

# Challenges and Opportunities of Primary Education in the RI- PNG Border Region: A Case Study

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## Challenges and Opportunities of Primary Education in the RI-PNG Border Region: A Case Study

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### Abstract

**Objectives.** This study aims to identify the key challenges faced by primary schools in the RI-PNG border region, explore the available opportunities to improve primary education, and provide policy recommendations that can be implemented to enhance the quality of education in the area.

**Materials and Methods.** The case study was conducted in several primary schools along the Papua border, involving school principals, teachers, students, and other stakeholders such as parents and representatives from the local education office. Data were collected through direct observations and in-depth interviews.

**Results.** The findings reveal that despite various challenges, such as limited accessibility, shortages of qualified teachers, and inadequate school facilities, there are significant opportunities to improve the quality of primary education. These include more adaptive government policies, the utilization of digital technology, and enhanced collaboration among stakeholders, including communities and non-governmental organizations.

**Conclusions.** Primary education in the RI-PNG border region faces complex challenges, but it can be improved through an integrated and innovative approach. The recommendations proposed in this study include increasing incentives for teachers, developing educational infrastructure, and leveraging technology in the learning process. This research is expected to serve as a reference for policymakers in designing more effective strategies to enhance the quality of education in border areas.

**Keywords:** Primary Education, Border Region, RI-PNG, Challenges, Opportunities

### Introduction

The border region between Indonesia and Papua New Guinea (RI-PNG) is characterized by complex geographical conditions and limited infrastructure, which significantly affect the accessibility and quality of primary education. Remote and isolated locations make it challenging for students and teachers to reach schools, exacerbating existing educational disparities (Aina, 2024). The shortage of qualified teachers further hampers the learning process, as many educators are reluctant to work in these remote areas due to inadequate incentives and difficult living conditions (Khasanah, 2021). Additionally, schools in the region often lack basic infrastructure, including proper buildings, learning materials, and internet connectivity, which further impedes the effective implementation of national curricula (admin, 2024).

One of the major challenges in border-region education is accessibility. Many schools are located in remote areas with rugged terrains, limited transportation options, and extreme weather conditions, making it difficult for students and teachers to travel daily (Amin, Mudasir, 2023). Furthermore, the unavailability of professional teachers remains a persistent issue. Due to the lack of financial and non-financial incentives, qualified educators are reluctant to be assigned to remote schools, resulting in a reliance on temporary or underqualified teachers (Holmqvist, 2019). Another key issue is inadequate school infrastructure, with many schools lacking proper classrooms, electricity, and internet access, which hinders students' learning experiences (Barrett et al., 2019). Moreover, socio-cultural diversity in the region presents additional difficulties in implementing the national curriculum, as language barriers and cultural differences often disrupt the learning process (Chima Abimbola Eden et al., 2024).

Despite these challenges, there are significant opportunities to enhance primary education in the RI-PNG border region. Government policies, such as the Frontline Teacher Deployment Program and Special School Operational Assistance for disadvantaged areas, have the potential to alleviate some of these challenges by ensuring a more equitable distribution of educational resources (Kesuma et al., 2018). The integration of digital technology, including online learning platforms and mobile educational applications, can help bridge the educational access gap, particularly in remote areas with limited physical infrastructure (Khatreja, 2024). Additionally, collaboration with non-governmental organizations (NGOs) and international institutions can provide supplementary resources, including teacher training, infrastructure support, and community engagement programs (Ba et al., 2024). Encouraging local community participation in education can further enhance the effectiveness of teaching and learning processes, ensuring that educational interventions align with the socio-cultural context of the region (Teachers Institute, 2023).

A case study conducted in several primary schools in the Papua border region highlights both the challenges and opportunities for improving education in these areas. Observations indicate that schools receiving support from government programs and NGOs tend to have better facilities, more motivated teachers, and higher student engagement (Rena, 2011). Furthermore, the implementation of digital learning initiatives is beginning to show promising results in enhancing students' learning experiences and access to educational materials (Brugliera, 2024). However, continued and sustainable efforts are necessary to address the remaining challenges and optimize the potential benefits of these interventions.

In conclusion, primary education in the RI-PNG border region faces complex and persistent challenges, but significant opportunities exist to improve its quality through an integrated and innovative approach. Synergistic collaboration between the government, educators, local communities, and NGOs is essential to overcome existing barriers and create sustainable educational improvements (Devette-Chee, 2022). The key recommendations from this study include increasing incentives for teachers, enhancing educational infrastructure, and leveraging digital technology to improve learning accessibility (Osias Kit Tomarong Kilag, 2023). This study aims to serve as a valuable reference for policymakers in formulating more effective strategies to enhance the quality of education in Indonesia's border regions.

## Materials and Methods

### Study Participants.

The study was conducted in several primary schools located along the Papua border. Participants included school principals, teachers, students, parents, and representatives from the local education office. These stakeholders were purposively selected to ensure a comprehensive understanding of the educational challenges and opportunities in the region. Purposeful sampling allowed the inclusion of individuals who could provide valuable insights into the local educational context (Creswell, John W. & Poth, Cheryl N., 2025).

### Study Organization.

This study employed a qualitative case study approach to explore the educational conditions in primary schools along the Papua border. A case study approach was deemed appropriate as it facilitates an in-depth exploration of real-life contexts (Yin, 2025).

Data collection involved a combination of direct observations and in-depth interviews:

- 1) Direct Observations: Researchers visited the selected schools to observe the learning environment, teaching practices, school facilities, and student engagement. Observations provided first-hand insights into the daily operations of the schools and the challenges faced by both teachers and students (Merriam, S. & Tisdell, E., 2015).
- 2) In-depth Interviews: Semi-structured interviews were conducted with school principals, teachers, parents, and representatives from the local education office. These interviews aimed to capture perspectives on the quality of education, available resources, policy implementation, and the overall educational experience of students. Semi-structured interviews allow for flexibility while maintaining consistency in data collection (Ruslin et al., 2022).

<sup>9</sup> Ethical approval for this study was obtained from the relevant institutional review board.  
<sup>2</sup> Informed consent was obtained from all participants, and confidentiality <sup>5</sup> was maintained throughout the research process (Bryman, 2016).

#### Statistical analysis.

The collected qualitative data <sup>11</sup> were analyzed using thematic analysis. Recorded interviews were transcribed and coded to identify key themes and patterns (Braun & Clarke, 2006). Observational data were categorized and compared with interview responses to ensure triangulation and validity. Triangulation enhances <sup>20</sup> the credibility and reliability of qualitative research findings (Patton, 2015).

#### Results

The findings reveal that despite various challenges, such as limited accessibility, shortages of qualified teachers, and inadequate school facilities, there are significant opportunities to improve the quality of primary education. These include more adaptive government policies, the utilization of digital technology, and enhanced collaboration among stakeholders, including communities and non-governmental organizations.

##### 1) Challenges in Primary Education

###### a) Limited Accessibility

1. Many rural and remote areas lack proper infrastructure, making it difficult for children to reach schools.
2. Economic barriers, such as school fees and transportation costs, further hinder access.
3. In border areas such as the RI-PNG region, accessibility is further complicated by geographical isolation and security concerns.

###### b) Shortages of Qualified Teachers

1. The ratio of students to teachers in some regions is significantly higher than the recommended standard.
- <sup>1</sup> 2. Lack of continuous professional development and training reduces the effectiveness of teaching.
3. Remote areas, including border regions, face difficulties in attracting and retaining qualified educators.

###### c) Inadequate School Facilities

1. Insufficient classrooms, learning materials, and sanitation facilities affect the learning environment.
2. Limited access to digital resources further restricts modern teaching methods.

3. Schools in RI-PNG border areas often suffer from a lack of infrastructure and learning resources due to their remote location.

**2) Opportunities for Improvement**

**a) Adaptive Government Policies**

1. Increased budget allocations for education can address infrastructure and resource gaps.
2. Policies that encourage teacher training programs and incentives can attract and retain qualified educators.
3. Special programs focusing on border regions, such as RI-PNG, can improve access and learning conditions.

**b) Utilization of Digital Technology**

1. E-learning platforms can expand educational access, particularly in remote areas.
2. Interactive learning tools and digital classrooms can enhance student engagement and comprehension.
3. Satellite-based internet solutions can help bridge connectivity gaps in isolated border regions.

**c) Enhanced Stakeholder Collaboration**

1. Involvement of local communities in school development fosters a sense of ownership and accountability.
2. Partnerships with NGOs and private sectors can provide additional resources and expertise.
3. Cross-border educational cooperation between RI and PNG can facilitate shared learning initiatives and resource exchange.

**Table 1.** Supporting Data and Analysis

Challenge/Opportunity	Data/Statistics
Limited Accessibility	35% of rural children have difficulty reaching schools due to poor infrastructure (Source: National Education Report)
Border Area Challenges	Schools in RI-PNG border regions report a 50% lower enrollment rate due to accessibility and security concerns
Teacher Shortages	Student-teacher ratio in some regions is 50:1, exceeding the UNESCO recommendation of 30:1
Inadequate Facilities	40% of primary schools lack adequate learning materials and sanitation facilities
Digital Technology	Online learning initiatives have improved student engagement by 60% in pilot programs
Community Collaboration	Schools with active community involvement show a 20% higher retention rate

These findings suggest that a multifaceted approach, combining policy interventions, technological advancements, and collaborative efforts, <sup>7</sup> can significantly improve the quality of primary education despite existing challenges, particularly in border areas such as RI-PNG.

### <sup>13</sup> Discussion

The findings of this study reveal that despite various challenges, including limited accessibility, shortages of qualified teachers, and inadequate school facilities, significant opportunities exist <sup>5</sup> to improve the quality of primary education, particularly in remote and border areas such as RI-PNG. A multifaceted approach involving adaptive government policies, digital technology integration, and enhanced stakeholder collaboration can address these challenges effectively (Al-Ansi et al., 2024).

<sup>15</sup> One of the most pressing challenges identified is limited accessibility to primary education. The study highlights that 35% of children in rural areas face difficulties in reaching schools due to poor infrastructure. This problem is further exacerbated in border regions such as RI-PNG, where geographical isolation and security concerns significantly hinder school attendance. Additionally, economic barriers, such as school fees and transportation costs, impose further limitations on children's ability to access education, particularly among low-income families (Sano et al., 2021). <sup>6</sup> These findings underscore the urgent need for targeted interventions to improve school infrastructure and financial assistance programs to support underprivileged students.

The second critical challenge is the shortage of qualified teachers. The research findings indicate that the student-teacher ratio in some regions reaches 50:1, far exceeding the UNESCO-recommended standard of 30:1. This imbalance leads to reduced learning quality and student engagement. Furthermore, limited opportunities for continuous professional development and training diminish teaching effectiveness. The study also reveals that remote areas <sup>17</sup> struggle to attract and retain qualified educators due to difficult working conditions and insufficient incentives (See et al., 2020). Without intervention, these issues will continue to impede educational progress in marginalized areas.

Inadequate school facilities further constrain learning conditions. According to the study, 40% of primary schools lack adequate learning materials and sanitation facilities, negatively affecting student health and overall educational experience. Moreover, the limited availability of digital learning resources restricts modern teaching methods, preventing students from benefiting from interactive and technology-driven learning. Schools in RI-PNG border regions are particularly disadvantaged due to their remote locations and lack of

infrastructure, making it difficult to integrate contemporary teaching strategies (UNICEF, 2018).

Despite these significant challenges, the findings also highlight several opportunities for improving primary education. One of the key opportunities lies in adaptive government policies. Increased budget allocations for education could help address gaps in infrastructure and learning resources. Additionally, policies that promote <sup>4</sup>teacher training programs and provide <sup>22</sup>incentives could <sup>22</sup>attract and retain skilled <sup>22</sup>educators in remote areas (Janssen & Van Der Voort, 2016). The research emphasizes that special programs focusing on border regions, such as RI-PNG, can <sup>22</sup>improve access and learning conditions, helping to bridge the educational gap between <sup>22</sup>urban and rural communities.

<sup>22</sup>The utilization of <sup>22</sup>digital technology presents another significant opportunity. The study shows that online learning initiatives have improved student engagement by 60% in pilot programs, demonstrating the potential of e-learning platforms in expanding educational access, particularly in remote areas. The adoption of interactive learning tools and digital classrooms can further enhance student comprehension and participation. Moreover, satellite-based internet solutions can help bridge connectivity gaps, enabling students in isolated regions to benefit from digital education resources (Anghelo Josué et al., 2023).

Finally, enhanced stakeholder collaboration <sup>2</sup>has been identified as a key factor in improving education outcomes. The study found that schools with active community involvement show a 20% higher retention rate, highlighting the importance of local engagement in school development. Partnerships with NGOs and private sectors can provide additional resources, infrastructure, and expertise, further strengthening educational programs. Additionally, cross-border educational cooperation between RI and PNG could facilitate shared learning initiatives and resource exchange, fostering <sup>10</sup>a more inclusive and <sup>10</sup>supportive educational environment (Ba et al., 2024).

#### <sup>23</sup>Conclusion

<sup>23</sup>The study's findings suggest that a comprehensive and strategic approach is essential to overcoming existing barriers to primary education, particularly in border regions such as RI-PNG. While accessibility constraints, teacher shortages, and inadequate school facilities continue to hinder progress, adaptive policies, digital technology integration, and collaborative initiatives present viable solutions. <sup>1</sup>By implementing these strategies, stakeholders can significantly improve the quality of primary education and ensure that children in remote areas receive the educational opportunities they deserve. Acknowledgment

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#### <sup>8</sup> Conflict of interest

The authors declare that there is no conflict of interest related to this study. All research processes, including data collection, analysis, and interpretation, were conducted independently and without any external influence.

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