



# Teachers' Roles in Sustainable Education-Based Learning: A Literature Review of the School Mover Program

Dona Dinda Pratiwi<sup>1\*</sup>, Fretika Dwi Hijayati<sup>2</sup>, Lufi Lutfiyah<sup>3</sup>, Nanda Kusuma Dewi<sup>4</sup>  
Universitas Islam Negeri Raden Intan Lampung, Lampung, Indonesia

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## ABSTRACT

**Purpose:** This study aims to analyze teachers' roles in implementing sustainable education-based learning within the School Mover Program and to identify the supporting factors and barriers that influence its effectiveness. **Methods:** This study employed a qualitative literature review design using thematic synthesis. The reviewed sources consisted of peer-reviewed journal articles, academic references, policy documents, and official reports published between 2020 and 2025. Sources were selected based on their relevance to sustainable education, teacher roles, learning transformation, and the School Mover Program. Irrelevant, duplicate, and non-academic sources were excluded from the analysis. **Findings:** The synthesis shows that teachers' roles are mainly reflected in contextual lesson planning, participatory learning facilitation, and the integration of sustainability values into classroom activities. The effectiveness of these roles is influenced by pedagogical competence, digital literacy, institutional support, collaborative school culture, student readiness, and access to learning resources. The main barriers include limited teacher capacity, uneven training access, structural constraints, and variations in students' readiness for active learning. **Research Implications:** The findings suggest that strengthening sustainable education in the School Mover Program requires systematic teacher training, stronger school leadership, collaborative professional learning communities, and clearer assessment indicators for sustainability-oriented learning. **Originality:** This study contributes by positioning teachers as the connecting point between education policy, school systems, and classroom-level sustainability practices. Unlike previous studies that mostly discuss policy implementation or teacher competence separately, this review synthesizes the relationship between teacher agency, institutional readiness, and sustainable learning implementation.



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## INTRODUCTION

Improving the quality of education remains an important agenda in educational development in Indonesia (Puspita & Andriani, 2021; Suryana, 2020). These challenges are not only related to students' academic achievements, but also to their ability to connect the knowledge gained in school with real-life issues, social responsibility, and readiness to face changing times. This condition shows that education is no longer sufficiently understood as a process of knowledge transfer, but must be directed towards the formation of more comprehensive competencies, encompassing cognitive, affective, social, and ecological aspects (Collie, 2020; Hernandez Gonzalez, 2023; Lovren & Jablanovic, 2023). In this context, schools are required to provide learning that is relevant, meaningful, and oriented towards sustainability.

One approach that is gaining increasing attention is sustainability education. Sustainability education emphasizes the importance of a learning process that not only develops students' intellectual abilities but also builds awareness of living responsibly toward the environment, society, and the future (Ahmad, 2024; Sunarsi et al., 2024; Wijaya et al., 2024). This approach positions students as subjects who need guidance to understand the relationship between knowledge, action, and its impact on social life. Thus, continuing education is not only oriented toward short-term learning outcomes, but also toward character development, caring, and the ability to participate in creating a better life in a sustainable manner (Aryanti & Sukardi, 2024; Nooviar et al., 2024).

In the context of national policy, this idea is in line with the presence of the School Mover Program as part of efforts to transform education in Indonesia (Rahayuningsih & Rijanto, 2022). This program is designed to encourage

improvements in the quality of educational units through strengthening holistic learning outcomes, which include literacy, numeracy, character, and strengthening the Pancasila Student Profile (Novayanti et al., 2023; Ritonga et al., 2022). The implementation of the program requires changes not only in administrative or curricular aspects, but also in classroom learning practices (Hakim & Muslimin, 2024; Rahmah & Megawati, 2024). Therefore, the success of the Mover School is greatly influenced by the capacity of teachers to translate policies into contextual, active, and meaningful learning experiences for students.

Within this framework, teachers play a highly strategic role. They no longer merely serve as transmitters of material, but also as facilitators, guides, learning designers, drivers of a learning culture, and role models in shaping students' character (Illah et al., 2022; Rachman et al., 2024; Ramadan et al., 2025). In continuing education-based learning, teachers are required to be able to relate material to social and environmental realities, encourage active student involvement, and build a reflective and participatory learning atmosphere (Munawir et al., 2025). In other words, the quality of continuing education at the school level is largely determined by how teachers design, implement, and evaluate learning.

A number of previous studies have shown that the role of teachers is a key factor in supporting the success of education reform (Basyori, 2025; Rosdiana et al., 2024). Several studies have confirmed that pedagogical flexibility, the ability to design contextual learning, and a commitment to continuous professional development contribute to the creation of more meaningful learning (Maharyati & Ningsih, 2025; Santoso, 2024). Research on the implementation of School Mover programs also indicates positive opportunities for strengthening a collaborative culture, differentiated learning, and project-based activities that support student character development. These findings demonstrate that teachers are the primary actors in driving educational change at the educational unit level. Various studies also reveal that implementation in the field still faces various obstacles (Syair et al., 2023). Teachers still experience obstacles in implementing innovative and student-centered learning, either due to limited pedagogical competence, inadequate mastery of technology, uneven institutional support, or access to training that is still (Aditiya & Fatonah, 2023). Furthermore, the results of the implementation of school reform programs also show variation across educational units, indicating that the same policy does not necessarily result in the same quality of implementation. This condition demonstrates that the success of sustainable education is determined not only by program design, but also by the readiness and abilities of teachers as the primary implementers of learning.

Based on this review, it is clear that studies on sustainable education, Schools for Change, and the role of teachers have indeed developed, but they still tend to be discussed separately. Some studies focus on policy aspects, others on teacher competencies, and still others on student learning outcomes. Consequently, there remains a largely unexplored area of research, namely analyses that specifically synthesize how teachers' roles are implemented in implementing sustainable education-based learning in Schools for Change. This gap is important to examine because teachers are the primary link between educational policy direction and the learning practices directly experienced by students.

However, although studies on the School Driver Program have become increasingly common, the focus on the specific role of teachers in integrating sustainability values remains limited. Most previous research has primarily highlighted school management policies or students' general cognitive learning outcomes, without deeply analyzing how teachers overcome pedagogical and technological barriers in the complex practice of sustainable education. Therefore, there is a gap in the literature regarding the systematic synthesis of teachers' roles through an evaluative literature review to provide practical guidance for educators in the field.

## **METHOD**

This research is a qualitative study utilizing an evaluative literature review design. This approach was chosen to systematically evaluate academic literature concerning the teacher's role in executing sustainable education-based learning within the School Mover program. The analysis focused on synthesizing existing findings to categorize teacher roles, identify operational challenges, and determine the variables affecting implementation effectiveness.

### **1. Data Sources and Search Strategy**

Research data were derived from secondary sources, including peer-reviewed journal articles, academic books, and official government reports. Literature searches were performed across databases such as Google Scholar, Scopus, and Garuda. To maintain the current relevance of the findings, the search was restricted to publications from the last five years (2020–2025). Keywords utilized in the search included: "sustainable education," "teacher role," "School Mover," and "learning transformation."

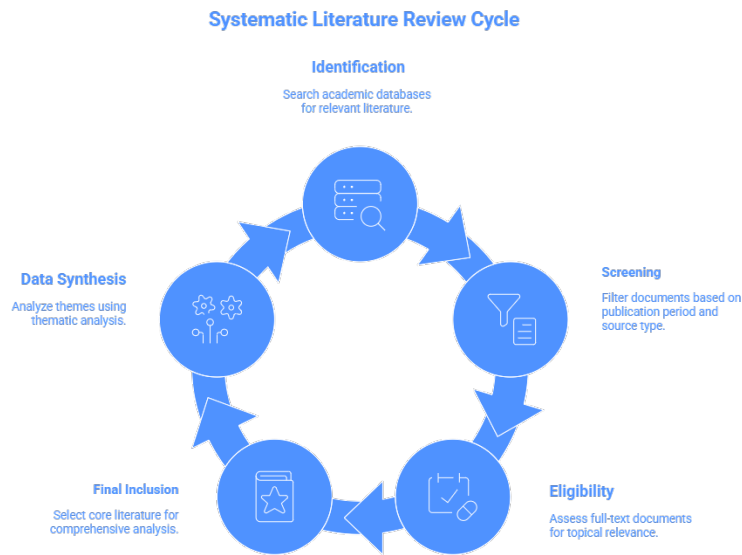
### **2. Inclusion and Exclusion Criteria**

Source selection followed a rigorous systematic process based on predefined criteria. From an initial pool of 45 identified documents, the selection was narrowed down through several screening stages. Sources were included if

they directly addressed the teacher's role in School Mover or sustainable education and provided substantive evidence. Conversely, documents were excluded if they were redundant, lacked academic peer review, or were not available in full text. Ultimately, 22 core sources were selected for comprehensive.

### 3. Data Analysis and Synthesis

The data were analyzed using thematic synthesis. Each document was reviewed in depth, with key findings coded into primary themes: instructional planning, implementation strategies, teacher competency, structural barriers, and institutional support. To ensure the reliability of the findings, a peer-validation procedure was conducted by cross-checking the generated codes among the research team. These themes were then interpreted to highlight patterns and existing gaps in the literature, providing an evaluative perspective on the teacher's role in the School Mover program.



## RESULTS

The thematic synthesis shows that teachers play a central role in implementing sustainable education-based learning in the School Mover Program. The findings were analyzed using four indicators: pedagogical relevance, implementation consistency, institutional support, and implementation barriers. Based on these indicators, five main themes were identified: learning planning, learning implementation, teacher competence, institutional support, and structural challenges.

**Table 1.** Analytical Synthesis of the Literature Findings

Nu.	Result Theme	Analytical Indicator	Main Finding	Analytical Interpretation
1.	Learning planning	Pedagogical relevance	Teachers integrate sustainability values into objectives, teaching modules, and contextual activities.	Planning quality depends on teachers' ability to translate sustainability concepts into measurable learning activities.
2.	Learning implementation	Implementation consistency	Teachers act as facilitators through active, participatory, and reflective learning.	Implementation remains uneven because classroom practice depends on teacher readiness and student participation.
3.	Teacher competence	Pedagogical and technological capacity	Pedagogical skills, digital literacy, and training influence learning quality.	Teacher competence determines whether sustainability is implemented deeply or only mentioned conceptually.
4.	Institutional support	School system readiness	Leadership, collaboration, facilities, and training access support implementation.	Sustainable education requires a supportive school ecosystem,

Nu.	Result Theme	Analytical Indicator	Main Finding	Analytical Interpretation
5.	Structural challenges	Implementation barriers	Barriers include limited competence, student readiness, workload, facilities, and unequal training access.	not only individual teacher commitment. These barriers explain why implementation quality differs across schools.

The results indicate that sustainable education-based learning is most visible in teachers' efforts to design contextual learning and facilitate student participation. However, the implementation remains uneven because teachers' pedagogical and technological readiness varies across schools. The synthesis also shows that institutional support is a key factor; schools with strong leadership, collaborative culture, and adequate resources provide better conditions for teachers to implement sustainability-oriented learning.

Overall, teachers act as the main link between education policy and classroom practice. However, most reviewed studies still focus on descriptive implementation and provide limited measurable evidence of student outcomes. Therefore, future studies need clearer indicators, such as students' sustainability literacy, participation, reflective thinking, and environmental behavior.

## DISCUSSION

The findings indicate that teachers are not only curriculum implementers but also key mediators between sustainability-oriented policy and classroom practice. This interpretation strengthens previous studies that position teachers as facilitators of educational transformation. However, this study adds a more specific perspective by showing that teachers' roles in sustainable education depend on three connected elements: pedagogical capacity, institutional support, and student readiness. Therefore, the implementation of sustainable education in the School Mover Program cannot be understood only as a matter of policy adoption, but as a process of translating policy into meaningful learning experiences.

In learning planning, the findings support previous research that emphasizes the importance of contextual and student-centered lesson design. However, this study shows that planning remains problematic when sustainability values are only included as general learning goals without being translated into measurable activities, assessment indicators, or real-life problem contexts (Ardianti & Amalia, 2022; Fatmawati, 2021; Maulidina et al., 2024). This means that sustainable education requires teachers to move beyond administrative lesson planning toward transformative pedagogical design.

In classroom implementation, the findings are consistent with studies that highlight active, participatory, and collaborative learning (Apriliani et al., 2024; Octasyavira & Nurlizawati, 2022). Nevertheless, the synthesis also shows a critical gap between the ideal concept of sustainable learning and classroom reality. Teachers may understand the importance of active learning, but its implementation is often limited by pedagogical confidence, digital competence, classroom management skills, and students' readiness (Bürgener & Barth, 2018). This indicates that teacher competence is a decisive factor in determining whether sustainability education becomes a deep learning experience or remains a conceptual slogan.

Institutional support also emerges as an important analytical factor. Compared with studies that focus mainly on individual teacher competence, this study shows that teacher roles are strongly shaped by the school ecosystem (Sulastrri et al., 2020). Supportive leadership, collaborative culture, training access, and adequate facilities enable teachers to implement sustainability-oriented learning more effectively (Panggalo, 2021). Conversely, weak institutional support may reduce teachers' ability to innovate, even when they have strong motivation.

Theoretically, this study contributes by proposing an analytical framework that links teacher agency, school support, and sustainability learning practices. This framework explains that sustainable education is produced through the interaction between teacher capacity, institutional readiness, and classroom participation (Oancea et al., 2021). Practically, the findings suggest that strengthening sustainable education in School Mover contexts should prioritize teacher training in contextual learning design, digital pedagogy, reflective assessment, and project-based learning. Schools also need to develop professional learning communities so that sustainability practices are not implemented individually but collectively.

Thus, the discussion confirms that the success of sustainable education-based learning depends on the alignment between policy, teacher competence, school support, and student participation. This study also indicates that future research should not only describe teacher roles but also measure their impact through clearer indicators, such as students' sustainability literacy, environmental awareness, reflective thinking, collaboration, and learning engagement.

## CONCLUSION

This study concludes that teachers play a strategic role in implementing sustainable education-based learning in the School Mover Program through contextual lesson planning, participatory learning facilitation, and the integration of sustainability values into classroom activities. The effectiveness of this role is influenced by teachers' pedagogical and technological competence, institutional support, student readiness, collaborative school culture, and the availability of learning resources. The scientific contribution of this study lies in positioning teachers as the connecting point between education policy, school systems, and classroom practice. Future research is recommended to conduct empirical studies using measurable indicators, such as students' sustainability literacy, environmental awareness, collaboration skills, reflective thinking, learning engagement, and sustainability behavior, so that the impact of teachers' roles can be evaluated more clearly.

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**\*Dona Dinda Pratiwi (Corresponding Author)**

Universitas Islam Negeri Raden Intan Lampung,  
Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung, Lampung 35131, Indonesia  
Email: [donadinda@radenintan.ac.id](mailto:donadinda@radenintan.ac.id)

**Fretika Dwi Hijayati**

Universitas Islam Negeri Raden Intan Lampung,  
Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung, Lampung 35131, Indonesia  
Email: [fretikadwi@gmail.com](mailto:fretikadwi@gmail.com)

**Lufi Lutfiyah**

Universitas Islam Negeri Raden Intan Lampung,  
Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung, Lampung 35131, Indonesia  
Email: [lufilutfiyah@gmail.com](mailto:lufilutfiyah@gmail.com)

**Nanda Kusuma Dewi**

Universitas Islam Negeri Raden Intan Lampung,  
Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung, Lampung 35131, Indonesia  
Email: [nandadewikusuma@gmail.com](mailto:nandadewikusuma@gmail.com)

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