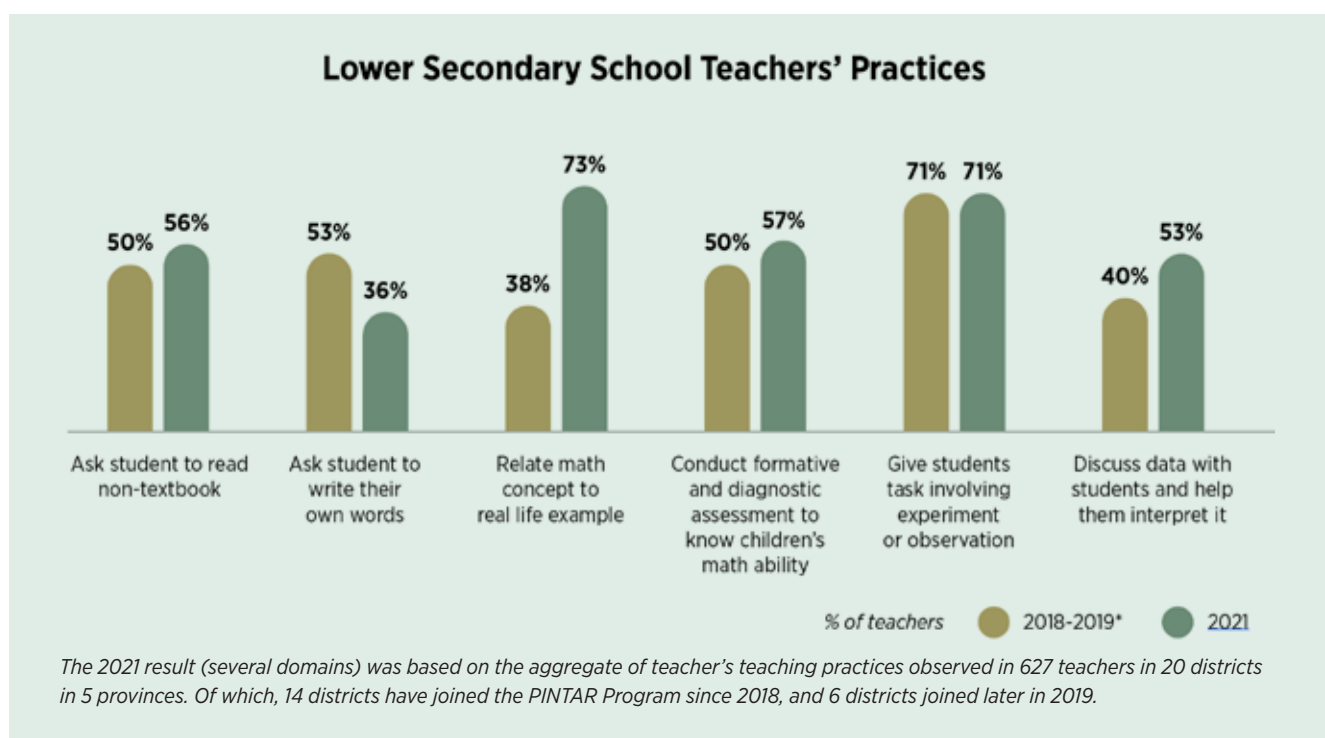
The number of High Grade Primary School teachers who practiced good teaching in Math, Science, and Literacy increased by double in 3 years. Consistent to the result in the Early Grade level, the pedagogy domains that saw bigger improvement were around differentiated learning and real-

life application of Math concepts. This was a strong indication that PINTAR Program has supported teachers implementing active (student-centered) learning in primary school classrooms.



At the Secondary School level, the progress has been gradual. In general, PINTAR Program worked effectively to improve teacher's weakest competencies, i.e. the domains where half or less teachers have mastered the skills.

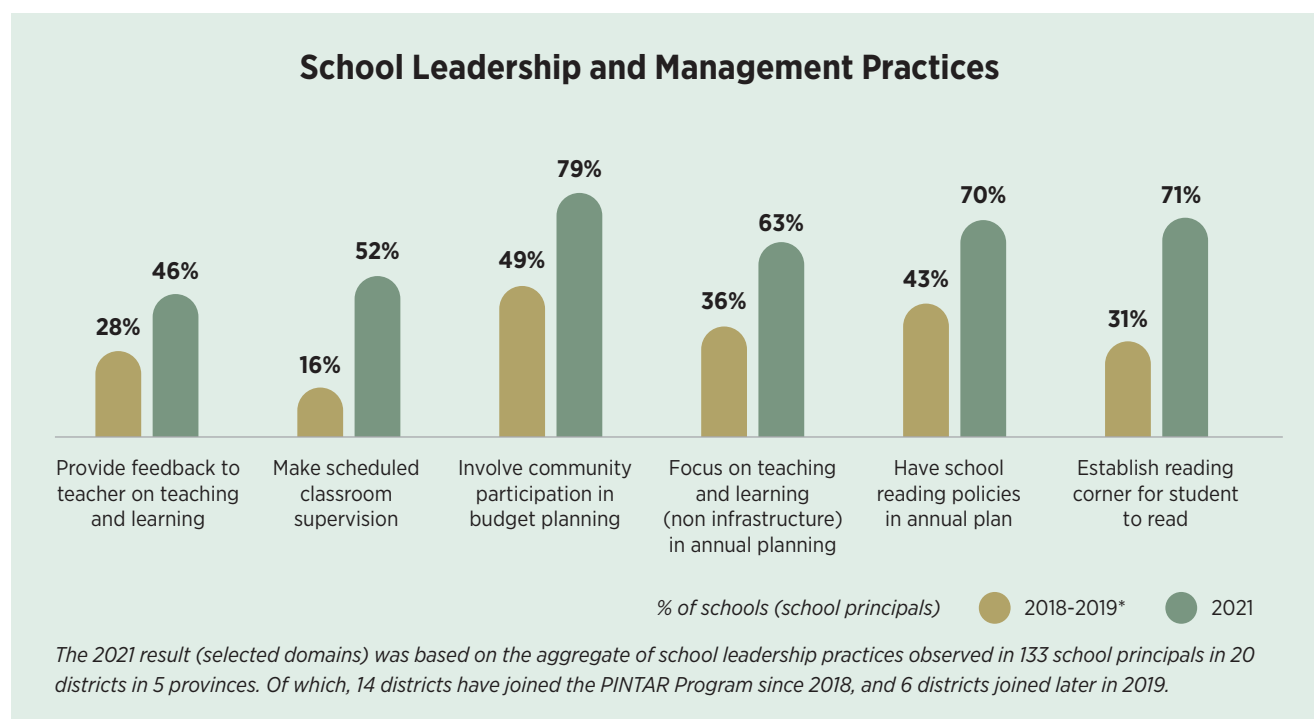
Interestingly, the effectiveness was plateau out once the expected practices were adopted by half of teachers in the ecosystem. It might mean that Secondary School teachers will require upskilling in other pedagogy areas.



1.2. Impact on School Leadership

PINTAR's intervention for the school principals focused on strengthening their roles in conducting academic supervision, managerial task, and in the development of reading culture in school environment. By 2021, half or more partner schools

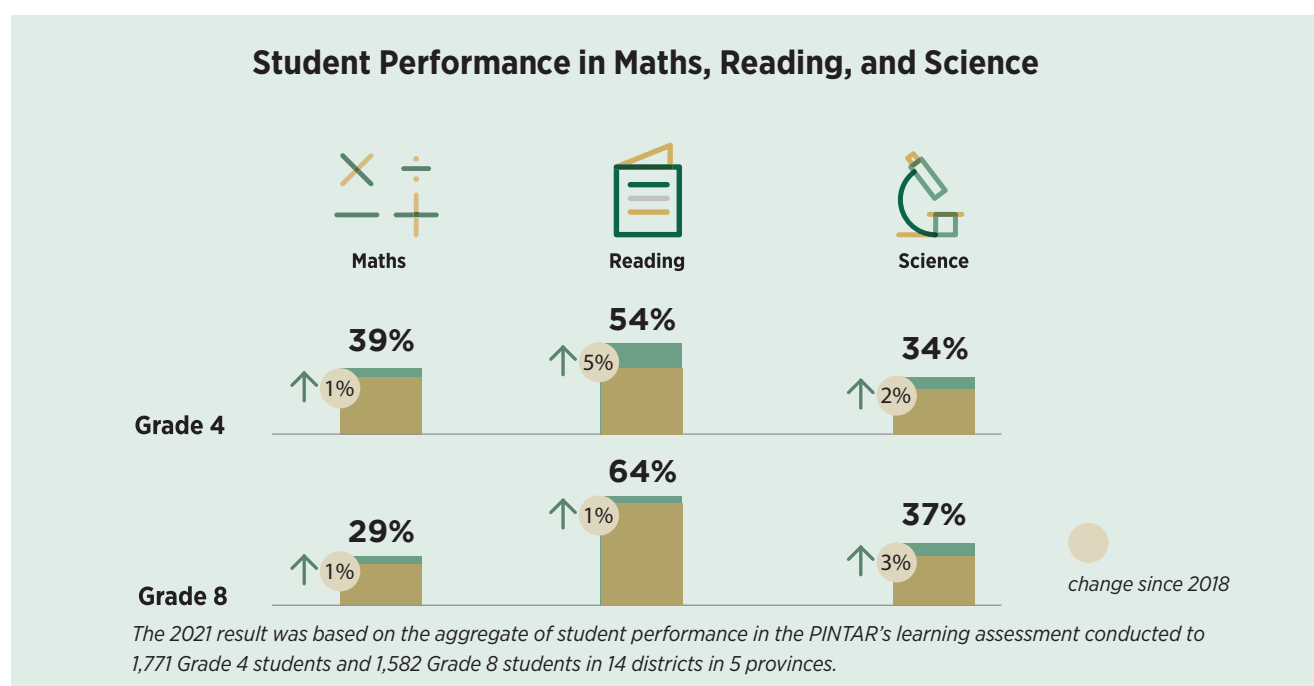
had the mechanism for academic supervision in-place. Meanwhile, around 7 in 10 schools were supportive of literacy programs in 2021, doubled the number in 2018. Improvement was also observed in how school principals manage annual planning.



1.3. Impact on Student Learning Outcomes

Despite the very encouraging progress in teachers and school principals, student performance tended to be stagnant across the education levels and school subjects. In the context of the pandemic, the expected gain (of ~15%pt increase for a 3-year

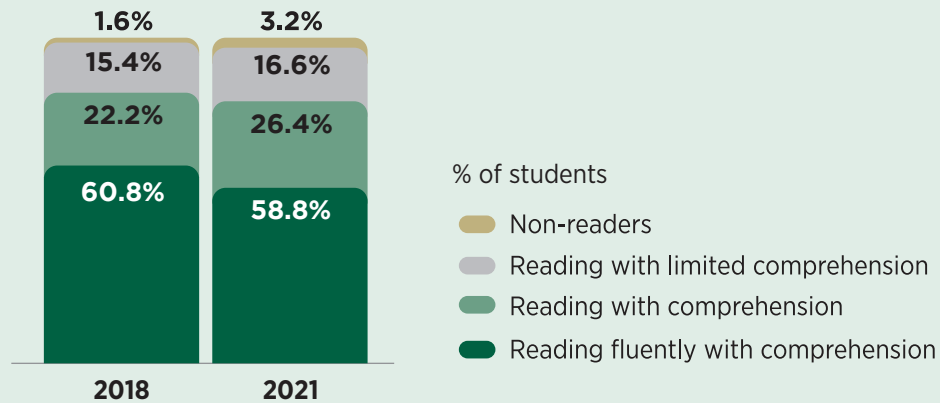
intervention) could have been offset by the learning loss. On the positive note, the support from PINTAR Program might have prevented student performance from plummeting even further.



The learning loss in the Early Grade Primary School was more noticeable with the increased number of non-readers and reduced number of students who can read fluently with full comprehension. Similarly, the early graders were found to be less able to solve higher level addition and subtraction tasks.

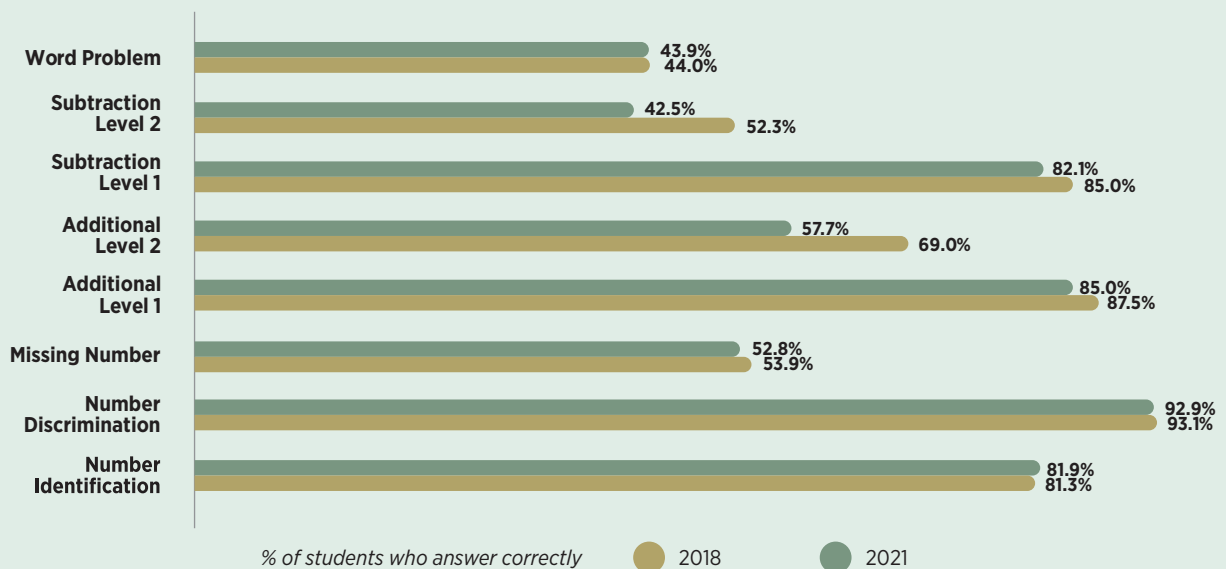
This result called for teachers to pay attention on helping the more vulnerable students like non-readers and those faced challenges mastering the more challenging, yet foundational mathematic concepts.

Early Grade Student Reading Ability (EGRA)



The result was based on student performance on Early Grade Reading Assessment (EGRA) conducted to 815 (in 2018) and 848 (in 2021) Grade 3 students in 14 districts in 5 provinces.

Early Grade Student Numeracy Skill (EGMA)



Note: The result was based on student performance on Early Grade Mathematics Assessment (EGMA) conducted to 815 (in 2018) and 845 (in 2021) Grade 3 students in 14 districts in 5 provinces.

1.4. Reflection

Improving the quality of education is a complex matter. There are many key factors that contribute to the success of an intervention. In PINTAR case, the improvement in teacher and school principal practices was mainly driven by:

- **Close collaboration with district government.**

This ensures schools receive official supports for participating in the program and implementing what has been trained.

- **Training provided for school principals, not only the teachers.** School principals who understand good pedagogy can encourage teachers to practice what is received during trained and provide relevant feedback.

- **Investment in the Training Facilitators' skills.**

Eventually, the Training Facilitators will be the frontline team to work on regular basis with teachers and principals. Their performance determines the quality of the program.

- **Facilitation of peer-sharing and cross-learning activities.** Forum such as teacher working groups KKG/ KKMI/MGMP/KKKS and Facebook groups is a great place to showcase good practices that can further inspire each other to improve.

- **Empowerment of the locals.** Training facilitators are selected from the best educators in the district itself. They are able to contextualize activities to fit the profile of the area. On top of that, the trained talents will continue to be the valuable local assets to drive changes sustainably.

Unfortunately, the impact at the student level was not observable – most likely to be offset by the learning loss during the pandemic. However, this is a piece of important information that informs how PINTAR Program can continue to support our partner schools and governments moving forward.

- **To introduce digital technology in school and the sector at large, as a lever to leapfrog.** Technology

allows us to explore alternative ways to develop student learning potential that unimagined before. Particularly, for the Secondary School level who are likely to be a readier group. Since 2021, PINTAR Program has begun to transform how we conduct teacher training and provide examples on how teachers can harness digital contents to enrich learning. Our data showed that only around 5% of partner teachers use interactive digital media in teaching so far.

- **To prepare schools to embrace the new teaching paradigm, Kurikulum Merdeka, that has been demonstrated to recover learning.** PINTAR Program

believes that student should be at the center of learning and this aligns with the principles of *Merdeka Belajar*. At least half of partner teachers have had the basic skills to implement the new curriculum and able to provide differentiated support for the more vulnerable students.

- **To strengthen the monitoring and evaluation in Indonesia's basic education system.** Data-driven decision making at policy and school levels ensure limited resources are directed effectively to address the most deserving issues, such as the learning gap. PINTAR Program can start by training the School Supervisor and government partners on evidence-based planning, as well as providing technical assistance to improve the feedback mechanism between school, local government, and central government.





2 Highlight 2021

Driven by our commitment to improve the quality of education in Indonesia, PINTAR Program continued to work collaboratively with its partners to address the imminent issues around school improvement, government and ecosystem capacity, and pre-service teacher education. PINTAR Program in 2021 was also responsive to the uncertain Covid-19 pandemic situation and the newly ratified major Education policies in Indonesia. The key highlights of our work in 2021:

- **PINTAR trained 5,631 teachers and principals on how to conduct Diagnostic Assessment, Differentiated Learning, and Blended Learning Management in anticipation of the school reopening for the academic year 2021-2022.** In collaboration with MoECRT – Pusmenjar (*Pusat Asesmen dan Pembelajaran*), the socialization of Special Curriculum was carried out as well. Over 80% of assessed teachers have tried implementing differentiated learning in their classroom.
- **PINTAR transformed its training approach and modules from traditional workshop to be digital and technology-enabled.** This new model was implemented program-wide with participant engagement rate of 50%.
- **We launched the E-PINTAR Program, an open online course for teachers who were interested to join PINTAR training at their own pace and time.** In its first year, 4,275 teachers from 33 provinces have joined the program. E-PINTAR also received the Innovation Award from the GATRA magazine.
- **We also launched the Parent Engagement “Orang Tua Sahabat Anak Belajar” Campaign to provide parents with tips to support child learning from home.** Each campaign video and printable reached over 68,000 parents on average.
- **On teacher education, the pilot of PPG Prajabatan’s Teaching Practicum Strengthening in 4 Teacher Training Institutes has concluded.** The evaluation study indicated that a strong collaboration between lecturers and school teachers in facilitating practicum has resulted in a more reflective teacher candidate. Moreover, 13 contextualized teaching practicum models were discovered during the process.
- **To expedite the school reopening, PINTAR and partners mobilized the vaccination for 13,000 students and teachers in Siak, Tegal, Kampar, and Kendal.** We also provided temperature check equipment and hand washing stations to select schools.
- **PINTAR Team joined the MoECRT’s Task Forces to coordinate for the learning loss recovery actions.** We contributed in the development of the guide for implementation of Limited Face-To-Face Learning.
- **PINTAR conducted the Sustainable Development Goals (SDG) – oriented Planning workshop for the representatives from District Planning Agency, District Government Office, Education Office, and Religious Affairs Office.** 15 SDG Champions were selected and invited to realize their projects.
- **PINTAR-Penggerak Program, as part of Tanoto Foundation’s support for MoECRT’s Program Organisasi Penggerak, was launched.** It is implemented in 263 participating schools across 4 districts: Kampar, Kutai Barat, Muaro Jambi, and Tegal.
- **PINTAR refunctioned the website to serve as the learning resource site for educators.** PINTAR and the partner beneficiaries also regularly contribute to education-themed columns in national media i.e. Kompas.com, *Program PINTAR* and *Skola at Kompas.com*, and *Praktik Baik dari Sekolah* at the print media *Tribun Jateng* news.



The year 2021 was a critical point for learning transformation. In the sector domestically and globally, the themes learning loss recovery, digital-based and blended learning, and effort toward improving school resiliency have dominated the conversation among education actors. Many approaches were proposed to move the cause forward and improve the situation, but one thing everyone can agree on is that education will not and shall not return to the condition during the pre-pandemic era. We shall use this unprecedented occurrence as the entry point to do thing differently. Not business-as-usual but action that can bring a leapfrogging effect.

At Tanoto Foundation through PINTAR Program, we want to be the catalyst for that change. In 2021, there were 3 main strategies that we applied to help schools going through a smoother transition in the short run and eventually building a more lasting resilience:

1) Ensuring students return to schools and continue their learning safely

This included helping schools to meet the health protocol requirement so they can open, accelerating the vaccination for teachers and students, as well as training teachers on *diagnostic assessment* and *differentiated learning* to enable them to customize their lessons for students that then had a wider range of learning competencies.

2) Building teacher and principal competencies to implement new teaching paradigm

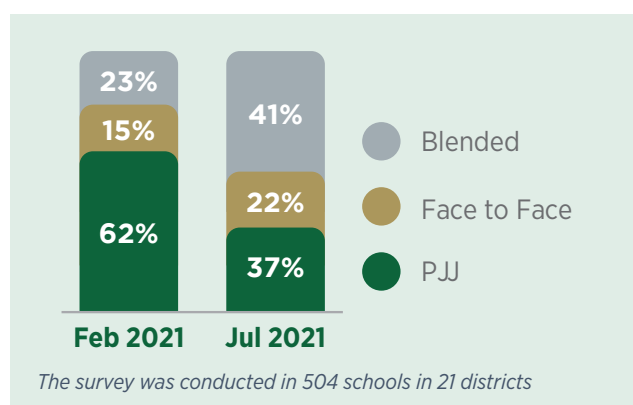
Efforts encompassed training and mentoring educators to embrace digital-based professional development and digital-rich classroom, and strengthening teacher forum as the organic place for spreading good practices.

3) Accompanying parents in supporting their children learning journey at home and school

Through the collaboration with schools and social media campaign, parents regularly received simple tips on how to create a conducive home-based learning environment.

3.1. Ensuring students return to schools and continue their learning safely

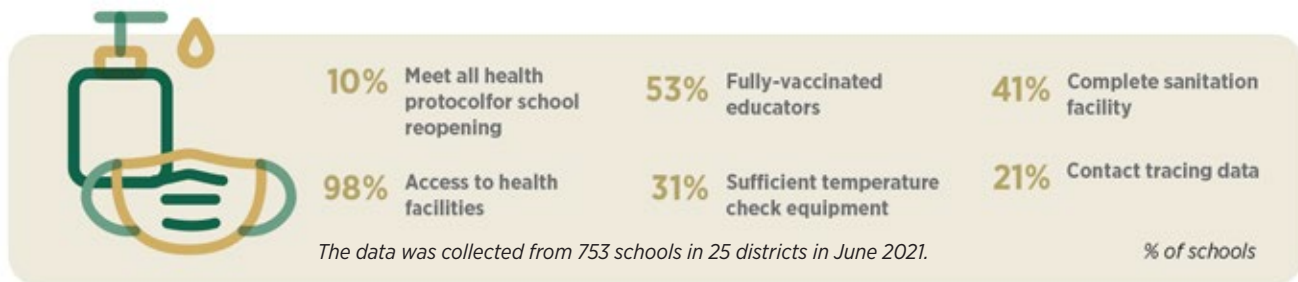
By mid of 2021, full distance learning remained the choice of organizing teaching and learning activities in a third of partner schools. This was an improvement from the condition in the early year, where two-third of schools implemented full distance learning. During this time, there was a significant reduction of learning hours whichever approach that schools decided to implement. In the schools that preferred to apply only full face-to-face learning, the total learning hours during the pandemic could be as low as a quarter of the original learning time.



3.1.1. Supporting schools meeting the minimum health and safety protocol for school reopening

Better Covid-19 situation and strong encouragement from the central and district government may have contributed to the higher rate of school reopening. However, some schools still faced challenges meeting the minimum health and safety protocol requirements, a compulsory administrative

procedure to go through before schools receiving a green light to hold the face-to-face learning. These schools were less likely to have fully-vaccinated staff and have sufficient temperature check equipment.



Ayo Kita VAKSIN!

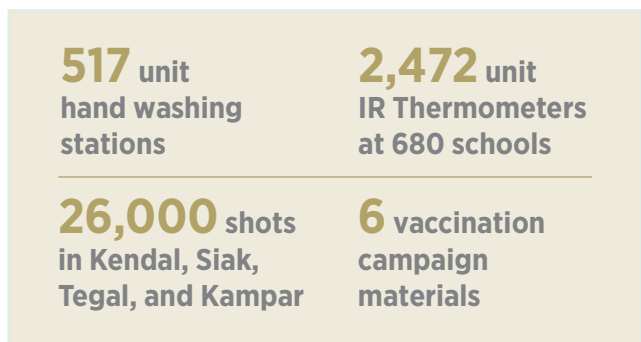
Mengapa Harus Vaksin?

- Effektif**
Vaksinasi lengkap efektif meningkatkan imunitas tubuh dan mencegah keparahan bila terinfeksi Covid-19.
- Aman**
Vaksin telah melalui uji klinis untuk memastikan keamanannya. Vaksin tidak mengandung virus hidup yang menyebabkan penerima vaksin terpapar Covid-19.
- Proteksi**
Vaksin memberi perlindungan bagi yang sudah maupun yang belum pernah terinfeksi Covid-19.

Tunggu apalagi? Yuk, vaksin secepatnya

#Rayovaksin #lindungisesama #pakaimasker #jagajarak #cuci tangan #hindarikerumunan

Tanoto Foundation, in collaboration with various institutions like District Health Offices, District Education Offices, and partner schools, mobilized the vaccination for teachers and principals in several partner districts. On top of that, Tanoto Foundation through District Education Offices also provided infrared thermometers and hand washing stations to schools that needed them.



A Secondary school student received the vaccination shot from healthcare worker in Siak in October 2021.

3.1.2. Preparing teachers and principals to address student learning loss

The World Bank estimated that the school closure through June 2021 might result in Indonesian student performance to drop by 25 points in PISA reading test.* Indeed, school closure has affected students at various degrees:

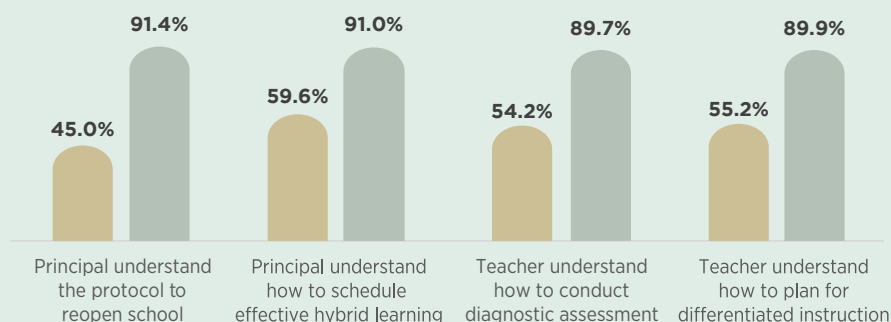
- (a) Students who do not have gadget or have to share the gadget with their siblings / parents are more likely to miss distance learning lesson. It constituted around 1%-4% of the students in PINTAR's partner schools.
- (b) Students who have no or weak access to internet are more likely to miss distance learning. 4%-14% of students in our partner districts experienced this.
- (c) Students who do not receive academic and socio-emotional support from parents at home are more likely to lag behind their peers. Unfortunately, 3%-9% parents in our districts have placed minimum attention to these areas.

When schools reopened in Jul 2021, it became crucial to assess and map student condition both on the cognitive and non-cognitive aspect in order to identify the right support to be given to students.

PINTAR Program trained partner teachers on how to conduct diagnostic assessment to understand the learning gap at the classroom then design a differentiated instruction based on the diverse student abilities. 35% more teachers assessed gained better understanding on the topics while at least 80% of teachers assessed have tried to implement differentiated learning in their classrooms.

PINTAR Program also trained partner school principals on how measure the school readiness to reopen and organize an effective hybrid learning. The number of principals who understood the protocol to reopen schools doubled after training. Moreover, the principals were able to arrange for hybrid learning (traditional face-to-face learning combined with online learning) increased by a third.

Teacher & Principal Readiness for School Reopening



% of principals and teachers who answer correctly ● Pre-training ● Post-training

Pre- and post-test assessment conducted on 169 principals and 209 teachers (sample) from 25 partner districts in Aug 2021.

*) World Bank (2021) Rewrite the Future: How Indonesia's Education System can Overcome the Losses From the COVID-19 Pandemic and Raise Learning Outcomes for All

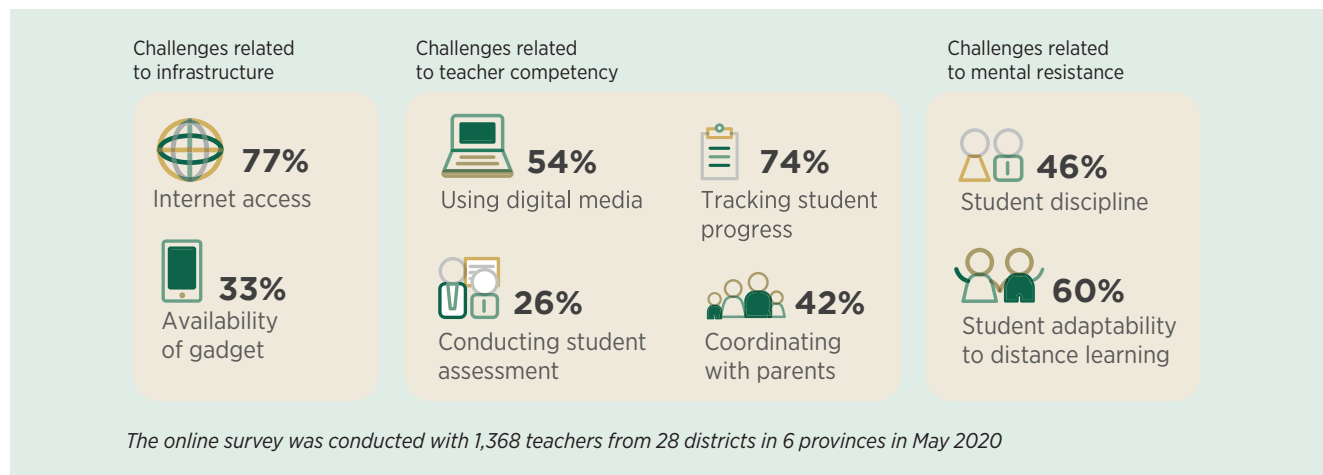
3.2. Building teacher and principal competencies to implement new teaching paradigm

The pandemic accelerates the adoption of technology in education, however, its effectiveness for learning is not yet conclusive. There were at least 3 barriers to be overcome before digital learning can be successfully implemented in Indonesia:

(a) Weak supporting infrastructure such as the instable internet access and low gadget ownership among students.

(b) Low teacher competency to master technologically-enabled pedagogy technique and digital literacy in general.

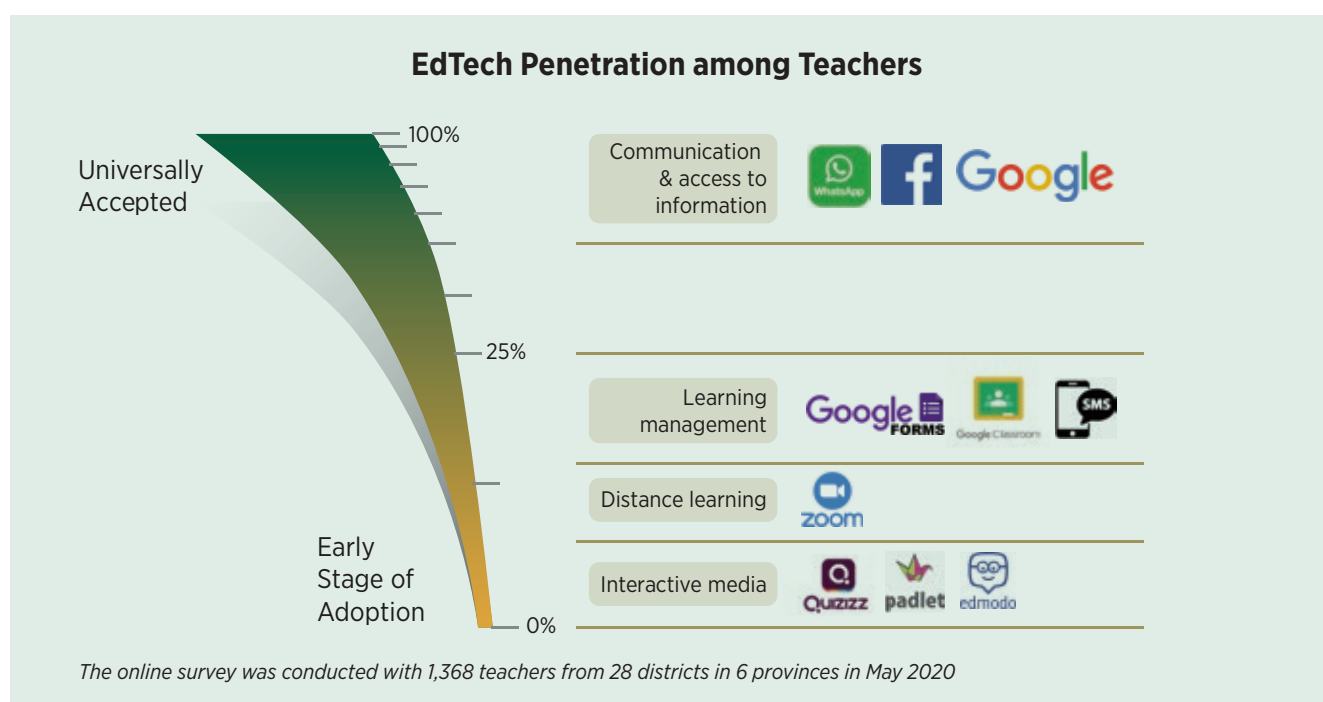
(c) The mental resistance from both students and educators to embrace new learning paradigm.



3.2.1. Improving educator's digital readiness and competency

Pre-pandemic and during pandemic, the use of technology in education was basic and limited at assisting the communication between teacher-student-parent and

bridging the access to information. According to our survey, only around 3% of our teachers have used the more sophisticated multimedia in their classroom to support distance learning.



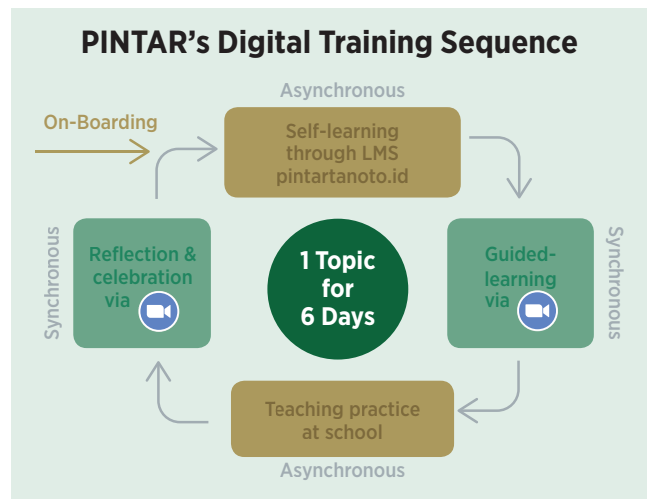
PINTAR Program encouraged teachers to speedily master educational technology through a 2-phrong approach. Firstly, by introducing the digital-based teacher training programs where teachers can visit a carefully curated online platform

to access structured professional development contents. Secondly, by modeling the digital-rich classroom, in which teachers are trained on how to incorporate multimedia and digital materials into day-to-day lessons.

The New PINTAR Training Design

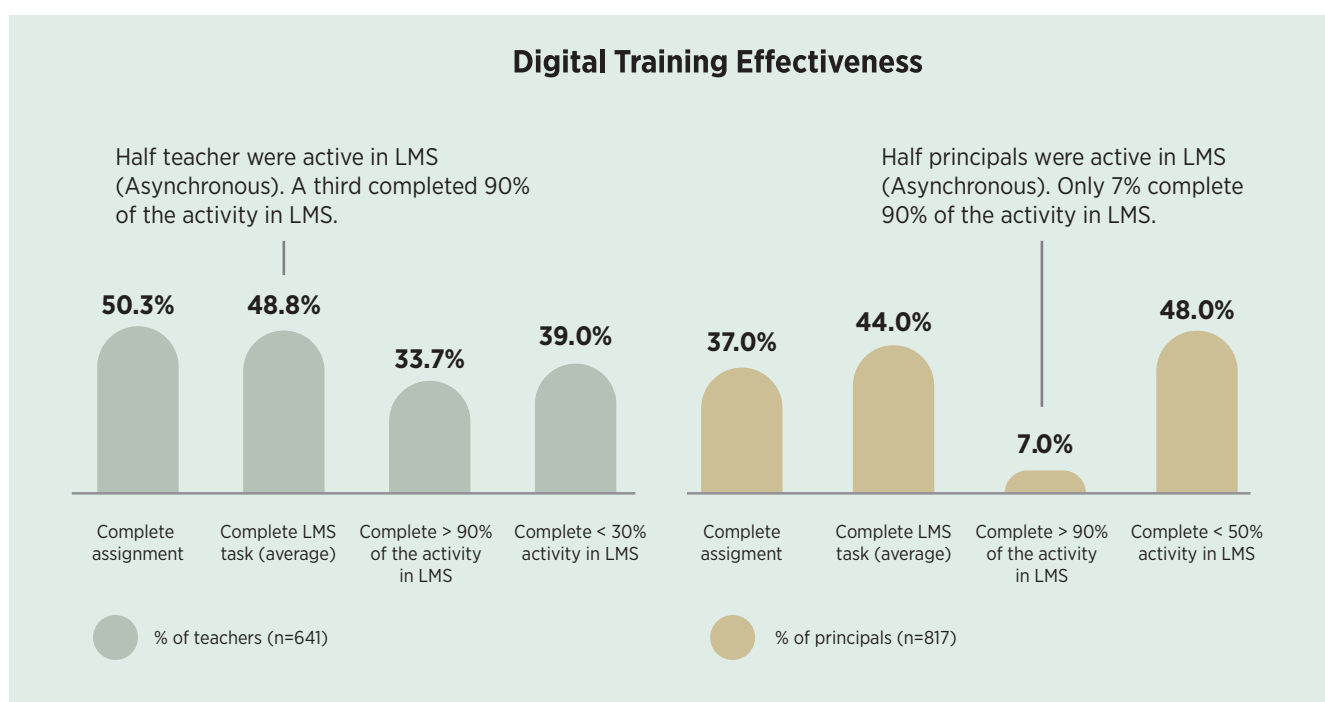
PINTAR's new digital-based training offers an innovative professional development model. Unlike traditional face-to-face workshop, this design:

- Uses blended approach where the participant will be guided by the facilitator to go through a series of training activities conducted synchronously via Zoom and asynchronously via Learning Management System (LMS) <https://pintartanoto.id/>.
- Harnesses technology to deliver concepts so that the human interaction component, e.g. between facilitator-participant, can be focused on meaningful discussion and practicum like teaching simulation and reflection activities.
- Covers a topic in longer period of time, 6-10 days, allowing participants more flexibility to squeeze professional development time between their busy teaching schedule. Content is now bite-size.
- Blends training, practicum, and mentoring as one. Participants are encouraged to trial out the methodologies in their classroom in the midst of training and share the experience for feedback.

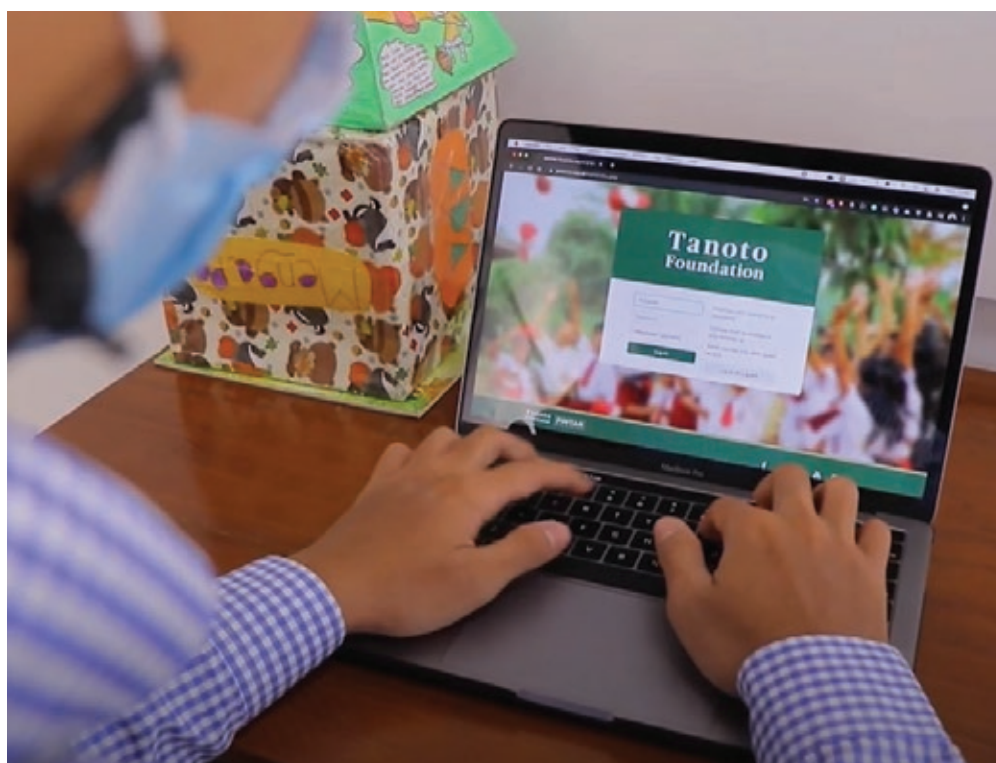


In 2021, 2,751 partner teachers were trained around the themes Digital Active Learning, Curriculum Review, and Growth Mindset using this new model. Additionally, 445 principals were trained on Reading Culture, Academic Supervision, and Character-Building Program Development.

Analysis of training data suggested that Indonesian teachers can adapt well with digital-based professional development with strong support from their facilitators, despite the infrastructure and mental resistance challenges. Around half training participants can complete the tasks in Learning Management System.



*Accessing the Learning
Management System
pintartanoto.id*



Lessons Learned on the Implementation of Digital-based Training:

- **Training Facilitators play a vital role in boosting participation and engagement rates.**

Particularly in the early stage of the implementation of digital-based training, participants need supportive partners to help them navigate through IT troubleshooting, understand the pattern of new training model, and sustain their enthusiasm of digital learning. The Facilitator that actively checks the progress and communicates with their assigned participants sees higher course completion.

- **Various gimmicks can be placed to encourage participation in digital-based training.**

Self-regulated learning, which is a prerequisite quality to have for any individual to succeed in digital learning, is still lacking among Indonesian. By integrating elements of on-boarding session, gamification, interactive media as opposed to assignments that require download & upload, display of leaderboard, token for the high achiever, would make more engaging. Teachers are also inspired to apply similar techniques to enhance their digital class.

- **School principals may require different professional development approach from teachers.**

From our experience, school principals are less likely to engage in self-learning activities, which is a common trait in digital-based training. School principals would best learn-on-the-job, thus project-based professional development would be a more suitable way to build their capacities.

- **The blended training model improves communication and mentoring between facilitators and training participants.**

The use of LMS allows facilitators to track the performance of participants and provide immediate feedback anytime during the training. However, this also calls for a new ground rule, like the participants and facilitators need to set when the appropriate time for consultation is. The training content creators also need to write clear instructions to avoid many direction-giving conversation.

e-PINTAR

In September 2021, Tanoto Foundation and the MoECRT officially launched the e-PINTAR- an open and free online teacher training program where the participant can enroll in selected courses through a Learning Management System (LMS) <https://pintartanoto.id/>. Participants in e-PINTAR Program can self-learn by going through systematically structured materials as well as join consultation sessions where competent facilitators mentor them virtually.

With the technologically enabled e-PINTAR, Tanoto Foundation hopes to bring quality professional development contents to Indonesian teachers outside PINTAR's partner districts, whom we cannot reach through the conventional

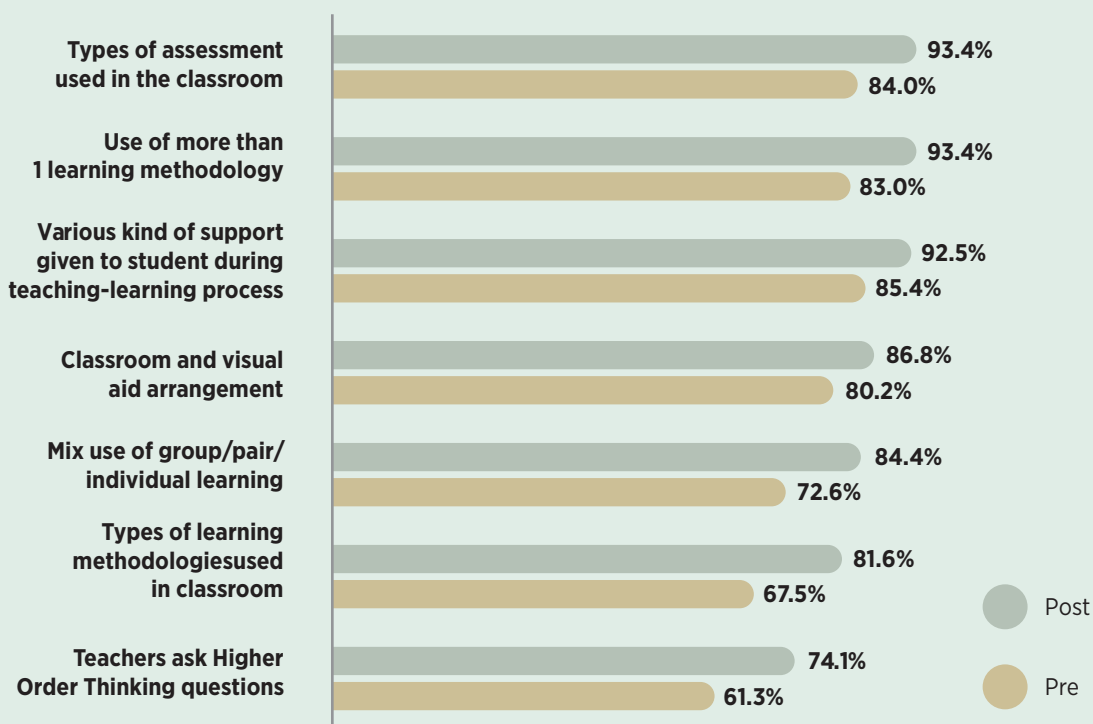
face-to-face workshops. e-PINTAR provides a cost-effective and scalable alternative.

e-PINTAR has been piloted with 480 teachers from 17 provinces in Indonesia who enrolled individually and in-group through *Kelompok Kerja Guru KKG*. The pilot showed promising results. Participants who completed the program achieved 81% in the post-training assessment test and gained 5%-10% improvement in their perceptions of good teaching practices. Up to Dec 2021, e-PINTAR has been accessed by 4,275 teachers from 33 provinces, beyond the 5 provinces where PINTAR operates currently.



Directorate General for Teacher and Educational Personnel Dr. Iwan Syahril and the Global CEO of Tanoto Foundation, Satrijo Tanudjo launched e-PINTAR in Sept 2021.

The pre-test and post-test results of the training participants' knowledge of teaching best practices.



The data was collected during e-PINTAR pilot in Apr 2021 with sample of 212 training participants.

3.2.2. Strengthening Teacher and Principal Working Groups

The presence of educator working forums, i.e. KKG/KKMI/ MGMP/KKKS/KKKMI, at the district and sub-district levels promotes peer-to-peer learning, cross-sharing of best practices, and camaraderie organically. Such Teacher and Principal Working Groups existed at various degrees of activeness and effectiveness. There are several factors determining whether the working groups are functional:

- (a) An effective working group tends to have a strong team of champion teachers and passionate leaders who voluntarily plan for quality programs annually.
- (b) High member attendance is achieved when the program meets the needs of its members and is delivered by a qualified resource person.
- (c) The meeting place is located in the closest proximity of the members or easily accessed by transportation.*

The School Zoning policy in 2018 changed how schools in sub-districts being clustered. Since teacher and principal working groups are mostly established based on the school zones, inevitably, their member composition is affected.

In 2021, PINTAR Program strengthened 50 teacher and principal working groups in partner district by rejuvenating the “young” institutions and their leaders as well as providing the suitable professional development through our District-level Facilitators. To rebuild the institution, PINTAR Program coached teacher working groups to develop the organizational policy and annual workplan based on the needs of its members. PINTAR Program also encouraged the District-level Facilitators to actively volunteer as a resource person to share their expertise in these forums.



Cross-learning session in the MGMP forum in East Kalimantan

*) Tanoto Foundation (2019) *Laporan Studi KKG dan MGMP* <https://www.pintar.tanotofoundation.org/laporan-studi-kkg-dan-mgmp/>

3.3. Accompanying parents in supporting their children learning journey at home and school

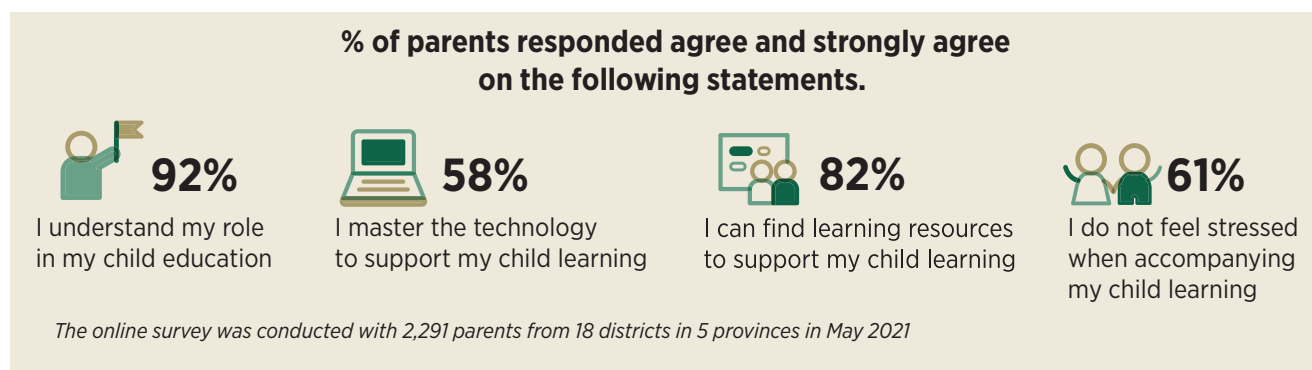
Parents play important roles in their children's education, even so, during the pandemic when learning was done from home. From our survey in the partner districts, 3 out of 4 parents supported their children learning on a daily basis. Yet, 53% of the parents apply learning supervision strategy that is suitable for their children's learning style.

While most parents are aware of their roles in children development and are confident to be able to resource for learning materials, they need additional support in the areas of technology and stress management.

PINTAR Program started the campaign “*Orang Tua Sahabat Anak Belajar*” to inform parents on tips how to support

children learning at home. The objective of this program was to improve the knowledge, build confidence, and inspire parents on good practices in developing child's cognitive and socioemotional aspects. The materials such as short animation videos, flyers, and toolkits were distributed through social media and the Parent Ambassadors – selected parent leaders who help to coordinate the program in school.

The campaign materials were accessed by 68,000 viewers on average via Youtube, Instagram and Facebook. The materials helped parents understand children diverse learning styles, develop positive communication, and establish better teacher-parent collaboration.



Diverse campaign materials for Parent Engagement Program

Lessons Learned on Parent Engagement:

- Bite-size tips that use simple language, packaged in animation video, and spread through popular social media (in Indonesia, Youtube and Facebook) is among the more effective way to deliver parental education materials.
- Collaboration with school principals, school committees, and parent champions builds systemic change, synergy, and sustainable parent involvement at both home and school that ultimately benefit students wholly.

4

Ecosystem and Government Capacity Building



PINTAR Program does not exist in vacuum. The successful implementation of the program is not possible without strong support and ownership from our government partners, both at the national and sub-national levels. Likewise, in the year 2021, we worked hand-in-hand to address the issues around the organization of limited face-to-face learning, as well as the development of short-term and long-term learning recovery strategies.

There was always a concern about how to collect and deliver the data promptly and representatively for policymakers to make sound plan and prioritize actions. Subsequently, came the challenge around mobilizing and allocating resources in an ever-changing school opening – closure policy. Education Officers had to be extra agile, flexible, and quick.

Tanoto Foundation is proud to be the trusted government's partner in building a sustainable and effective education ecosystem. Our approach is to capacitate the people and system to make evidence-based and impact-driven workplan, prioritize, allocate resource effectively, and afterward implement. We did this by providing technical assistance during planning and budgeting processes; organizing training and seminars for the central and district government officials; and commissioning studies.

4.1. Technical support at the national level

In 2021, Tanoto Foundation joined the Learning Recovery Taskforce led by the MoECRT which aimed to coordinate and synergize the development partners' efforts in supporting

learning recovery. During which, Tanoto Foundation presented the data on the status of Limited Face-to-Face Learning implementation in the 5 PINTAR's provinces and the potential recommendations, reviewed Limited Face-to-Face Learning implementation technical guide, and provided links to Parent Engagement materials.

As an active member of Basic Education Working Group (BEWG), a Community of Practice among development partners who meet once a month to discuss current basic education affairs in Indonesia, Tanoto Foundation hosted knowledge sharing sessions. In 2021, we shared the diverse learning recovery action strategies taken by different countries globally.

4.2. Technical support at the sub-national level

At the sub-national levels, we supported the local Education Offices at the district levels to reopen schools safely and implement local learning recovery initiatives particularly those related to learning technologies and upskilling of teachers. Not only in partner schools, we helped our government partners to spread the initiative to other schools, either by giving dissemination planning advice or facilitating the knowledge exchange and cross-learning between districts in Indonesia. Tanoto Foundation also conducted a study to map the readiness of our partner governments and schools to organize Limited Face-to-Face Learning.

Initiatives by the District Education Office that is supported by PINTAR

<p>Live streaming of lessons and provision of learning resources for students</p>	<p><i>Batanghari Belajar dari Rumah</i> – A Facebook page where PINTAR’s trained teachers uploaded learning contents and broadcasted teaching and learning activities. It was subscribed by 6,000 public members.</p> <hr/> <p><i>Tanjabt看 Belajar</i> – tapping on the MoECRT’s Rumah Belajar application, PINTAR’s trained teachers conducted live virtual lessons for students in the district. The Education Office committed IDR 134 million to organize distance learning effectively.</p> <hr/> <p><i>Kukar Pintar and Kukar Cerdas</i> – the Youtube-based online lessons hosted by PINTAR’s teachers. They were part of “Smart City” initiatives by the Kutai Kartanegara Government.</p> <hr/> <p><i>Siak Bedelau</i> – the website-based portal provided learning resources for students and teachers during the pandemic.</p> <hr/> <p><i>Bengkalis Gemilang</i> – a Youtube-based platform containing learning videos for secondary school students. The content was curated by the Education Office in collaboration with PINTAR’s facilitators and Tanoto Foundation team.</p>
<p>Teacher training dissemination activities</p>	<p><i>Kendal Pintar Berbagi</i> – Best practice sharing platform for educators where PINTAR’s training facilitators uploaded tips for developing ICT-based lessons. The platform was accessible for 574 primary schools and 107 secondary schools in the district.</p> <hr/> <p><i>Dissemination of PINTAR’s training program to all teachers in Pematang Siantar</i> – The Education Office provided mobile data subsidy for teachers to join PINTAR’s training on Differentiated Learning that equipped teachers with skills to assess students and provide supports based on their learning loss status when school reopened.</p> <hr/> <p><i>Dissemination of PINTAR’s training program in Tana Tidung district</i>– Tanoto Foundation facilitated the digital-based teacher training on Differentiated Learning material via Teacher Working Groups for 143 Secondary School teachers.</p> <hr/> <p><i>Participation in the Kolaborasi Sosial Berskala Besar (KSBB) Program by DKI Jakarta</i> – Tanoto Foundation was one of the implementing partners of the E-Pelatihan Pilot Program initiated by the Education Office of the district. Tanoto Foundation facilitated the digital-based teacher trainings for 142 teachers.</p>
<p>Policy studies</p>	<p><i>Kesiapan Pembelajaran Tatap Muka Survey</i> – Tanoto Foundation conducted the study to see the readiness of the partner schools to reopen. It looked at the school vaccination rate, health protocol compliance, teacher digital competency, and parent sentiment around school reopening. The findings were communicated to the Education Offices and the national governments to inform decision making.</p> <hr/> <p><i>Mapping of Learning Recovery Strategy Around the World</i> – Tanoto Foundation did a literature and desktop review to understand the actions taken by the governments globally to address the learning loss. The study found that most countries implemented distance learning, tutoring, and teacher capacity building programs.</p>

4.3. Mainstreaming the Sustainable Development Goals (SDG)-oriented planning

In collaboration with Universitas Indonesia's SDG Hub and LPEM FEB, Tanoto Foundation organized a capacity building program for the Education policymakers in 25 districts. The participants were representatives from related agencies including Bappeda (District Planning Agencies), Dinas Pendidikan (Education Office), and the Regency government office. In the program, the participants were equipped with the skills to create the education roadmap that contributes to the achievement of SDG 4 – Quality Education.

The program, which was a series of workshops and mini projects, were taking place from July to November 2021. From the program, 15 districts were selected to be the SDGs Champions and will be supported further to sharpen and

implement their projects. The 15 districts were:

- North Sumatera: Karo, Pematang Siantar
- Jambi: Sarolangun, Tebo, Tanjung Jabung Timur
- Riau: Bengkalis, Dumai, Siak
- East Kalimantan: Kutai Kartanegara, Balikpapan
- Central Java: Cilacap, Kendal, Banyumas, Semarang, Tegal

Some of the common themes among the 15 districts were related to teacher supply and distribution, access to quality education, the use of digital in schools, as well as partnership for achieving the goals.

SDG 4.1	Equitable Access to Quality Basic Education	6 districts
SDG 4.2	Universal Access to Early Childhood Development program	2 districts
SDG 4.4	Youth with Relevant Skills (Digital Literacy)	3 districts
SDG 4.5	Inclusion, Equity, and Gender	1 district
SDG 4.c	Supply and Distribution of Quality Teachers	8 districts
SDG 17	Partnership, Education Financing, and Policy Coherence	4 districts

*) 1 project/district may target several goals simultaneously.



SDG capacity building workshop led by SDG Hub Universitas Indonesia, conducted in Dec 2021

SDG 4 in Siak District

Siak District in Riau Province has many good practices to share when it comes to localizing SDG. Since 2021, Siak District has started to develop its midterm 5-year Education Roadmap with the basis of SDG.

Following a series of gap analysis exercises and public consultations, Siak District prioritizes 3 strategies to improve the education quality from 2021-2026:

- Improve teacher (and other education personnel) competency and teacher qualification (SDG 4.c)
- Ensure equitable learning infrastructure for underserved schools at all education levels (SDG 4.a, SDG 4.1, SDG 4.2)
- Implement student-centered learning with strong emphasis on 4C and ICT skills (SDG 4.4)

One example of the realization is around the digitalization of education. Siak has developed the learning resource repository website, Siak Bedelau. The portal is updated regularly by PINTAR trained local facilitators to provide teaching and learning materials for teachers and students.



Teacher Training Institute Development Programs

Quality pre-service teacher training programs ensure the supply of competent teachers into the education system.

In Indonesia, there is an estimate of 425 Teacher Training Institutes (TTI) or Lembaga Pendidikan Tenaga Kependidikan (LPTK), higher learning institutions that hold the 4-year teacher education programs. These institutions produce around 250,000 graduates each year.

On the other hand, in the recent years, the MoECRT has been revitalizing the pre-service teacher certification program or *Pendidikan Profesi Guru Prajabatan (PPG Prajabatan)* – a one-year teacher training program for Bachelor's degree holders before they can teach in schools. The revitalization was in the areas of the participant selection process, the training content and delivery approach, and the Teacher Training Institute (TTI) strengthening. Only 26 TTIs were awarded the permit to organize PPG Prajabatan program that generate around 1,500 certified teachers annually.

In 2021, PINTAR Program supported the improvement of the pre-service teacher education programs in 13 partner TTIs and 90 TTI lab schools. The objective of the Teacher Institute Development initiatives was to demonstrate the more practice-oriented teacher education, to provide an

alternative to the theory-heavy lectures normally seen in TTIs. Part of the program included facilitating lecturers to visit school to understand the real teaching and learning challenges on the classroom – so that they can develop the more contextualized lesson for teacher candidates.

5.1. Improving teacher education at the undergraduate level

Based on the need assessment conducted at 10 partner TTIs, we identified the 4 areas where teacher education programs could be further strengthened:

1. Lecturer's pedagogy competency, e.g. in the learning tools development
2. Implementation of digital and blended learning
3. Quality monitoring and assurance, e.g. monitoring instrument development
4. Teaching practicum – the mentoring methodology, the coordination between the TTI and lab school, and the competencies of Mentor Lecturer and Mentor Teacher.

5.1.1. Support for Lecturer Competency Development and Research

In 2021, PINTAR Program facilitated the Lecturer Development workshop on the theme Active Learning as well as visit to schools for 120 lecturers in 10 partner TTIs. All activities had to be conducted virtually amid pandemic. We observed the increase in the production and use of digital-based learning media for teaching in TTIs as well as in TTI lab schools.

To disseminate the good practices to more TTIs, we provided 15 research grants to lecturers from 6 partner TTIs and 14 collaborators TTIs. The grant allowed the selected research team to conduct applied research and create innovation surround the theme Assessment, Active Learning, and Teaching Practicum. The team will also receive mentoring in journal writing and financial support for journal publication.

Research theme	Partner TTIs	Collaborator TTIs
11 Digital Learning	 Universitas Negeri Yogyakarta	<ul style="list-style-type: none"> • Universitas Sarjanawiyata Tamansiswa • Universitas PGRI Palembang • Universitas Negeri Padang • Universitas Pattimura • Universitas Kristen Satya Wacana • Universitas Muhammadiyah Surakarta • Universitas Prof. Dr. Hamka • Universitas Muhammadiyah Purwokerto • STKIP Aisyiyah Riau • IAIN Kudus • Universitas Negeri Semarang • Universitas Wijaya Kusuma Surabaya • Universitas Swadaya Gunung Djati • Universitas Islam Riau
2 Teaching Practicum	 UIN Sulthan Thaha Syarifuddin	
2 Assessment	 UIN Sultan Syarif Kasim	
	 UIN Walisongo	
	 Universitas Riau	
	 Universitas Mulawarman	

5.1.2. Teaching Quality Measurement (TQM) Project

In the same year, PINTAR Program also initiated the Teaching Quality Measurement (TQM) Project – which aimed at establishing or improving the teaching quality monitoring system in the partner TTIs. Early stage of the project revealed that only 3 out of 10 participating TTIs owned a current teaching monitoring instrument and conducted quality assurance activities systematically. None of them, however, has incorporated digital-related indicators.

During the implementation of the TQM Project, the Quality Monitoring Team was established at each TTI. It consisted of the representatives from *Lembaga Penjamin Mutu (LPM)* and selected lecturers. Under the coaching of national and international experts, the team then developed the teaching quality monitoring tools that follow the standard set by the MoECRT and reflect the mission and uniqueness of each TTI. The tool has since been adopted by the partner TTIs.

Good Practices in Improving Teaching Quality Assurance System in TTIs:

- Bring together University's Quality Assurance Staff, Lecturers, Practicum Coordinators in a team to develop teaching monitoring instrument participatorily to ensure the tool is contextual.
- Involve experts from government body, private sector, local and global universities to give different perspectives about the current trend in teacher education that shall be tracked in quality monitoring instrument. These may include digital learning in higher education, latest proven pedagogy, or newest university accreditation policy.
- Seek buy-in from the TTI leaders to support the initiative to ensure faculty-wide adoption.
- Validate the instrument so it is credible and ready-to-be-used.

5.2. Revitalizing PPG Prajabatan

Strengthening the pre-service teacher certification or *Pendidikan Profesi Guru (PPG) Prajabatan* is a strategic and impactful way to improve the education quality. As the gatekeeper, PPG Prajabatan ensures that only qualified and ready educators are supplied into the school system.

Since 2020, Tanoto Foundation supported the MoECRT to conduct the pilot of PPG Prajabatan's Teaching Practicum Strengthening Program in 4 TTIs i.e. Universitas Negeri Medan (UNIMED), Universitas Pendidikan Indonesia (UPI), Universitas Negeri Yogyakarta (UNY), and Universitas Negeri Surabaya (UNESA).

The program facilitated the innovation in teaching practicum model as well as the implementation of reflective mentoring and active learning among the lecturers and mentor teachers. A series of workshops, cross-learning sessions, school visits,

and intensive coaching, was attended by 168 lecturers and mentor teachers. There were 3 domains of results observed:

- (1) The participating Lecturers and Mentor Teachers jointly discovered 13 teaching practicum innovations suitable for Indonesia context. The models were documented in the publication *Mencari Model PPG di Indonesia*.
- (2) Lecturers and Mentor Teachers were more collaborative in coaching teacher candidates. Lecturers and Mentor Teachers developed chemistry, better communication, and mutual understanding of teaching practicum good practices after going through the program.
- (3) Teacher candidates under care have implemented Active Learning in their teaching practicum classroom and were more reflective.*

National Seminar “Inovasi LPTK Ciptakan Guru Unggul”

In the spirit of spreading the good practices, 500 lecturers and mentor teachers gathered and presented their innovations in Teaching Practicum and Active Learning at the virtual national seminar titled “*Inovasi LPTK Ciptakan Guru Unggul*” in November 2021. The event featured distinguished experts in Teacher Education such as Assoc Prof Liu Woon Chia from National Institute of Education Singapore, Prof. Muchlas

Samani from UNESA, Prof. Dinn Wahyudin from UPI, Prof. Anita Lie from Universitas Widya Mandala. Minister of Education Mr. Nadiem Makarim, Directorate General for Teacher and Educational Personnel Dr. Iwan Syahril, Directorate General for Islamic Education Ministry of Religious Affairs, Prof Ali Ramdhani, and Directorate General for Higher Education Research and Technology Prof. Nizam also gave their remarks during the event.



*) Tanoto Foundation (2021) *Laporan Studi Pendokumentasian Praktik Baik PPG Prajabatan di 8 LPTK*

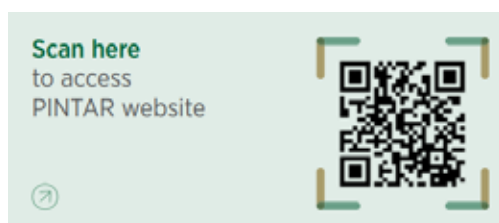
6 Amplification of Impact



Educators experiment with new ways to engage students on a daily basis. What works and does not are valuable knowledge that can be documented and shared to inspire fellow educators. Tanoto Foundation encourages our partners to write and publish their lesson learned, learning resources, classroom best practices, and stories in various communication media. They often speak in national and local events too.



All publications were easily accessed through our website pintar.tanotofoundation.org which was repurposed in 2021. Previously, the website primarily provided information about the PINTAR Program. Seeing the rise in the demand for handy teaching tools, PINTAR website is now featuring ready-to-use materials for educators, lecturers, and parents.



6.1. Partnership with Media

This year, PINTAR Program and our partner educators started *Program PINTAR*, an Education-themed column, at the *Kompas.com*, one of the popular Indonesian online media. We also become the regular contributor at similar column *Skola* at the media. Program PINTAR and *Skola* columns aimed to be the channels where education stakeholders raise issues, share opinions on the policies, and disseminate the school improvement strategies. In 2021, over 80 articles were published reaching 1.7 million readers. Similar Education column was established in *TribunJateng.com* with over 30 articles published in 2021.

6.2. Teacher Forum in Facebook

Since 2018, PINTAR Program has facilitated the knowledge sharing among educators in the virtual Community of Practices in the Facebook forum, *Forum Peningkatan Kualitas Pendidikan*. The community has grown steadily with over 30,000 members to date with an average of 4 posts daily.

6.3. Book and Other Publication

In partnership with Kompas, Tanoto Foundation published the book *Pembelajaran Di Masa Pandemi* which contains the practical step-by-step lesson plans and school management strategies to be applied in schools during the pandemic.

Tanoto Foundation also published *Mencari Model PPG di Indonesia* that contains 13 ideas to run teaching practicum for teacher education programs in higher learning institutions.

E-newsletter is published regularly to update stakeholders of PINTAR activities and selected best practices.

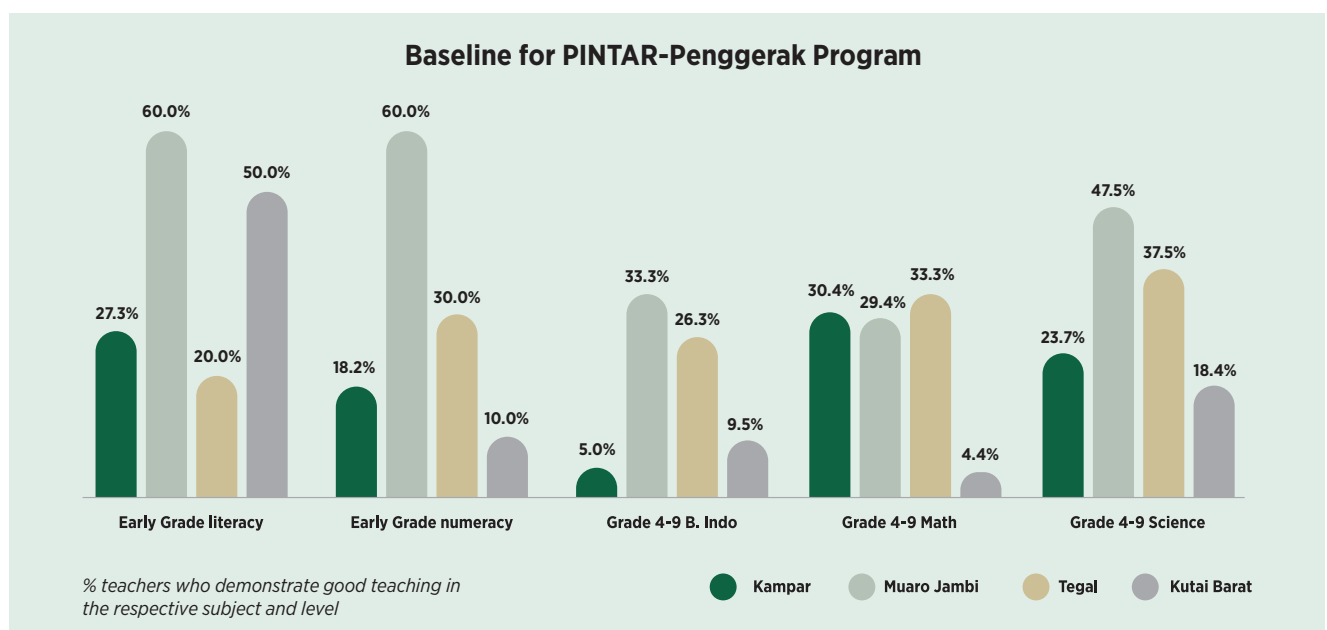
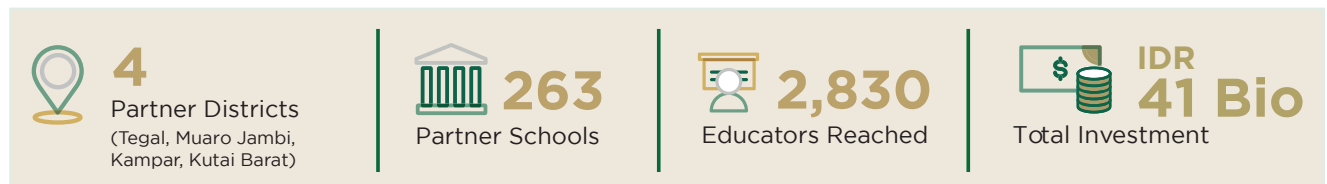


Under self-funding scheme, in 2020, Tanoto Foundation was selected to be part of the MoECRT's Program Organisasi Penggerak (POP). The initiative calls for Development Agencies with experience in improving learning outcomes on the ground to trial and scale their innovations in different Indonesian classroom contexts. This provides Tanoto Foundation with an opportunity to support government in bottom-up policy development.

PINTAR-Penggerak was implemented starting from July 2021 in 4 districts: Kabupaten Tegal (Central Java), Muaro Jambi (Jambi), Kampar (Riau), and Kutai Barat (East Kalimantan).

PINTAR-Penggerak applies the best practices of PINTAR Program, but contextualized to suit the more challenging area. For instance, teachers in Kutai Barat which is a 3T area (*Terdepan*/Frontier, *Terluar*/Outermost, *Tertinggal*/Least Developed) will be trained through a modified digital-based training approach instead, given the lack of internet access.

PINTAR-Penggerak's training is focused on strengthening teachers' subject- and grade-specific pedagogy skills, school principals' management and academic supervision skills, as well as parent and community involvement. PINTAR-Penggerak also supported local governments in SDG-based planning and the drafting of the 5-year education roadmap (*Rencana Strategis* or *Renstra*).



Six months into the implementation, PINTAR-Penggerak already showed some encouraging results.



Students in SDN 001 Barong Tongkok, Kutai Barat made news collage during group project and presented it in front of the class.



Karni Lestari, a teacher from SDN Kalisapu 04, Tegal, Central Java facilitated her students making simple thermometer from recyclable materials, experimenting different scenarios of heat energy transfer in small group, and finally reflecting on the experiences.

Lessons Learned from PINTAR-Penggerak:

- PINTAR-Penggerak adopts the best practices from PINTAR Program, hence is able to shorten the program implementation period from originally 3 years to 2 years. For example, we delivered only the more impactful teacher training topics. Another best practice is the placement of key personnels, that have direct contribution to impact achievement, closer to the beneficiaries at district level.
- Facilitating the coordination and communication between the central and local government is one key role that the POP-participating development partner must play for a successful implementation. This includes ensuring local government as implementor understands the program design as originally intended by the central government; vice versa, conveying the implementation bottleneck in the field to the central government.

*Every person should have the
opportunity to realize their full
potential.*

Sukanto Tanoto and Tinah Bingei Tanoto
Tanoto Foundation Founders

Tanoto Foundation

Tanoto Foundation is a family philanthropy organization, founded by Sukanto Tanoto and Tinah Bingei Tanoto, that harnesses the transformative power of education to realize people's full potential and to improve lives.

Started its operation in 1981, Tanoto Foundation invests significantly in programs that touch upon key stages of people's lives, developing full-cycle of learners. Through Program SIGAP, Tanoto Foundation improves the quality of early childhood development and education in rural and urban areas in a holistic and integrated approach. Program PINTAR enhances the quality of basic education through capacity building on school management and leadership, teacher competency, parent and community participation. In higher education, Program TELADAN seeks to develop leaders who will make a positive impact in the communities in which they live and work.

HEAD OFFICE

Jl. MH Thamrin No. 31
Jakarta 10230
Tel: +62 21 392 3189
Fax: +62 21 392 3324
pintar_jkt@tanotofoundation.org

www.tanotofoundation.org

f : Tanoto Foundation

@ : tanotoeducation

🐦 : tanotoeducation

▶ : Tanoto Foundation

in : Tanoto Foundation

REGIONAL OFFICES

JAMBI

pintar_jambi@tanotofoundation.org

JAWA TENGAH

pintar_jateng@tanotofoundation.org

KALIMANTAN TIMUR

pintar_kaltim@tanotofoundation.org

RIAU

pintar_riau@tanotofoundation.org

SUMATERA UTARA

pintar_sumut@tanotofoundation.org