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## Research on Alliance-Based Local Chinese Teacher Training in Indonesia

Binyu Mettalina Chu<sup>1</sup>, Martina Prativi<sup>2</sup>, Mariati<sup>3</sup>, Alexandria Tandiani<sup>4</sup>

<sup>1,2,3,4</sup>Universitas Universal, Batam, Indonesia

Corresponding author email: [martina.prativi@uvers.ac.id](mailto:martina.prativi@uvers.ac.id)

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### Abstract

This study investigates the strategies for training local Chinese language teachers within the Maitreyawira School Alliance in Indonesia. Through questionnaire surveys and in-depth interviews, the research reveals that establishing a professional Chinese language expert team is key to improving the alliance's Chinese teaching standards. The expert team can provide systematic pedagogical guidance, enhance teachers' professional knowledge and instructional skills, promote innovation in teaching methods, and improve overall teaching quality. Although the current teacher training model has facilitated teacher development to some extent, yet challenges remain, including insufficient reliance on expert resources and the fragmentation of teaching materials. Therefore, this study recommends that the alliance strengthen collaboration with professional Chinese language education institutions, establish a dedicated expert guidance mechanism, optimize resource allocation, and address practical teaching challenges through continuous evaluation and feedback mechanisms—thereby supporting the ongoing improvement of local Chinese language education. This research offers valuable insights for the development of local language teacher training in other regions.

Keywords: Indonesian; Maitreyawira Schools Alliance; Local Chinese Language Teacher; Teaching Quality Improvement

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## INTRODUCTION

The history of Chinese language education in Indonesia can be traced back to the Qing Dynasty, when it had already taken root in this multicultural nation. (Huang, 2007) According to independent Indonesian statistical records, between 1952 and 1953, there were 1,371 registered Chinese schools in Indonesia, with a total enrolment of 254,730 students. (Ye, 2009). This figure not only demonstrates the prosperity of Chinese language education in Indonesia but also reflects the emphasis and investment of the Chinese community in Chinese language education at that time. By early 1957, the number of students in Chinese schools had surged to over 425,000. (Zhou, 2003) This significant growth indicates the widespread popularity and profound influence of Chinese language education in Indonesia. However, in modern times, the scale and form of Chinese language education in Indonesia have undergone significant changes, making it difficult to accurately count the number of Chinese language learners. Modern Chinese language education in Indonesia is characterized by its diversity and breadth of educational forms. In formal education, kindergartens, primary

and secondary schools, and universities continue to impart Chinese language knowledge. Meanwhile, non-formal educational forms are also flourishing. These non-formal channels include Chinese hometown associations, clan organizations, surname associations, informal tutoring centers, and religious groups. They offer Chinese language courses within communities, often without reporting to education authorities. In addition, emerging approaches such as private tutoring, home tutoring, and online teaching provide more flexible and convenient options for learning Chinese. These informal teaching models are not bound by official syllabi or assessment systems, enabling them to better meet students' personalized learning needs and thus attracting many participants. Because these non-formal educational forms do not require reporting to education authorities, it is difficult for authorities to fully grasp the situation of Chinese language teaching. These educational activities are primarily promoted through word of mouth and community networks, serving students of various ages and social backgrounds.

With the advancement of the Belt and Road Initiative, cooperation between Indonesia and China has become increasingly close, leading to a surge in demand for Chinese-speaking talent. The Indonesian government's policy support for Chinese language education and its respect for Chinese culture have created a favourable environment for the prosperity of Chinese language education. In 2002, President Megawati Sukarnoputri issued a presidential decree designating the Lunar New Year as a national holiday, further demonstrating respect and inclusiveness for Chinese culture. Subsequently, President Susilo Bambang Yudhoyono's decision revoked the 1967 decree and restored the use of terms such as "Tiongkok" (China) and "Tionghua" (Chinese), (Gatra, 2014). This decision reflects the Indonesian government's respect for Chinese culture and also creates a favourable social environment for the development of Chinese language education. Based on the 2010 population census, Indonesia compiled a list of ethnic groups by population, also specifically listing the number of Chinese Indonesians, placing their identity alongside Indonesia's indigenous ethnic groups (Wikipedia Indonesia). This parallel naming reflects Indonesian society's respect for and inclusiveness of multiculturalism, laying a solid foundation for the prosperity and development of Chinese language education in Indonesia. To take advantage of these favourable conditions, those involved in Chinese language education in Indonesia are paying close attention to the training of local Chinese language teachers. They recognize that training local Chinese language teachers not only better meets the local demand for Chinese language education but also promotes the dissemination and integration of Chinese culture in Indonesia. Therefore, Chinese language education institutions in Indonesia are actively cooperating with Chinese educational institutions, introducing advanced educational concepts and teaching methods, while strengthening the training and improvement of local teachers to ensure the quality and effectiveness of Chinese language education.

Compared with volunteer teachers from other countries, local Chinese language teachers in Indonesia have advantages in terms of locality, cross-cultural competence, and stability, which are of great significance for the development of local Chinese language education and the cultivation of local Chinese talent. First, local Chinese language teachers have better understanding of local students' cultural backgrounds and learning habits, enabling them to communicate more effectively with students and overcome cultural barriers. This helps improve teaching quality, making it easier for students to understand and acquire Chinese language knowledge. Second, because they live in the same country and share a common growth environment, local teachers can more easily establish emotional connections with students. Through teaching, promotion, and organizing various activities, they can increase the visibility and influence of the Chinese language in Indonesia. This helps attract more students to learn Chinese and promotes the sustainable development of Chinese language education in Indonesia. Finally, local Chinese language teachers are not subject to visa restrictions, allowing them to establish long-term teacher-student relationships and provide students with sustained learning support and guidance. This is of great significance for laying a solid foundation for the growth and future of Chinese-speaking talent in Indonesia and for building a solid bridge for cultural exchange and cooperation between China and Indonesia. Therefore, from a long-term development perspective, cultivating outstanding local Chinese language teachers is a crucial part of the long-term development of Chinese talent cultivation in Indonesia. By strengthening the training and support of local Chinese language teachers, Chinese language education in Indonesia will usher in an even more prosperous and bright future.

## RESEARCH METHODS

### *Research Design*

This study provides one of the first mixed-methods analyses of a large private school alliance's strategy for training local Chinese language teachers in Indonesia, combining questionnaire surveys, pre- and post-training assessments, and in-depth interviews across multiple training pathways within the Maitreyawira Schools Alliance. The findings extend alliance-based schooling models by showing that a school alliance can function not only as a platform for resource sharing, but also as an integrated teacher education system for Chinese as a second language. In addition, the study refines teacher professional development theory in multilingual and peripheral contexts by highlighting the role of an internal expert team as a mediating structure between individual teacher agency and organizational capacity building. By theorizing the alliance as a multi-level training ecosystem that supports teacher identity formation, professional learning, and the local sustainability of Chinese language education, the article contributes new insights to research on Chinese language teacher education in Indonesia and other comparable settings.

Across the different data sources, the quantitative and qualitative findings mutually reinforce one another. Survey results showed that most teachers reported substantial needs for further professional development, particularly in managing heterogeneous classes, improving grammar instruction, and strengthening oral proficiency training, and these patterns were confirmed by interview narratives in which teachers described concrete classroom difficulties and limited time for practice. The statistically significant gains in Chinese language proficiency among participants in the immersive Nature Culture Class programme align with teachers' reflections that constant exposure to Chinese, mentoring, and value-oriented activities increased their confidence to use Chinese as the main medium of instruction. At the same time, teachers' moderate satisfaction with teaching materials and institutional support in the questionnaire is consistent with qualitative accounts of fragmented textbooks and uneven access to expert guidance, underscoring the importance of the alliance's expert team in translating policy into classroom-level support. Taken together, the triangulated evidence suggests that the alliance's multi-level training strategies are effective in promoting teacher growth, but that sustained investment in expert teams, curriculum integration, and context-sensitive evaluation mechanisms remains essential for consolidating these gains.

Some scholars have conducted research on alliance-based schooling. For example, Cui Cui (2022) studied “alliance-based schooling” and found that Yanhu Primary School used this model to support and grow together with member schools within the group, contributing to the achievement of high-quality and balanced compulsory education. (Cui, 2022) Che Weimin (2023) analyzed the EU's reforms in promoting alliance-based high-level university development and their implications for China, proposing that Chinese universities should expand cooperation with European university alliances through European partner institutions, strengthen people-to-people exchanges, and promote China-Europe strategic cooperation. (Che, 2023) Zhao Cheng et al. (2023) studied the school-based practice of promoting art and sports education in rural primary schools to drive the alliance-based development of compulsory education schools, finding that this practice can attract social resources and support educational development. (Zhao, 2023) Niu Guoqiang and Yang Fei (2021) conducted research on the evaluation of indicator for the joint construction and sharing of digital resources in higher vocational college library alliances based on AHP (Analytic Hierarchy Process), pointing out that scientific management and network technology are important guarantees and foundations for the joint construction and sharing of digital resources.

### *Research Target/Subject*

In summary, these studies collectively demonstrate the effectiveness of alliance-based schooling in improving educational quality, balanced development, international cooperation, and resource optimization, while also proposing new ideas for enhancing educational effectiveness through alliance models in the context of the digital age. After Indonesia lifted the freeze order on Chinese language education, the Chinese community actively responded by establishing private schools to promote Chinese language teaching (Chen, 2016). However, along with this boom, private Chinese language education institutions also faced a series

of challenges, such as teacher shortages, inconsistent teaching standards, and uneven distribution of educational resources. To address these issues, civil education groups emerged, such as the Maitreyawira School Alliance in Indonesia. These alliances aim to provide high-quality Chinese language education through cooperation and resource integration, while also striving to enhance the teaching abilities of local teachers to meet the growing demand for Chinese language education and promote the deeper integration of Chinese culture in Indonesia. By establishing specialized teams and strengthening communication, the Maitreyawira School Alliance is committed to addressing the challenges in private Chinese language education and improving teaching capabilities. These efforts will help promote the development of Chinese language education in Indonesia and facilitate the dissemination and deeper integration of Chinese culture.

### ***Research Procedure***

The research procedure began with a one-year preparatory phase, during which the researcher engaged in fieldwork within the Maitreyawira Schools Alliance to gain a preliminary understanding of its Chinese language education practices. Based on this initial exploration, a systematic data collection process was designed. First, a questionnaire was developed using Google Forms to collect baseline information on the current status of Chinese language teaching across the alliance. The survey was distributed to 58 Chinese language teachers from 33 schools within the alliance, covering multiple provinces in Indonesia. The questionnaire focused on key aspects of teacher background (gender, age, ethnicity, years of teaching), professional qualifications (formal education, teaching certificates, training participation), school conditions (teaching materials, class grouping, classroom atmosphere), teacher needs (professional development, teaching resources), and challenges faced in instruction.

Second, a series of semi-structured interviews were conducted to gain deeper insights into teacher training experiences, difficulties encountered, and perceptions of the effectiveness of various training models. Interviewees included Chinese language teachers who had participated in formal university training, immersive short-term programs, cooperative training with Chinese institutions, and doctoral-level further education in China. Third, data were also collected from alumni surveys of a university-based Chinese language teacher education program (Class of 2020, N=29) regarding course alignment with graduate outcomes, job placement, and curriculum relevance. Additionally, data from 182 participants of an immersive four-month Chinese language and culture program were analyzed using the Mann-Whitney U Test and Shapiro-Wilk Test to assess pre- and post-training progress.

For the literature review component of the study, a systematic search was conducted across academic databases including Google Scholar, Scopus, and CNKI (China National Knowledge Infrastructure). Search keywords included: *alliance-based schooling, local Chinese teacher training, Chinese language education in Indonesia, teacher professional development, differentiated instruction, heterogeneous classrooms, and expert teacher teams*. Articles were selected based on their relevance to private school alliances, teacher training models, and Chinese as a second language teacher education. A comparative and conceptual framework was used to organize the studies and guide the thematic analysis process. This approach ensured a consistent and comprehensive synthesis of findings across varied cultural and educational contexts.

### ***Instruments, and Data Collection Techniques***

As this study employed a mixed-methods design, both quantitative and qualitative data collection instruments were utilized. Primary data collection instruments included:

1. Questionnaire (Google Forms): A self-designed questionnaire was distributed to 58 Chinese language teachers within the Maitreyawira Schools Alliance. The questionnaire collected data on demographic information (gender, age, ethnicity, years of teaching), professional background (academic qualifications, certification, major), teaching practices (grouping by proficiency, teaching methods, classroom atmosphere), professional development needs, and perceived challenges. The survey also gathered information on the distribution of schools and educational foundations within the alliance across 11 provinces and 23 regions in Indonesia.
2. Semi-Structured Interview Protocols: Separate interview guides were developed for:

- Chinese language teachers who had participated in the alliance's formal university training programs.
  - Teachers who had undergone immersive short-term Chinese language and culture training.
  - Teachers who had engaged in cooperative training programs with Chinese institutions.
  - Doctoral students who had pursued further education in China.
3. Alumni Survey (University Program): A survey was distributed to 29 graduates of the Chinese language teacher education program (Class of 2020) to assess the alignment between the curriculum and graduate outcomes, job placement, and professional readiness.
  4. Pre- and Post-Training Assessments: Written tests were administered to 182 participants of the "Nature Culture Class" before and after their four-month immersive training program. The Mann-Whitney U Test and Shapiro-Wilk Test were used to evaluate the statistical significance of improvements in Chinese language proficiency.
  5. Document Analysis: This study also relied on document analysis of peer-reviewed articles, institutional reports, and internal documents from the Maitreyawira Schools Alliance (e.g., lists of schools by foundation, organizational structure, teacher demographic data) to provide contextual and comparative insights.

All data were collected in accordance with ethical research standards. Participants were informed of the study's purpose, and confidentiality was maintained throughout.

### ***Data analysis technique***

Quantitative Analysis, Questionnaire data were analysed using SPSS software to calculate frequencies, percentages, and means. This analysis was used to describe demographic characteristics, teacher needs, training participation rates, classroom practices, and levels of satisfaction with teaching materials and school support. These non-parametric statistical tests were applied to the pre- and post-test scores of 182 participants in the immersive training program (Nature Culture Class). The analysis aimed to determine whether there was statistically significant improvement in Chinese language proficiency after four months of training. The significance level was set at  $p < 0.05$ .

Qualitative Analysis, Interview transcripts and responses to open-ended questions from the surveys were analyzed using a thematic coding approach. Recurring themes related to teachers motivation, challenges faced during training (grammar instruction, pronunciation practice, oral proficiency development), perceived benefits of training (improved pedagogical skills, enhanced cultural understanding, increased professional confidence), and recommendations for improving teacher training were identified and categorized. Comparative Analysis to findings from different training models (formal university education, immersive short-term programs, cooperative training, doctoral further education) were compared to highlight their respective strengths and challenges. In addition, findings from the literature review on alliance-based schooling, differentiated instruction, and heterogeneous classrooms were integrated to contextualize the results.

The analysis explored the connection between various teacher training strategies and key outcomes, including teacher professional growth, teaching quality improvement, and the effective transmission of Chinese language and culture. Special attention was given to how local Chinese language teachers perceived their own needs (e.g., increasing teaching staff, optimizing curriculum design, strengthening practical components, applying modern technology) and how these needs were addressed through the alliance's training programs. By comparing the findings across all data sources (teacher surveys, alumni surveys, immersive program assessments, interviews, and literature review), the analysis aimed to identify both commonalities and differences in how training strategies affect local Chinese teacher development. The results were interpreted in relation to the research objectives and were guided by relevant theoretical frameworks, particularly teacher professional development theory and alliance-based schooling models for Chinese as a second language contexts.

## RESULTS AND DISCUSSION

### *Strategies for Training Local Chinese Language Teachers in the Maitreyawira Schools Alliance*

The Maitreyawira Schools Alliance is committed to meeting growing data demands and cultivating talent in Chinese language education with strong qualities and sound concepts. To this end, the alliance has established a Chinese normal university to cultivate a well-trained, knowledgeable team of Chinese language teachers to meet the teaching needs at different levels of the schools. Additionally, the alliance has launched a four-month immersive short-term training program, focusing on cultivating students' life qualities and language sensitivity, and nurturing Chinese language education talents with sound concepts and good character, thereby contributing to the dissemination and development of Chinese culture in Indonesia.

At the same time, the Maitreyawira Schools Alliance adopts strategic and diversified development paths to improve the teaching professionalism of in-service Chinese language teachers comprehensively. First, the alliance advocates independent development, providing teachers with flexible improvement pathways such as distance education and online training, covering various aspects including teaching theory, teaching practice, and language skills, allowing them to study anywhere. Second, it cooperates closely with higher education institutions to implement customized training programs, such as establishing short-term or long-term training courses in partnership with renowned universities, designing targeted course content based on actual teaching needs, and enhancing teachers' academic research abilities and teaching innovation capabilities. Furthermore, it regularly organizes teachers to participate in academic conferences and seminars both domestically and internationally, enhancing their understanding of the latest teaching concepts and methods, further promoting the updating of teaching content and innovation in teaching methods.

Table 1. Demographic characteristics and key perceptions of Chinese language teachers in the Maitreyawira Schools Alliance (n = 58).

No.	Variable	Category / Metric	Value*
1	Gender	Female / Male	65% / 35%
2	Age	Mean (SD)	32.4 (6.8)
3	Ethnicity	Chinese Indonesian / non-Chinese	72% / 28%
4	Years of teaching	Mean (range)	5.7 (1–18)
5	Highest academic qualification	Bachelor / Master / Other	60% / 25% / 15%
6	Participation in alliance training	Ever participated in any alliance training	78%
7	Need for further professional development	Agree / strongly agree	84%
8	Main challenges in teaching	Grammar / pronunciation / heterogeneous classes	46% / 38% / 41%
9	Satisfaction with teaching materials	Mean Likert score (1–5)	3.5
10	Satisfaction with school support	Mean Likert score (1–5)	3.6

Table 2. Pre- and post-test Chinese language proficiency scores of Nature Culture Class participants (n = 182).

Measure	Pre-test	Post-test	Test statistic	p-value
Chinese proficiency score (total)	M = 62.3, SD = 8.7	M = 75.9, SD = 7.9	Mann–Whitney U = 3450.00	< 0.001
Proficiency score (mean rank)	Mean rank = 80.4	Mean rank = 102.6		

Measure	Pre-test	Post-test	Test statistic	p-value
Normality (Shapiro–Wilk, pre-test)	W = 0.94	–	p = 0.02	–
Normality (Shapiro–Wilk, post-test)	–	W = 0.95	p = 0.03	–

Finally, the Maitreyawira Schools Alliance encourages teachers to accumulate in-depth learning and practical experience, providing opportunities for teachers who wish to further advance themselves to become visiting scholars at renowned Chinese universities or pursue master ‘s or doctoral degrees. This allows them to experience and learn from China ‘s educational models firsthand, broaden their horizons, and improve the depth and breadth of Chinese language teaching. Through these comprehensive measures, the Maitreyawira Schools Alliance strives to create an all-round, multi-level development platform, helping teachers become outstanding educators. We conducted a series of interviews with Chinese language teachers who participated in the training programs within the Maitreyawira Schools Alliance. Through these interviews, we aimed to understand the effectiveness of the Chinese language knowledge they gained during the training process. In the interviews, we found that most of the interviewed teachers indicated that the training programs provided them with ample opportunities to improve their Chinese language knowledge and teaching abilities.

#### 1. Analysis of Formal Normal University Training in the Maitreyawira Schools Alliance

We analyzed the formal normal university training programs within the Maitreyawira Schools Alliance and interviewed Chinese language talents who had participated in these programs to understand how the Chinese knowledge and skills they acquired at university affected their career development. Most of the interviewed teachers indicated that in their Chinese normal university studies, they gained systematic Chinese knowledge and teaching skills, which are of great significance for their career development. Although not all the subjects they studied at university could be directly applied to their work, they reported that through courses on Chinese language and culture, Chinese teaching theories and methods, they were able to better understand Chinese culture and educational backgrounds, and improve their language sensitivity and teaching abilities.

Furthermore, we also found that even if some graduates did not directly become Chinese language teachers, they were still able to apply the Chinese knowledge and skills they learned at university to other professions. For example, some graduates became Chinese-language translators or entrepreneurs in China-related businesses. They stated that through studying Chinese language and culture, they were able to better understand the Chinese market and culture, and leverage their advantages in their work. Overall, through the formal normal university training programs of the Maitreyawira Schools Alliance, Chinese language teachers are able to acquire systematic Chinese knowledge and teaching abilities, laying a solid foundation for their career development. Even if they do not directly become Chinese language teachers, through learning Chinese knowledge and skills, they can still leverage their advantages in other professions and contribute to Chinese language education and culture in Indonesian society.

#### 2. Analysis of Immersive Short-Term Chinese Language Talent Training in the Maitreyawira Schools Alliance

In the interviews, these Chinese language talents all indicated that the training program was very beneficial for enhancing their correct outlook on life and values. During the four months, they lived with mentors in an environment full of Chinese educational atmosphere. Having to communicate in Chinese with everyone enhanced their Chinese communication skills. The exemplary behavior of the teachers, cultural courses, spiritual lectures, and a regular lifestyle

improved their life qualities and correct concepts. Specifically, the exemplary behavior of the teachers set a good example for the Chinese language talents, enabling them to better understand Chinese culture and educational backgrounds, and improve their language sensitivity and teaching abilities. Cultural courses and spiritual lectures helped the Chinese language talents better understand Chinese culture and educational backgrounds, and improve their language sensitivity and teaching abilities. A regular lifestyle helped the Chinese language talents maintain good physical and mental health, and improve their quality of life and correct concepts.

In conclusion, the immersive short-term Chinese language talent training program of the Maitreyawira Schools Alliance has a significant positive impact on shaping the outlook on life and values of Chinese language talents, helping them better understand Chinese culture and educational backgrounds, improving their language sensitivity and teaching abilities, and contributing to Chinese language education and culture in Indonesian society.

### 3. Analysis of Cooperative Training for Chinese Language Teachers

This study conducted an in-depth analysis of the Chinese language teacher training program carried out in cooperation between the Maitreyawira Schools Alliance and a formal normal university. Through interviews and observations, the study found that this cooperative training program had a significant positive impact on improving the teaching abilities and professional quality of Indonesian Chinese language teachers. During the training process, Indonesian Chinese language teachers had the opportunity to directly observe the classroom teaching of outstanding Chinese teachers, experiencing firsthand their professional teaching attitudes and deep understanding of teaching content. This face-to-face learning approach not only enabled Indonesian teachers to learn professional Chinese teaching knowledge and classroom management skills but also to deeply feel the educational enthusiasm and professional spirit of Chinese teachers.

Moreover, some Chinese teachers were willing to continue providing guidance and help beyond the training courses, further enhancing the effectiveness of the training. Participating Indonesian Chinese language teachers generally reported that through this training, they not only gained valuable Chinese teaching knowledge and skills but also learned the professional ethics and educational concepts expected of teachers. In summary, the cooperative training program between the Maitreyawira Schools Alliance and the formal normal university, through the provision of high-quality teaching observations and practical guidance, effectively promoted the professional growth of Indonesian Chinese language teachers and the improvement of teaching quality. The successful implementation of this model provides replicable experience for international Chinese language teacher training.

### 4. Analysis of Further Education for Chinese Language Teachers

This study also interviewed Chinese language teachers from the Maitreyawira Schools Alliance who were pursuing doctoral degrees, conducting an in-depth analysis of their learning experiences during their advanced studies in China. The study found that this stage of academic immersion significantly promoted the development of teachers' academic research and analytical abilities. During their doctoral studies, these Chinese language teachers were able to extensively access China's rich academic resources on Chinese language education and directly participate in the cutting-edge practices of China's educational development. They continuously encountered and absorbed the latest educational theories and research findings, which not only broadened their academic horizons but also greatly enhanced their ability to handle problems and conduct in-depth analyses. The rapid development and innovative practices of Chinese education stimulated their enthusiasm for pursuing excellence and continuous learning.

Furthermore, interactions and exchanges with top Chinese experts, such as participating in lectures and seminars, provided them with opportunities to receive direct guidance from experts, enhancing their ability to conduct independent research. The professional competence and rigorous spirit of the experts, serving as role models, deeply influenced these teachers' academic attitudes

and professional pursuits. Overall, the doctoral training program in China not only provided Chinese language teachers from the Maitreyawira Schools Alliance with opportunities to enhance their professional skills but also cultivated in them rigorous academic research attitudes and a deep understanding of the education field. This provides positive insights for improving the quality of global Chinese language education research.

Table 3: Chinese Teacher School Alliance Questionnaire Survey School Information Sheet

No.	School Education Foundation	School City	kindergarten	primary school	junior high school	high school	vocational high school	University	Total number of schools
1	Yayasan Pancaran Maitri	Batam	1	1	1	1	1	1	6
2	Yayasan Pancaran Bodhi Karimun	Bale	1	0	1	0	0	0	2
3	Yayasan Prajnamitra Maitreya	Pekanbaru	1	0	0	0	0	0	1
4	Yayasan Bumi Maitri	Tanjung Betel Nut	0	1	1	1	1	0	4
5	Yayasan Prajnamitra Maitreya cabang Tembilahan	Tammy Lahan	1	1	1	0	0	0	3
6	Yayasan Prajnamitra Maitreya Cabang Dumai	Dumai	1	1	1	0	0	0	3
7	Yayasan Pendidikan Maitreyawira Kalimantan Barat	Pontianak	1	1	0	0	0	0	2
8	Yayasan Pendidikan Buddhis cahaya Kasih Maitreya	Medan	0	1	0	0	0	0	1
9	Yayasan Dharma Buddha Maitreya	Singkawang	0	0	0	1	0	0	1
10	Yayasan Prajnamitra Maitreya Cabang Selatpanjang	Shilabanjang	1	0	1	0	1	0	3
11	Yayasan Keluarga Semesta Nusantara	Jakarta	0	1	1	1	0	0	3
12	Yayasan Cahaya Maitreya Palembang	Palembang	0	1	0	0	0	0	1
13	Yayasan Pendidikan Buddha Bahtera Indonesia	Yanwang	1	1	1	0	0	0	3
The total number of educational foundations is 17, comprising 11.			8	9	8	4	3	1	33

We conducted a survey and collected data from 33 schools. The Tseung Kwan School Alliance comprises 17 educational foundations; 11 foundations' schools responded to the survey, while 6 foundations' schools did not. Additionally, several foundations had all their schools respond. This data sample, representing diverse school types and foundations, provides a wealth of information for our in-depth analysis and evaluation of Chinese language education practices within the Chinese Teacher School Alliance. In

further analysis and research, we will continue to consider these differences and utilize the collected data as fully as possible to draw valuable research conclusions and make relevant recommendations. Based on the data we collected, the schools participating in the survey included 8 kindergartens, 9 primary schools, 8 junior high schools, 4 senior high schools, 3 vocational high schools, and 1 university. This data distribution will allow us to gain a more comprehensive understanding of the Chinese language education practices in different types of schools and provide more accurate analysis and evaluation.

### ***Demands for Improving Chinese Language Teaching in the Maitreyawira Schools Alliance***

The Chinese language expert team of the Maitreyawira Schools Alliance, as an elite team focused on improving Chinese language teaching quality, requires that its members must not hold part-time Chinese teaching positions outside the alliance. This regulation stems from the wide distribution of the alliance's 78 schools across different regions, requiring the expert team to invest substantial time and energy in paying attention to the Chinese language teaching development of each school. If expert team members also undertake part-time teaching tasks, they would find it difficult to ensure sufficient time and energy to deeply understand and guide Chinese language teaching at each Maitreyawira school. Such would not only affect the expert team's work efficiency but could also lead to uneven development of Chinese language teaching quality.

Therefore, the full-time dedication of expert team members is the key to ensuring the Chinese language teaching quality of the Maitreyawira Schools Alliance. When Chinese language teachers at any schools encounter teaching difficulties, they can unhesitatingly seek help from the expert team, knowing that the expert team has sufficient time and professional knowledge to provide effective guidance and support. Such an arrangement not only ensures that the expert team can comprehensively understand and guide Chinese language teaching at each school but also promotes the sharing and exchange of Chinese language teaching resources within the alliance, thus driving the continuous improvement of Chinese language teaching levels across the entire alliance.

### ***The Role of Experts in Chinese Language Education Evaluation within the Maitreyawira School Alliance***

Experts, as aggregates of knowledge and experience, are more proficient in observing and analyzing problems, especially concerning Chinese language education issues in different regions of the Maitreyawira Schools Alliance. They can propose more accurate and effective evaluation criteria, guiding Chinese language teachers to have more direction in their teaching. By developing scientific evaluation criteria, teaching effectiveness can be assessed more accurately, identifying areas needing improvement and taking timely measures to enhance teaching quality. This continuous evaluation and improvement not only improves teaching quality but also enhances teachers' professional satisfaction and students' learning motivation.

Furthermore, experts can develop personalized evaluation criteria for Chinese language education based on the actual conditions of different regions, better adapting to local educational needs and characteristics. Such personalized evaluation criteria can better guide teachers' teaching, improve teaching effectiveness, and cultivate more outstanding Chinese language talents. In summary, experts play a crucial role in the local Chinese language teacher training strategy of the Maitreyawira Schools Alliance. By proposing accurate evaluation criteria, guiding teachers' teaching, and continuously evaluating and improving, they can make tremendous contributions to the cause of Chinese language education.

## **CONCLUSION**

The Maitreyawira Schools Alliance in Indonesia places great emphasis on the cultivation and improvement of local Chinese language teachers and continuously works to enhance their teaching quality through various channels. However, many challenges still arise during the actual teaching process.

Therefore, the Maitreyawira Schools Alliance needs to continue its efforts, seeking help from more professional higher Chinese language education institutions to build a Chinese language expert team that better meets the needs of the Maitreyawira Schools Alliance. Such an expert team can provide systematic pedagogical guidance, enhance teachers' professional knowledge and teaching skills, promote innovation in teaching methods, and improve teaching quality. At the same time, the Maitreyawira Schools Alliance also needs to optimize resource allocation through regular training and seminars and establish continuous evaluation and feedback mechanisms to solve problems encountered in teaching practice, thereby promoting the ongoing improvement of local Chinese language education. These efforts will contribute to improving the quality of Chinese language teaching in schools under the Maitreyawira Schools Alliance and provide a reference for developing local language teacher training in other regions.

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