# Teacher mobilizers: the power of leading learning and mobilizing teacher communities

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Mobilizer teachers are trained and professional teachers who play a strategic role in leading learning and improving the quality of education in schools. Although teacher mobilizers have become a reference point for positive changes in education in Indonesia, their presence is still considered by many to have not contributed to schools. However, there are various different assessments regarding the existence of mobilizer teachers. A number of groups believe that the effectiveness of mobilizer teachers is still low, while others believe that mobilizer teachers have the potential to successfully advance learning in schools. Apart from that, research on mobilizer teachers is still very minimal in Indonesia so it does not provide comprehensive knowledge about the contribution of mobilizer teachers in Indonesia. This research aims to explore the role of mobilizer teachers in leading learning and driving learning communities and their impact on student learning. A qualitative approach was used in this research and a total of 13 teachers were interviewed. The findings of this research indicate that mobilizer teacher leadership is instructional leadership that effectively leads learning and mobilizes the teacher community in the school and region and contributes to student learning.

KEYWORDS

teacher mobilizers, leading learning, mobilizing, teacher, communities

## 1 Introduction

The impact of COVID-19 that hit Indonesia some time ago has prompted the Indonesian government to take quick steps toward education issues during the covid-19 spread emergency. Education policy in Indonesia during the COVID-19 emergency was carried out by implementing the "Merdeka Belajar" policy. Merdeka Belajar is a program initiated by the Indonesian government as an effort to improve and restore education through independence in learning (Daga, 2021). Freedom in learning means that teachers and students have the freedom to think and express themselves in learning (Ainia, 2020). Freedom to learn as freedom of thought, freedom to innovate, independence and creativity and freedom for happiness (Kurniawan et al., 2020). The existence of independent learning is very relevant to the needs of students and the demands of 21st century education. The essence of independent learning is to place education that frees teachers and schools to interpret the curriculum in learning (Suhartoyo et al., 2020; Widiyono et al., 2021).

Freedom to learn or independence in learning is closely related to the mobilizer teacher. Mobilizing teachers are born from the product of professional teacher education, namely mobilizing teacher education organized by the Indonesian government to produce teachers who are adaptive, innovative, and ready to become leaders of educational transformation with a spirit of self-learning (Kemendikbud, 2021; Heryati et al., 2023). The driving teacher is one of the factors that determine the success of independent learning (Sibagariang et al., 2021; Padilah et al., 2023). Drive teachers are teachers who are the driving force of learning, called

learning leaders in schools (Heryati et al., 2023). Drive teachers is a professional human resource development program of the Indonesian government that aims to improve the capacity and competence of teachers toward a more meaningful learning process for students (Kemendikbud, 2021). Figure 1 explains the growth of driving teachers in Indonesia.

The mobilizer teachers is one of the efforts to realize Indonesia's educational goals, as stated in Law Number 20 of 2003 (Depdiknas, 2008). Mobilizer teachers are professional teachers who play a role in realizing learning that focuses on actively developing students according to their potential (Kemendikbud, 2021), and who focus on students and 21st century learning (Qulsum, 2022). The aim of the presence of mobilizer teachers is to improve education quality and develop the professional competence of 21st century teachers (Heryati et al., 2023). To become a mobilizer teacher must be able to be a practical teacher for other teachers regarding the development of learning at school (Susi et al., 2023). Apart from that, driving teachers must be able to develop student leadership at school (Nisa et al., 2023; Samosir et al., 2023). Able to improve learning quality and become a learning leader at school (Daryanto and Karim, 2017; Tan et al., 2017).

Along with the increasing need for quality education in Indonesia, the number of mobilizing teachers is still very limited, reaching only 405,900 mobilizing teachers out of 5 million teachers in Indonesia. In addition, only 17.02% of schools in Indonesia have a mobilizer teacher (Samsinar et al., 2023; Umboh et al., 2023). The effectiveness of mobilizing teachers is still in doubt, as the number of mobilizing teachers available is not proportional to the needs in schools and it is impossible to realize the expected educational goals (Koesoema, 2023; Amelia et al., 2023; Wuryaningsih, 2023). Lead teachers have not been able to move out of their old mindset or comfort zone (Arviansyah and Shagena, 2022). The performance of teacher activists in schools is not good enough to create more effective learning (Masau and Arismunandar, 2024). A number of studies explain that mobilizer teacher has had a positive impact on teacher and school development (Kemendikbud, 2021). Research on mobilizer teachers is very minimal and is still limited in explaining their contribution to schools (Heryati et al., 2023).

Although the mobilizing teacher has become a reference for positive change in education in Indonesia, the question of how far the mobilizing teacher has become a figure of change and what benefits are felt by many parties, especially students and fellow teachers, is an aspect that needs to be questioned and studied. Through this research, we try to complement the findings of previous research through an in-depth study of the role of teacher mobilizers in leading learning and driving learning communities and their impact on students and other teachers in schools, thus providing knowledge about their existence in advancing education in schools. In addition, this study contributes to the development of theories and models of the lead teacher relationship and its impact, thus providing new insights into the development of human resources in schools to achieve educational goals.

## 1.1 Question for research

Based on the above description, this study aims to explore the role of the mobilizing teacher, the pattern of relationships and their impact. The research questions are as follows: (1) how does the role of the mobilizing teacher lead learning and mobilize the learning community?, (2) what is the impact of the mobilizing teacher on student learning?

## 1.2 Objectives

This research aims to explore the role of teacher mobilizers in leading learning and mobilizing learning communities and their impact on student learning.

## 2 Literature review

A mobilizing teacher (MT) or learning leader in the concept of education is a teacher who has an active role in leading, inspiring,



FIGURE 1
Growth of mobilizer teacher in Indonesia in 2020−2024.

motivating and mobilizing students and other teachers. Teachers who act as learning leaders who encourage the growth and development of learners holistically, actively and proactively in helping to develop other educators to implement learner-centered learning and can be role models and agents of educational change to realize the profile of Pancasila learners. Kemendikbud (2021) explains that a mobilizing teacher is a learning leader who implements independent learning and mobilizes the entire education ecosystem to realize learner-centered education, mobilizes a learning community for teachers in schools and in the region, develops a learner leadership program to realize the learner profile of Pancasila. In a broad sense, the mobilizing teacher is an agent of transformation that drives the education ecosystem in schools (Anggara et al., 2023; Tahajuddin et al., 2023). Mobilizer teacher in this study is defined as a teacher whose role is to lead learning and drive other teachers to develop student-centered learning.

A mobilizing teachers are trained teacher, the product of the mobilizer teacher education program. As a change agent in a program pioneered by the education world and used as a key to the success of education curriculum, infrastructure and technology in Indonesia (Hayu et al., 2024). As a mobilizer teacher, of course, it is different from other teachers in general. Mobilizer teacher is a motivator in improving students' academic performance, has leadership and character. Mobliser teacher acts as a mentor to other teachers in learning freedom (Sibagariang et al., 2021). Freedom of learning is learning that respects the uniqueness, needs, interests, talents and potential of each student. Merdeka belajar (freedom of learning) is learning that provides flexibility and freedom for teachers in designing contextual and meaningful learning in accordance with the standards of the Pancasila learner profile, namely faith, devotion to God Almighty and noble character, creativity, mutual cooperation, global diversity, critical reasoning and independence. The mobilizing teacher in freedom of learning is a teacher who is able to lead and make changes in learning, has an example, is always in favor of students and is able to develop himself and collaborate with other teachers to improve the quality of education (Heryati et al., 2023).

Mobilizer teachers are characterized by the ability to develop themselves and other teachers through independent reflection, sharing and collaboration (Mulyasa, 2022); have the moral, emotional and spiritual maturity to behave according to a code of ethics (Kusumah and Alawiyah, 2022); able to plan, implement, reflect and evaluate student-centered learning by involving parents (Subekti, 2022; Widyastuti, 2022); collaborate with parents and the community to develop the school and foster student leadership (Levin and Marcus, 2010; Tahajuddin et al., 2023); and develop and lead efforts to realize the school's vision in favour of students and relevant to the needs of the community around the school (Umboh et al., 2023). The mobilizer teacher is responsible for helping students develop sustainable skills, such as innovative, creative and critical skills. Able to design creative and innovative learning strategies, facilitate discussions and interactions that inspire students and other teachers, able to create a comfortable school environment for students by paying attention to all aspects of learning that support students (Mansyur and Bunyamin, 2021).

The characteristics of a mobilizer teacher include (1) being student-centered, (2) planning, implementing, reflecting and evaluating learning, (3) collaborating with parents and the community, (4) developing and leading efforts to realize the school's vision, (5) having moral, emotional and spiritual maturity (Atmojo et al., 2021;

Elia et al., 2023; Suyamti et al., 2024). This category of leadership has 4 competencies, namely leading efforts to develop a student-centered learning environment, leading the planning and implementation of student-centered learning processes, leading reflection and improvement of the quality of student-centered learning processes and involving parents or guardians as learning partners and resources at school (Oqvist and Malmstrom, 2016; Rahayuningsih and Rijianto, 2022; Riowati and Yoenanto, 2022; Elia et al., 2023). Effective mobilizer teacher are able to develop student academic and school effectiveness, namely (1) achievement of learning completeness, (2) effectiveness of student activities, (3) positive student responses to learning (Tuasikal et al., 2021). Learning effectiveness can be seen from student development, including: (1) effective student communication, (2) mastery and enthusiasm for learning materials, (3) positive student attitudes, (4) flexibility in learning, and (5) good student learning outcomes. According to Fairhurst and Fairhurst (2011) effective learning is a combination of human, material, facilities, equipment and procedures directed at changing student behavior in a positive and better direction in accordance with the potential and differences of students to achieve predetermined learning objectives. Indicators of learning effectiveness (1) high presentation of student learning time devoted to learning, (2) high average on-task behavior among students, (3) accuracy between teaching materials and student abilities, (4) developing an intimate and positive learning atmosphere, developing a supportive classroom structure (Shawer, 2011; Henderson, 2021; Warren, 2021; Lubis et al., 2023). The effectiveness of student learning is seen from: (1) effective student communication, (2) mastery and enthusiasm for learning materials, (3) positive student attitudes, (4) flexibility in learning, and (5) good student learning outcomes (Gage et al., 2012). The mobilizer teacher plays an effective role in: (1) mobilizing a learning community for co-teachers in the school and in the region, (2) becoming a practice teacher for other co-teachers related to learning development, (3) encouraging increased student leadership, (4) improving the quality of learning activities, (5) opening spaces for collaboration between teachers and stakeholders, and (6) encouraging the well-being of the education ecosystem in schools (Daga, 2021; Sibagariang et al., 2021; Riowati and Yoenanto, 2022).

Mobilizer teachers have an important role in the transformation of education in schools, namely being a model in running freedom of learning programs, moving the school ecosystem so that they are able to stimulate other fellow teachers through discussion forums to collaborate with each other in learning (Lubis et al., 2023; Sirait et al., 2023). Creating a conducive learning environment and being a good example and motivator for students and other teachers (Yusuf and Pattisahusiwa, 2020; Mingkid et al., 2022; Xu et al., 2022). Creating the best possible teaching and learning environment situations and conditions (Hanewicz et al., 2017), where the teaching and learning process is enjoyable and increases students' ability to pay attention to lessons and master the educational goals they must achieve (Harrison and Killion, 2007; Hoidn and Klemenčič, 2021). The role as a learning leader is to inspire enthusiasm, hope, and enthusiasm in interactions with individuals under his influence, both in the classroom, school, and in society (Tran and Nghia, 2020; Heli, 2021). Similar to Ki Hadjar Dewantara's philosophy that teachers must be role models, role models and learning leaders (Samosir et al., 2023). As leaders, they empower and encourage other people to have the strength, ability and enthusiasm to improve their own quality (Yufita and Sihotang, 2020;

Zakariya and Adegoke, 2024). Becoming a learning leader means paying deliberate attention to all components of learning, such as curriculum, teaching and learning processes, authentic reflection and assessment, developing teachers, empowerment and involvement of the teacher community (Elia et al., 2023; Samsinar et al., 2023). Mobilizer teachers act as drivers of change in the teacher community at school and in their region, this means that driving teachers actively participate in creating a learning community for other fellow teachers through discussion space, exchange of ideas, experiences and best practices in education (Hendrayani et al., 2024). The role as a driver of collaboration is of course quite closely related to mobilizing a community of practitioners in schools (Greenlee, 2007), and collaboration with all school stakeholders (Ramirez and Allison, 2022).

Leadership is the most important aspect that every teacher must possess and develop. Teacher leadership is the behavior of teachers to influence students to be motivated to learn and develop. The typical leadership behavior that mobilizer teacher have in many school practices is instructional leadership. Instructional leadership is the behavior of a motivating teacher who focuses on achieving student learning and pays close attention to activities directly related to student development (Mastur, 2023). Leadership that carries the task of developing and communicating learning objectives, setting learning standards, coordinating the curriculum, supervising and evaluating learning, expanding students' opportunities to learn and helping to improve the professionalism of other teachers (Elfira et al., 2024; Hariyati et al., 2023). Mobilizer teacher leadership includes teacher behavior in formulating and communicating learning objectives, monitoring and providing feedback in learning, building a conducive learning climate and facilitating collaboration in learning. Mobilizer teacher behavior that emphasizes excellent service in learning and building learning communities in schools (Raihani and Maulana, 2024). The research findings also explain that the leadership of mobilizer teachers is able to move the entire educational ecosystem in realizing student-centered education. An effective mobilizing teacher is a driving teacher who is able to manage all the school's resources, such as human resources, social conditions, facilities and infrastructure, natural environment, finances, politics, religion and culture in harmony with national education standards (Kjelsrud, 2019; Riowati and Yoenanto, 2022; Nurlaeli et al., 2023). Teachers as effective learning leaders are teachers who are able to manage learning well so that they are able to realize learning that is pro-student (Bolkan and Goodboy, 2009; Araghieh et al., 2011; Kumar and Kumar, 2023). Mobilizer teachers are very effective as coaches for colleagues and are able to carry out other roles (Oqvist and Malmstrom, 2016; Rahayuningsih and Rijianto, 2022; Riowati and Yoenanto, 2022; Elia et al., 2023).

Freedom to learn will be achieved effectively if teachers synergize and collaborate with each other in a community of practitioners. A community of practitioners is a group of individuals who share the same passion and anxiety about their practice and want to do it better by interacting on a regular basis (Wenger, 2000). Practitioner communities are a complementary strategy for sustainable professional development. Practice in a community of practitioners can include teaching practice and interacting with students or parents (Suyamti et al., 2024). Through the teacher community, of course it will encourage collaboration between school members in realizing student leadership through programed activities (Firmansyah et al., 2024). The concept of a community of practitioners has been widely applied by various professions and is also important for the main actors in education, namely teachers, principals and school supervisor (Jannati et al., 2023).

In order for a community of practitioners to run sustainably, driving teachers need to foster a collaborative learning culture or professional learning community with fellow teachers in their school and region. This learning community is a vehicle for teachers' professional encounters. Susi et al. (2023) in their research concluded that the practitioner community allows academic dialogue, professional conversations, planning strategies, collaborative technical discussions regarding efforts to improve the quality of learning and produces learning innovations (new ways or new perspectives) that have a positive impact. Its impact on student learning outcomes. Effective collaboration fosters professional learning communities and produces best practices in learning (Webb, 2010). Mobilizer teachers in the practitioner community share best practices and encourage teachers to be more creative and innovative so that learning practices in the classroom become better (Samsuddin et al., 2023). Through this role as a trainer, the driving teacher guides and helps his colleagues to develop and examine their own learning processes (Hendrayani et al., 2024). If the mobilizer teacher does this, it will create more good practices that can be disseminated in the community and can later become learning material for colleagues and for the benefit of the teacher himself. To become an effective mobilizer teacher, teachers must start to move from themselves and also move for other teachers by building a community so that they contribute to themselves and others.

# 3 Research methods

This research is a qualitative case study approach that aims to explore and describe the role of teacher mobilizers in leading learning and mobilizing teacher communities in schools or regions. Qualitative method is a research method to investigate, describe and discover the object or phenomenon under study in depth (Maxwell, 2013).

## 3.1 Participants

In this study, 13 teachers were purposively selected as research participants, namely 8 mobilizer teachers and 5 non-mobilizer teachers in a State Senior High School in Medan city, North Sumatra Province, Indonesia. A mobilizing teacher is a teacher whose role is to lead learning and mobilise the teacher community in the school. The regular teacher is a partner teacher of the mobilizer teacher. Table 1 presents the demographics of the research partisipants.

Qualitative research generally uses a small sample size, the number of participants in qualitative research is usually 5–10 people, or can increase until there is repetition of information from participants (Martha and Kresno, 2016; Sun et al., 2020).

## 3.2 Data collection and Prosedur

The research data was collected using interview techniques. Interviews are conducted by asking a number of in-depth questions to research participants in order to obtain information for research

TABLE 1 Demographics of research participants.

| Participants (code) | School | Gender (N) | | |
|---|---|---|---|---|
| | | Male | Female | N |
| Mobilizer teacher (MT) | Public high school A | 2 | 3 | 5 |
| | Public high school B | 1 | 2 | 3 |
| Regular teacher (RT) | Public high school A | 2 | 1 | 3 |
| | Public high school B | 1 | 1 | 2 |
| N | | 3 | 7 | 13 |

purposes by means of direct face-to-face and question and answer. Interviews were conducted individually with in-depth questions with the aim of obtaining complete, accurate and orientated information. In-depth interview is an open-ended interview method that aims to explore information in depth (Thomas and Harden, 2008; Denzin and Lincoln, 2018). In-depth interviews where researchers explore information in depth by being directly involved in the lives of informants and asking questions freely using or without a question guide so that the atmosphere is lively and carried out many times (Maxwell, 2013).

## 3.3 Data analysis

The purpose of analyzing this research data is to process research data to produce valid interpretations in a qualitative way. Data analysis is carried out interactively, carried out continuously until completion so that the data is saturated (Miles et al., 2014). Carrying out data analysis in qualitative research is a systematic process of searching and collecting data obtained from interviews, field notes and other materials, so that it can be understood easily and the findings can be informed to others (Maxwell, 2013). Data analysis is carried out by organizing data, describing it into units, synthesizing it, arranging it into patterns, choosing what is important to study, and making conclusions (Miles et al., 2014; Denzin and Lincoln, 2018). The following are the stages of research data analysis:

1. Data collection. The data collection process was carried out from research preparation to conducting interviews. During preparation, the researcher began collecting information about mobilizer teachers in state high schools who met the criteria to become research participants. After all participants were verified, the researcher began collecting data through an interview process. In this research, researchers conducted interviews in two stages, namely the interview stage for all participants (discussion group forum) and the individual interview stage to obtain more in-depth information.
2. Data condensation. The interview data that has been collected is then selected, summarized and transformed into all parts of the field notes and interview transcripts. Combine interview data and summarize it into one continuous sentence to facilitate analysis of each finding and discussion.

3. Data display. Presenting data in the form of short descriptions or interview notes and coding the data to organize the data, making it easier to conclude the data. The presentation of research data refers to the problem formulation that has been formulated as a research statement, so that the narrative presented is a detailed description of the conditions to tell and answer each existing problem.
4. Conclusion or verification. After the data has been reduced and organized, the researcher makes conclusions that are supported by strong evidence at the data collection stage. The conclusion is the answer to the problem formulation and questions that have been expressed by researchers from the start (Miles et al., 2014).

# 4 Results and discussion

The results of this study are the results of data analysis obtained from interviews with 13 respondents related to mobilizing teachers who focus on: (1) the role of mobilizing teachers in leading learning and mobilizing communities, (2) the impact of mobilizing teachers on student learning. The research findings explain that the mobilizer teacher leadership is student-centered instructional leadership and peer development. They encourage students' proactive development, lead student learning in the classroom and mentor other teachers and set an example for students. They have an in-depth understanding of learning issues and know how to solve problems. To facilitate data analysis and organization, the interviews were coded, e.g., MT-1 (mobilizer teacher-1), MT-2 (mobilizer teacher-2), or RT-1 (regular teacher-1) and so on. The following is an explanation of the themes of this research finding.

## 4.1 The role of leading learning

Mobilizer teachers have the role of leading learning. They develop creative and innovative student-centered learning, motivate and nurture students' knowledge and character to achieve the Pancasila learner profile and collaborate with other teachers to generate good practice in learning. Here are some examples of the results of interviews with participants.

*"…There are so many positive things that we have done as teacher leaders and how to lead students in the classroom…we play a role in developing learning and collaborative learning with teachers and students…"(MT-1).*

*"…Discussing in class with students is the best way to determine interesting learning materials, appropriate learning strategies and learning obstacles faced by them…" (MT-3).*

*"…Supporting teachers' capabilities through mentoring and training is very important for us to improve their performance by collaborating in problem solving and accommodating their learning needs and supportive environment…" (MT-5).*

The participants' opinions (we take MT-1, MT-3 and MT-5 as examples) above explain that they have a way of leading student-centered learning, and they develop and implement learning together

with teachers and students in the classroom. They have an understanding that the task of teaching is not static, but dynamic. In leading learning, they also develop themselves, keep moving, and are open to innovation. The findings of this study have identified five characteristics and roles in leading learning, namely: (1) managing curriculum and learning, (2) mentoring and training other teachers, (3) building collaboration, (4) creating a conducive learning environment, and (5) focusing on student learning. The following is a description of each theme of this research finding.

### 4.1.1 Managing curriculum and learning

Respondents believe that teachers' ability to manage curriculum and learning is an important factor in their success, and that creative and innovative efforts are needed to develop student-centered curriculum and learning. The ability to manage curriculum and learning is an important factor for teacher leaders in carrying out the mission of student-centered learning. They are actively involved in planning, implementing and evaluating the learning process according to the standards and competencies set out in the curriculum. The driving teacher understands the subject matter deeply and flexibly so as to help students create useful cognitive maps, connect ideas to each other and overcome misconceptions. The driving teacher encourages student-centered learning that allows students to share in decisions, believe in their capacity to lead, and remember what it is like to learn. The following interview results explain:

> "…Mobiliser teachers must be able to manage curriculum and learning, this includes aspects of planning, organising, implementing, directing, as well as assessing and evaluating and requires creative and innovative efforts in developing the curriculum…" (MT-4).

MT-4 explained that mobilizer teacher must be professional in curriculum and learning management, such as being able to develop the curriculum, create effective learning, consistent assessment and reflection. Conduct differentiated learning and create learning that suits students' needs. Teachers are learning leaders who implement curriculum and learning according to content and process standards. Teachers are required to understand the curriculum and teaching (Araghieh et al., 2011). The role of teachers in curriculum and learning is crucial to the achievement of educational goals (Shawer, 2011; Vogt et al., 2016; Bas and Senturk, 2019). Teachers are an important factor in curriculum implementation because he is a curriculum implementer (Firmansyah et al., 2024). Teachers are required to have abilities to manage and implement it because without it the curriculum will be meaningless as an educational tool (Arviansyah and Shagena, 2022).

### 4.1.2 Train other teachers

Mobilizer teachers train other teachers in developing student-centered learning. They volunteer to provide individual and group support and guidance to other teachers. They are practical trainers in training activities, seminars and workshops organized by the school and community. Their leadership is evident in their behavior of supporting and fostering teacher development in the school.

> "…Being a peer coach is challenging for student-centred learning, willing to coach and provide support to other teachers who need ideas and advice…" (MT-4).

This is in line with the expert opinion that teacher leadership is a teacher's ability to influence, guide and train students and other teachers so that they want to make something for the achievement of learning goals (Galey, 2016; Saclarides and Munson, 2021). The learning process requires skill training, both intellectual and motor, which requires the teacher to act as a trainer (Manizar, 2015; Mingkid et al., 2022). The role of the driving teacher as an effective trainer develops the abilities of other fellow teachers as well as improving teaching skills, the application of technology in learning, and curriculum development in schools (Bas and Senturk, 2019; Ainia, 2020; Amelia et al., 2023).

### 4.1.3 Building collaboration

Teacher leadership is about mobilizing individuals and groups to achieve a common goal. Despite the challenges in their existence, participants argued that they continue to exist to motivate and mobilise co-operation among teachers for more effective student learning and sharing of good practices. They also understand that maximum achievement in education can only be achieved through teamwork. Through the discussion space as a place to exchange ideas and share information within the teacher community at school, it impacts on the sustainable learning environment and contributes greatly to teacher and community development. The following interview results illustrate this situation:

> "…there are always obstacles in building collaboration with teachers, but obstacles can always be overcome, … trying to involve and with teachers to actively discuss and dialogue in solving student-oriented learning problems and practice the best ways in the classroom with other teachers and the community of practitioners…"(MT-5).

Lead teachers play a role in building collaborations that encourage fellow educators to implement student-centered learning methods (Adiansha and Ulfariani, 2022; Nurlaeli et al., 2023; Firmansyah et al., 2024). Teachers collaborate with fellow teachers and the community to produce work or achieve a common goal (Hendrayani et al., 2024). Collaboration is the means and the key to success for teachers in carrying out independent teaching, competence and career development (Levin and Marcus, 2010).

### 4.1.4 Creating a conducive learning environment

The leadership of a lead teacher is one that facilitates a conducive learning environment. According to respondents, it is the responsibility of the lead teacher to ensure that the school is a safe, inclusive and supportive place for all students to learn. They also provide support to guide students, facilitate active learning and create a conducive learning environment. This includes their attention to providing adequate facilities, a comfortable classroom atmosphere and good relationships with parents. A conducive learning environment encourages students to be more active and enthusiastic in learning (Yusuf and Pattisahusiwa, 2020). A conducive learning environment is an important factor in successful teaching and learning (Xu et al., 2022). A conducive learning environment, where students feel comfortable and motivated to learn, while teachers have adequate support to provide guidance to students (Antaza, 2020; Kumar and Kumar, 2023).

### 4.1.5 Student-focused

Master teachers do not only focus on teacher or community learning, but also prioritize student-focused learning. They encourage students to actively participate in the learning process, motivate student learning, and design creative and innovative learning strategies as well as reflect on learning to monitor student progress. They argue that to achieve the success of the Pancasila learner profile, a change in classroom learning is needed that optimizes learner learning outcomes, learning experiences that suit the level of ability, interests, and learning styles of learners that allow each learner to access subject matter and develop according to their personal needs, and encourage increased learner independence and leadership. The impact of this process makes students feel comfortable in learning, there is an increase in knowledge and problem-solving skills. A student focus ensures that all students in all their diversity have their learning needs met (Hanewicz et al., 2017). Effective learning must be designed to be student-centered to be successful for all students (Hoidn and Klemenčič, 2021; Komatsu et al., 2021). Effective teachers are teachers who manage and master learning well, motivate student engagement, collaborate in learning with other teachers (Lubis et al., 2023; Sirait et al., 2023). Effective learning is a teaching and learning activity that is able to produce student knowledge and skills through the process of student involvement and participation in solving problems through discovery, flexible learning and fun (Harrison and Killion, 2007). Table 2 summarizes the findings from the interview data analysis "leading the learning."

Table 2 provides evidence of five teacher leaders in leading learning that impact the school community, including (1) produce prototype curriculum and learning materials, all competencies required by students are achieved, generate best practice in learning, (2) teacher self-development, teachers' teaching capacity and quality, (3) productivity of group members, (4) student well-being, student learning satisfaction, and effective learning, (5) student learning motivation, and student character.

## 4.2 Practitioner community mobilizer

Communities of practice are learning platforms between teachers in each school or outside the school environment aimed at sharing good practices and supporting competency improvement including in the implementation of an independent curriculum. All participants explained that the lead teacher plays an active role in mobilizing the community of practice through collaboration and cooperation between school members to realize student learning outcomes. Educate through information exchange, best practices in learning, developing creative and innovative learning and creating a safe and conducive learning environment.

The following is evidence from an interview with one of the driving teachers:

*"…I mobilise the community of practice through discussions among teachers to discuss good practices and new knowledge, and facilitate effective learning in the form of in-house training, so that all information and knowledge about independent learning can be improved by members of the community of practice, so that they*

*can mobilise other teacher communities in their respective schools…" (MT-5)*

Furthermore, two ordinary teachers explained the role and impact of mobilisher teacher:

*"…Mobiliser teachers, developing the latest approaches in student-centred learning and collaborating in classroom practice with me…" (RT-2).*

*"…for me, being involved in the practitioner discussion community has been very positive for my professional development, the impact of the mobilising teacher on the community has encouraged and mobilised me to implement good practices in the classroom (RT-3).*

Mobilizer teachers (MT-5) illustrate that they not only drive their own development, but also endeavor to help the development of their colleagues in the school and other teacher communities outside the school. They share experiences and knowledge to strengthen discussion communities, such as subject teachers "meetings and teachers" working groups to solve problems together. RT-2 and RT-3's explanations illustrate how the existence of a mentor teacher for them and its impact on professional development. Table 3 summarizes the findings from the interview data analysis "mobilizing communities of practice."

Based on Table 3, the findings of this research show five existences of the role of mobilizing the community, namely (1) educate, (2) train community members, (3) empower, (4) initiate, (5) building a positive culture. Educate through sharing knowledge, up-to-date information and good practices to the community of practitioners, assisting other teachers in classroom practices to improve learning performance. Train by assisting the development of ideas, innovations and facilitating effective learning. Empower each member to engage in discussions and shared decision-making within the community. Initiate the development of professional attitudes and beliefs, and encourage new approaches to learning practices. Build a shared culture and values by encouraging members to spread achievements through discussion, sharing and integrating learning with daily work. These five existences directly impact community members, namely (1) the existence of common ground on matters to be resolved together by community members, (2) the existence of social norms or rules agreed upon by members, and (3) the existence of practices or knowledge developed, shared and maintained as a result of community activities. The teaching community always updates its knowledge and skills in accordance with the latest developments in education, which in turn will improve the quality of learning (Ramirez and Allison, 2022). Teacher professional development through community and co-operation among teachers with the aim of student learning (Greenlee, 2007). Effective teachers are oriented toward student learning and cooperative relationships in learning (Oqvist and Malmstrom, 2016; Warren, 2021).

## 4.3 Relationship patterns and impact

The existence of teacher mobilizers in schools has provided benefits and positive impacts for teachers and the school community. This proves that teacher mobilizers have positive contributions, including (1) achieving a learning community for other teachers, (2)

TABLE 2 Summary of findings on leading the learning.

| Source of information | Theme | Characteristics of "leading the learning" | Impact |
|---|---|---|---|
| MT-1, MT-2, MT-3, MT 6 and MT-8; RT-1, RT-2, and RT-3 | Managing curriculum and learning | • Planning, organizing, implementing and evaluating learning<br>• Organize resources to enrich curriculum and learning materials<br>• Helps students to understand and receive learning materials<br>• Managing learning and the classroom<br>• Encourage teacher engagement to develop curriculum and learning | Produce prototype curriculum and learning materials<br>All competencies required by students are achieved<br>Generate best practice in learning |
| MT-1, MT-2, MT-3, MT-4, MT-5 and MT-7: RT-1, RT-3, RT-4 and RT-5 | Training teachers | • Become a practical tutor for fellow teachers<br>• Mentoring fellow teachers in professional development<br>• Provide support and feedback<br>• Building teacher growth | Teacher self-development<br>Teachers' teaching capacity and quality |
| MT-2, MT-3, MT-4, MT-5 and MT-8 RT-1, RT-2, RT-4, RT-5 | Building collaboration | • Mobilize a learning community for fellow teachers at school and in the region<br>• Open space for discussion, collaboration between teachers and stakeholders to improve learning quality<br>• Merangkul pasrtisipasi pemangku kepentingan<br>• Creating a learning environment for students, teachers and the community | Productivity of group members<br>Shared trust and commitment |
| MT-1, MT-2, MT-4, MT-5, MT-6, MT-7 and MT-8 RT-1, RT-2, RT-3, and RT-5 | Creating a conducive learning environment | • Promotes order and discipline<br>• Motivate and reward student achievement<br>• Build positive communication in the school community<br>• Organizing the classroom and school environment<br>• Creating equal learning rights and equity for all students | Student well-being<br>Student learning satisfaction<br>Effective learning |
| MT-1, MT-2, MT-3, MT-4, MT-5, MT-6, MT-7 & MT-8 RT-1, RT-2, RT-3, RT-4 and RT-5 | Student-focused | • Realizing meaningful learning<br>• Making the most of class time<br>• Present in a variety of ways that fulfill learners<br>• Increase learner engagement<br>• Monitoring and assessing learners' learning progress<br>• Designing learning opportunities for students to apply their learning experiences<br>• Reflecting and setting high expectations | Student learning motivation<br>Student character |

improving the leadership of students and other teachers, (3) professional development of other teachers and the community, (4) building cooperation between teachers and stakeholders inside and outside the school, and (5) becoming educational leaders who spur the welfare of the educational ecosystem in schools. Figure 2 visually explains the pattern of relationships between the leadership role of the mobilizing teacher in leading learning and community mobilization that results in the willingness of community members (both individuals and groups) to jointly create a pencasila learner profile. This willingness to follow is identified with the values of independence, collaborative, reflective, innovative and student-centered.

The impact of mobilizing teachers on learning is to improve the teaching performance of teachers in schools in designing and implementing learner-centered learning, developing learning

innovations, increasing the potential and character of students in accordance with the Pancasila learner profile (Adiansha and Ulfariani, 2022). Effective teachers focus on student teaching, develop variation techniques, clarify teaching objectives, build teaching collaborations and result in better classroom management and effective student learning (Zeichner, 2007; Lovett, 2023). Effective learning leadership is a leader who can realize learners' sense of comfort and happiness when they are in their school environment (Yufita and Sihotang, 2020; Tran and Nghia, 2020; Samsuddin et al., 2023). Learning leaders create a conducive learning environment with the aim that students find it easier to learn so that they can achieve better achievements (Heli, 2021). Learning leaders can foster a professional culture and have an impact on the effectiveness of student learning outcomes (Singh, 2024). Learning leaders have a willingness to express uncertainty by

TABLE 3 Summary of findings on mobilizing communities of practice: "themes, characteristics and impacts."

| Source of information | Theme | Characteristics of "mobilizing the community" | Impact |
|---|---|---|---|
| MT-1, MT-2, MT-3, MT-4, MT-5, MT-6, MT-7 and MT-8<br>RT-1, RT-2, RT-3, RT-4 and RT-5 | Educate | • Share knowledge, current information and good practice with the practitioner community<br>• Accompany other teachers to initiate and maintain quality classroom practice<br>• Developing potential, opportunities for growth to improve learning performance | The existence of common ground on matters to be resolved together by community members |
| MT-1, MT-2, MT-3, MT-4, MT-5, MT-6, MT-7 and MT-8<br>RT-1, RT-3, RT-4 and RT-5 | Train community members | • Help develop ideas, innovations and facilitate the creation of new learning methods<br>• Provide training and feedback to fellow teachers and the community<br>• Mentoring community members to initiate and sustain their learning | The existence of social norms or rules agreed upon by members |
| MT-1, MT-2, MT-3, MT-4, MT-5, MT-6, MT-7 and MT-8<br>RT-1, RT-2, RT-3, RT-4 and RT-5 | Empower | • Support interaction and collaboration in the community<br>• Open a space for open discussion in the community<br>• Encourage the involvement of community members<br>• Develop professional attitudes and beliefs | |
| MT-1, MT-2, MT-3, MT-4, MT-5, MT-6, MT-7 and MT-8<br>RT-1, RT-2, RT-3, RT-4 and RT-5 | Initiate | • Encourage diverse new approaches to learning practice<br>• Communicating and giving examples of good practice<br>• Encourage self-improvement as a learner | The existence of practices or knowledge that are developed, shared and maintained as a result of the activities of the community of practitioners |
| MT-1, MT-2, MT-3, MT-4, MT-5, MT-6, MT-7 and MT-8<br>RT-1, RT-2, RT-3, RT-4 and RT-5 | Building a positive culture | • Membangun nilai-nilai bersama.<br>• Building positive relationships<br>• Providing reflection and feedback in community activities<br>• Encourage members to disseminate member achievements through discussion and sharing<br>• Integrate lessons learnt with daily work | |

bringing clear educational goals, empowering and facilitating professional development and supporting change in education (Butler and Hoppey, 2023; Zakariya and Adegoke, 2024).

# 5 Conclusion

Mobilizer teachers are learning catalysts in freedom of learning. Mobilizer teachers as learning leaders are able to encourage the transformation of the school ecosystem to realize the Pancasila student profile. They focus on student learning, encourage students to actively participate in the learning process, motivate student learning and design creative and innovative learning strategies as well as carry out learning reflection to monitor student progress. They mobilize all fellow teachers to understand school, think critically, creatively and innovatively to explore new things in learning. Mobilizer teachers as learning leaders are able to apply the concept of freedom of learning. As holistic learning leaders, they are active and proactive in encouraging the growth of students' character and learning outcomes. The mobilizing teacher is the pioneer of student-centered learning. As a learning leader, they effectively drive student-centered learning by (1) managing curriculum and learning, (2) mentoring and training other teachers, (3) building collaboration, (4) creating a conducive learning environment, and (5) focusing on student learning. Mobilizing the teacher community by (1) educating, (2) training community members, (3) empowering, (4) initiating, (5) building a positive culture. The role of leading learning and mobilizing the community impacts on followers' willingness and learning effectiveness. This shows that the lead teacher as a learning leader holistically, actively and proactively promotes the growth of learners' character and learning outcomes and encourages other teachers to develop student-centered learning resulting in learning effectiveness.

# Data availability statement

The datasets presented in this article are not readily available because participants did not consent to share data and sharing of data was not provided as part of the ethical approval. Requests to access the datasets should be directed to indraprasetia@umsu.ac.id.

# Ethics statement

This human research has been approved by the Provincial Education Office of North Sumatra, Indonesia and has fulfilled applicable laws and institutional requirements. Written consent for participation in this study is not required from participants.

# Author contributions

IP: Conceptualization, Formal analysis, Investigation, Methodology, Resources, Writing – original draft, Writing – review & editing. SP: Data
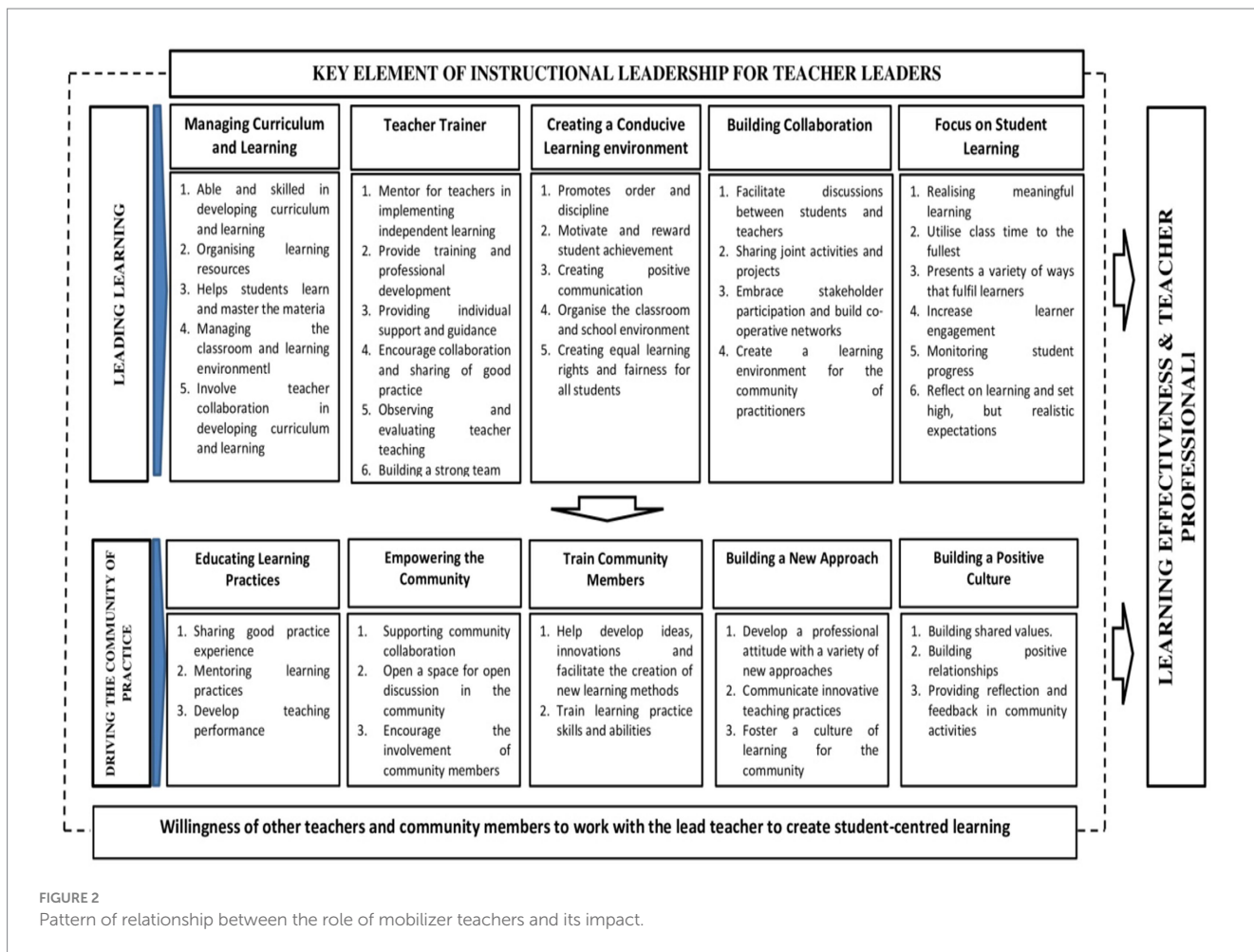
FIGURE 2
Pattern of relationship between the role of mobilizer teachers and its impact.

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## Conflict of interest

The authors have declared that this study has no conflicts of interest, no commercial or financial relationships that could be construed as a conflict of interest.

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