ORIGINAL ARTICLE

STRENGTHENING PANCASILA EDUCATION THROUGH TEACHER CAPACITY AND CONTEXTUAL CURRICULUM ENACTMENT IN A REMOTE SCHOOL

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ABSTRACT
Improving Pancasila Education in geographically and infrastructurally constrained schools requires alignment between teacher capacity, curriculum interpretation, school leadership, and locally feasible resources. This article presents a secondary qualitative reanalysis of an archived single-school fieldwork record from SMP Negeri 02 Fena Fafan, South Buru, Indonesia. The archive contains dated observation summaries, interview excerpts from school leaders, teachers, and Grade VII-IX students, and references to school documents collected in July 2025; however, the exact participant total, raw recordings, full instruments, and systematic student-outcome measures were not available. A hybrid thematic synthesis combined inductive coding with sensitizing concepts drawn from curriculum-enactment, instructional-leadership, professional-learning, culturally relevant pedagogy, and civic-education scholarship. The archived evidence documents uneven subject-matter mastery, lecture and note-taking practices, limited contextual materials, incomplete Merdeka Curriculum understanding, and restricted digital access. It also documents enabling practices, including supervision, peer knowledge sharing, selective use of Buru language, parent-school communication, discussion, group work, video, and shared-device learning. The analysis proposes, rather than tests, a framework in which principal-led curriculum co-design links professional capacity to contextual enactment, while local-language scaffolding and low-bandwidth pedagogy operate as context-specific enabling conditions. The study offers analytically transferable propositions for similar remote-school contexts, but no causal or statistical generalization is claimed. Future multisite research should verify the framework with complete sampling, ethics, instrument, and student-outcome documentation.

Keywords: Civic education, Curriculum enactment, Pancasila Education, Remote education, Teacher capacity

INTRODUCTION

In the past decade, much research has focused on improving learning quality by strengthening the professional capacity of teachers, reorienting curriculum toward student agency, and increasing the instructional responsibility of school leaders. This attention is justified because teaching quality remains one of the most direct school-based influences on students' opportunities to learn. Yet the relationship is not mechanical: professional development affects classroom practice only when new knowledge is sustained through coaching, collaboration, reflection, and organizational support. Large reviews show that professional learning is most productive when it is content-focused, coherent with teachers' work, sustained over time, and connected to active experimentation rather than delivered as isolated workshops (Desimone, 2009; Kraft et al., 2018; Ventista & Brown, 2023; Visscher et al., 2025). This evidence is especially relevant to schools in remote and resource-constrained settings, where teachers often work with limited access to specialist support, digital infrastructure, and high-quality teaching materials. This systems perspective is consistent with scholarship that conceptualizes teacher professional learning as an interaction among individual, school, and activity-system conditions rather than as a linear response to training (Opfer & Pedder, 2011).

The quality challenge becomes more complex in Pancasila Education, Indonesia's formal school subject for civic knowledge, civic skills, civic dispositions, national identity, moral judgment, and the practical enactment of the five Pancasila principles. The subject has experienced post-reform debates concerning its institutional position and educational purpose (Hastangka & Ediyono, 2023). Recent analysis of the Grade IX national textbook also indicates that civic

knowledge remains more prominent than affective and behavioral competencies, underscoring the need for classroom practices that move beyond content recall (Isnariah et al., 2025). Accordingly, learning quality cannot be judged only by curriculum coverage or textbook completion. It must also be examined through students' participation, reasoning, reflection, cooperation, tolerance, and ability to connect civic principles with social situations. International research similarly shows that authentic opportunities for discussion, collective decision making, and examination of public issues can support civic participation, while behavioral, emotional, and cognitive engagement remain interdependent (Fredricks et al., 2004; Kahne & Sporte, 2008).

Pancasila Education also carries a culturally situated mandate. Its nationally defined values become educationally meaningful when students relate them to local language, community relationships, customary practices, and concrete dilemmas. Indonesian research has shown both the importance of integrating civic disposition with the Pancasila Student Profile and the potential of subject-specific learning media to make abstract Pancasila concepts more accessible (Mazid et al., 2024; Murdiono et al., 2023). This aligns with culturally relevant education, which connects academic content to learners' cultural repertoires while maintaining intellectual rigor and critical reflection (Aronson & Laughter, 2016). In a remote island context, local cases and selective use of a familiar language may therefore function as scaffolds rather than optional enrichment.

The Merdeka Curriculum is Indonesia's curriculum reform emphasizing flexibility, competency development, differentiated learning, contextualization, and projects associated with the Pancasila Student Profile. For international readers, the Pancasila Student Profile is a national policy construct describing desired character and competencies, including faith and morality, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Curriculum flexibility creates opportunities for adaptation, but it also places greater interpretive demands on teachers. Materials do not implement themselves; teachers select, modify, and sometimes simplify them in relation to their knowledge, beliefs, time, and school conditions. Remillard (2005) conceptualizes this as an interaction between teacher and curriculum rather than a one-directional transfer from policy to practice. A flexible curriculum can consequently support meaningful innovation in one setting but remain textbook-centered in another. Policy-implementation research similarly indicates that reform is mediated by practitioners' sensemaking, existing knowledge, and local organizational conditions (Spillane et al., 2002).

Evidence from Indonesia confirms that teacher readiness, including curriculum understanding, contextual integration, digital capability, and environmental support, shapes Merdeka Curriculum implementation (Reza et al., 2023; Syofyan et al., 2024). These challenges are intensified in 3T areas (terdepan, terluar, dan tertinggal, commonly translated as frontier, outermost, and disadvantaged), where training, mentoring, infrastructure, and digital literacy may be limited (Tomasouw et al., 2024). The school examined here is described as remote in a descriptive, not formal administrative, sense: the archived record documents an island-district setting, limited devices and connectivity, constrained access to training and expert assistance, and selective use of Buru language. The record does not establish whether the school carries an official 3T designation.

Technology is frequently presented as a solution to learning-quality problems, but access alone is insufficient. Teachers' beliefs, confidence, perceived value, and pedagogical knowledge strongly shape whether technology is used to transform learning or merely replace printed material with digital display (Ertmer et al., 2012). Teacher preparation for technology integration is most effective when teachers observe models, design authentic lessons, collaborate, receive feedback, and connect technological tools to content-specific pedagogies (Tondeur et al., 2012). For schools with unstable connectivity and few devices, the relevant question is therefore not whether they can replicate high-resource digital classrooms. The more useful question is how available devices,

offline media, shared phones, projected video, and locally produced digital resources can be incorporated into a coherent instructional strategy without deepening inequality among students.

School leadership is another critical dimension. Meta-analytic research shows that leadership practices focused on teaching and teacher learning have stronger relationships with student outcomes than leadership that remains primarily administrative or symbolic (Robinson et al., 2008). Leadership for learning includes clarifying instructional goals, monitoring classroom practice, coordinating curriculum, providing feedback, and creating opportunities for teachers to learn together (Hallinger, 2011). In small or remote schools, the principal's role may be particularly consequential because access to external professional support is intermittent. Academic supervision, classroom observation, follow-up dialogue, and the deliberate sharing of knowledge among senior and junior teachers can turn the school itself into a site of professional learning.

Professional learning communities provide one mechanism for institutionalizing such support. Reviews have found that well-developed professional learning communities can strengthen teaching practice and, under supportive conditions, contribute to student learning (Vescio et al., 2008). Cross-national evidence also associates professional learning community participation with positive teacher outcomes, although the quality of collaboration matters more than the mere existence of meetings (Christensen & Jerrim, 2025). Collaboration becomes productive when teachers examine concrete instructional problems, jointly design materials, observe practice, analyze student responses, and revise lessons. By contrast, collegiality that is limited to administrative coordination or informal conversation may not alter classroom pedagogy.

The literature thus supports a systems-oriented proposition: learning quality is shaped by the interaction of teacher development, curriculum enactment, instructional leadership, pedagogical resources, and family-community support. However, existing work often examines these dimensions separately. It remains unclear how they are sequenced and connected in the everyday enactment of Pancasila Education under remote-school constraints. The unresolved issue is not simply whether each component is present, but which mechanism links policy flexibility to classroom practice and which contextual conditions enable or restrict that link.

The archived fieldwork record from SMP Negeri 02 Fena Fafan documents a discrepancy between the expected participatory, contextual, competency-oriented curriculum and reported classroom practices. It records uneven content mastery, lecture and note-taking, limited teaching-material development, one-way communication, restricted technology use, and incomplete curriculum understanding. It also records local assets: willingness to join training, principal encouragement, peer knowledge sharing, parent-school communication, discussion, group work, local-language scaffolding, video, and shared-phone learning. This coexistence of constraint and agency provides the case-specific analytical niche.

The purpose of this article is to reanalyse the archived record to identify documented constraints and enabling practices in Pancasila Education curriculum enactment and to develop cautious, transferable propositions for similar contexts. The distinctive contribution is not the independent discovery of teacher capacity, leadership, technology, or community support; each is established in prior literature. Rather, the article proposes principal-led curriculum co-design as the mediating mechanism connecting professional capacity to contextual enactment, while local-language scaffolding and low-bandwidth/shared-device pedagogy are treated as context-dependent enabling conditions. The scope is restricted to one archived school case from July 2025. Because the exact participant total, raw recordings, complete instruments, ethics documentation, and systematic student-outcome measures were unavailable for reanalysis, the article does not claim saturation, causality, effectiveness, or statistical generalizability.

LITERATURE REVIEW

Teacher capacity is multidimensional. It includes subject-matter knowledge, pedagogical content knowledge, assessment literacy, communication, professional judgment, and the ability to adapt instruction to learners and context. Professional development can improve these dimensions, but its effects vary. Desimone (2009) emphasizes content focus, active learning, coherence, duration, and collective participation as core features of effective professional development. Coaching research further shows that individualized feedback and sustained support can produce meaningful improvements in instruction, although implementation quality and program scale influence outcomes (Kraft et al., 2018). Recent syntheses reinforce the importance of coaching and cooperation, while warning that training duration alone does not guarantee student gains (Ventista & Brown, 2023; Visscher et al., 2025). For Pancasila Education, this implies that generic seminars should be supplemented by subject-specific lesson design, observation, feedback, and analysis of student participation.

Teacher innovation also depends on individual and organizational conditions. Thurlings et al. (2015) identify self-efficacy, professional learning, leadership support, autonomy, feedback, and organizational climate as important influences on teachers' innovative behavior. In constrained environments, innovation may involve modest but significant changes: replacing uninterrupted lecture with structured dialogue, using local cases to explore values, designing group reflection, adapting a short video for discussion, or using one available device collaboratively. Within Pancasila Education, the abstract nature of value concepts makes subject-specific support particularly important. Murdiono et al. (2023) demonstrate the value of concrete learning media for Pancasila concepts, while Mazid et al. (2024) emphasize the relationship between Pancasila values and civic disposition. These studies support school-based lesson design that asks students to interpret values, deliberate, justify decisions, and reflect on consequences.

Curriculum enactment provides the organizing theoretical lens for this article. A curriculum that grants flexibility requires teachers to make more, not fewer, professional decisions. Remillard's (2005) analysis demonstrates that teachers interpret and transform curriculum materials based on their knowledge, orientations, and interactions with resources. In the Indonesian context, Reza et al. (2023), Syofyan et al. (2024), and Tomasouw et al. (2024) show that implementation is influenced by training, digital capability, differentiated-learning competence, resource availability, mentoring, and school support. Teacher capacity and instructional leadership are therefore treated as enabling conditions; contextual pedagogy, language, and technology are enactment resources; and family-community partnership is an ecological support. An ecological account of teacher agency further emphasizes that curriculum making depends on the interaction between teachers' professional resources and the possibilities and constraints of their working environments (Priestley et al., 2012).

Student-centered learning is particularly relevant to civic and character education. Citizenship education in Indonesia remains a dynamic effort to connect national character, democratic participation, and changing social conditions (Arfani & Nakaya, 2020). International reviews emphasize discussion of public issues, civic identity, participation, and reasoned judgment rather than declarative knowledge alone (Campbell, 2019; Kahne & Sporte, 2008). Engagement research conceptualizes participation through behavioral, emotional, and cognitive dimensions (Fredricks et al., 2004). Project-based learning can support academic and collaborative outcomes when projects are aligned with curricular goals and accompanied by conceptual guidance (Chen & Yang, 2019; Gianistika, 2022). In Pancasila Education, cases and projects should therefore require value interpretation, deliberation, justification, cooperation, and reflection.

Communication extends the learning environment beyond the teacher's delivery of content. Culturally relevant education supports the use of students' cultural and linguistic resources to

improve access and relevance while encouraging critical engagement (Aronson & Laughter, 2016). Family involvement research indicates that constructive communication, educational expectations, and support for learning at home are among the practices most consistently related to achievement (Boonk et al., 2018). In remote communities, local language, school meetings, messaging groups, and community institutions may support curriculum enactment. Their contribution remains ecological rather than deterministic: partnership is useful when it expands access and learning opportunities without imposing unequal demands on families. Research on flexible bilingual pedagogy also shows that strategically mobilizing learners' linguistic repertoires can support access to academic meaning when it is connected to clear pedagogical purposes (Creese & Blackledge, 2010; Reyes, 2024).

Accordingly, the theoretical architecture distinguishes four elements: enabling conditions, enactment resources, a mediating mechanism, and proposed outcomes. Curriculum enactment is the central process; teacher capacity and instructional leadership provide enabling conditions; contextual pedagogy, local language, and feasible technology operate as enactment resources; family-community partnership provides ecological support; and principal-led curriculum co-design is proposed as the mechanism connecting these elements. Local-language scaffolding and shared-device pedagogy are treated as boundary conditions because their value depends on linguistic need, instructional design, and equity. Table 1 positions this architecture against the main perspectives used in the literature. These concepts are sensitizing devices, not measured variables or confirmed causal paths.

Table 1. Theoretical Positioning of the Proposed Framework

Perspective	Primary Explanatory Focus	Limitation When Used Alone	Role in the Present Framework
Leadership for learning	Goal setting, supervision, feedback, and teacher development	Does not by itself specify how curriculum is redesigned in the classroom	Provides enabling conditions and protects the co-design cycle
Professional learning communities	Collaborative inquiry into teaching and student learning	Collaboration may remain informal or administrative	Provides the collective structure for lesson co-design and evidence review
Curriculum enactment	Teacher interpretation and transformation of curriculum materials	May understate leadership, community, language, and infrastructure constraints	Serves as the central process linking policy flexibility to practice
Culturally relevant and civic pedagogy	Cultural access, deliberation, civic disposition, and contextual relevance	Does not alone explain organizational support or material feasibility	Defines the pedagogical quality of cases, language scaffolds, and value-oriented tasks
Technology integration	Beliefs, pedagogical design, modeling, access, and feedback	Can overemphasize devices or assume stable infrastructure	Frames low-bandwidth and shared-device pedagogy as context-dependent resources

METHOD

Research Design and Data Provenance.

Rather than presenting a new primary case study, this article reports a secondary qualitative reanalysis of an archived narrative fieldwork record. The original record describes observation, interviews, and documentation at one public junior secondary school in July 2025. The present

reanalysis had access to the narrative manuscript containing dated excerpts and observation summaries, but not to raw audio, verbatim transcripts, field-note files, instrument appendices, or original school documents. The unit of analysis was therefore the archived textual record, not the participants themselves. This distinction governs all claims: statements are reported as documented in the archive, and no new primary data were generated.

Case Context

SMP Negeri 02 Fena Fafan is located in Fena Fafan, South Buru Regency, Maluku, Indonesia. The archive describes a remote island-school context through limited laptops and mobile devices, restricted connectivity, limited access to government training and expert mentoring, use of shared phones, reliance on a teacher laptop and video, and occasional use of Buru language for comprehension. It does not provide verifiable enrollment, staffing, electricity-availability, socioeconomic, distance, or official 3T-classification data. The term remote is therefore used descriptively and should not be generalized to all island or 3T schools.

Evidence Corpus and Participant Roles

The archive contains role-labelled material from the principal; vice-principals responsible for curriculum, student affairs, and public relations; teachers; and students identified as Grades VII-IX, together with narrative observation and documentation summaries. The exact number of unique participants cannot be recovered reliably because names and role labels are inconsistent across the earlier record. One excerpt labelled Grade XI was excluded from grade-specific analysis because it is incompatible with a junior secondary setting and could not be verified. No sampling, recruitment, withdrawal, or saturation claims are made. Table 2 states what is and is not recoverable.

Table 2. Recoverable Evidence Sources and Methodological Boundaries

Evidence Source	Documented Form	Recoverable Content	Unrecoverable or Unverified Information
School leadership	Dated interview excerpts	Principal and vice-principal accounts on supervision, curriculum, communication, and constraints	Exact unique count, recruitment, non-participation, and role balance
Teachers	Dated interview excerpts and observation summaries	Content mastery, communication, training, peer sharing, and classroom methods	Exact count, disciplinary assignments, eligibility criteria, and saturation
Students	Grade-labelled excerpts from Grades VII-IX	Experiences of teaching methods, boredom, phones, laptop, and video	Exact count, demographics, recruitment, and one inconsistent Grade XI label
Observation and documentation	Narrative summaries	Lesson flow, media use, curriculum planning, and reported school practices	Number and duration of observations, observer identity, and exact documents reviewed

Original Data-Generation Record and Instrument Boundaries

The earlier record states that observations, semi-structured interviews, and documentation were undertaken between 15 and 29 July 2025. Available text indicates that observations concerned lesson flow, teacher explanation, method variation, student participation, communication, and media. Interview domains included teacher competence, professional

development, supervision, curriculum roles, implementation barriers, communication, motivational methods, and technology use. However, the number, duration, and location of sessions; interviewer identity and training; recording and transcription; language and translation procedures; document types; pilot testing; and full protocols are not documented. These omissions are reported rather than reconstructed. Instrument appendices cannot be supplied from the available archive.

Reanalysis and Audit Trail

The present reanalysis used a manual hybrid thematic synthesis. First, all dated excerpts and observation summaries were inventoried in a structured evidence matrix by source role, date, and topic. Second, obviously inconsistent labels were flagged and excluded from role-specific inference. Third, inductive codes were assigned to documented practices, such as note-copying, Buru-language scaffolding, and shared-device use, while deductive sensitizing codes represented teacher capacity, instructional leadership, curriculum enactment, contextual pedagogy, technology, and family-community support. Fourth, convergence, divergence, and missing evidence were compared across source categories. Fifth, themes were mapped to the proposed framework, with each element classified as observed in the archive, inferred through interpretation, or proposed for future evaluation. A single-analyst process was used; no inter-coder agreement or qualitative software is claimed. Illustrative excerpts in the Results show the movement from archived evidence to theme and interpretation.

Trustworthiness, Reflexivity, Ethics, and Data Governance

Credibility is supported only to the extent that leader, teacher, student, and observation summaries converge; triangulation is treated as comparison, not automatic validation. Dependability is supported by dated excerpts and an explicit reanalysis sequence. Confirmability is constrained by the absence of raw data, member checking, peer debriefing, and an external audit. Transferability is supported through case description but limited by missing participant and school-profile data. Reflexively, the analysis is shaped by the earlier author's selection and English rendering of excerpts, and the archive does not document the original researchers' positionality or relationship to the school. Social-desirability bias may affect leadership and collegiality accounts. The reanalysis used no direct participant contact and no raw personal data; names were replaced with role labels. Nevertheless, the original fieldwork involved minors, and the archive does not contain an ethics committee name, approval number, school authorization, parental consent, student assent, withdrawal procedure, or retention and deletion plan. These matters must be verified by the responsible authors and editor before publication; the present article does not imply that approval or consent occurred.

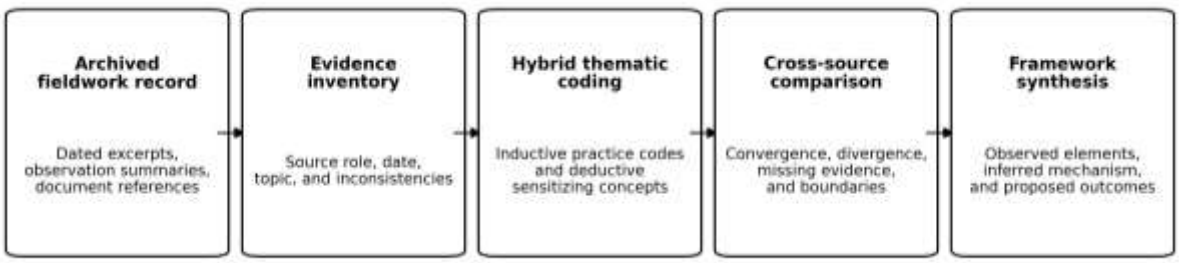

Figure 1. Secondary Qualitative Reanalysis Workflow

RESULTS AND DISCUSSION

Teacher Capacity as a Documented Instructional Constraint

Archived evidence, An observation summary states that the Pancasila Education teacher showed uneven mastery when presenting material and responding to student questions, and that method selection was not always aligned with the content. A principal was recorded as saying, "Professional development is very important for improving teachers' pedagogical, personal, social, and professional competence" (principal interview, 15 July 2025; wording lightly edited for clarity). Another school account linked professional-development participation with greater awareness of instructional weaknesses and stronger motivation. These items document a perceived capacity-practice gap, but the archive does not establish its prevalence across all teachers.

Interpretation and comparison. The archive supports a cautious interpretation that limited content and pedagogical confidence may be associated with reliance on controllable routines such as textbook explanation, lecture, and note-taking. It does not justify ranking teacher capacity as the sole or most immediate determinant. The pattern is consistent with evidence that professional learning has greater instructional value when it is content-focused, active, coherent, collaborative, and followed by coaching or feedback (Desimone, 2009; Kraft et al., 2018; Ventista & Brown, 2023). For Pancasila Education, subject-specific support is especially relevant because abstract values require explanation, examples, deliberation, and opportunities for application (Murdiono et al., 2023).

Practical implication. A feasible school-level response is a recurring subject-specific learning cycle rather than attendance at isolated workshops: select one difficult Pancasila concept, co-design a local case, teach the lesson, collect student responses, and revise the task. The principal can protect time and organize feedback, while district support is needed for mentoring and specialist access. Evidence of improvement should be based on revised modules, observation notes, and student reasoning-not training attendance alone.

Evidence boundary. The archive contains positive accounts of training and willingness to improve, but no pre-post observation, teacher assessment, or student outcome measure. References to positive impact are therefore interpreted as participant perceptions or emerging practices, not demonstrated effects.

Instructional Variation and Student Engagement

Archived evidence. A Grade VII student reported, "We like discussions, lectures, group work, and question-and-answer because we understand the material more quickly" (student interview, 21 July 2025; wording lightly edited). A second Grade VII account contrasted teachers who used motivation and ice-breaking with teachers who "only ask us to copy notes without explaining," which was described as boring (student interview, 21 July 2025; wording lightly edited). Observation summaries also mention lecture, discussion, and question-and-answer. The evidence therefore documents variation rather than a uniformly teacher-centered classroom.

Interpretation and comparison. Copying notes may produce visible compliance but provides weak evidence of emotional or cognitive engagement, whereas structured discussion can invite articulation, comparison, and justification of civic values (Fredricks et al., 2004; Kahne & Sporte, 2008). Contemporary Pancasila scholarship likewise cautions against an excessive cognitive emphasis and highlights the need to connect knowledge, skills, dispositions, and character (Isnariah et al., 2025; Mazid et al., 2024). However, the archive does not contain systematic engagement observations or student-performance data; claims remain experiential.

Pedagogical significance. Student-centered activity should be judged by intellectual purpose rather than entertainment. Ice-breaking may restore attention, but it does not substitute for civic inquiry. A stronger sequence would use a local dilemma, individual interpretation, small-group

deliberation, evidence-based justification, whole-class reflection, and a feasible action commitment. Project work should explicitly connect community problems with Pancasila concepts and assessment criteria rather than becoming ceremonial activity (Chen & Yang, 2019; Gianistika, 2022).

Practical implication. Teachers can collect brief, low-cost evidence by retaining student response sheets, reflection notes, or audio-free observation records. These materials would allow subsequent lesson-review meetings to examine the quality of reasoning and participation instead of relying only on impressions of enjoyment.

Instructional Leadership and Collaborative Professional Learning

Archived evidence. The record describes principal encouragement for professional training, periodic supervision, classroom observation, self-evaluation, and knowledge sharing. One teacher stated, "After training on technology use, I shared the experience with other teachers so that we could apply it in classroom learning" (teacher interview, 18 July 2025; wording lightly edited). Another account reported an explicit expectation that senior and newer teachers support one another. These items show an existing collaborative orientation, although they do not document a formal professional learning community.

Interpretation and comparison. Leadership for learning is relevant because the principal can coordinate instructional goals, feedback, and teacher development even when external support is intermittent (Hallinger, 2011; Robinson et al., 2008). Yet positive collegial relationships are not equivalent to collaborative inquiry. Reviews of professional learning communities emphasize joint examination of lessons, student work, and instructional problems, rather than meeting frequency or general congeniality (Christensen & Jerrim, 2025; Vescio et al., 2008).

Evidence limitation and alternative interpretation. Leadership and collegiality accounts may be affected by social desirability, particularly when collected within one organization. The archive provides little evidence of disagreement, unsuccessful supervision, or teachers who did not participate. The theme is therefore interpreted as an enabling organizational condition with uncertain consistency, not as proof of effective leadership.

Practical implication. The proposed mediating mechanism is principal-led curriculum co-design: a scheduled cycle of joint planning, classroom trial, source-labelled evidence review, and revision. This mechanism is more specific than general encouragement because it connects leadership action directly to curriculum enactment. Its effectiveness remains a proposition for future testing.

Communication, Buru-Language Scaffolding, and Family Contact

Archived evidence. A teacher reported, "Sometimes I use Buru language to make the material easier for students to understand," while also emphasizing clear oral and written Indonesian and openness to student responses (teacher interview, 15 July 2025; wording lightly edited). This excerpt supports Buru-language scaffolding as a documented practice; it does not establish how frequently it occurred or whether all students benefited.

Archived evidence on family contact. A principal described formal communication through school meetings and informal communication through messaging groups, while another school leader referred to semester-based contact with parents (leadership interviews, 15 July 2025). The archive also mentions community support for home learning, but parents and community members are not clearly documented as interview participants.

Interpretation and implication. Buru language can function as an access resource when it supports conceptual understanding and is followed by engagement with formal academic language (Aronson & Laughter, 2016). Family communication can extend value learning beyond the

classroom, but administrative announcements alone are insufficient (Boonk et al., 2018). Inclusive home-learning prompts should not assume equal parental literacy, time, income, or device access. Because the archive does not contain parent accounts, claims about partnership are limited to school-reported practices. This interpretation is consistent with international evidence that flexible movement across languages can mediate content learning and participation in multilingual classrooms (Creese & Blackledge, 2010; Reyes, 2024).

Technology Integration Under Infrastructure Constraints

Archived evidence. Grade IX students described reliance on a teacher laptop, occasional video, and mobile phones. One account indicated that students with phones searched for material and worked with classmates who did not have devices (student interview, 28 July 2025; wording lightly edited). Another described watching video from the teacher's laptop before discussion (student interview, 29 July 2025; wording lightly edited). These excerpts document initiative and unequal access simultaneously.

Interpretation and comparison. The record supports the inference that technology use was constrained by device scarcity and pedagogical structure, but it does not establish connectivity speed, electricity reliability, device ownership rates, or frequency of use. Research shows that beliefs, design experience, collaboration, and feedback shape integration alongside equipment (Ertmer et al., 2012; Tondeur et al., 2012). Remote-area studies likewise identify access, literacy, training, and mentoring as interconnected constraints (Tomasouw et al., 2024).

Practical implication. Low-bandwidth pedagogy should prioritize offline images or short videos, one shared display, printed alternatives, and tasks that require interpretation rather than passive viewing. Shared-device roles (operator, recorder, evidence checker, and presenter) can support equitable participation when roles rotate.

Boundary condition. Shared-device learning is treated as a context-dependent resource, not an inherently beneficial consequence of scarcity. It may support cooperation only when non-device owners have substantive roles and equivalent access. The proposed relationship requires direct observation and equity indicators in future research.

Curriculum Enactment: From Formal Flexibility to Contextual Practice

Archived evidence. A curriculum leader stated that teachers should participate in annual programs, semester programs, and school-level curriculum development. The same role category also reported limited curriculum understanding, IT competence, human resources, participation, facilities, budgets, training, and expert assistance (leadership interviews, 23 July 2025; wording synthesized from the archived record). The evidence documents a gap between recognized professional responsibility and available enactment capacity.

Interpretation and comparison. Curriculum enactment theory explains this gap by treating teachers as active interpreters rather than passive policy recipients (Remillard, 2005). Under insufficient support, formal flexibility may be narrowed into textbook coverage. Indonesian Merdeka Curriculum studies report similar relationships among readiness, differentiated-learning competence, resources, and school support (Reza et al., 2023; Syofyan et al., 2024). For Pancasila Education specifically, the risk is that knowledge coverage dominates civic disposition, reasoning, and behavioral enactment (Hastangka & Ediyono, 2023; Isnariah et al., 2025).

Documented movement and evidentiary status. The archive refers to teaching modules based on Pancasila values, local-wisdom integration, participatory activities, and projects intended to cultivate cooperation, tolerance, and responsibility. Because the underlying modules and student products were not available, these practices are classified as reported emerging enactments rather than verified implementation quality.

Practical implication. Curriculum co-design should map a limited number of competencies to local cases, discussion sequences, action tasks, and assessment evidence. This approach can reduce individual workload and give supervision a shared instructional reference. District-level mentoring is required when content expertise or curriculum interpretation exceeds school capacity.

An Integrated Quality-Improvement Framework

Synthesis and contribution. Across the archived themes, no isolated intervention appears sufficient. The revised framework therefore distinguishes three epistemic levels. Observed elements are practices or constraints explicitly documented in the archive; inferred mechanisms are interpretations connecting those elements; proposed outcomes are untested expectations. The distinctive theoretical proposition is that principal-led curriculum co-design mediates the relationship between enabling conditions and contextual classroom enactment. Buru-language scaffolding and low-bandwidth/shared-device pedagogy are boundary conditions whose usefulness depends on linguistic need, task design, and equitable participation.

Table 3 summarizes the evidence sources, interpretations, and immediate school-level priorities. The table records the presence of documented patterns, not their frequency or prevalence.

Figure 2 differentiates observed conditions, the inferred co-design mechanism, and proposed outcomes. Solid-bordered boxes represent archived evidence; the dashed mechanism represents an interpretation developed through the reanalysis; and the shaded outcome box contains propositions that were not measured. The forward arrows indicate a provisional sequence for future evaluation, not demonstrated causal effects; the return arrow represents feedback from classroom evidence to the next co-design cycle.

Methodological Boundaries and Limitations

This reanalysis is limited by one school, an unrecoverable participant total, inconsistent source labels, unavailable raw recordings and instruments, incomplete contextual metrics, absent formal ethics documentation, and no systematic measures of engagement, civic reasoning, character, or achievement. The earlier record may selectively represent positive leadership and collaboration accounts, and English-language excerpts may reflect translation or editing choices. Triangulation across role categories reduces neither these provenance limits nor social-desirability risk. Accordingly, the framework is analytically transferable only as a set of questions and propositions to be examined in settings with comparable island, infrastructure, language, and support conditions.

Summary of Thematic Evidence and Immediate Priorities

The source-linked thematic synthesis in Table 3 separates archived evidence from interpretation and proposed action.

Table 3. Thematic Synthesis, Evidence Sources, and School-Level Priorities

Theme	Archived Evidence Source	Interpretation	Immediate School-Level Priority
Teacher capacity	Observation summary; principal and teacher interviews	Documented capacity-practice gap; prevalence and effect are not established	Subject-specific co-design, classroom trial, and feedback cycle

Theme	Archived Evidence Source	Interpretation	Immediate School-Level Priority
Student engagement	Grade VII student interviews; observation summaries	Classroom experience varied; engagement was experiential, not systematically measured	Structured cases, deliberation, reflection, and retained student evidence
Leadership and collaboration	Principal and teacher interviews	Collaborative orientation was present but formal inquiry cycles were not documented	Scheduled joint planning, observation, evidence review, and revision
Communication and culture	Teacher and leadership interviews	Buru-language scaffolding and parent contact were school-reported access resources	Contextual examples, bilingual scaffolding, and inclusive home-learning prompts
Technology	Grade IX student interviews	Shared phones, laptop, and video reflected initiative and unequal access	Offline media, printed alternatives, rotating shared-device roles
Curriculum enactment	Curriculum-leadership interviews; narrative summaries	Recognized curriculum responsibility exceeded available training, mentoring, and resources	Collaborative module design aligned with local cases and assessment evidence

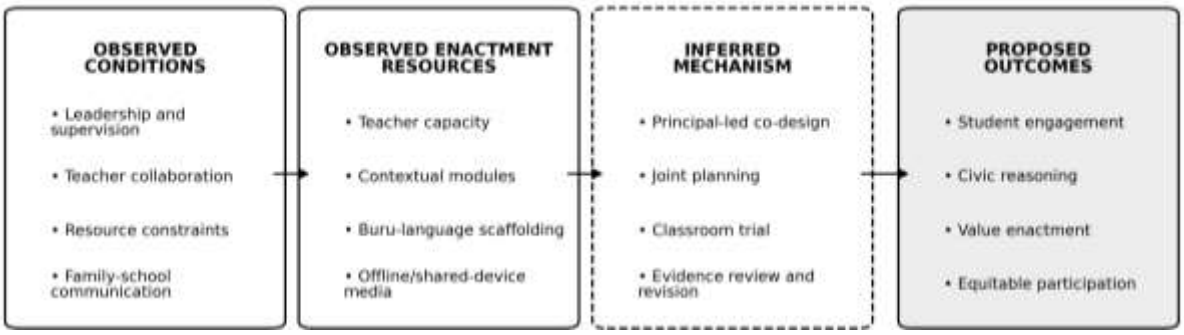

Figure 2. Revised Case-Derived Framework: Observed Conditions, Inferred Mechanism,

Staged Practical and Policy Implications

Implementation should be staged by responsibility and feasibility rather than presented as an undifferentiated package. Table 4 separates immediate low-cost school actions from medium-term district support and infrastructure-dependent system actions. Suggested indicators are implementation signals, not validated outcome measures.

Table 4. Staged Implementation Priorities, Responsibilities, and Process Indicators

Stage	Responsible Actors	Priority Actions	Illustrative Process Indicators
Immediate (0-6 months)	Teachers and principal	Run a co-design cycle; use local cases; establish shared-device equity roles; retain source-labelled student work	Revised modules; completed lesson-review cycles; student evidence discussed

Stage	Responsible Actors	Priority Actions	Illustrative Process Indicators
Medium term (6-18 months)	School and district office	Provide subject coaching and mentor access; strengthen observation routines; verify ethics, consent, and data-governance documentation	Coaching sessions; observed lessons; documented consent and data procedures; participation-equity checks
Infrastructure dependent	District, provincial, and national authorities	Improve reliable connectivity, shared device pools, specialist access, and sustained training budgets	Connectivity availability; equitable device access; mentor response time; funded professional-learning cycles

CONCLUSION

This secondary qualitative reanalysis examined documented constraints and enabling practices in Pancasila Education and Merdeka Curriculum enactment at one remote junior secondary school. The archived record indicates uneven teacher content and pedagogical capacity, lecture and note-taking, limited contextual materials, incomplete curriculum understanding, and restricted digital access, alongside supervision, peer knowledge sharing, discussion, Buru-language scaffolding, parent-school communication, video, and shared-device practices. The article's contribution is a provisional theoretical proposition: principal-led curriculum co-design may connect professional capacity with contextual enactment, while language and low-bandwidth pedagogy operate as context-dependent enabling conditions. The framework should inform diagnostic reflection and staged school and district action, not be interpreted as a tested causal model or evidence of effectiveness. Multisite primary research should report complete sampling, instruments, analytic teams, ethics and consent procedures, data governance, contextual indicators, discrepant cases, and longitudinal student outcomes.

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