

The Teacher Mover's Contribution in Enhancing the Pancasila Student Profile: A Systematic Literature Review on Values Education

Rafi Aryasutha¹, Nurul Azizah Ria Kusrini², Jasmin Nurul Ulya³ Nur Syamsiah Septiani⁴

¹ Universitas KH. Abdul Chalim Mojokerto, Indonesia; rafiaryasutha4@gmail.com

² Universitas KH. Abdul Chalim Mojokerto, Indonesia; nurulazizah968@gmail.com

³ Universitas KH. Abdul Chalim Mojokerto, Indonesia; jasminurulya10@gmail.com

⁴ Universitas KH. Abdul Chalim Mojokerto, Indonesia; nursyamsiahseptiani9@gmail.com

ARTICLE INFO

Keywords:

Teacher Movers,
Pancasila Student Profile,
Digital Era
Systematic Literature Review,
Values Education.

Article history:

Received 2021-08-14

Revised 2021-11-12

Accepted 2022-01-17

ABSTRACT

This study analyzes how Teacher Movers can strengthen the Pancasila Student Profile using a systematic literature review approach. Established by the Ministry of Education and Culture in 2020, the Teacher Movers program aims to address various 21st-century educational challenges. The research applied the Systematic Literature Review (SLR) method and content analysis, selecting articles from Google Scholar based on inclusion and exclusion criteria. Out of 222 identified articles, only 10 were chosen for further analysis. The study reveals that Teacher Movers improve education quality by employing creative teaching strategies that emphasize student individuality. Additionally, they act as mentors and motivators for fellow educators in updating the national curriculum. They also integrate character-building into education, helping students strengthen Pancasila values. The program, implemented in many schools, has demonstrated improvements in teacher performance and contributed to the development of strong student character. Teacher Movers are crucial in enhancing educational quality and shaping students with strong personalities, preparing them for the challenges of the 21st century. The implications of this study show that the Teacher Movers program holds great potential for strengthening the Pancasila Student Profile and improving education quality. By incorporating character-based teaching approaches, the program supports teachers in enhancing their skills while helping shape a generation with strong character. This program can be a strategic step toward revitalizing the education system, fostering an inclusive learning environment, and reinforcing national values in students' daily lives.

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Corresponding Author:

Nurul Azizah Ria Kusrini

Universitas KH. Abdul Chalim Mojokerto, Indonesia; nurulazizah968@gmail.com

1. INTRODUCTION

Character building in education has become important, with Pancasila as the main reason. The phenomenon of declining student morals has become a serious concern, reflecting the need for strong character development (Badrun et al. 2022; Chowdhury 2018; Haq et al. 2022). The Pancasila Student Profile focuses on addressing these issues with six core values aimed at shaping character in accordance with Pancasila values: being virtuous, noble, independent, critical thinking, creative, cooperative, and embracing global diversity (Agustina et al. 2023; Hasanah, Adha, and Mentari 2022; Setiyaningsih and Wiryanto 2022; S.Pd. 2022). Therefore, the role of teachers is crucial not only in teaching but also in educating students to have excellent character.

In the digital era, education is crucial in shaping individuals skilled in learning, innovating, using technology, and surviving in the workforce (Abid, Ceci, and Razzaq 2023; Alakrash and Abdul Razak 2021; Charina et al. 2022). The use of technology in learning enables education to become more innovative and engaging, with the demand to utilize technology in the learning process. (Granić 2022; Haleem et al. 2022) In the digital era, there are serious challenges related to understanding and implementing Pancasila values among students. This phenomenon has led to a moral crisis affecting children's character and behavior, caused by various factors such as foreign cultural influences, lack of parental attention, and low education levels. Therefore, education is expected to produce individuals oriented towards industry and possessing characters that reflect Pancasila values (Ahadiyah, Zahidi, and Hidayatussholihah 2024; Kartiwan, Alkarimah, and Ulfah 2023; Samsudi et al. 2024; Suratmi, Hartono, and Diana 2024).

In current educational innovations, teachers are divided into two categories: regular teachers and Teacher Movers. The Teacher Movers program is a leadership education program for teachers to become learning leaders (Agustina et al. 2023) The Minister of Education and Culture, Nadiem Anwar Makarim, stated that Teacher Movers are the spearhead of Indonesia's educational transformation. Teacher Movers are learning leaders who encourage the holistic growth of students, actively and proactively develop other educators to implement student-centered learning, and serve as role models and agents of transformation in the education ecosystem to realize the Pancasila Student Profile (Hasanah et al. 2022; Rifki et al. 2024; Suratmi et al. 2024). The Teacher Movers program aims to enhance teacher competencies. This program is expected to mobilize the learning community. It shares the same principles as the independent curriculum, using a more flexible approach (Alwi and Mumtahana 2023; Djalilah et al. 2024; Saputra and Susanto 2023).

Teacher Movers play a crucial role in realizing the Pancasila Student Profile. They are learning leaders who advance the national curriculum based on Pancasila, integrate the Pancasila Student Profile character into learning activities, and coordinate teachers to implement lesson plans in accordance with Pancasila values. Teacher Movers are learning leaders who play an important role in realizing the Pancasila Student Profile (Anggraeni and Purnomo 2023; Hakim et al. 2024). The Teacher Movers program aims to understand the philosophy of education, become learning leaders who prioritize character development, and develop a student-centered school vision. The role of Teacher Movers includes self-development as learning leaders, implementing the concept of independent learning, and leading the educational ecosystem towards student-centered education. Based on the background presented above, this journal aims to study in more detail the role of Teacher Movers in projects to strengthen the Pancasila Student Profile (P5), especially in the digital era.

2. METHODS

This research method uses a Systematic Literature Review (SLR) with content analysis. The research roadmap is illustrated in the figure below.

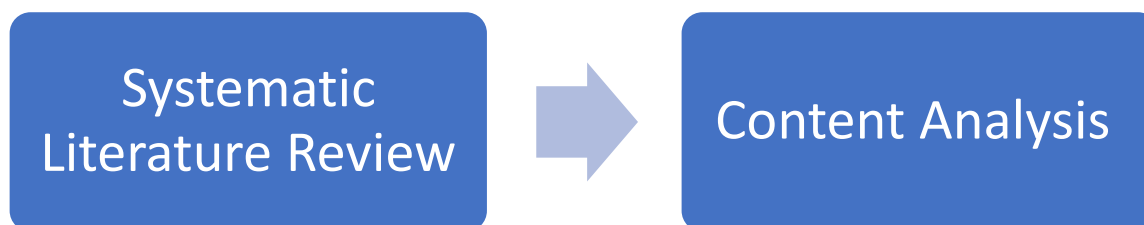


Figure 1. Research roadmap

The first step in the SLR (Systematic Literature Review) is to collect data by selecting articles based on keywords, type of article, number of citations, and year of publication. The next step, content analysis, is used to describe the selected articles based on their topics.

SLR was initially used in academia as a systematic, transparent, and reproducible method to synthesize research findings systematically, transparently, and reproducibly. This method presents and synthesizes research results by reviewing current literature related to the research question. SLR is systematic, transparent, objective, and replicable. It differs from conventional literature reviews. (Mallett et al. 2012) SLR began in the late 1970s when Cochrane (1999) provided practical guidelines for applying SLR in medical studies (as cited in the text (Durach, Kembro, and Wieland 2017)).

SLR involves four steps. First, the research questions must be clearly and specifically posed. Second, the database must be clearly defined and well-structured. Pre-determined research questions, definitions or conceptualizations, key measures or variables, study design, participants, time frames, and data should be used to determine inclusion and exclusion criteria (Xiao and Watson 2019). Third, each sample must be examined according to established standards to obtain findings relevant to the research questions. A thorough search for relevant articles must be conducted with minimal bias. (Xiao and Watson 2019) In this regard, the Reporting Item Recommendations for Systematic Reviews and Meta-Analyses (PRISMA) and the Cochrane system provide standard methods. A selected sample from significant databases, along with one or more additional data sources, is used to combat bias. (Xiao and Watson 2019) Moreover, to avoid subjectivity, at least two people should review the sample screening applied to the current study (Chong and Plonsky 2021; Xiao and Watson 2019).

PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) Identification

This study used method of PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) as the approach of SLR. The article journals were taken from google scholar with keywords Guru Penggerak or Teacher mover, and the result was found 235 articles. They, afterwards, were filtered based on the year of published, 2021, and obtained 113 articles. The second filter was focus of the study, which is teacher mover and strengthening pancasila profile students (P5) and generated 10 articles.

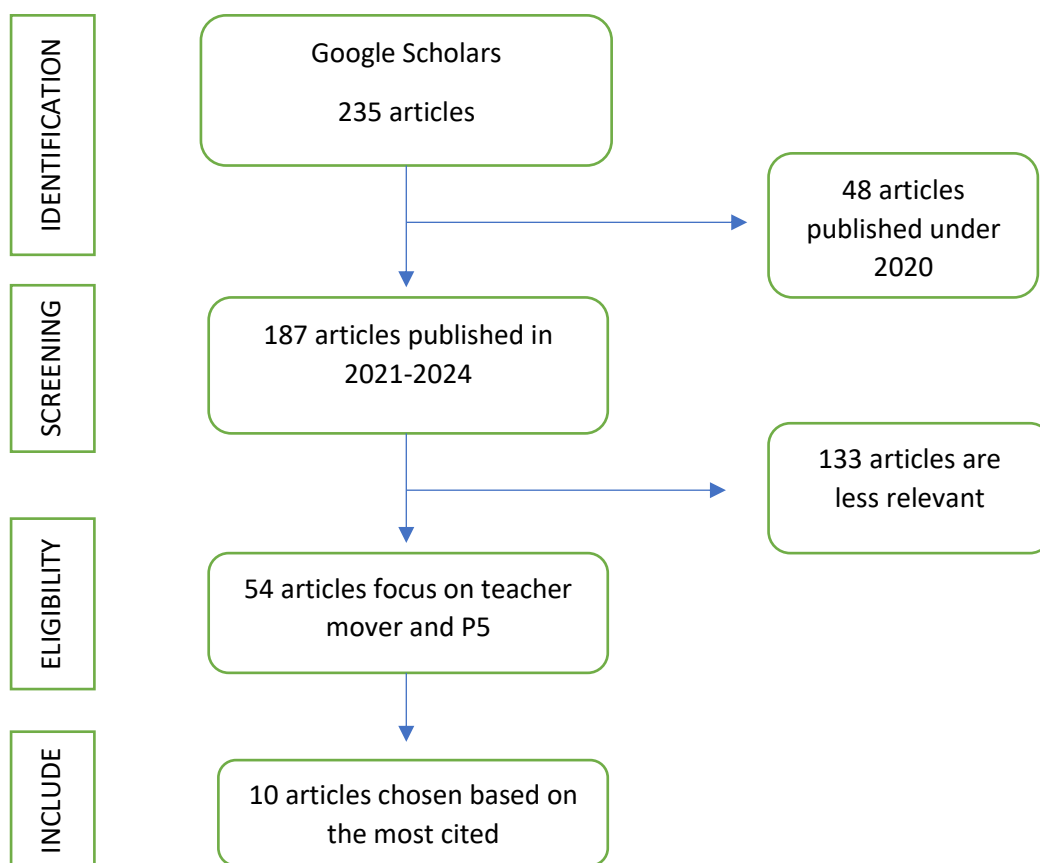


Figure 2. Diagram of PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis)

Data Abstraction

Ten articles were evaluated and analyzed. This stage includes the article title, authors, year, number of citations, methodology, findings, and research subjects.

Table 1. Search results for related journal data.

NO	Author	Year	Cite	Research Methodology	Finding
1	Agustina et al <i>Peran Guru Penggerak Dalam Penguatan Profil Pelajar</i>	2023	Cited 9 Times	This study uses a normative approach through research stages that include literature review and deductive analysis. The type of approach used in this research is a conceptual approach. The	Teacher Movers are leaders who drive the well-being of the educational ecosystem for the quality of the school. They are the leaders of the learning community among fellow teachers in the school. Learning is a function of movement. Teacher Movers act as coaches for their peers

				method employed is the library method, which involves collecting data from various references and literature as well as previous relevant research findings. This research aims to understand the role of Teacher Movers as holders of the Pancasila Student Profile.	in developing learning within the school. They coordinate open and collaborative discussion spaces between teachers and school stakeholders. Teacher Movers encourage integrated learning and student leadership in schools. The six target characteristics identified in the study are reflected in the six indicators of the Pancasila Student Profile, which are being virtuous, independent, unified, creative, cooperative, and embracing global diversity.
2	<i>Dewi Mutmainah & Kamaluddin</i> <i>PERAN GURU PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN</i>	2021	Cited 36 Times	This study employs qualitative research with a descriptive approach. It aims to explain, describe, and study the role of Pancasila and civic education teachers in shaping the attitudes and personalities of students at MA Al Raisiyah Sekarbela.	The role of Pancasila and civic education teachers in shaping students' attitudes and personalities can be carried out in several ways: by fostering students' attitudes to uphold their rights and responsibilities and to exercise them well, developing students' love for their homeland and a strong sense of nationalism, teaching students to respect others in school and in the community and to obey the rules in school, including during the teaching and learning process, encouraging students to practice deliberation

3	Faiz, A. & Faridah	2022	Cited 107 times	This study involves the use of a qualitative approach in book research. Data sources are collected through reading, note-taking, processing, analyzing, and paraphrasing relevant literature. This literature includes expert opinions, articles, and books.	<p>in decision-making both at school and in the community, and helping students recognize that Indonesia is a pluralistic country composed of various religions, ethnicities, languages, and cultures.</p> <p>The research shows that the Teacher Movers program is crucial for developing 21st-century education in Indonesia. The program enhances teachers' skills in teaching and management, preparing them for leadership roles in schools. The progressive philosophy's focus on developing critical thinking, creativity, communication, and collaborative skills supports this transformation. The goal of the program is to produce students with an excellent Pancasila Student Profile.</p>
4	Manao et al <i>MENGATUR KUALITAS GURU MELALUI PROGRAM GURU PENGGERAK</i>	2022	Cited 69 Times	This journal uses a descriptive qualitative approach in the research. This approach involves a literature review that includes books and journals on improving teacher quality through the Teacher Movers program. In the	According to this research, the Teacher Movers program is a crucial effort to improve teacher quality in Indonesia. The program focuses on enhancing teachers' skills in pedagogy, personality, professionalism, and social aspects. Teacher Movers are expected to become learning leaders who can implement independent learning concepts to create

				research process, the literature data is analyzed to determine how effective and beneficial the program is.	student-centered education. Additionally, the program aims to develop educators who not only have strong academic abilities but also possess moral values aligned with Pancasila. The research findings indicate that teachers can improve their skills and competencies through the training and workshops included in the program. Ultimately, this will positively impact the quality of education in Indonesia.
5	Hasanah et al <i>Peran Guru Penggerak Dalam Mewujudkan Profil Pelajar</i>	2022	Cited 21 Times	This study uses a descriptive method with a quantitative approach. This approach allows the researcher to seek information related to existing phenomena, explain the intended objectives, develop an approach model, and consolidate data to create a report. The research variables are divided into two: independent variables (Role of Guru Penggerak) and dependent variables (Realizing the Pancasila Student Profile). The population of this study consists of	The research results show that the role of Teacher Movers at State Junior High School 2 Semaka Tanggamus, both in learning activities and extracurricular activities, has a significant impact on realizing the Pancasila Student Profile. Teacher Movers effectively apply their roles through their behavior and actions within the school environment. They are capable of advancing the national curriculum based on the Pancasila Student Profile, integrating Pancasila character into learning activities, and coordinating with other teachers to actively implement the Pancasila Student Profile in teaching. This demonstrates the importance of the Teacher Movers role in the process of shaping Pancasila students at school.

				students in Grade IX at State Junior High School 2 Semaka Tanggamus, with a sample size of 56 participants.	
6	Qulsum, D. U <i>Peran Guru Penggerak Dalam Penguatan Profil Pelajar</i>	2022	Cited 24 Times	This study employs a normative research method, which includes a literature review stage and deductive analysis. Additionally, the researcher uses a bibliographic method (literature research) to collect data and study various references, literature, and similar research findings.	The main finding of this study is that Teacher Movers play a crucial role in shaping student character resilience. They act as learning leaders who create a positive educational environment in schools, encourage learning communities, serve as teaching models for their colleagues, provide space for positive discussions, and promote collaboration between teachers and stakeholders both inside and outside the school. All these efforts aim to enhance the quality of learning and foster better student leadership in schools.
7	Rofi Rudiawan & Ambiro Puji Asmaroini <i>PERAN GURU PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN</i>	2021	Cited 47 Times	This study uses a literature review research method. The author seeks data or literature materials from journals or articles and also references from books, which serve as a strong foundation for the content or discussion.	Teachers have the primary tasks of educating, training, guiding, directing, assessing, and evaluating students' abilities from basic education through secondary education
8	Indra Rasyid Julianto & Annisa Sauvika Umami <i>Seminar Nasional Bahasa dan Sastra Indonesia</i>	2022	Cited 16 Times	This study uses a descriptive qualitative approach with a literature review as the main research design. The Pancasila	The realization of the Pancasila Student Profile, which encompasses the desirable traits that students should possess, is crucial. The role of the teacher is important because teachers serve as

				values found in the Pancasila Student Profile are obtained from various literature studies that provide stimuli for the researcher to interpret the role of teachers and Indonesian language learning.	role models for students to emulate. Teachers must possess adequate abilities and meet various requirements, such as physical, mental, psychological, moral, and intellectual qualities, which must be mastered and refined. Integrating the Pancasila Student Profile can be achieved through several methods, including offering advice, demonstrating high tolerance, avoiding disciplinary issues, and fostering a sense of nationalism within the community. These aspects support the ongoing development of students in integrating the Pancasila Student Profile, which will be implemented by the teachers.
9	Susi, Ria Agustina, Miftahul Janah, Siti Mayang Sari, Diana Sartika, & Anisa Agustina <i>Peran Guru Penggerak Dalam Penguatan Profil Pelajar</i>	2023	Cited 6 Times	The research method used in this study is normative research, involving stages of literature review and deductive analysis. The type of research approach employed is a conceptual approach. The researcher also uses library research methods by collecting data and examining various references, literature, and	In strengthening the Pancasila Student Profile, there are six profiles that teachers must develop to shape students' character. First, critical thinking. Second, independence. Third, creativity. Fourth, mutual cooperation. Fifth, global diversity. Sixth, noble character. Teachers must set an example and be role models in shaping students' morality, spirituality, and ethics. An ideal approach to strengthening the Pancasila Student Profile includes: a. Teachers must meet the primary requirement of being educators, which is to be role models. b. Planning learning concepts that are

				similar previous research findings. This is done to obtain a theoretical foundation related to the issue being studied (Creswell, 2016). Through this research, the author aims to understand the role of Teacher Movers in strengthening the Pancasila Student Profile. The research variables to be examined are divided into two: the independent variable (X), which is the Role of "Guru Penggerak," and the dependent variable (Y), which is the strengthening of the Pancasila Student Profile.	oriented towards instilling Pancasila values. c. Learning based on a local wisdom approach. d. Building student awareness through project-based learning models. e. Providing learning experiences that are not limited by space, time, or place. f. Utilizing advancements in learning models. g. Conducting evaluations that focus on a scientific approach.
10	Ria Saputra & Moh. Rustono Susanto <i>Tantangan Guru Penggerak Dalam Mengerjakan Pembelajaran</i>	2023	Cited 11 Times	The type of research is descriptive qualitative, which generates descriptive data in the form of written or verbal words from people and observed behaviors (Bogdan & Taylor). Descriptive qualitative research involves	In teaching arts and crafts, Teacher Movers have a specific role: to be teachers who can manage learning by utilizing available technology, continuously reflecting and improving to encourage students to independently enhance their academic performance. In the context of "Merdeka Belajar" (Freedom to Learn), students should possess the ability to think critically, be

formulating a problem that guides the study to explore or capture social situations thoroughly, broadly, and deeply. Data for the research is obtained through literature studies, in-depth interviews with "Guru Penggerak," as well as observation and document analysis to support data validity. Data validity is tested through triangulation of data sources and analyzed through three stages: reduction, presentation, and conclusion.	creative, have faith in God Almighty, exhibit noble character, be able to collaborate, embrace global diversity, and demonstrate independence. In addition to their teaching duties, Teacher Movers also serve as coaches and motivators for other teachers in developing creative and innovative student-centered learning. They are expected to be role models and bring positive changes within the educational ecosystem.
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3. DISCUSSION

This study uses 10 journals selected based on the topic of "Guru Penggerak." None of the chosen titles have the same authors, and each title is written by a group of authors, with no titles written by individual authors. Based on the screening criteria, the journals used in this research cover publications from 2020 to 2024. This is because the Teacher Movers program was first implemented by the Ministry of Education and Culture (Kemendikbud) in 2020.

Therefore, selecting journals within this timeframe is expected to provide relevant and up-to-date information on the implementation and development of the program. Citations are references or quotations that allow us to acknowledge the sources cited in our writing. Citations are very useful for verifying the data obtained, so our writing can be accountable and have high credibility. Each journal uses at least five citations, which is important because the more citations a journal has, the more authoritative and trustworthy it becomes. Therefore, adequate use of citations not only enhances the credibility of the authors but also strengthens the validity of the research presented.

The research methods used in the 10 articles vary. However, the majority, 9 out of 10 articles, use qualitative methods. Eight articles employ library research methods, seeking data from various references and literature to describe and draw conclusions. One article uses

interviews as a research instrument, interviewing teachers and students. The final article uses a quantitative method with questionnaires as the instrument, targeting a population of 59 students from grade XI.

This research aims to provide insights into how Teacher Movers can effectively strengthen the Pancasila student profile in the digital era. Additionally, it offers suggestions on how Teacher Movers can use digital technology to support the character development of their students.

3.1 The Importance of the Teacher Movers Program for 21st Century Education

This study highlights the critical role of the Teacher Movers program in developing Indonesian education in the 21st century. The program not only enhances teachers' pedagogical, personal, professional, and social skills but also prepares them to act as leaders in schools. The program is based on the philosophy of progressivism, emphasizing the development of critical thinking, creativity, communication, and collaboration skills to support educational transformation in the digital era. Here is a table of important findings of the Teacher Movers Program for 21st Century Education

Table 2. Teacher Movers Program for 21st Century Education

Aspect	Explanation
Improving Teacher Quality	Teacher Movers improve teacher quality through training in modern pedagogy, classroom management, and educational technology, which positively impacts teacher performance.
Implementation at State Junior High School 2 Semaka Tanggamus	At State Junior High School 2 Semaka Tanggamus, Teacher Movers apply the Pancasila Student Profile-based curriculum and assist other teachers in teaching Pancasila values.
Building Student Character	Teacher Movers create a positive learning environment, encourage collaboration, and serve as role models in developing student character.
Using Technology in Arts Education	Teacher Movers use technology in arts and crafts education and encourage students to think critically and creatively.
Role as Coaches for Other Teachers	Teacher Movers also coach other teachers, develop creative learning, and act as agents of change in the education system.

Improving Teacher Quality and Capacity

The Teacher Movers program focuses on improving teacher quality through training and worksheets. Teachers undergo rigorous training modules focusing on modern pedagogy, classroom management, educational technology, and more. The research findings show that the teacher development program significantly enhances teachers' performance, positively impacting the quality of education in Indonesia.

Implementation at State Junior High School 2 Semaka Tanggamus

Research at State Junior High School 2 Semaka Tanggamus revealed that Teacher Movers effectively apply their roles both inside and outside the classroom. They advance the national curriculum based on the Pancasila Student Profile, integrate Pancasila values into

the classroom, and assist other teachers in engaging in Pancasila teaching. Therefore, Teacher Movers play a key role in shaping Pancasila students.

Building Student Character Resilience

Teacher Movers play a crucial role in building student character resilience. They act as learning leaders who create a positive educational environment, encourage a learning community, and serve as models of good teaching practices for their peers. Additionally, Teacher Movers facilitate constructive discussions and encourage collaboration between teachers and stakeholders both inside and outside the school. These efforts aim to improve the quality of learning and student leadership in schools.

Using Technology in Arts and Crafts Education

In teaching arts and crafts, Teacher Movers demonstrate the ability to manage learning by utilizing available technology. They continually reflect and make improvements to encourage students to achieve academic success independently. This research highlights that in the context of "Merdeka Belajar" (Freedom to Learn), students are expected to develop critical thinking, creativity, faith in God Almighty, noble character, teamwork, global diversity, and independence.

Role as Coaches and Movers for Other Teachers

Besides their teaching duties, Teacher Movers also act as coaches and movers for other teachers. They develop creative and innovative learning centered on students. Teacher Movers also serve as role models and agents of positive change within the educational ecosystem, helping create an environment that supports students' academic and character development.

3.2 Analysis of the Role of Activist Teachers in Strengthening the Profile of Pancasila Students in the Digital Era: A Review Based on Value Education Theory and Islamic Values

This study delves into the pivotal role of the Teacher Movers Program in bolstering the Pancasila student profile within the contemporary digital landscape, highlighting the program's significance in 21st-century education. The Teacher Movers program, initiated by the Ministry of Education and Culture in 2020, represents a strategic endeavor to cultivate educators who can effectively instill the values of Pancasila and leverage digital technology to foster holistic student development (Masayu et al., 2022). The central aim of this research is to elucidate the mechanisms through which Teacher Movers can enhance the Pancasila student profile, specifically focusing on how these educators can harness digital tools to nurture character development among their students. The selection of journals spanning from 2020 to 2024 ensures that the research is grounded in the most current and pertinent information regarding the implementation and evolution of the program (Lestari & Jupriaman, 2024).

The research methodology employed in the reviewed articles predominantly leans towards qualitative approaches, with a significant emphasis on library research (Setiyaningsih & Wiryanto, 2022). Nine out of ten articles adopted qualitative methods, allowing for an in-depth exploration of the nuances and complexities surrounding the Teacher Movers program. Eight articles utilized library research methods, drawing upon a diverse array of references and literature to provide comprehensive descriptions and informed conclusions. One article used interviews as a research instrument, interviewing teachers and students (Mulyati et al., 2024). The remaining article adopted a quantitative approach, employing questionnaires to gather data from a sample of 59 eleventh-grade students. The emphasis on qualitative methods underscores the importance of understanding the subjective experiences and perspectives of educators and students involved in the Teacher Movers program (Hadian et al., 2022). The

convergence of qualitative and quantitative research methodologies facilitates a comprehensive and holistic understanding of the program's impact. The emphasis on qualitative methods underscores the importance of understanding the subjective experiences and perspectives of educators and students involved in the Teacher Movers program (Indriana, 2023).

The Pancasila student profile encompasses a set of competencies that students must possess, including faith and piety to God Almighty, creativity, mutual cooperation, global diversity, critical reasoning, and independence (Yulianaji, 2023). The Teacher Movers program seeks to cultivate educators who embody these values and can effectively transmit them to their students (Ngabiyanto et al., 2022). In the context of English language learning, the integration of the Pancasila Student Profile orientation and a student-centered approach aims to cultivate generations that are self-sufficient, adept at critical, creative, and innovative thinking, socially adept, and capable of effective communication and collaboration (Ferdaus & Novita, 2023). Educators are seen as playing a crucial role in the moral development of students, alongside other influential factors such as family, leadership, community cohesion, media, and governmental support (Noprianto et al., 2022). The integration of these values into the curriculum is essential for producing well-rounded individuals who can contribute meaningfully to society. The qualitative research highlights the potential of the MATATAG Curriculum to foster critical thinking and problem-solving skills among students, emphasizing real-world problem-solving and interactive learning (Saro et al., 2024). Educators face challenges such as resource constraints, increased curriculum demands, and the need for enhanced professional development (Wabingga & Tomakin, 2024). Effective implementation of the curriculum requires appropriate curriculum design and content, teaching and learning enhancement, and implementation and support (Aquino, 2024).

The findings from the selected journals underscore the transformative potential of the Teacher Movers program in shaping the Pancasila student profile. One study highlights the importance of problem-based learning in enhancing student engagement and learning outcomes in Pancasila education, demonstrating the effectiveness of active learning strategies in promoting deeper understanding and critical thinking (Saputro et al., 2023). The need for educators who can serve as role models, foster motivation, and cultivate students' potential and creativity is paramount. The Ministry of Education and Culture has actively promoted the creation of safe learning environments for female students, indicating a commitment to gender equality and inclusivity in education (Gianistika, 2022). The independent curriculum prioritizes freedom of thought and creativity (Nafaida et al., 2023). The curriculum should be designed to ensure a safe and supportive learning environment, free from bullying and discrimination. Teachers as professional educators have a goal to improve the quality of national education and have the ability to realize (Damayanti & Muhroji, 2022). Therefore, it would not be an exaggeration to say that the future of this country is largely determined by the teachers (Safrizal et al., 2022). The results of the study explain the importance of curriculum development in accordance with the needs of students (Supriyoko et al., 2022). Curriculum is the spearhead of education, if the curriculum is not following the demands of the times, education will be left behind (Estrellado, 2024) (Lagbao, 2024). Therefore, curriculum change is a necessity that cannot be avoided in the world of education (Estrellado, 2024).

The challenges associated with curriculum implementation underscore the importance of continuous professional development and robust support systems for educators (Albayati et al., 2024). The curriculum must be continually evaluated and refined to ensure its relevance and effectiveness in meeting the evolving needs of students and society (Azahra, 2024). The evaluation is crucial to ensure that the program has a positive impact on teachers' competencies and creativity, as well as student learning outcomes (Rahmawati, 2023). The program provides teachers with opportunities to enhance their knowledge and skills in curriculum development, assessment, and instructional strategies, ultimately leading to improved teaching practices and

student achievement. The development of the digital world is compelling the public to adapt. One form of adaptation is the ability to use technology in learning (Ayas & Charles, 2024). This ability is needed in the 21st century because the world is entering the era of the industrial revolution 4.0. The Ministry of Education and Culture's efforts to promote digital literacy among educators are commendable. Students can now access interactive simulations, multimedia content, and global databases at their fingertips (-, 2023). The accessibility and diversity in education have risen in rapid technological growth due to digital resources and personalized learning possibilities (Angwaomaodoko, 2023). However, some critics argue that an overemphasis on digital literacy and technology in curriculum design may lead to a neglect of fundamental academic skills such as reading, writing, and numeracy (Ayas & Charles, 2024).

Moreover, the digital era presents both opportunities and challenges for the development of the Pancasila student profile (Cîrneanu & Moldoveanu, 2024). The COVID-19 pandemic accelerated the adoption of digital technologies in education, highlighting the need for schools to enhance their digital capacity and preparedness (Timotheou et al., 2022). The integration of digital technologies is a complex and continuous process that impacts different actors within the school ecosystem (Timotheou et al., 2022). The use of technology has had a very good effect on them, as they are educated to be more active in the learning process, also known as the artificial intelligence era (Dewi et al., 2022). The need to integrate technical guidance, teacher's independent learning, and collaboration between teachers as the basis for developing teacher competence is important (Habibah, 2022). Digital technologies have brought changes to the nature and scope of education and led education systems worldwide to adopt strategies and policies for ICT integration (Timotheou et al., 2022).

The utilization of digital tools and platforms can support character development by providing access to diverse perspectives, promoting collaboration, and fostering creativity (Mhlongo et al., 2023) (Rahmawati & Wolo, 2022). It is also important to note that digital literacy is not only about technical skills but also about critical thinking, ethical awareness, and responsible online behavior. Technology plays a crucial role in skill development for students, facilitating learning, social interaction, play, and collaboration (Navas-Bonilla et al., 2025). To experience meaningful integration of digital and internet technologies, there is a need to understand their pedagogical affordances in education, and to further substantiate the arguments with practical cases (Mhlongo et al., 2023). However, the excessive use of digital technologies can also lead to negative consequences such as social isolation, cyberbullying, and addiction (Wang & Wang, 2023). Thus, digital literacy has become one of the essential skills of the 21st century (Mejías-Acosta et al., 2024). Digital literacy is an individual's awareness, attitude and ability to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, build new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to play a constructive social role (Navas-Bonilla et al., 2025; Nguyen & Habók, 2023; Ruiz-Rojas et al., 2024).

The capacity to access diverse information sources, manage them effectively, and create and share media are key aspects of digital literacy (Koh et al., 2022; Zhang, 2023). Furthermore, it is imperative to adopt new approaches to English language teaching and learning in order to keep pace with technological advancements (Hashim et al., 2023). Teachers also play a crucial role in modeling and promoting responsible digital citizenship, including respect for intellectual property, privacy, and online safety (Nahdi et al., 2022). The most important thing is the teacher's role in teaching children to have ethics in the use of the internet (Budiarti, 2022). The challenge for Teacher Movers is to design and implement innovative pedagogical approaches that leverage digital technology to enhance student engagement, collaboration, and critical thinking (Ntorukiri et al., 2022). Overall, there is growing recognition that students need to develop sound digital literacy skills which allow them to thrive and lead in a digitally enhanced project work environment (Koh et al., 2022). Teachers need to equip

themselves with technical expertise and experience when employing digital technologies in education, while considering ethical considerations (Cao et al., 2023). When teachers are digitally literate, they can deliver lessons more effectively and efficiently (Ángel et al., 2022). Therefore, it is necessary to conduct research related to the competence of teachers in using digital technology (Wallace et al., 2022). Teachers' digital literacy is related to school improvement, educational achievement, and quality education (Hamid et al., 2022).

The teachers are urged to update, enhance, and emulate well-honed skills in front of students (Nguyen & Habók, 2023). The integration of technology into the educational setting has been a subject of contention due to the lack of concrete evidence supporting its effectiveness in enhancing teaching and learning outcomes (Nguyen & Habók, 2023). While the use of digital technology is a valuable and indispensable tool in education, challenges such as insufficient connectivity and digital infrastructure must also be addressed (Cîrneanu & Moldoveanu, 2024; Jung et al., 2024). Overcoming the digital divide and ensuring equitable access to technology and training for all teachers and students are essential steps in realizing the full potential of digital literacy in education. Moreover, factors such as teachers' attitudes, skills in using technology, and access to technology have a significant impact on their digital literacy (Zhang, 2023). Many factors affect the digital literacy of teachers, such as their willingness, optimistic view of technology, knowledge of using technology, and contextual factors (Zhang, 2023). Therefore, providing ongoing professional development and support for teachers is essential to ensure that they are equipped with the skills and knowledge necessary to effectively integrate technology into their teaching practices (Vale & Graven, 2022).

The digital competency of teachers is directly influenced by perceived usefulness and subjective norms, highlighting the importance of demonstrating the practical benefits of technology and fostering a supportive environment for its adoption (Althubyani, 2024). Professional digital competence is vital in the classroom and has become the daily practice of modern teachers (Althubyani, 2024) (Rakisheva & Witt, 2022). Teachers must use existing and emerging digital resources, but must also think about how to enable students to use technology effectively (Chen et al., 2024). In smart education, digital competency plays a significant role in language learning outcomes (Cao et al., 2023). The use of digital technology in the classroom is not without its challenges, and one of the most common issues reported in studies is the lack of students' skills in using these tools (Timotheou et al., 2022). To keep pace with the changing times, it is essential for language educators to enhance their digital competence and incorporate sustainable practices into their language teaching to improve language learning outcomes (Cao et al., 2023). The development of digital competence can improve teachers' professional development (Cao et al., 2023). It is important to foster positive attitudes toward technology, and that digital immigrants and digital natives can support digital-native students in formal language classrooms (Cao et al., 2023). Digital competency is essential for teachers to effectively integrate technology and enhance language teaching (Cao et al., 2023). The use of digital technology can also lead to statistically significant differences in students' performance in literacy skills, reading and writing, favoring the digital environment (Alneyadi et al., 2023). The integration of technology in education necessitates a continuous evaluation of teachers' readiness to adopt digital assessment methods, encompassing their understanding, confidence, feelings, and beliefs regarding the effectiveness of digital assessment (Vy et al., 2022). Digital technology helps students to use language in a variety of ways and bring world issues into the classroom (Rouf, 2022).

4. CONCLUSION

This study emphasizes that the Teacher Movers program is a crucial effort in improving teacher quality and education in Indonesia. Teacher Movers not only enhance their own professional abilities but also make a significant contribution to shaping an excellent

Pancasila Student Profile. Through their roles as learning leaders, coaches, and innovation drivers, Teacher Movers create a lasting positive impact on the education system, ultimately producing students with strong character and 21st-century skills, preparing them to face global challenges. However, this study has several limitations, including the limited number of articles analyzed, with only 10 articles selected from 235 articles found through Google Scholar. Additionally, the methodology used is mostly qualitative, meaning the results obtained rely heavily on the subjective interpretation of the authors of the articles. Time and resource constraints also affected the depth of analysis that could be performed on all relevant articles.

For future research, it is recommended to expand the sample by including more relevant articles and considering a more diverse methodological approach, including the use of quantitative methods to strengthen the existing qualitative findings. Furthermore, future research can delve deeper into the challenges and barriers faced by Teacher Movers in implementing the Pancasila Student Profile in various schools with different conditions. Research should also further assess the impact of technology use in strengthening the Pancasila profile among students and how digital-based education can better optimize character development and 21st-century skills among learners.

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