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Bridging Global Expertise and Classroom Pedagogy: International Partnership and Teacher Professional Transformation

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ABSTRACT

This study aimed to assess the impact of the British Council's partnership through the *Nusantara Grow* Program on teachers' professional transformation in schools. The study was motivated by the growing need for sustainable professional development programs that enhance teachers' pedagogical competencies and readiness to respond to evolving educational demands. An explanatory sequential mixed-methods design was employed, combining quantitative and qualitative data to provide a comprehensive evaluation of the program's outcomes. Data were collected using the Customer Satisfaction Index (CSI), semi-structured interviews, and classroom observations, focusing on indicators of teacher professionalism. The findings indicate that the *Nusantara Grow* Program made a significant contribution to improving teachers' professional competencies, particularly in identifying students' learning needs, enhancing learning motivation, and strengthening the implementation of formative and summative assessments. Teachers also reported increased confidence, stronger reflective practices, and greater ability to integrate information technology and international learning platforms into classroom instruction. Furthermore, the program expanded teachers' professional networks by facilitating collaboration with international experts through the British Council's Massive Open Online Courses (MOOCs), encouraging the adoption of more adaptive, innovative, and globally informed teaching practices. These findings demonstrate that international partnership programs can play an important role in fostering teachers' professional transformation and supporting continuous professional development in schools.

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Introduction

The transformation of teacher professionalism has emerged as an urgent necessity amidst the escalating demands of 21st-century education (Adha & Musthan, 2026; Styana, 2024; Almazroa & Alotaibi, 2023). Teachers no longer function solely as primary sources of information; rather, they serve as learning facilitators tasked with stimulating students' critical, creative, communicative, and collaborative engagement in the classroom (Putri, 2023; Susanti et al., 2025; Waluyo et al., 2025). This paradigm shift necessitates adaptations in pedagogical, personal, social, and professional domains to ensure optimal learning management (Kinanthi et al., 2024). Pedagogical transformations tailored to students' evolving needs have been proven to directly correlate with enhanced learning outcomes. Furthermore, the integration of information technology has become an indispensable instrument in accelerating the transformation of teacher professionalism in alignment with contemporary educational developments (Jannah & Rosdiana, 2025). Consequently, the increasingly complex dynamics of the Indonesian education system inherently demand the presence of professional teachers capable of cultivating active and highly competitive students.

Despite the widespread recognition of the urgency to enhance teacher quality, a primary challenge persistently plaguing the Indonesian education system is the inequitable access to flexible, high-quality professional development training. As a strategic measure to address this issue, a partnership program was initiated with the British Council, leveraging Massive Open Online Courses (MOOCs) (Stutchbury et al., 2025). This initiative dismantles spatial and temporal barriers, enabling teachers to independently access training highly relevant to 21st-century educational requirements (Sosa-Díaz & Fernández-Sánchez, 2020). The comprehensive materials encompassing strategies for motivating learners, learning assessments, teaching English through literature, digital technology integration, inclusive education, gender equality in language, and lesson planning are systematically designed by international experts (Al-Jarf, 2026; Mehmood & Haroon, 2025). This program is thus designed not only to fortify individual capacities but also to foster a sustainable culture of continuous learning within school communities.

Numerous previous studies have extensively examined the effectiveness of MOOCs within the context of educators' professional development. The majority of the literature highlights that online learning platforms are capable of massively enhancing digital literacy and theoretical pedagogical knowledge in a highly cost-effective manner (Sosa-Díaz & Fernández-Sánchez, 2020; Stutchbury et al., 2025). The current state of the art in this field indicates that the successful adaptation of MOOCs relies heavily on self-regulated learning and the contextual relevance of the materials to local conditions (Mehmood & Haroon, 2025). However, professional training that relies exclusively on fully online modules frequently encounters significant practical limitations, most notably high dropout rates and the profound difficulties teachers face in contextualizing global insights into their actual, daily classroom practices.

To bridge the inherent limitations of fully online systems, *Sekolah Guru Indonesia* (SGI) designed *Nusantara Grow*, a partnership initiative implementing a blended learning approach. This program strategically integrates the British Council's MOOC platform with reflective, face-to-face collaborative spaces across several representative regions in Indonesia, namely Dompu, Musi Rawas, Depok, and Bogor. This context reveals a prominent research gap: thus far, the majority of MOOC program evaluations have focused either exclusively on online training or on implementations within developed nations. There remains a scarcity of comprehensive studies analyzing the effectiveness of a hybrid approach that specifically amalgamates internationally standardized materials with localized offline

practical reinforcements in a demographically and geographically diverse setting such as Indonesia.

Addressing this notable gap, this study aims to assess the impact of the British Council's partnership through the *Nusantara Grow* Program on teachers' professional transformation in schools. This evaluation represents a crucial and strategic step toward determining the effectiveness of integrating MOOCs with offline activities in achieving the program's intended learning objectives and supporting teachers' professional development. By examining the alignment between program implementation and teachers' professional needs, the study provides a more comprehensive basis for understanding the program's contribution to teacher professional transformation. Ultimately, the findings are expected to identify specific areas requiring programmatic improvement while simultaneously providing a robust foundation for evidence-based decision-making among relevant stakeholders in planning, designing, implementing, and scaling future teacher professional development programs.

Method

This research employed a mixed methods approach with an explanatory sequential design (Creswell & Creswell, 2017), integrating quantitative and qualitative data to evaluate the impact of the *Nusantara Grow* Program on teacher professionalism. The program was implemented through two models, namely offline and online, and the sampling strategy therefore considered teachers' participation across both implementation modes. The participants comprised teachers involved in the *Nusantara Grow* Program and were selected through purposive sampling based on their level of activity, school origin, and involvement in either online or offline training. A total of 143 English teachers participated in the study, providing a sufficient range of participant experiences to examine the program's outcomes across different implementation contexts. The inclusion of teachers from both training models also enabled the study to capture variations in program engagement and participation that might emerge across different modes of professional development.

The research was conducted across four locations, namely Dompu (46 teachers), Musi Rawas (50 teachers), Depok (35 teachers), and Bogor (86 teachers). The selection of these sites was conducted randomly in collaboration with the English Teachers' Working Group to ensure that the research encompassed diverse implementation contexts of the *Nusantara Grow* Program. Data were collected using a Customer Satisfaction Index (CSI) survey to measure teachers' satisfaction with the program in relation to indicators of teacher professionalism. In addition, in-depth interviews were conducted with seven teachers from diverse backgrounds and regions, representing both the offline and online implementation models, to obtain deeper insights into their experiences and perceptions of the program. Direct observations were also conducted during program implementation to assess teacher involvement based on four dimensions of professionalism: pedagogical, personal, social, and professional competence. The integration of survey, interview, and observation data enabled the study to examine teacher professionalism from complementary perspectives while providing a more comprehensive understanding of the program's implementation and perceived outcomes.

This analysis was conducted in stages (**Figure 1**), with CSI data analyzed descriptively to identify trends in participant satisfaction. The results were then explored further through analysis of interview and observation data, triangulated to strengthen the validity of the findings, and validated. Impact indicators were observed based on CSI, interviews, and observations with reference to the dimensions of teacher professionalism. The findings in

this study provide constructive input for the refinement and improvement of program effectiveness in subsequent implementations.

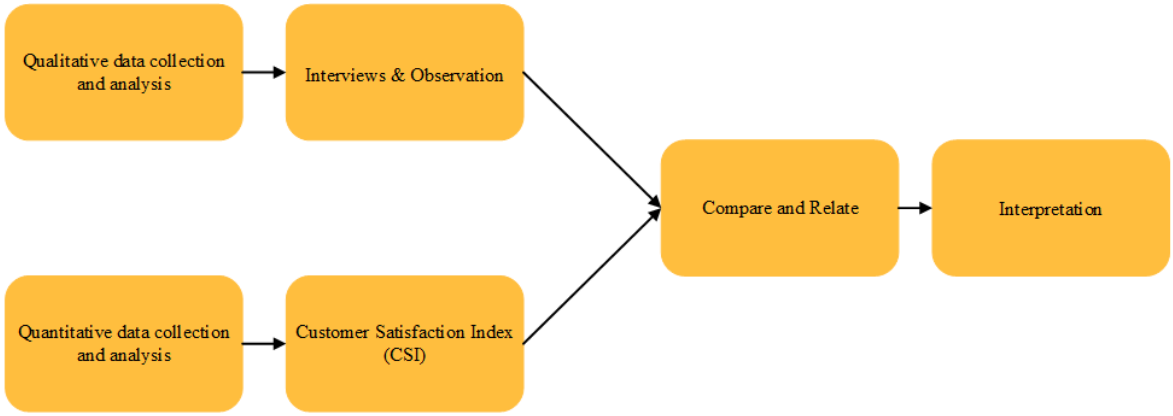


Figure 1. Flowchart Research Process

Data analysis was conducted using a matching and non-matching approach, in which a value of 1 was assigned to matches and a value of 0 to non-matches. The resulting data were subsequently converted into percentages to facilitate interpretation and comparison across the assessed indicators. Quantitative data were used to corroborate and strengthen the qualitative findings, thereby providing complementary evidence regarding the implementation and outcomes of the *Nusantara Grow* Program. The qualitative and quantitative findings were then integrated and interpreted comprehensively to provide a more holistic understanding of teacher professionalism and teachers' responses to the program. This analytical integration enabled the study to identify patterns of convergence between the quantitative and qualitative evidence while providing a more nuanced interpretation of the research findings.

Results and Discussion

The *Nusantara Grow* program is a collaborative program between SGI and the British Council that aims to improve the pedagogical capacity of teachers in Indonesia. This program is implemented through two schemes, namely online and offline, with offline implementation locations in Bogor, Depok, Musi Rawas, and Dompu. The main focus of the training is on strengthening teachers' competencies in motivating learners and assessing learning as an effort to support more effective, participatory, and sustainable learning practices. Through this program, teachers are encouraged to integrate innovative learning approaches and reflect on their teaching practices, thereby contributing to improving the quality of education at the school level.

The *Nusantara Grow* online program was conducted over a six-month period with the primary aim of strengthening teachers' pedagogical competencies through learning materials focused on learner motivation and learning assessment. Rather than concentrating solely on the acquisition of theoretical knowledge, the program encouraged participants to translate the concepts into practical learning strategies and implement them within their respective classroom contexts. Following each implementation, teachers engaged in reflective processes to examine the application of the strategies and identify areas for improvement. These reflections were subsequently documented and compiled into best-practice reports, providing tangible evidence of teachers' efforts to connect professional learning with classroom practice. Thus, the online program emphasized not only conceptual understanding but also the practical application, reflection, and continuous improvement of instructional practices, thereby supporting the enhancement of overall learning quality (**Figure 2**).



Figure 2. The *Nusantara Grow* program offline and online implementation
(a) Depok, (b) Bogor, (c) Musi Rawas, (d) Dompu

This study also examines the impact of the *Nusantara Grow* Program through CSI results, in-depth interviews, and observations. CSI data shows that the level of alignment between participants' expectations and reality is very high, indicating satisfaction and the program's success in meeting participants' expectations. Findings from interviews and observations also reinforce the results, with teachers showing improvements in professional competence, use of technology, and active involvement in learning practices. Therefore, the *Nusantara Grow* program has been proven to have a positive impact on the transformation of teachers' professionalism.

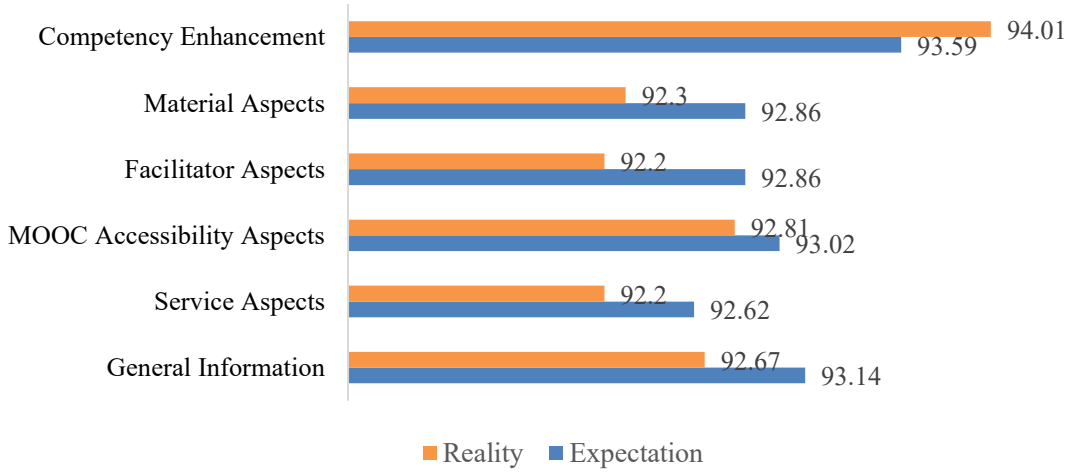


Figure 3. CSI Indicator Percentages for the *Nusantara Grow* Program

The comparison between expected and actual values in six aspects of the program (**Figure 3**) showed that the program had run well and was close to participants' expectations. The aspect of competency improvement showed very positive results, with an actual value of 94.01 and an expected value of 93.59. The difference of 0.42 points indicates that the program has succeeded in improving participants' capacity as targeted. A similar result was seen in the MOOC access aspect, which had an expected value of 93.02 and an actual value of 92.81, with the smallest difference of 0.21 points. The data found shows that the online learning access system is very good and adequate. This means that the *Nusantara Grow* program is in line with teachers' expectations to improve the professionalism of Indonesian teachers. Thus, the *Nusantara Grow* program can be a solution in efforts to improve the quality of teachers today.

The difference between expectations and reality in terms of materials and facilitators was 0.56 and 0.66 points, respectively. Although slightly higher than other aspects, both differences were still very small. This data indicates that the content presented and the performance of the facilitators were very good, but there is still room for improvement, particularly in terms of material delivery and depth of discussion. The aspects of service and general information also showed similar results, with differences of 0.42 and 0.47 points, respectively. This indicates that administrative services and the delivery of general information are close to participants' expectations, although consistency in communication can be further improved. These findings show that the *Nusantara Grow* program has been implemented well but needs to be improved in several aspects to provide maximum benefits. Relevant studies show that evaluation helps improve quality and fairness in the education system (Idham et al., 2026; Amani, 2023; Efendi & Sholeh, 2024).

Continuous evaluation and systematic monitoring are essential for ensuring that educational programs remain responsive to changing educational demands and developments. Overall, the average gap between participants' expectations (92.67%) and their perceived reality (93.02%) was less than one percentage point, indicating a very high level of alignment and suggesting that the *Nusantara Grow* Program has been highly successful in meeting participants' needs. The slightly higher reality score compared with expectations further indicates that the program was able to meet, and in some respects exceed, participants' anticipated outcomes. These findings provide a strong basis for sustaining the existing program strategies while simultaneously refining aspects in which a slight discrepancy remains between expectations and actual experiences. More broadly, the results indicate that the *Nusantara Grow* Program has contributed to strengthening teacher professionalism, as evidenced by the high degree of congruence between participants' expectations and their experiences during program implementation. This alignment highlights the importance of continuous quality assurance and evidence-based program refinement in sustaining the effectiveness of teacher professional development initiatives (Kim, 2026; Arslan, 2025).

The findings across all indicators assessed through the *Nusantara Grow* Program provide strong evidence of a high level of alignment with teachers' expectations. The consistently high degree of conformity between participants' expectations and their actual experiences indicates that the program was designed and implemented effectively in responding to teachers' professional development needs. This finding suggests that the *Nusantara Grow* Program has considerable potential to serve as an alternative professional development strategy that could be adopted by the Ministry of Primary and Secondary Education to strengthen teacher professionalism through the strategic use of information technology. Such an approach is particularly relevant to the evolving digitalization of education and the growing integration of artificial intelligence (AI) into educational

practices, as reflected in Permendikdasmen Number 13 of 2025 concerning regulations on AI in the Indonesian elementary school curriculum (Budi et al., 2024; Fathoni & Syarifuddin, 2025). Therefore, the high level of alignment identified in this study not only demonstrates the program's relevance to teachers' current needs but also highlights its potential scalability within broader technology-enhanced teacher professional development initiatives.

This program not only emphasizes teacher professionalism but also provides space for learning through an international platform provided by the British Council with international expert instructors who are able to motivate teachers to increase innovation in adaptive learning. Relevant studies have found a positive impact on skill improvement in learning using digital platforms (Astuti, 2024; Faisol & Astuti, 2024). These findings reinforce that this program encourages improvements in teacher quality while strengthening digital skills and learning innovation through the support of international platforms.

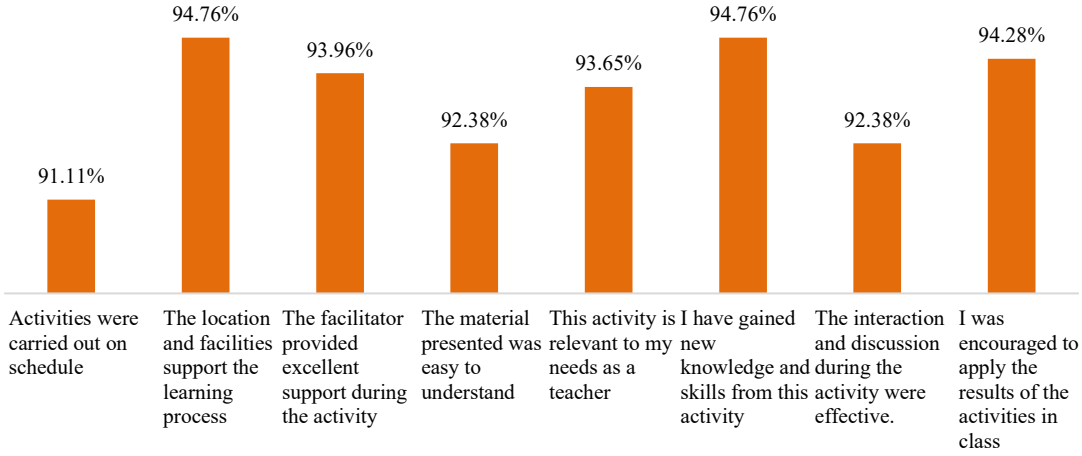


Figure 4. Responses from *Nusantara Grow* Participants

This research also revealed the responses of participants who had participated in the program, with a total of 217 offline participants in four regions. Response indicators were assessed in several aspects, namely program implementation, venue and facilities, facilitators, materials, material relevance, benefits, activity, and program implementation by teachers. The data in **Figure 4** shows that the *Nusantara Grow* program received very good responses from teachers in Indonesia. These findings reinforce CSI data showing that this program can be an important instrument in transforming the professionalism of teachers in Indonesia. Thus, the British Council's partnership in the *Nusantara Grow* program initiated by the SGI has proven to make a real contribution to improving teacher professionalism, both through strengthening motivation, applying relevant learning methods, and utilizing information technology that supports educational transformation.

The evaluation results show that the *Nusantara Grow* program is running very well. Teachers feel that the facilities provided are very supportive, and they have also gained a lot of new knowledge and skills, especially in the use of information technology and assessment as learning tools. Most teachers feel encouraged to immediately try out the results of this activity in their classrooms. The material provided was considered clear and relevant, and was accompanied by facilitators who had the knowledge and skills needed by teachers. The interactive discussions during the activities were also effective, although they could be further improved to be more interactive. One thing that needs to be highlighted is the accuracy of the activity schedule, which was considered not as good as other aspects. Clear

and interactive discussion could enhance teacher professional development, either online or offline community learning (Segev et al., 2026; Wilkinson et al., 2023).

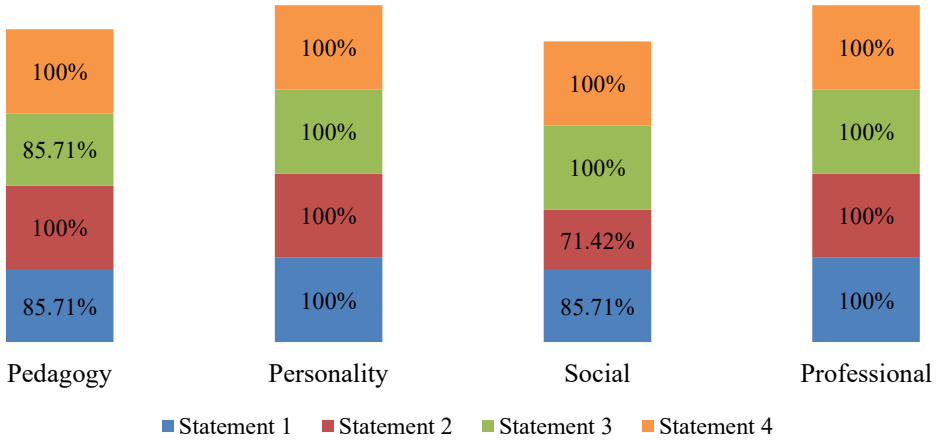


Figure 5. Responses from *Nusantara Grow* Participants

The analysis of teacher implementation through the *Nusantara Grow* program showed an overall score of 95.53%. This data indicates a transformation in teachers' professionalism in several aspects, namely the use of information technology and assessment as part of learning. Before this activity was carried out, teachers had the perspective that assessment was only for evaluating students. After the *Nusantara Grow* program, teachers realized that assessment also functions as learning (assessing as learning). The graph (**Figure 5**) shows the need for improvement in the 2-dimensional social statement. This condition provides an opportunity for further research that can be conducted in developing the *Nusantara Grow* program by expanding the program offline. The involvement of information technology encourages teachers to continue to develop because technology is an important part of education today (Adha & Musthan, 2026; Kinanthi et al., 2024). In the effort to prepare technology-based learning, teachers certainly need to gain an understanding of how to implement it in learning at school. Thus, the *Nusantara Grow* program is able to transform the information technology and assessment sectors.

These findings are further reinforced by the results of interviews with teachers and facilitators involved in the *Nusantara Grow* Program. The findings indicate that the collaboration between SGI and the British Council has had a significant impact on the professional development of Indonesian teachers, particularly in the pedagogical and professional domains. The majority of participants reported that the learning materials, particularly those addressing learner motivation and learning assessment, were highly relevant to their professional needs, enabling them to develop a deeper understanding of how students learn and how to motivate them according to their individual characteristics. This relevance was reflected in teachers' increased pedagogical capacity to design more student-centered and differentiated learning experiences, as they became more capable of employing varied assessment strategies to identify and accommodate students' diverse abilities. These findings suggest that the program's emphasis on contextually relevant professional learning contributed to the translation of acquired knowledge into more responsive and adaptive classroom practices (Bahari & Liu, 2026; Wilkinson et al., 2023).

Moreover, teachers reported that they began to apply the learning methods they acquired from direct training in the classroom. One example is that student motivation strategies and formative and summative assessments that had previously been used were

further strengthened through the new approach of this program. Persistence in the use of evaluation shows that teachers not only learn theory but can also combine it with existing practices, thereby enhancing their professionalism in conducting learning assessments. This study is reinforced by research that learning is not only about theory but also how to implement it in real life (Noer et al., 2023; Wibowo, 2020). This program contributes significantly to improving teacher quality by integrating learning theory and practice, as seen in the more adaptive application of student motivation strategies and formative and summative assessments in the classroom.

In addition, teachers noted that participating in this program increased their confidence and comfort when teaching. Confident teachers will have an impact on confident students (Masyitoh et al., 2024; Yudiyanto et al., 2024). There were no significant obstacles during implementation, and this program encouraged openness to change and a spirit of continuous learning. These conditions show that the British Council's collaboration through the *Nusantara Grow* program plays a role in strengthening teachers' personalities as reflective educators who are ready to face the challenges of education in the 21st century. Overall, the respondents' responses indicate that this collaboration has a positive impact on improving teachers' professionalism in terms of pedagogy, professionalism, social skills, and personality. Teachers not only feel encouraged but also show a real shift in learning practices in the school environment.

Conclusion

The partnership program between SGI and the British Council has demonstrated significant contributions to the transformation of teacher professionalism in Indonesia. Through the *Nusantara Grow* Program, teachers experienced meaningful improvements in their ability to integrate information technology into classroom practice, utilize digital platforms for continuous professional development, and adopt assessment-as-learning approaches that promote student autonomy and reflective learning. These advancements indicate that the partnership not only enhanced teachers' instructional competence but also fostered a mindset of lifelong learning aligned with global educational demands. Further research and broader implementation are required to fully understand and strengthen its long-term impact. Expanding the program through widespread offline and online models across diverse regions of Indonesia will enable a more comprehensive evaluation of its effectiveness, especially in areas with limited digital infrastructure. Such efforts will contribute to a deeper, more equitable transformation of teacher professionalism nationwide, ensuring that the benefits of the partnership can be experienced by educators across various contexts.

Author Contributions

Conceptualization was contributed by UAG, AI, and AML; methodology by AML, HM, and MSG; and formal analysis by UAG, HM, and MSG. Investigation was conducted by UAG, AI, and MSG, with the original draft written by UAG, AI, and AML. Review and editing were performed by UAG, MSG, and HM, while supervision was provided by UAG.

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Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Use of Artificial Intelligence

The authors used generative AI tools (ChatGPT 5.6 and Claude Sonnet 5) to assist with language editing, programming, and manuscript preparation. All AI-generated content was reviewed, corrected, and verified by the authors, who take full responsibility for the accuracy and originality of the published work.

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