

Private Tutor Distribution to Frontier Regions Index 2026

Reading learning–access equity through the representation and momentum of private tutors across Sulawesi, East Nusa Tenggara, Maluku, and Papua.

EduPoint Research Team • Data window: 2026-02/2026-06 • Indonesia •
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ABSTRACT

P rivate tutor representation from Indonesia's eastern frontier remains thin next to the Java corridor, yet its registration momentum in the current window is moving faster than the national average. Sulawesi leads the eastern cluster, followed by East Nusa Tenggara, Maluku, and Papua. This report reads that shift as an early signal of education–access equity.

Executive Summary

Equity in education access is usually measured from the student side: how many enroll, how many graduate, how many continue. This report adds another vantage point, the teacher side. Where private tutors are available, and where they come from, helps determine who can receive learning support beyond school hours. Tutor distribution mirrors inequality and, at the same time, points toward its remedy.

The report focuses on Indonesia's eastern frontier, covering Sulawesi, East Nusa Tenggara, Maluku, and Papua. This region holds most of the country's development-priority districts and carries the widest learning gap relative to the national average. It is also where education indicators are improving fastest, a paradox worth reading through data.

On representation, tutor supply from the east remains thin next to Java's campus corridor, with Sulawesi as the region's strongest hub. On momentum, the direction is more promising: tutor registration from the east grew faster than the national average in the current window, echoing the surge in the Human Development Index officially recorded in the Papua and Nusa Tenggara provinces.

Online learning is decisive here. When physical distance and a thin pool of local tutors limit in-person sessions, remote classes shorten the gap between families and quality teachers. The east's digital backbone, from the Palapa Ring to the BAKTI access network, is the prerequisite that determines how far that bridge can reach.

All internal figures are presented as indices to preserve confidentiality, while factual claims rest on official sources. This report is a single-period portrait with a clear directional signal. Future editions will extend the time span so the equity trend can be read more fully.

Key Findings

1 Private tutor registration representation from the frontier is led by the Sulawesi cluster (index 100), followed by East Nusa Tenggara (71), Maluku (54), and Papua (47).

2 Registration momentum from eastern Indonesia in the current window is moving faster than the national average, in step with the fastest Human Development Index growth being recorded precisely in the eastern provinces.

3 Online classes account for roughly one third of sessions

4 Frontier tutors come from eastern state universities, led

in the frontier, a far larger share than the national average, underscoring their role as a distance bridge.

by Hasanuddin University and Makassar State University, extending to Manado, Kupang, Palu, Ambon, and Jayapura.

5

Papua concentrates the most development-priority districts nationally (21 of 62 districts under Presidential Regulation 63/2020), while internet penetration across the Maluku-Papua region remains the lowest in Indonesia.

Introduction: Reading Equity from the Teacher Side

Private tutor distribution is a rarely used lens for measuring learning–access equity, especially in Indonesia's eastern frontier, which holds most of the country's development–priority districts.

The conversation about educational equity in Indonesia usually centers on students and schools. Enrollment rates, dropout rates, and exam results are the familiar measures. This report adds a less–used lens, the availability of teachers outside school hours. Where private tutors are available, and which regions they come from, helps determine who can obtain extra learning support.

FRONTIER REGIONS

In this report, frontier regions refer to eastern Indonesia, which holds many 3T areas (a national development–priority designation), covering Sulawesi, East Nusa Tenggara, Maluku, and Papua. The development–priority–district category is set officially through Presidential Regulation No. 63 of 2020.

The reason for choosing this region is simple. Here the learning gap against the national average is felt most sharply, and here the question of equity takes its most concrete form. When a family on a Maluku coast or in the Papuan highlands wants to support a child's learning, the choice of available tutors differs greatly from a family in a large Java city.

This report maps the distribution of private tutors from the frontier in early 2026: how well represented they are, where their momentum is heading, which campuses they come from, which subjects are most sought, and how online classes bridge the distance. The aim is to build an honest data reference on the supply side of non–formal education in the region that is at once the most challenging and the fastest to improve.

Scope and reading

The scope is the representation and composition of private tutors from four eastern clusters, compared with the national market structure as context. Every internal figure is presented as an index, a ranking, a share, or a relative value, not an absolute count. External facts are cited directly from official sources and clearly marked, so the reading stays traceable.

Context: The Learning Gap Between West and East

Eastern Indonesian provinces carry the lowest education attainment nationally, with mean years of schooling in parts of Papua not yet reaching a full primary level.

Indonesia's educational inequality reads most clearly through human development indicators. Statistics Indonesia recorded a national Human Development Index of 75.02 in 2024, while Highland Papua sat at the lowest position with 54.43. This gap is more than a number; it describes a real distance in learning opportunity between regions.

LOWEST MEAN YEARS OF SCHOOLING

In Highland Papua, mean years of schooling for people aged 25 and over reached only 4.21 years in 2024, short of completing primary school. The national average sits around 8.85 years.

— BPS, Human Development Index 2024

This gap is reinforced by international learning results. The 2022 Programme for International Student Assessment (PISA) placed Indonesia's scores at 359 in reading, 366 in mathematics, and 383 in science, all below the OECD average. That deficit is not evenly borne: regions with the most limited access to teachers and facilities carry a heavier share of the gap.

PISA 2022 scores: Indonesia versus the OECD average

Domain	Indonesia	OECD average
Reading	359	476
Mathematics	366	472
Science	383	485

Source: OECD, PISA 2022 Results (Country Note: Indonesia). Scores are national; inequality between

regions leaves the east carrying a wider gap.

From this lowest point comes the brighter news. Eastern provinces recorded the fastest pace of improvement, a dynamic examined closely in the momentum chapter. That wide gap and quick improvement together form the stage on which frontier private-tutor distribution deserves to be read.

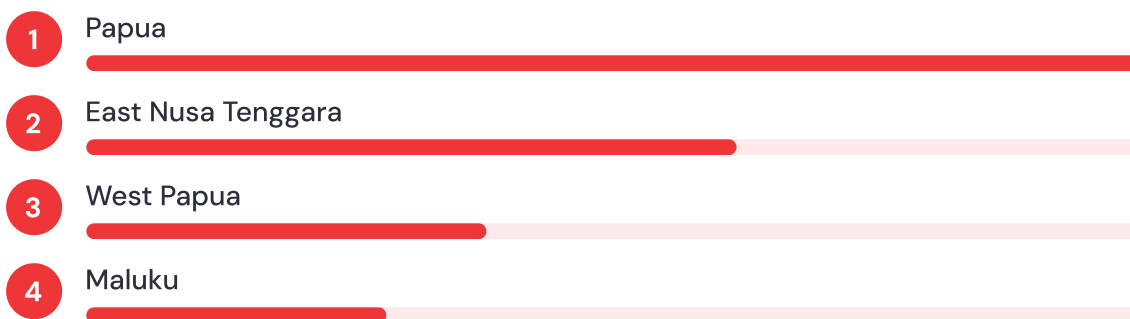
Source: BPS, Human Development Index 2024; OECD, PISA 2022 Results (Indonesia).

The Map of Development–priority Districts, 2020 to 2024

Of the 62 development–priority districts designated by the government for 2020 to 2024, the majority are concentrated in eastern Indonesia, with Papua as the national leader.

The map of educational equity rests on the map of regional development. Through Presidential Regulation No. 63 of 2020, the government designated 62 districts as development–priority districts for the 2020 to 2024 period. The list tilts sharply eastward, giving context to the thin pool of local tutors in this region.

Number of development–priority districts in selected provinces (Presidential Regulation 63/2020)



Official absolute figures from the annex of Presidential Regulation 63/2020 (not internal data). The top four provinces are shown; the national total of 62 districts spans 11 provinces.

Papua holds the most development–priority districts at 21, followed by East Nusa Tenggara with 13, West Papua with 8, and Maluku with 6. The remainder is spread across other provinces such as Central Sulawesi, North Maluku, West Nusa Tenggara, and West Kalimantan. The top four provinces alone cover nearly four fifths of the whole list.

AN EASTERN CONCENTRATION

The development–priority–district category centers on the same region this report focuses on. Thin infrastructure and a limited base of local educated

talent explain why frontier tutor distribution should be read with relative measures instead of a direct comparison against the volume of large Java cities.

Development-priority status is not a permanent verdict. It marks a development priority, including for education and connectivity. The chapters that follow show how this marker is beginning to shift, and how private-tutor distribution records that shift up close.

Source: Presidential Regulation No. 63 of 2020 on the Designation of Development-priority Districts for 2020-2024.

Digital Readiness in the East: Palapa Ring and the Access Network

Internet penetration across the Maluku–Papua region remains the lowest in Indonesia, yet the Palapa Ring East Package fiber backbone and thousands of access towers are beginning to shorten the digital distance.

Online learning is only as strong as the network beneath it. The 2024 survey by the Indonesian Internet Service Providers Association (APJII) recorded national internet penetration of 79.5 percent, equal to 221.5 million people. Within that figure lies a regional gap: the Maluku and Papua region holds the lowest penetration nationally, at around 69 percent in the latest survey.

LOWEST PENETRATION NATIONALLY

The Maluku–Papua region records the lowest internet penetration among Indonesia's regions, while national penetration reached 79.5 percent in 2024. This gap is the strongest determinant of how far online classes can reach the east.

— APJII, Indonesia Internet Penetration Survey 2024

The direction of improvement is real. The Palapa Ring fiber backbone was built in three packages, with the East Package reaching the Maluku and Papua region. On the access side, the BAKTI program of the Ministry of Communications delivers thousands of 4G base stations and the SATRIA satellite, with the largest share of construction directed to Papua and its surroundings. The goal of reaching every inhabited village becomes a defining milestone.

A PREREQUISITE, NOT A GUARANTEE

Connectivity is a prerequisite, not a guarantee. When the network arrives, online classes can connect families in remote districts with quality teachers

across islands. The quality and affordability of that network decide how real the potential becomes.

Another piece of good news comes from the access side. Surveys show that the share of people in development–priority districts who already have internet access keeps climbing, passing the majority of the population. This signal explains why online learning, discussed in its own chapter, takes a larger share in the frontier than the national average.

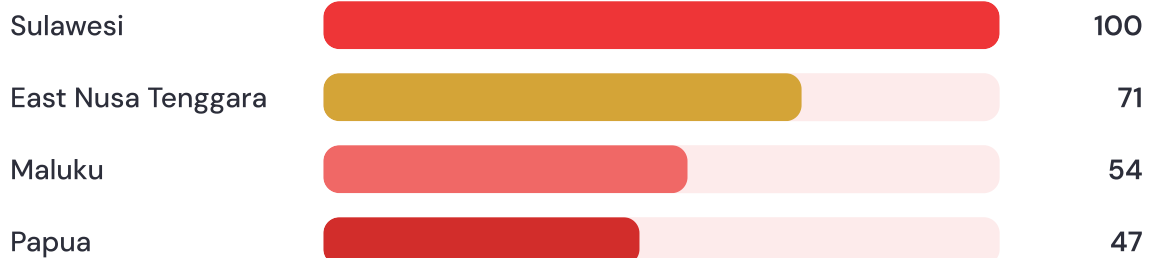
Source: APJII, Indonesia Internet Penetration Survey 2024; BAKTI, Ministry of Communications and Informatics (Palapa Ring and the 3T–region 4G base station program).

The Frontier Tutor Representation Index

Among the four eastern clusters, private-tutor registration representation is led by Sulawesi, followed by East Nusa Tenggara, Maluku, and Papua, tracking the region's campus and population distribution.

Reading tutor supply from the east demands a fair measure. Comparing raw eastern volume against the Java corridor would bury the story, because the gap in population and number of campuses is enormous. Representation is therefore expressed as a relative index within the frontier region itself, with the strongest cluster as the base.

Private-tutor registration representation index by frontier cluster (leading cluster = 100)



Relative index, highest cluster = 100, computed within the eastern frontier region. Absolute figures are not shown; clusters are aligned with the region's student and population distribution to avoid sample distortion.

Sulawesi holds the highest index in the eastern region, supported by a network of large state campuses and the densest population among the four clusters. East Nusa Tenggara follows as the second hub, while Maluku and Papua sit at lower indices, in line with fewer universities and smaller populations, along with the more demanding distances between islands.

READING LOW NUMBERS CORRECTLY

Papua's lower index describes local supply structure, not a judgment on its people's potential. It is precisely here that online classes play the largest role in closing the gap, and the growth momentum discussed in the next chapter provides fuller context.

Representation is only one side of the story. It captures the present position. To read direction, the report moves on to a momentum measure, which gauges how fast eastern tutor registration is moving relative to the national average over the same observation window.

Source: EduPoint internal analysis (indexed), aligned with the region's student and population distribution; PDDikti and BPS, Higher Education Statistics 2025.

Relative Momentum: The East Is Moving Faster

In the current window, tutor-registration momentum from the eastern region is moving faster than the national average, in step with the highest Human Development Index growth officially recorded in the eastern provinces.

Representation answers the question of position. Momentum answers the question of direction. In the current observation window, the tutor-registration momentum index from the frontier exceeds the national base, signaling that eastern supply is closing its gap in relative terms.

Relative registration-momentum index for the current window (national base = 100)



Relative momentum index for the current observation window, national base = 100. It reflects relative speed, not volume; absolute figures are not shown. This signal is a snapshot and is corroborated by official indicators.

This internal signal does not stand alone. It meets official data pointing the same way. Statistics Indonesia recorded that the fastest Human Development Index growth in 2024 occurred precisely in the eastern provinces, led by Highland Papua growing 1.83 percent despite starting from the lowest point.

Fastest Human Development Index growth in 2024 (BPS)

Province	HDI growth 2024
Highland Papua	+1.83%
Central Papua	+1.36%
West Papua	+1.27%

Province	HDI growth 2024
North Maluku	+1.21%
East Nusa Tenggara	+1.08%

Source: BPS, Human Development Index 2024. The five provinces with the fastest growth are all in the eastern region.

TWO SIGNALS, ONE DIRECTION

Eastern tutor-registration momentum above the national base aligns with the surge in human development indicators in the same region. When two distinct data lanes point the same way, the equity signal becomes more convincing.

An honest reading still carries caution. Momentum is computed over the current window, so it describes short-term movement instead of an established multi-year trend. This limitation is stated openly in the methodology, and is why future editions will extend the time span.

Source: EduPoint internal analysis (indexed), February to June 2026 window; BPS, Human Development Index 2024.

Regional Deep-Dive: Four Faces of the East

Sulawesi, East Nusa Tenggara, Maluku, and Papua present four distinct dynamics in tutor supply, geographic distance, and digital readiness.

Treating the east as a single whole hides its diversity. The four frontier clusters have different faces once the maps of tutor supply, geography, and connectivity are read together.

Sulawesi: the region's strongest hub

Sulawesi anchors eastern Indonesia's tutor supply. Makassar and Manado host large state campuses that graduate educated talent in sufficient numbers, sustaining the region's highest representation index. From here, online tutors often serve surrounding districts where the local tutor pool is thinner.

East Nusa Tenggara: many islands, wide reach

East Nusa Tenggara stretches across many islands with Kupang as its higher-education center. Inter-island distances make in-person sessions costly in time, so online classes take a more prominent role. Tutor representation sits in second place in the eastern region, with wide room to grow.

Maluku: an archipelago that connects

Maluku faces a similar archipelagic geography, with Ambon as its campus hub. The local tutor pool is more limited, yet Palapa Ring East Package connectivity opens a path for remote support. This region shows how the digital network becomes the decisive factor for access.

Papua: the widest gap, the fastest momentum

Papua carries the widest learning gap and records the fastest pace of improvement at once. Its local tutor representation is the lowest among the four

clusters, but the eastern region's momentum and the surge in human development indicators offer hope. Here online classes hold the greatest potential to become an equalizer, as long as the network reaches.

ONE COMMON THREAD

The four faces meet at one node: online learning as an access bridge. Differences in geography and local supply determine how large that bridge's role is in each cluster.

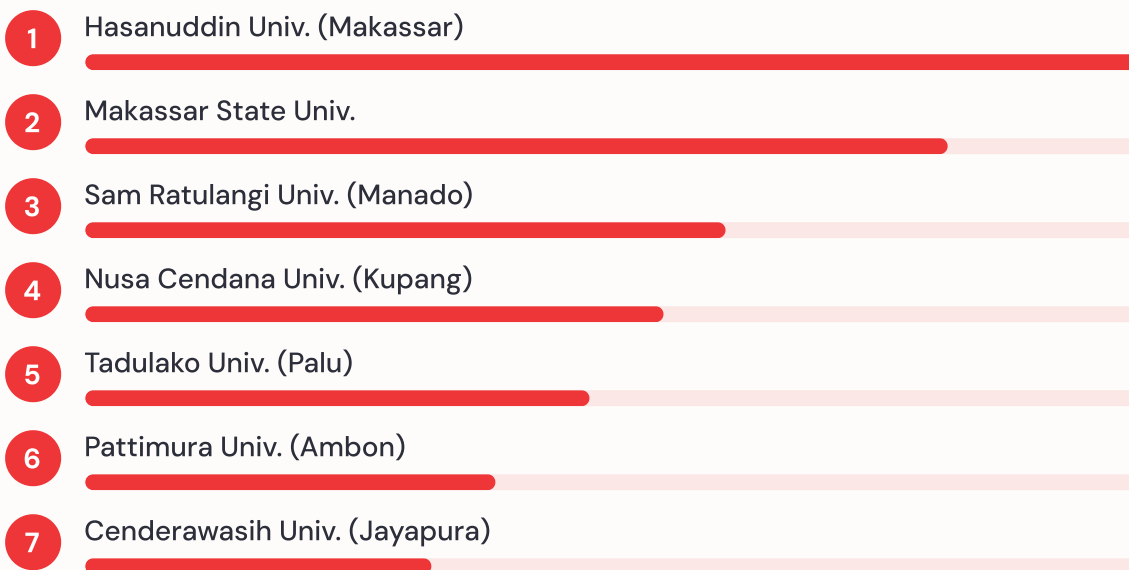
Source: EduPoint internal analysis (indexed); PDDikti and BPS, Higher Education Statistics 2025.

Tutor Profile: The Eastern Campuses

Frontier tutors come from eastern state universities, led by Hasanuddin University and Makassar State University, extending to Manado, Kupang, Palu, Ambon, and Jayapura.

Tutor distribution follows the map of campuses. In the eastern region, tutor representation centers on the state universities that anchor local higher education. Hasanuddin University in Makassar is the most represented, followed by Makassar State University as the region's main teacher-training campus.

Representation index of frontier tutors' home campuses (highest contribution = 100)



Relative index, leading campus = 100, computed within the eastern region. Absolute figures are not shown.

This campus spread shows a clear geography of supply. Sulawesi contributes the largest share through Makassar, Manado, and Palu. Kupang represents East Nusa Tenggara, Ambon represents Maluku, and Jayapura represents Papua. The level composition shows most tutors hold a bachelor's degree, with some pursuing or completing postgraduate study.

LOCAL PEDAGOGICAL CAPITAL

The presence of teacher-training campuses such as Makassar State University and Cenderawasih University means many tutors bring formal pedagogical grounding. This is important capital for support that understands the local learning context.

A tutor who comes from and understands the local context holds a distinct value. They know the rhythm of the school, the everyday language, and the learning challenges specific to their area. When local tutors combine with the cross-island reach of online classes, families in the east gain a richer set of options.

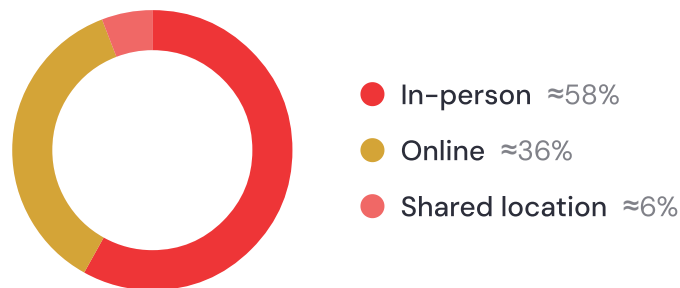
Source: EduPoint internal analysis (indexed); PDDikti, Higher Education Statistics 2025.

Online Learning as an Access Bridge

Online classes account for roughly one third of sessions in the frontier, a far larger share than the national average, confirming their role as a distance equalizer.

In a region of wide distances and a thin pool of local tutors, the way people learn shifts. If in-person sessions nationally command about three quarters of the total, in the frontier the mix is more balanced, with online classes taking a much larger share.

Study-mode share for private tutoring in the frontier



Relative share across modes (percent), based on internal eastern-region demand composition from February to June 2026. Shown as a proportion, not volume.

An online share of about one third of sessions far exceeds the national average, which sits near one fifth. That gap tells a different function: in Java, online is a matter of convenience; in the east, it is often the only path to a suitable teacher. Physical distance turns into a distance the network can bridge.

ONLINE IN THE EAST

About 36% of sessions in the frontier take place online, well above the national average of nearly 19%. This difference confirms the role of online classes as an access equalizer in a region of wide distances.

This role makes connectivity a genuine equity issue. Every network improvement in the Maluku–Papua region can directly widen the door to learning access. The digital-readiness chapter and this one reinforce each other: infrastructure is the foundation, and study mode is its concrete expression.

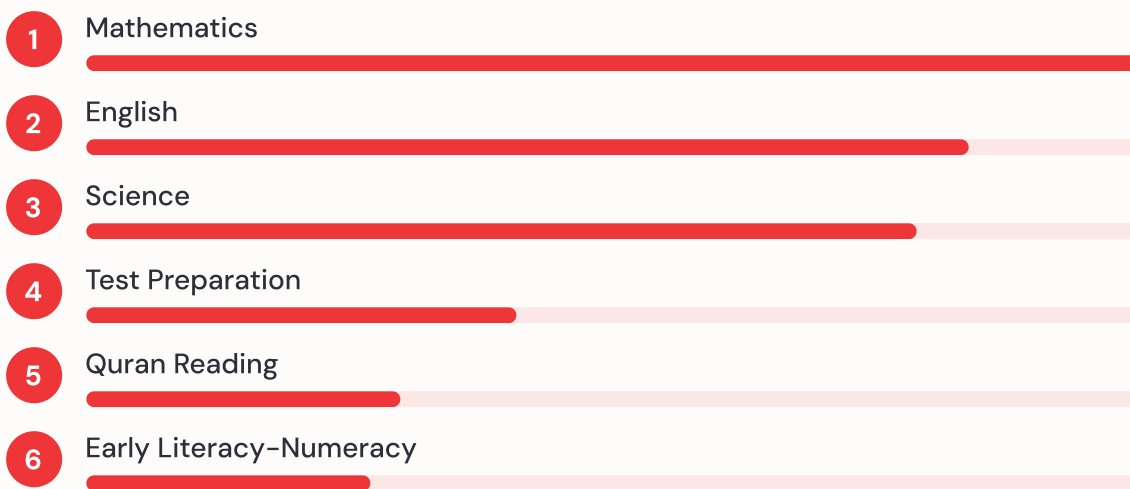
Source: EduPoint internal analysis (indexed); APJII, Indonesia Internet Penetration Survey 2024.

Subjects Sought in the East

Tutoring demand in the frontier still centers on Mathematics, English, and Science, with early literacy–numeracy and Quran reading rounding out family needs.

Family learning needs in the east pulse along the same pillars as the nation, with a slightly different emphasis. Mathematics leads demand, followed by English as a gateway to wider opportunity, then the Science cluster.

Private-tutoring demand index by subject cluster in the frontier (Mathematics = 100)



Relative demand index, highest cluster = 100. Indonesian and English labels are merged; absolute figures are not shown.

English holds a higher position than in the national mix, reflecting eastern families' aspiration to open doors to education and work across regions. Early literacy and numeracy also stand out, in line with the need to strengthen the reading–writing–arithmetic foundation in a region with lower mean years of schooling.

STRENGTHENING THE FOUNDATION

The emphasis on English and early literacy–numeracy shows a clear family strategy: strengthen the foundation first, then open the gate of opportunity.

Well-targeted support answers both needs at once.

Demand is shown as a relative index across clusters, revealing the order of needs without exposing raw volume. This pattern guides providers in preparing tutors that fit the specific needs of the frontier region.

Source: EduPoint internal analysis (indexed), eastern-region private-tutoring demand from February to June 2026.

Teacher Distribution Policy: From 3T to Teacher Mobilizers

State programs have moved and prepared teachers for development-priority regions for over a decade, confirming that teacher distribution is a sustained national policy agenda.

Uneven teacher distribution is nothing new to the state. For years, the government has run programs to prepare and place teachers in 3T regions, from the Graduates Teaching in Frontier, Outermost, and Development-priority areas scheme to the strengthening of Teacher Professional Education and the Teacher Mobilizer program. All rest on one conviction: quality learning begins with the presence of a teacher.

PROFESSIONAL TEACHER STANDARDS

Law No. 14 of 2005 on Teachers and Lecturers sets teachers as required to hold at least a four-year diploma or bachelor's degree and an educator certificate. Meeting this standard is a distinct challenge in regions with a limited supply of educated talent.

In the formal system, Indonesia holds about 3.38 million teachers in 2024 according to Statistics Indonesia. Their distribution, however, is uneven, and development-priority regions often bear more demanding ratios and qualifications. Here private tutoring, especially through online classes, can complement the state's effort by delivering additional support across regions.

A COMPLEMENT, NOT A REPLACEMENT

Private tutoring does not replace schools and formal teachers. It complements them, delivering personal support that adjusts to each child's pace, and through online classes can reach districts where the local tutor pool is still growing.

Reading frontier private-tutor distribution in light of this policy gives a balanced perspective. Market and policy move in the same direction, widening the presence of quality teachers in the regions that need them most.

Source: Law No. 14 of 2005 on Teachers and Lecturers; BPS, Education Statistics 2024; EduPoint internal analysis (indexed).

Access Equity: What This Index Means

Together, the representation and momentum indices read equity as a process in motion, with online classes as its most promising lever.

Bringing the findings together, the picture grows clearer. Tutor representation from the east remains thin, a structural fact born of regional development history. Its momentum moves faster than the national average, a piece of news that offers hope. And online classes become the lever that turns distance into something bridgeable.

SIGNAL SUMMARY

Frontier representation is led by Sulawesi (index 100), followed by NTT (71), Maluku (54), and Papua (47). The eastern composite momentum sits above the national base in the current window, and about one third of the region's sessions run online.

— EduPoint internal analysis (indexed)

Educational access equity is a process, not a state achieved all at once. Official data shows the fastest improvement occurring precisely in regions once the most still being reached. Private-tutor distribution records the same movement from the supply side, confirming that equity is underway even though the road remains long.

ROLES TO BE PLAYED

Every party has a part. Families use online classes to reach the best teachers. Providers strengthen eastern tutor supply and prepare online tutors. Policy continues building connectivity to the farthest village.

Reading equity from the teacher side adds a measuring instrument rarely used until now. When representation rises and momentum holds, families in the

farthest districts gain learning opportunities more equal to those of their peers in large cities.

Source: EduPoint internal analysis (indexed); BPS, Human Development Index 2024.

Implications and Recommendations

The report's findings direct steps for frontier families, tutoring providers, and education policymakers.

For families in the frontier

1. Use online classes to reach a suitable teacher when the local tutor pool is still limited.
2. Prioritize strengthening reading–writing–arithmetic foundations and English early as a gateway to opportunity.
3. Align test preparation with the national selection calendar so support arrives at the right time.

For providers

1. Strengthen eastern tutor supply through outreach to state campuses in Makassar, Manado, Kupang, Palu, Ambon, and Jayapura.
2. Develop online classes resilient on limited networks so they stay reliable in thinly connected regions.
3. Sustain eastern registration momentum by mentoring and developing local tutors.

For policymakers

1. Accelerate connectivity equity to the farthest village, since every network improvement directly widens learning access.
2. Continue teacher distribution and preparation programs for 3T regions as a foundation of quality.
3. Support a safe and affordable online learning ecosystem as an access equalizer across regions.

14

Indexed internal + external sources

Outlook: Toward a More Even Map

Widening connectivity, sustained eastern momentum, and maturing online classes point toward a more even tutor–distribution map, while awaiting a longer data span.

Three directions appear to be strengthening. First, the maturing of eastern connectivity through the Palapa Ring and the access network will keep widening the door to online learning. Second, eastern tutor–registration momentum stands a chance of holding as long as the region's human development indicators keep improving. Third, online classes will grow more mature as a distance equalizer, turning archipelagic geography from a barrier into a bridgeable challenge.

This report is a single–period portrait, so its projections are indicative. Future editions will extend the time span so the year–over–year equity trend can be read fully, while deepening the reading by cluster and by subject. The foundation for a richer, recurring equity index is being built.

Educational equity begins when a child in the farthest district meets the right teacher, wherever that teacher may be.

— EduPoint Research Team

Methodology & Limitations

This report combines two data lanes. The internal lane comes from the EduPoint platform and is presented in indexed form, as indices, rankings, or shares, without absolute figures. The external lane comes from official sources and is cited

directly. This separation preserves confidentiality and credibility, especially because the frontier focus demands a fair relative measure.

Data window

Internal data covers the period from February to June 2026. Because this span is short, the report is framed as a portrait of the current state. The momentum measure reflects short-term movement in this window, not an established multi-year trend.

Frontier region definition

Frontier regions refer to four eastern Indonesian clusters: Sulawesi, East Nusa Tenggara, Maluku, and Papua. This region holds most development-priority districts under Presidential Regulation 63/2020. Representation is computed within this region with the strongest cluster as the base.

Masking and confidentiality

All internal quantities are converted into indices, rankings, or relative shares. No absolute counts, tariffs, or business metrics are shown. The momentum index is expressed relative to a national base to reflect speed, not volume.

Alignment

Cluster representation indices are aligned with the region's student and population distribution (PDDikti/BPS) to reflect the true market structure and remove sample distortion. The internal momentum signal is corroborated with official Human Development Index growth.

Representativeness

Data cells with small samples are suppressed to protect representativeness and privacy. The reading is focused on clusters and categories with adequate data support.

Limitations

As a single-period portrait, this report does not yet capture full seasonality or year-over-year change. The momentum measure is a snapshot and should be read alongside official indicators. Future editions will extend the time span so the long-term equity trend can be read.

References

- [1] [Presidential Regulation No. 63 of 2020 on the Designation of Development-priority Districts for 2020-2024](#), Government of the Republic of Indonesia (2020)
- [2] [Human Development Index 2024](#), Statistics Indonesia (BPS) (2024)
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- [10] [Law No. 20 of 2003 on the National Education System](#), Government of the Republic of Indonesia (2003)

APPENDICES A

Indexed Data Tables

A summary of all internal indices used in this report. All values are relative (indexed) and do not represent absolute counts.

A.1 Tutor representation index by frontier cluster (leading cluster = 100)

Cluster	Index
Sulawesi	100
East Nusa Tenggara	71
Maluku	54
Papua	47

Aligned with the region's student and population distribution (PDDikti/BPS).

A.2 Representation index of tutors' home campuses (leading campus = 100)

Campus	Index
Hasanuddin Univ. (Makassar)	100
Makassar State Univ.	82
Sam Ratulangi Univ. (Manado)	61
Nusa Cendana Univ. (Kupang)	55
Tadulako Univ. (Palu)	48
Pattimura Univ. (Ambon)	39
Cenderawasih Univ. (Jayapura)	33

Computed within the eastern region; absolute figures are not shown.

A.3 Study-mode share in the frontier

Mode	Share
In-person	≈58%
Online	≈36%
Shared location	≈6%

Internal eastern-region demand composition from February to June 2026.

A.4 Demand index by subject cluster in the frontier (Mathematics = 100)

Cluster	Index
Mathematics	100
English	84
Science	79
Test Preparation	41
Quran Reading	30
Early Literacy-Numeracy	27

Indonesian and English labels are merged; absolute figures are not shown.

APPENDICES B

Glossary

- Frontier regions: eastern Indonesia that holds many 3T areas, covering Sulawesi, East Nusa Tenggara, Maluku, and Papua.
- 3T areas: Frontier, Outermost, and Development–priority, priority development categories set by the government.
- Representation index: the relative value of tutor–registration representation against a base (e.g. highest cluster = 100), not an absolute count.
- Momentum index: a measure of relative registration speed in the current window against a national base (= 100), reflecting movement, not volume.
- Palapa Ring: the national fiber backbone network, with the East Package reaching Maluku and Papua.
- HDI: Human Development Index, a BPS composite measure of health, education, and expenditure.

CITE THIS REPORT

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