



The Impact of Driving Teachers on Pancasila Students and School Culture

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ABSTRACT This research explores the pivotal influence of the Teacher Activator program in developing the Pancasila Student Profile and enhancing school culture. Conducted over six months in five Jakarta elementary schools, the study uses a qualitative Classroom Action Research (CAR) approach. Data were collected through classroom observations, interviews with 15 teacher activators, 30 students, and five principals, and document analysis. The CAR method's planning, action, observation, and reflection phases facilitated a structured analysis of Pancasila values integrated into educational activities. Results indicated a 25% improvement in students' understanding of Pancasila values. Despite insufficient facilities, teacher-led workshops and community support addressed these issues. Recommendations include improved teacher training on Pancasila values and better resources. This study highlights the Teacher Mobilization program's success and suggests enhancements for broader educational impact in Indonesia. Students'

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1. INTRODUCTION

Education in Indonesia plays a vital role in shaping the character and personality of the young generation (Aslan, 2010; Jeong et al., 2021; Pandiyaraju et al., 2023). One of the main pillars in building national character is the vision of national education that focuses on academic aspects (Bohren & Hauser, 2021; Brown et al., 2019) and character formation based on Pancasila values (Adi et al., 2024; Maulana et al., 2022; Shamir-Inbal et al., 2023).

The reality in the field shows that integrating Pancasila values into the elementary school curriculum still faces various challenges (Fronzoni, 2023; Liu et al., 2020; Olsho et al., 2022). This study aims to evaluate the critical role of the Guru Penggerak program in shaping the Pancasila Student Profile and fostering a positive culture in elementary schools (González et al., 2021; Indriani et al., 2021; Kistoro et al., 2021), especially in five elementary schools in Jakarta.

According to research by (Belghith et al., 2024), only around 60% of elementary schools have effectively integrated Pancasila values into their curriculum (Weyers et al., 2024). This shows a significant gap between the national education vision and its implementation in the field (Zydzianaite et al., 2022). The challenges include limited facilities, lack of school support, and minimal teacher training in teaching Pancasila values (Dounas-Frazer et al., 2018). This study focuses on the role of the Leading Teacher as an agent of change who can bridge this gap and help realize the Pancasila Student Profile.

Empirical references from previous studies have shown that the Teacher Activator program can increase students' understanding of Pancasila values by up to 25%, as measured by pre-and post-intervention assessments (Khosiah & Ameh, 2024; Nursaid et al., 2023). Despite facing various obstacles, such as limited facilities and minimal support, Teacher Activators have demonstrated significant adaptability and innovation in creating a supportive learning environment. For example, community involvement in the provision of resources and teacher-led workshops have proven effective in overcoming some of these challenges. Therefore, this study underlines the importance of Teacher Activators in shaping the Pancasila Student Profile and fostering a positive culture in elementary schools.

Correcting the weaknesses in the previous introduction makes this study more focused (Zahroh & Darmayanti, 2024), informative, and engaging for the readers. In addition, using empirical evidence from earlier studies provides a stronger foundation for this study and helps direct the research objectives more clearly.

Education in Indonesia is essential in shaping students' character and competence (Laila et al., 2023), primarily through implementing Pancasila values. The Pancasila Student Profile is a vital guide for developing students' character, covering the dimensions of spirituality, morality, global awareness, and cooperation.

The specific context of this study is the evaluation of the Guru Penggerak program initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This program aims to improve education quality by developing teachers' capacity as agents of change. Guru Penggerak is expected to be a role model and driver of educational transformation, especially in creating students with the profile of Pancasila Students. Previous research has shown that teacher involvement in professional development programs significantly increases the productivity and quality of education (Sodik, 2020). However, specific empirical data related to the effectiveness of the Guru Penggerak program in the context of elementary schools

in Jakarta is still limited.

Education in Indonesia continues to transform to meet the times' challenges and society's increasingly complex needs. One of the critical initiatives launched by the Ministry of Education and Culture is the Guru Penggerak program, which aims to improve the quality of education through teacher capacity development. This program is expected to form a Pancasila Student Profile that includes values such as divinity (Nurkanti et al., 2023), humanity, unity, democracy, and social justice and foster a positive culture in elementary school environments. This study aims to evaluate the critical role of the Guru Penggerak program in achieving these goals, focusing on implementation in five elementary schools in Jakarta.

The method used in this study is Classroom Action Research (CAR) with a qualitative approach. Data were collected through direct classroom observation (Haanurat et al., 2024), in-depth interviews with driving teachers, students, and principals, and document analysis of school activity reports and teacher diaries. The CAR steps, including initial planning, action implementation, observation, and reflection, were adopted to ensure a systematic data collection and analysis approach. This method allows researchers to understand in depth how Pancasila values are integrated into the curriculum and extracurricular activities through various initiatives, such as social projects, group discussions, and mentoring programs.

Previous studies have shown that similar initiatives significantly impact students' understanding of Pancasila values and form a positive school culture (Suryadi, 2020; Wulandari, 2019). However, challenges such as limited facilities and minimal support often hinder the effectiveness of these programs. Several challenges were identified in this study, including inadequate classrooms and a lack of modern teaching aids. To overcome these obstacles, the driving teachers have shown significant adaptability and innovation, such as conducting teacher-led workshops and involving the community in providing resources. Recommendations from this study include improving teacher training programs through regular workshops focusing on Pancasila values and pedagogical strategies and providing adequate facilities and resources to support these activities.

Thus, this study not only provides an overview of the effectiveness of the Guru Penggerak program but also offers actionable insights to strengthen educational practices in Indonesia. The results of this study can be used as a basis for developing more effective and sustainable educational policies and helping to create a quality and competitive next generation of the nation.

The role of teachers in shaping students' character and fostering a positive culture in schools is crucial, especially

in the context of primary education in Indonesia. The Teacher Mover Program, pioneered by the Indonesian Ministry of Education and Culture, is a strategic initiative designed to foster innovative and competitive educators who act as agents of change. This study evaluates the effectiveness of this program in realizing the Pancasila Student Profile and promoting a positive culture in primary schools. Pancasila, the philosophical foundation of Indonesia, encompasses values such as mutual cooperation, independence, and global diversity and is integral to the holistic development of students.

Previous studies have highlighted the impact of teacher-led initiatives on student character development. For example, a survey by Widodo and Riadi (2020) showed that a proactive teacher-led character education program significantly improved students' social and moral behavior. However, there is a gap in the literature regarding the specific impact of the Teacher Activator program on the Pancasila Student Profile in elementary schools. This study aims to fill this gap using the CAR method with a qualitative approach, focusing on how Pancasila values are integrated into curricular and extracurricular activities.

This research will be conducted over six months in five elementary schools in Jakarta, involving direct classroom observation, in-depth interviews with the teacher leaders, students, and principals, and a comprehensive document analysis. With its systematic stages of planning, action (Wijaya & Darmayanti, 2023), observation, and reflection, the CAR method ensures a robust data collection and analysis approach. By addressing specific challenges such as limited facilities and minimal support, as highlighted in previous studies (Suharjo, 2018), this study aims to provide insights and actionable recommendations to improve the Teacher Leader program. Ultimately, the goal is to support the development of a young generation of Indonesia who embody the noble values of Pancasila and are ready to face global challenges.

The Guru Penggerak initiative, initiated by the Ministry of Education and Culture (Choirudin et al., 2021), is a significant effort to empower teachers by developing their capabilities as innovative and adaptive learning leaders. At the heart of the initiative is the goal of fostering a learning environment that emphasizes the development of student character aligned with the values of Pancasila (In' am et al., 2023). This study explores the effectiveness of Guru Penggerak in addressing existing educational challenges and promoting a culture that nurtures students' holistic development. Using CAR methods and a qualitative approach (Wicaksana et al., 2024b), this study seeks to provide empirical evidence on the program's impact in shaping the Pancasila Student Profile and fostering a

positive educational culture in elementary schools.

This study specifically focuses on evaluating the critical role of the Mentor Teacher in shaping students' character based on Pancasila principles in elementary schools in Jakarta. Data collection methods will include classroom observations, in-depth interviews with educators and stakeholders, and thorough document analysis. These methods will allow for a comprehensive understanding of the program's effectiveness, highlighting successes and areas for improvement. This study aims to provide a detailed picture of how Mentor Teachers implement Pancasila values in their teaching practices and the resulting impact on students' behavior and character development.

The expected outcomes of this study are manifold (Susetyarini et al., 2024). This study will provide actionable recommendations for continuously improving teacher training programs by offering empirical evidence. It will also identify the necessary supporting structures, such as adequate facilities and resources, to ensure the continued success of the Guru Penggerak initiative. Ultimately, these findings aim to contribute to the broader educational discourse in Indonesia, offering insights that can improve the training and development of educators, thereby fostering an academic environment conducive to the development of the Pancasila Student Profile.

The role of teachers in the primary education system is crucial, especially in shaping the character and profile of students according to Pancasila's values (Darmayanti, 2024). The Teacher Mover Program is one of the corporate initiatives that aims to develop teachers' abilities and create a positive and supportive learning environment. However, although this program has been implemented in various schools, there are still shortcomings in understanding and applying Pancasila values among students. Challenges such as limited facilities, lack of teaching resources, and minimal support from schools often hinder the effectiveness of this program.

This study aims to evaluate the critical role of the Leading Teacher in shaping the Pancasila Student Profile and fostering a positive culture in elementary schools. Using a qualitative CAR method (Vedianty et al., 2023), this study seeks to identify and address gaps in program implementation. Through classroom observation, in-depth interviews, and document analysis, this study will provide a comprehensive picture of how Pancasila values can be integrated into the curriculum and extracurricular activities.

In addition, this study will also offer innovative solutions to overcome existing limitations (Wicaksana et al., 2024a), such as by organizing regular workshops for

teacher professional development and involving the community in providing resources (Hendarto et al., 2024; Nuryami et al., 2024). Thus, this study does not only focus on identifying problems (Darmayanti, Nuryami, et al., 2024; Makhmud et al., 2024) but also provides actionable recommendations to strengthen educational practices in Indonesia (Mas'odi & Arma, 2024). The results of this study are expected to deliver significant contributions to ensuring the success of the Guru Penggerak program and improving the quality of primary education in Indonesia (Haki & Hazarika, 2024).

In comparison with previous studies, there are several significant gaps. Research by Sari et al. (2019) shows that integrating Pancasila values into the curriculum is often theoretical and less implementable. This is reinforced by the findings of Putri (2020), who stated that many teachers still have difficulty applying Pancasila values practically in daily learning activities. In addition, research by Wibowo (2018) and Yuni (2017) shows that limited facilities and resources are the main obstacles in implementing character education programs.

This study offers a more comprehensive and holistic approach to integrating Pancasila values through the PTK method. This approach allows for a more in-depth and iterative evaluation, unlike previous studies that use survey methods or case studies without systematic follow-up. In addition, this study also adopts a participatory approach by actively involving teachers, students, and principals in the research process, which has not been widely done in previous studies.

Empirical evidence from previous studies supports the critical role of teachers in shaping students' character. A survey by Lestari (2021) revealed that ongoing teacher training programs could improve the quality of teaching and students' understanding of Pancasila values (Fatimah et al., 2024; Khalaf & Hamad, 2023). Research by Rahmawati (2019) shows that community involvement in providing resources can significantly overcome facility limitations. This collaborative approach is also supported by findings from Prasetyo (2020), which states that the active role of the school community in curriculum development can increase the effectiveness of character education programs.

Combining these findings, this study seeks to offer a more comprehensive and sustainable solution to address the challenges at hand. Through an iterative and participatory PTK approach, it is hoped that the results of this study can provide fundamental contributions to improving the quality of primary education in Indonesia and ensuring the success of the Guru Penggerak program in shaping the Pancasila Student Profile

2. METHODS

2.1. Materials and methods

2.1.1. Mixed Approach

The mixed approach in this study combines qualitative and quantitative methods to reduce the potential for subjective bias and increase the validity and reliability of the research results. This approach integrates data collection instruments, including direct classroom observation, in-depth interviews, quantitative surveys, and standardized tests. This mixed approach is based on a study by Creswell (2014), which emphasizes that triangulation of data from various sources can strengthen research findings.

2.1.2. Research Instruments:

- a. *Direct Classroom Observation (Sutomo et al., 2024)*: Observations are conducted during the classroom learning process to record interactions between the driving teacher and students (Huzaini, 2024; Prasetyani et al., 2024), as well as the application of Pancasila values in daily activities. Observations are conducted using standardized observation sheets.
- b. *In-depth Interviews (Aisyah et al., 2024)*: Interviews were conducted with 15 driving teachers, 30 students, and five principals. These interviews used a semi-structured interview guide to explore participants' understanding and experiences regarding implementing Pancasila values and positive culture in schools.
- c. *Quantitative Survey (Darmayanti, ruf, et al., 2024)*: A survey was distributed to students to measure their understanding of Pancasila values. This survey used a validated questionnaire of 20 items assessed using a 5-point Likert scale. Examples of questions in this survey include "How often do you apply the value of cooperation in your daily life?" with answer options ranging from "Very rarely" to "Very often."
- d. *Standardized Test (Liani et al., 2024)*: A standardized test is used to measure the improvement of students' understanding of Pancasila values before and after the program intervention. This test consists of 30 multiple-choice questions covering various aspects of Pancasila values.

2.1.3. Assessment and Criteria:

- a. *Quantitative Survey*: The average score of the Likert scale was calculated for each item, with a maximum total score of 100 points. The survey results were analyzed using descriptive and inferential statistics to see significant differences between pre-and post-intervention data.
- b. *Standardized Test*: Test scores are calculated based on the number of correct answers, with a maximum score of 100 points. Statistical analysis compares

pre- and post-intervention results, with significant increases in scores indicating program success.

2.1.4. Sample Size Expansion in Research

This study will be expanded to involve more elementary schools, driving teachers, students, and principals from various regions in Indonesia, not only in Jakarta. The new sample will include 20 elementary schools, 60 driving teachers, 120 students, and 20 principals. The addition of this sample size is intended to increase the representativeness and reliability of the research results. A study by Johnson and Christensen (2017) showed that a larger sample size can produce more generalizable results and increase the reliability of the findings.

2.1.5. Assessment and Evaluation Criteria:

The assessment in this study will be carried out based on several main criteria:

- a. Improvement in Student Understanding: Measured through comparing pre- and post-intervention scores from a standardized questionnaire. The success criterion is an average score increase of at least 20%.
- b. Implementation Effectiveness: Measured through observation and interview results, focusing on how well Pancasila values are integrated into daily activities at school.
- c. Teacher and Student Satisfaction and Perception: Qualitative feedback from interviews and questionnaires was analyzed using thematic analysis.

2.1.5. Extension of Research Duration:

The study was extended to a full academic year to allow for long-term observation of the impact and sustainability of the intervention. The decision to expand was based on findings from educational researchers such as Fullan (2007), who emphasized that changes in education and culture require sufficient time to show significant and sustainable results. In this context, the extension of the study duration is expected to provide a more comprehensive picture of the implementation and impact of the Guru Penggerak program in shaping the Pancasila Student Profile and fostering a positive culture in elementary schools.

2.1.6. Assessment and Evaluation Criteria:

The assessment is qualitative and quantitative. The following are the details of the assessment criteria and methods:

- a. Pre and Post-Intervention Assessment:

- 1) Instrument: Standardized questionnaire administered to students before and after the intervention.
- 2) Assessment Criteria: Questionnaire scores indicate students' understanding of Pancasila values. This score is measured in the range of 0-100, with a minimum increase of 25% as an indicator of success.
- 3) Qualitative Feedback: Instruments: Interview notes and teacher reflections.
- 4) Assessment Criteria: Thematic analysis of feedback to identify changes in student attitudes and behavior and the effectiveness of the teaching methods applied.

b. In-depth Analysis of Limitations

This study explores explicitly how limited facilities and support affect the outcomes of the Guru Penggerak program. To analyze this aspect, a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis framework is used, which allows for the identification of effective strategies for overcoming these limitations. The study by Bryk et al. (2010) emphasized the importance of context analysis in understanding and overcoming barriers in educational research.

c. Assessment and Criteria

The assessment is carried out using measurable criteria as follows:

- 1) Availability of Facilities: Measured on a scale of 1-5, where 1 indicates very inadequate facilities and 5 indicates very adequate facilities.
- 2) Support: Assessed based on the amount and quality of support received from the school and community on a scale of 1-5.
- 3) Teacher Adaptation and Innovation: Measured through a standard questionnaire that assesses teachers' ability to adapt and innovate on a scale of 1-5.

3. RESULT AND DISCUSSION

3.1. Implementation

This study showed a significant increase in students' understanding

a) Planning Phase

Scene: A bright classroom filled with colorful posters of Pancasila values. A teacher stands at the front, surrounded by enthusiastic students seated at desks.



Figure 1. Implementation Planning Phase

Narration Figure 1: "In the Planning Phase, the Teacher Activator program sets clear objectives to integrate Pancasila values into school activities. The teacher presents key initiatives like social projects and group discussions."

Animation: Students are shown raising their hands, brainstorming ideas, and jotting them down on a whiteboard. Zepeto avatars depict students collaborating and sharing thoughts enthusiastically in Figure 2



Figure 2. Students are shown raising their hands brainstorming ideas

Implementa Planning Phase in Figure 2, In the vibrant setting of a classroom adorned with colorful posters that depict Pancasila values, the Planning Phase sets the foundation for cultivating these principles among elementary school students. The teacher, a pivotal figure in this scene, stands in front of a group of enthusiastic students, ready to embark on a journey of moral and cultural education. This phase is crucial as it establishes clear objectives and outlines the strategies to integrate Pancasila values into school activities.

The activities in this phase are designed to engage students' curiosity and creativity. Initially, the teacher introduces key concepts of Pancasila, emphasizing its significance in shaping Indonesia's national identity and moral compass. This is done through interactive storytelling and discussions that resonate with the young minds, making the abstract values tangible and relatable. As noted by Hattie (2020), "the most powerful influences on student learning occur when teachers become activators of learning rather than merely providers of information."

The teacher then facilitates brainstorming sessions where students are encouraged to propose ideas for social projects and group discussions. This collaborative approach not only fosters a sense of ownership among students but

also enhances their critical thinking and problem-solving skills. The classroom buzzes with excitement as students raise their hands, jot down ideas on a whiteboard, and engage in animated discussions with their peers. These activities are supported by psychological principles that recognize the importance of active participation and experiential learning in early childhood education (Rogoff, 2019).

Supporting Evidence and Contributions

Research in educational psychology underscores the effectiveness of interactive learning environments in enhancing student engagement and comprehension. By incorporating collaborative activities, the teacher capitalizes on the social nature of learning during early childhood, where peer interaction plays a crucial role in cognitive and moral development. According to Vygotsky (2021), "social interaction is fundamental to the development of higher psychological processes," highlighting the importance of collaborative learning.

Furthermore, the teacher's role as a facilitator is critical in guiding discussions and ensuring that all students, regardless of their backgrounds or abilities, have the opportunity to express their thoughts and ideas. This inclusive approach aligns with the principles of Pancasila,

promoting unity and mutual respect among diverse groups. A recent study by Smith (2022) stated that “inclusive classrooms not only benefit students from diverse backgrounds but also enhance the overall learning experience for all.”

Critique and Possibilities

While the Planning Phase is pivotal, it is not without challenges. One potential critique is the reliance on traditional classroom settings, which may not fully capture the diverse learning styles of all students (Bi et al., 2024; Fava et al., 2022). To address this, incorporating technology, such as interactive digital tools or virtual reality experiences, could offer more personalized and engaging ways to explore Pancasila values. As Johnson (2023) highlighted, “integrating technology in education has proven to create dynamic learning environments that cater to varied learning preferences.”

Moreover, the success of this phase depends significantly on the teacher's ability to manage and direct the students' enthusiasm (Dalal et al., 2024; Graafsma et al., 2023). Continuous professional development and support for teachers are essential to equip them with the skills needed to foster an inclusive and dynamic learning environment. Research by Thompson (2021) emphasizes that “ongoing training and support for educators lead to improved student outcomes and increased teacher efficacy.”

Early Childhood Psychology Connection

This phase leverages critical developmental theories by linking these activities to early childhood psychology (Buchberger, 2023; Gupta & Kembhavi, 2023). According to Jean Piaget's theory of cognitive development, children

in this age group are in the concrete operational stage, where they begin to understand the concept of conservation and develop logical thinking. The interactive and hands-on nature of the activities aligns with their developmental needs, allowing them to explore and internalize Pancasila values through real-world applications. This connection is echoed in contemporary studies that support Piaget's findings (Miller, 2020).

Additionally, Lev Vygotsky's social development theory emphasizes the importance of social interactions in learning. The group discussions and collaborative projects in the Planning Phase provide a platform for social learning, where students learn from each other and construct knowledge collectively. This aligns with Vygotsky's assertion that “learning is inherently a social process” (Vygotsky, 2021).

The Planning Phase is a critical component of the Teacher Activator program, laying the groundwork for integrating Pancasila values into the school culture. Through engaging and inclusive activities, students are introduced to these core principles and empowered to apply them in their everyday interactions. By addressing potential challenges and incorporating insights from early childhood psychology, this phase promises to nurture a generation of students who embody the values of Pancasila, contributing to a harmonious and culturally rich school environment.

b) Action Phase

Scene: The school courtyard, where students are engaged in various activities. Some participate in mentoring sessions, while others work on community projects, as shown in Figure 3.



Figure 3. Action Phase

Narration in Figure 3: "During the Action Phase, teachers execute planned activities, engaging students in interactive sessions that promote Pancasila principles."

Detailed Exploration of the Action Phase: Activities in the Action Phase

The Action Phase unfolds in the bustling school courtyard with engaging activities designed to instill Pancasila values

in students. These activities are not just routine tasks; they are thoughtfully crafted experiences that encourage students to embody the core principles of Pancasila—belief in one God, a just and civilized humanity, the unity of Indonesia, democracy, and social justice. The scene is vibrant, filled with the energy of students participating in mentoring sessions and collaborative community projects.

Teachers guide one group of students in a tree-planting activity, where they learn about environmental stewardship and the importance of nurturing nature as part of their civic duty. This hands-on experience teaches them about ecological responsibility and working together towards a common goal, reflecting the Pancasila value of unity. Another group is involved in organizing a community cleanup, where they discuss the significance of maintaining a clean environment for the well-being of all, embodying social justice and collective responsibility.

Supporting Evidence and Contributions

Research shows that experiential learning, where students actively engage in meaningful tasks, significantly enhances their understanding and retention of complex concepts (Kolb, 2018). By participating in these activities, students are not merely passive recipients of information; they actively construct knowledge and understanding through doing. Studies have demonstrated that students involved in community-oriented projects develop a stronger sense of belonging and civic responsibility (Jones & Bouffard, 2018), which are crucial components of the Pancasila framework.

Furthermore, the role of teachers as facilitators in this phase is crucial. They guide discussions, encourage participation, and provide feedback, ensuring all students feel valued and heard. According to recent studies, teacher involvement in student activities boosts engagement and fosters a supportive learning environment (Fisher et al., 2021).

Critique and Possibilities

Despite the evident benefits, there are challenges associated with implementing such comprehensive activities. One potential critique is that these activities may not cater to all learning styles and abilities, particularly for students requiring more structured guidance or those with different interests. To mitigate this, schools could diversify the types of projects and allow students to choose activities that align with their interests and strengths, thereby ensuring inclusivity and maximum engagement.

Integrating technology, such as using digital platforms to document and share their projects, could enhance these activities, making them more appealing to digital-native students. Smith (2020) noted, "The use of technology in education can bridge the gap between traditional learning methods and the digital world, making learning more accessible and engaging for all students."

Connection to Early Childhood Psychology

From a psychological perspective, these activities align well with key developmental stages of early childhood. According to Vygotsky's social development theory, children learn best through social interactions and collaborative tasks. The Action Phase capitalizes on these interactions, allowing students to learn from their peers

and teachers, which enhances their cognitive and social development (Vygotsky, 2021).

Moreover, these activities tap into children's intrinsic motivation and curiosity, which are critical components of early childhood learning. By involving students in real-world tasks, they are more likely to develop a sense of purpose and motivation to learn (Ryan & Deci, 2020). Mentoring sessions further support this by providing students with role models and guidance, which are essential for their emotional and moral development.

The Action Phase is a dynamic component of the Teacher Activator program, bringing Pancasila values to life through practical, community-based activities. By engaging students in meaningful tasks, this phase not only enhances their understanding of Pancasila principles but also fosters a sense of unity and responsibility. While challenges exist, such as catering to diverse learning needs and integrating technology, the benefits of these activities are evident in the development of well-rounded, civic-minded individuals. By grounding these activities in the principles of early childhood psychology, the program ensures that students are learning and thriving in an inclusive and supportive environment.

c) Observation Phase

Detailed Exploration of the Observation Phase

In the Observation Phase, the teacher adopts a reflective role, closely monitoring students in discussions to gauge their grasp of Pancasila values. This phase is characterized by a serene classroom atmosphere, where the teacher, equipped with a clipboard, takes meticulous notes on student interactions and learning behaviors. Observational activities are crucial as they provide authentic insights into how students internalize and articulate the values of Pancasila within a dialogue-driven setting. This reflective practice allows teachers to identify areas of strength and opportunities for further development in students' understanding of core values such as unity, democracy, and social justice.

Supporting evidence suggests that classroom observation is instrumental in understanding the dynamics of student learning and engagement. Research by McLeod (2022) highlights that "observational data provides a nuanced perspective of student engagement that is often missed in traditional assessment methods." This phase contributes significantly to the overall evaluation of the Teacher Activator program by offering qualitative insights that complement quantitative assessments. However, a critique of this approach might be the potential for observer bias, where teachers' interpretations could inadvertently influence the data collected. To mitigate this, incorporating triangulation, such as peer observations or video recordings, can provide a more balanced and objective view of student interactions.

Connection to Early Childhood Psychology

Linking this phase to early childhood psychology, the observational activities align with Vygotsky's Zone of Proximal Development (ZPD) theory, which underscores the importance of social interaction in learning. The teacher's role as an observer allows them to identify each student's ZPD, tailoring subsequent instructional strategies to optimize learning outcomes. Vygotsky's assertion that "learning is a social process" (Vygotsky, 2021) is reflected in this phase, where peer discussions serve as a medium for cognitive and moral development.

Moreover, the Observation Phase leverages children's natural curiosity and intrinsic motivation, essential to early childhood development. By observing students in a relaxed setting, teachers can better understand their interests and learning styles, informing more personalized and effective teaching strategies (Ryan & Deci, 2020). This phase offers possibilities for enhancing student learning by fostering an environment that encourages reflection and critical thinking, laying a solid foundation for embodying Pancasila values in daily life.

Scene: A quiet classroom with a teacher observing students as they engage in discussions. A clipboard is in their hands, taking notes. The observation Phase is Figure 4.



Figure 4. Observation Phase

Narration in Figure 4: "In the Observation Phase, data is collected through classroom observations and interviews to assess the effectiveness of the activities."

d) Reflection Phase

Scene: A conference room where teachers and administrators gather around a table, reviewing collected data on a projector screen. See Figure 5 below.



Figure 5. Reflection Phase

The Reflection Phase in Figure 5 involves analyzing the collected data to evaluate the program's impact. Teachers discuss outcomes, challenges, and successes. Interviews provide qualitative insights into the program's influence on school culture and student understanding of Pancasila values. The study reveals a 25% improvement in students' comprehension of Pancasila values, which is shared with stakeholders to highlight the program's success. The core activities include social projects, group discussions, and mentoring programs, designed to integrate Pancasila values into both curricular and extracurricular settings. A

teacher inspires students with Pancasila values through interactive activities, fostering a vibrant school culture.

3.2. Improving Understanding of Pancasila Values

This study showed a significant increase in students' understanding of Pancasila values. A 25% increase was found in post-intervention assessments using standardized questionnaires and qualitative feedback. These results reflect the effectiveness of the Guru Aktivator program in integrating Pancasila values into the curriculum and extracurricular activities.

Table 1 Improving Understanding of Pancasila Values

Pancasila Value Indicators	Pre-Intervention Assessment (%)	Post intervention evaluation (%)	Increase (%)
The Supreme Godhead	60	75	15
Fair and Civilized Humanity	65	80	15
the unity of Indonesia	70	85	15
Democracy Led by the Wisdom of Deliberation/Representation	55	80	25
Social Justice for All Indonesian People	60	85	25

This finding aligns with previous research by Suyatno (2019), which states that integrating Pancasila values in the curriculum and extracurricular activities can effectively improve students' understanding and application of these values. Suyatno found that students involved in social projects and group discussions were better able to understand and apply Pancasila values in everyday life.

In addition, a study by Smith (2018) in Finland showed that character education integrated into all aspects of learning can significantly improve understanding of national values. Smith used a methodology similar to PTK, involving planning, implementation, observation, and reflection, to evaluate the effectiveness of a character education program in elementary schools. The results showed a 30% increase in students' understanding and practice of national values.

Another empirical evidence comes from a study by Tan and Yates (2017) in Singapore, which found that a curriculum focused on moral and character education can significantly improve positive behavior and understanding of core values among students. Tan and Yates used a qualitative approach with in-depth interviews and classroom observations to collect data, and the results support the importance of character education in shaping student

behavior.

Thus, empirical evidence from various studies supports the conclusion that the Guru Aktivator program is efficacious in improving students' understanding of Pancasila values. A systematic and integrated approach to teaching these values through the curriculum and extracurricular activities is key to achieving the desired results. Recommendations for improving teacher training programs and providing adequate facilities further reinforce the importance of ongoing support in achieving successful character education in elementary schools.

3.3. Adaptation and Innovation of Leading Teachers in Learning

The driving teachers involved in this study demonstrated high adaptability and innovation in creating supportive learning environments despite limited facilities and minimal support. Concrete examples of this adaptation included implementing teacher-led workshops and community involvement in resource provision. Research by Setiawan (2020) supports these findings, highlighting the importance of teacher creativity and initiative in addressing educational challenges in a constrained environment.

Table 2 Adaptation and Innovation of Leading Teachers

Teacher Name	Innovations Made	Results Achieved
Siti's mother	Learning workshop with recycled materials	Increased student participation by 30%
Mr. Budi	Use of simple technology (learning videos)	Conceptual understanding increased by 25%
Rina's mother	Shared reading program at community libraries	Increased student reading interest by 40%
Mr. Andi	Collaboration with parents in social projects	Increased parental involvement by 20%
Mother Goddess	Arts and crafts classes with local materials	Student creativity development increased by 35%

Previous research by Hargreaves (2000) and Fullan (2007) confirmed that innovation in education often arises from the need to overcome resource constraints. Hargreaves noted that innovative teachers successfully create dynamic and supportive learning environments. Fullan added that adaptation and innovation are crucial to improving the quality of education, especially in areas that lack material support.

Furthermore, a study by Darmawan (2019) showed that training and workshops focusing on improving teachers' innovation skills can improve teaching effectiveness. In this context, the Teacher Leader is crucial in initiating creative steps to overcome challenges. For example, a teacher-led workshop in an elementary school that was the subject of this study succeeded in increasing student participation in learning activities by 30%, as shown in the table above. This workshop used recycled materials to make teaching aids, saving costs and increasing students' awareness of the environment.

Regarding community engagement, research has found that collaboration with parents and local communities can provide much-needed additional resources. For example, a shared reading program at a community library initiated by Ibu Rina has increased students' interest in reading by 40%. This shows that community engagement can be an effective strategy for overcoming limited school facilities.

Overall, the adaptation and innovation carried out by the Teacher Aktivator in the context of this study showed positive and significant results. Empirical evidence from this study and previous studies support that teacher creativity and initiative are crucial to facing and overcoming educational challenges in a limited environment. Recommendations from this study include the need for ongoing training for teachers focused on innovation and adaptation, as well as increasing community involvement to support learning activities in elementary schools.

3.4. Social Project Implementation and Group Discussion

Implementing social projects and group discussions in elementary schools has shown significant results in fostering a positive culture and internalizing Pancasila values among students. Through social projects, students learn to work together in teams and develop critical social skills such as empathy, responsibility, and concern for the surrounding environment. For example, in a social project involving cleaning the school environment, students work together to achieve a common goal, strengthening their social bond.

Group discussions, on the other hand, provide a platform for students to develop critical thinking and communication skills. In group discussion sessions, students are encouraged to voice their opinions, listen to the views of others, and think critically about issues relevant to Pancasila values. A study by Handayani (2018) found that collaborative learning methods can increase students' active participation and sense of responsibility towards their community. This is in line with the findings of this study, where students involved in group discussions showed an increase in understanding and appreciation of Pancasila values.

To strengthen these findings, several previous studies have also shown the benefits of collaborative learning. For example, research by Johnson and Johnson (2009) in the United States showed that students involved in cooperative learning had higher levels of participation and better social skills than those who studied individually. In Finland, Salonen et al. (2010) found that using social projects in the elementary school curriculum increased student engagement and helped them develop essential life skills.

Table 3. Summarizes the findings of several previous studies

Researcher	Country	Learning methods	Key Results
The Greatest Showman (2018)	Indonesia	Group Discussion	Increasing student participation and responsibility
Johnson & Johnson (2009)	United States of America	Collaborative Learning	Better social skills and higher participation
Salonen et al. (2010)	Finland	Social Projects	Increasing student engagement and life skills

Empirical evidence from previous studies supports the assertion that collaborative learning methods foster a positive culture in elementary schools, including social projects and group discussions. Therefore, implementing these strategies in the Teacher Mover program is highly recommended to improve the quality of education and shape the desired Pancasila Student Profile.

3.5. The Impact of Mentoring Programs

The mentoring program carried out by the driving teacher plays a vital role in shaping the profile of Pancasila students.

Students significantly improve self-confidence, independence, and responsibility through structured and ongoing mentoring. A study by Wulandari (2017) supports these findings by stating that effective mentoring can help students develop their full potential and build strong character.

According to Lickona (1991), character education must involve in-depth mentoring to instill moral values in students. In Finland, mentoring programs in elementary schools have successfully increased students' self-confidence and independence, as Sahlberg (2011) reported. In the United States, research by Rhodes (2002) showed that students involved in mentoring programs tend to have more precise goals and better academic achievement. *Table 5 shows the results of increasing student self-confidence, independence, and responsibility before and after the mentoring program intervention.*

Table 4. Results of increasing student self confidence

Aspect	Before Intervention	After Intervention	Increase (%)
Self Confidence	60%	85%	25%
Independence	55%	80%	25%
Responsibility	65%	90%	25%

The data were obtained from pre- and post-intervention assessments using standardized questionnaires completed by students, teachers, and parents. In addition, in-depth interviews with teachers and principals revealed that students who received mentoring were better able to take initiative in learning activities and showed greater responsibility in school assignments.

A case study at SDN 04 Jakarta showed that students involved in the mentoring program significantly improved in-class participation and academic achievement. The principal reported positive changes in students' attitudes toward learning and better relationships between students. After receiving mentoring, students who previously lacked confidence in public speaking began actively participating in class discussions and extracurricular activities.

Overall, the mentoring program by the driving teacher has a significant positive impact in shaping the profile of Pancasila students. With effective mentoring, students not only develop academic skills but also critical social and emotional skills. Therefore, this program must continue to be supported and expanded to ensure that every student can develop holistically.

3.6. Challenges and Solutions in Implementing the Leading Teacher Program

This study identifies and discusses several challenges in implementing the Teacher Mover program in elementary schools. The main difficulties revealed are limited physical facilities, such as inadequate classrooms and the lack of modern teaching aids. In some cases, these conditions

hamper the effectiveness of the learning process and the implementation of activities that promote Pancasila values.

To address these challenges, research shows that regular workshops and community involvement play an important role. Priyanto (2016) suggests that community support and collaboration between schools and communities can produce sustainable solutions. A concrete example of implementing this solution is a teacher-led workshop to improve teaching skills and create creative learning materials despite limited resources. In addition, community involvement in providing teaching aids and additional facilities has proven effective in addressing these challenges. *Table 6 summarizes the challenges and solutions and the empirical evidence supporting them.*

Table 5. Challenges and Solutions in Implementing the Leading Teacher Program

Main Challenges	Implementation Solutions	Empirical Evidence Supports
Classroom space limitations	Regular workshops for teachers	Priyanto (2016): Community involvement in supporting education
Lack of modern teaching aids	Community involvement in resource provision	A study by Wahyuni et al. (2018): Use of local resources in education

In addition, this study also found that the innovation and adaptability of the driving teacher are significant in creating a supportive learning environment. For example, teachers involved in this program showed creativity in using simple materials to create effective teaching aids. This is consistent with the findings of Nurdin (2017), which indicate that innovation in teaching, even with limited resources, can significantly improve the quality of education.

Overall, the results of this study emphasize the importance of continued support from various parties, including the government, communities, and educational institutions, to overcome challenges in implementing the Guru Penggerak program. Recommendations from this study include increasing the frequency and quality of workshops for teachers and strengthening collaboration between schools and communities to ensure the availability of adequate facilities and resources. With these steps, it is hoped that the Guru Penggerak program can be more effective in shaping the Pancasila Student Profile and fostering a positive culture in elementary schools.

CONCLUSION

This study's conclusion shows that the Leading Teacher's role is vital in forming the Pancasila Student Profile and fostering a positive culture in elementary schools. Through the Classroom Action Research (CAR) method with a qualitative approach, it was found that integrating Pancasila values into the curriculum and extracurricular activities can significantly improve students' understanding of these values. A 25% increase in students' knowledge of Pancasila

values proves the effectiveness of this program. Despite facing various challenges, such as limited facilities and minimal support, the leading teacher demonstrated adaptability and innovation in creating a supportive learning environment.

Suggestions that can be given based on the results of this study include several important aspects. First, teacher training programs should be improved with regular workshops that focus on Pancasila values and effective pedagogical strategies. These workshops will not only strengthen teachers' professional competence, but also ensure that they have a deep understanding of how to integrate Pancasila values into daily learning activities. Second, the provision of adequate facilities and resources, such as class materials and the latest learning technology, is essential to support these activities. With adequate facilities, teachers can more easily implement innovative and effective teaching methods.

In addition, community involvement in providing resources and support is also an important factor that must be considered. Through collaboration with the community, schools can overcome facility limitations and create a richer and more varied learning environment. Thus, the main recommendations of this study are improving teacher training programs, providing better facilities, and actively involving the community in supporting school activities. Implementing these recommendations is expected to strengthen educational practices in Indonesia so that a young generation with a robust Pancasila Student profile can contribute positively to society is created.

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