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## Developing Teacher Performance Through Evaluation of Leading Schools at State Junior High School 1 Seunagan, Nagan Raya Regency

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**Abstract:** The purpose of the study describes the driving school in managing human resources, managing learning in order to, utilizing digitalization, implementing mentoring activities and budget management to develop teacher performance at State Junior High School 1 Seunagan. The research method is qualitative descriptive. Informants consist of the principal, education staff and teachers. Data collection using interviews, observation and documentation and analysis is descriptive qualitative. The results of the study indicate that in managing human resources in order to develop teacher performance, various training activities are carried out to teachers, both through seminars, workshops, discussions in teacher work groups and conducting supervision. In managing learning, it is done by designing learning in accordance with the Operational Curriculum of the Education Unit, implementing a differentiated learning pattern and implementing the P5 program in various learning activities by teachers. In utilizing digitalization, it is done by utilizing the teacher competency development platform, Learning Platform, Platform as a school resource and utilizing digital media such as the Canva application as a facility for designing learning and in carrying out mentoring activities, it is done by holding various discussion activities through academic supervision by the principal, discussions with supervising teachers, as well as training and mentoring, such as workshops and seminars.

**Keywords:** Evaluation, Driving School, Teacher Performance

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### INTRODUCTION

Teacher performance in learning is the most important part in supporting the creation of an effective learning process. (Khodijah, 2023) put forward to measure teacher performance can be seen from three indicators, namely: (1) teacher skills, knowledge, and responsibilities, (2) student achievement at class level, and (3) school achievement. Efforts to improve teacher performance both in terms of competence and skills in the learning process, schools need to pay attention to factors that can improve teacher performance in developing all their potential. One of them is by implementing the school mover program.

The school mover program is a strategic initiative to realize quality school leadership, student-centered learning, and a positive school culture (Kemendikbudristek, 2021). The school mover program is also a program to improve the quality of student learning through five types of interventions that aim to accelerate the movement of schools in achieving their improvements within a period of three academic years, so that schools will experience an increase in competence and character in accordance with the profile of Pancasila students, so that the quality of education will increase evenly (Maulana, 2021).

The School Mover Program will accelerate the improvement of education quality in the regions such as the multiplier effect of School Mover on other schools, become a model in building School Mover, and accelerate the improvement of education quality in the regions. In addition, School Mover is also a catalyst for the realization of the vision of Indonesian education, namely schools that implement the Pancasila Student profile and begin with superior human resources to develop student learning outcomes holistically (Inayah et al., 2024).

This program is expected to provide encouragement for Junior High School educational units in creating a better learning environment (Nurjanah & Mustofa, 2024). The influence of the learning environment on student learning achievement has been a concern in various educational studies (Abbas & Rizki, 2023). Factors such as teacher quality, learning facilities and parental support can have a significant impact on student achievement. Therefore, the role of the school driver program in optimizing these factors is interesting to study.

Based on the concept of the school above, of course, the existence of the school mover program has an impact on teacher performance in learning activities. This is because the school mover program can be a role model, a training place and also an inspiration for teachers and other education personnel. In the school mover, teachers provide lessons not only in one direction, but also a variety of fun activities that contain critical reasoning, collaboration, and creative competencies. Characteristics of the school mover, three things that we always see in the school mover, both teachers and students. Many questions, many attempts, and many works.

The School Mover Program is an educational initiative launched by the government to accelerate improvements in the quality of education in Indonesia (Purwaningsih & Sirojuddin, 2024). The main objective of this program is to stimulate significant improvements in various aspects of education, especially in schools located in remote, outermost and underdeveloped areas (Sky & Ismail, 2024). This program encourages the empowerment of schools as innovative learning centers and focuses on improving the quality of teachers, learning and school management. Through a holistic approach, the program seeks to ensure more equitable access to education, strengthen the curriculum that is relevant to local needs, and integrate technology into the learning process. By providing ongoing support, training and resources as needed, the School of Movers Program has the potential to improve education standards in various regions, close the gap between regions and create a positive impact on the development of education in Indonesia as a whole.

The School Mover Program is an educational initiative that aims to address various challenges and gaps in the education system in Indonesia (Kusuma et al., 2024). Focusing on remote, outermost and disadvantaged areas, the program aims to improve access, quality and relevance of education at the secondary school level. One of the key points of the program is empowering schools as progressive learning centers, where teachers and students are empowered to create effective and innovative learning environments.

Through the School Mover Program, the government is trying to improve the quality of teachers by providing continuous training and professional development. (Tuerah & Tuerah, 2023). This is important because the role of teachers is very large in shaping students' learning experiences. This program also encourages the use of more interactive, creative and contextual learning methods, so that students can be more involved and have a deeper understanding of the subject matter.

In addition, this program also focuses on strengthening school management, including administrative and leadership aspects.(Utari et al., 2025). By increasing the school's managerial capacity, it is expected that schools can be more efficient in resource management, task division and strategic planning. This will have a positive impact on the overall effectiveness of the educational process in schools. The School of Movers program also pays attention to the use of technology in learning.

Technology integration is expected to improve accessibility, enrich learning materials and develop students' digital skills. In this digital era, understanding technology and the ability to use it is important to learn. Thus, the School of Movers Program is not only an effort to improve the quality of education, but also a strategy to build a more inclusive, equitable and sustainable foundation for education. By addressing educational inequality between regions, this program has the potential to reduce social and economic gaps, and provide better opportunities for Indonesia's young generation in facing the future. In addition, the influence of technology and information in education is also an important aspect in the context of modern education.

The use of technology in learning can improve interaction between teachers and students, facilitate access to information, and help in the development of students' digital skills.(Lestari & Kurnia, 2023). However, the integration of technology in learning also requires readiness from teachers to master and implement it in the teaching and learning process.

However, the fact is that currently there are still many problems that occur in driving schools, one example is the low quality of learning. The low quality of education in Indonesia can be explained through several factors. One factor is the low quality of teachers, which is seen from the lack of professionalism and expertise in implementing ICT-based learning.(Satria et al., 2025). Many pioneering schools may struggle to recruit and retain quality teachers, as well as provide adequate training to teaching staff.

Judging from its purpose, this driving school focuses on innovation and improving the quality of education. Thus, driving schools are often used as centers for implementing changes in improving the quality of education, as well as motivating teachers and students to provide inspiration for other schools.(Sava et al., 2024b). From the various problems that exist, the driving school designs various programs, one of which is a training program that is right on target and relevant to educational needs.(Sava et al., 2024a). The driving school is responsible for implementing the training program effectively. They must provide the time and resources necessary to ensure that school staff can fully participate in these programs. Therefore, for the success of the driving school, evaluation is needed to measure its impact on the performance and practices of school staff.

(Sava et al., 2024)suggests that this evaluation can be used to determine the effectiveness of the training program and identify areas that need further improvement. In addition, the results of the evaluation of the school driving program can adjust and update the existing program to meet the evolving needs of school staff, including adding new materials, changing the training approach, or providing further training for those who need it, including in terms of improving teacher performance.

Teacher performance has a central role in the progress of education at every level.(Pandipa, 2019). In this study, the focus is on how the school movement program affects teacher performance in junior high schools. Teacher performance does not only include their ability to deliver subject matter effectively, but also involves a number of other factors such as the ability to motivate students, the availability of adequate educational resources, and the ability to adapt to changes in the curriculum and education policies.(Haq & Fitriani, 2024).

Teacher performance is a reflection of a number of factors that influence their ability to carry out educational tasks effectively. In general, teacher performance covers various aspects, including teaching ability, professionalism, interaction with students and colleagues, and

contribution to school development. Teaching ability is the core of teacher performance, including the ability to plan learning, deliver lesson materials clearly and interestingly, and apply learning strategies that are appropriate to student needs. Teacher performance also includes aspects of professionalism such as adherence to teacher ethics, participation in professional development, and commitment to educational tasks.

Teacher performance is also determined by their ability to create a conducive learning environment, both physically and psychologically. Effective teachers are able to build good relationships with students, motivate them to learn, and provide the necessary support for students' academic and social development. In addition, teacher performance also includes their ability to collaborate with colleagues and other stakeholders, such as parents and school staff. Good collaboration allows for the exchange of ideas and experiences, and strengthens efforts to improve the overall quality of education. Furthermore, teacher performance can also be assessed from their contribution to school development.

Teachers who perform well do not only focus on teaching tasks in the classroom, but are also active in extracurricular activities, school development projects and initiatives to improve the overall quality of education. Thus, teacher performance is an important indicator in assessing the effectiveness of an education system, because good teacher performance has a positive impact on student achievement, school image, and educational progress in a region or country. Therefore, improving teacher performance is one of the main focuses in efforts to improve the quality of education sustainably.

Teacher performance indicators that are often used in evaluating teacher performance (Rizal, 2019) teaching ability, professionalism and interpersonal relationships. In this study, the assessment of teacher performance includes an evaluation of the teacher's ability to plan learning in accordance with competency standards, the ability to implement innovative and responsive learning strategies to student needs, and the ability to facilitate interactive and collaborative learning in the classroom. Teacher performance can also be assessed from the aspect of professionalism, such as active participation in training related to professional development, participation in extracurricular activities or increasing school capacity, and the ability to communicate and collaborate with colleagues and other related parties.

In addition, the development of technological progress that occurs globally also has a significant impact on education in junior high schools. The demand for technology integration in learning methods is increasing. The use of technology such as computers, the internet and digital learning applications can provide a more interactive and interesting learning experience for students. However, challenges arise in aligning these technological developments with the existing curriculum and ensuring that teachers have sufficient competence in their application.

Likewise, the existence of the school mover program at State Junior High School 1 Seunagan, Nagan Raya Regency, certainly has an impact on the performance of teachers. If observed at the school, of course not all teachers have maximum performance, even though they already have the status of Civil Servants. However, in the field, it shows that the performance of most teachers at State Junior High School 1 Seunagan is already optimal. This can be seen that some teachers have used various learning media, especially digital-based learning media.

The performance of several teachers at State Junior High School 1 Seunagan also appears competent in choosing learning methods that are not yet varied as with the directions contained in the latest curriculum used in schools. Some teachers also make learning plans for administrative completeness only but are not really applied to classroom learning. The results of initial observations that have been carried out at State Junior High School 1 Seunagan, obtained information that teachers continue to strive to improve the quality of performance by participating in competency improvement training although some teachers are still reluctant to participate in various training.

Based on the various phenomena above related to the performance of some teachers at State Junior High School 1 Seunagan which has been optimal, it is certainly undeniable that this is closely related to the school mover program that is being run. However, is this assumption true or are there other factors. Therefore, this evaluation study is important to be carried out considering the results of initial observations at State Junior High School 1 Seunagan, Nagan Raya Regency, that during its time as a mover school, changes in teacher performance were seen at State Junior High School 1 Seunagan, Nagan Raya Regency.

## METHOD

This research uses a qualitative approach. (Rodiah, 2019) defines a qualitative approach as a research procedure that produces descriptive data in the form of words or spoken words from people and observable behavior. Qualitative methods attempt to uncover the various uniqueness found in individuals, groups, communities, and/or organizations in everyday life in a comprehensive, detailed, deep, and scientifically accountable manner. This is in accordance with the opinion of (Moha, 2019) which states that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.

(Umami et al., 2024) Qualitative research is a research process to understand human or social problems by creating a comprehensive and complex picture presented in words, reporting detailed views obtained from information sources, and conducted in a natural setting. (Walidin & Tabrani, 2025) mentions that qualitative research is essentially dual in nature, namely a commitment to a naturalistic view - an interpretive approach to the subject matter of study and a sustained critique of positivist politics and methods. Qualitative researchers emphasize socially constructed realities, close relationships between researchers and those studied.

This type of research is descriptive. (Amelia & Rudiansyah, 2021) defines descriptive research as a method of researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to create a description, picture or painting systematically, factually and accurately regarding the facts, characteristics and relationships between the phenomena being investigated.

Descriptive research is a research method that is aimed at describing existing phenomena, which are taking place at present or in the past. According to (Sugiyono, 2018) Descriptive research has characteristics that tend to describe a phenomenon as it is by examining it regularly and strictly, prioritizing objectivity, and being carried out carefully and without any treatment being given or controlled. Meanwhile, according to (Sugiyono, 2019) mentioning descriptive research with characteristics related to the conditions that occurred at that time and describing only one variable or several variables but described one by one.

The reason the researcher used a descriptive qualitative approach was because this study only presented in words, not in the form of numbers, related to the implementation of the driving school in developing teacher performance at State Junior High School 1 Seunagan, Nagan Raya Regency, both from the aspects of planning, organizing, implementing and supervising.

In qualitative research, the party providing information is called the informant or research subject. (Moleong, 2017) states that informants are actors who have an important role in supporting the research process carried out by providing responses and information related to matters considered important by researchers. (Sugiyono, 2019) stated that research informants are parties who become samples or subjects targeted by researchers to be studied. The informants in this study can be seen in Table 1.



**Table 1. Research Informants**

No	Informant	Amount
1	Headmaster	1 person
2	vice principal	1 person
3	Deputy for Curriculum	1 person
4	Driving Teacher	2 persons
5	Classroom teacher	4 people
6	Administrative Officer	2 persons
7	Student	4 people
Total		15 people

Source: Researcher, 2024

Informants in this study were taken using purposive sampling techniques. Nasution (2023) stated that purposive sampling is sampling carried out according to the required sample requirements. The sampling was carried out intentionally by taking only certain samples that have certain characteristics, traits, criteria, or properties. According to Margono (2021), the selection of a group of subjects in purposive sampling is based on certain characteristics that are considered to be closely related to the characteristics of the previously known population, in other words, the sample units contacted are adjusted to certain criteria applied based on research objectives.

The criteria for informants in this study were (1) being directly involved in implementing the driving school activities in Junior high school State Middle School 1 Seunagan, Nagan Raya Regency and (2) has been a teacher or school employee since the driving school was run at State Middle School 1 Seunagan, Nagan Raya Regency.

This study uses primary and secondary data. Primary data is data that is directly collected by people who are interested or who use the data. Data obtained through interviews (Sugiyono, 2019). The primary data used in the study came from the results of interviews with the principal, vice principal, curriculum representative, administration and subject school staff.

Secondary data is data that is not directly collected by interested people (Moleong, 2017). The data used are in the form of reading literature that is relevant to this study such as school profiles, theses, scientific journals, books, magazines, articles and internet sites. Both of these research data were collected using data collection techniques consisting of interviews, observations and documentation studies.

Data analysis in this study is descriptive qualitative in nature, referring to the steps put forward by (Miles & Huberman, 2007) as quoted by (Moleong, 2017) which consists of the stages of data reduction analysis, data presentation, drawing conclusions.

## RESULTS AND DISCUSSION

This section presents the research findings obtained from interviews with informants, supported by observations and previous relevant studies, as described below.

### Human Resource Management in Developing Teacher Performance at the Mover School of Seunagan 1 State Junior High School

The main step taken by Seunagan 1 State Junior High School to improve teacher performance is to manage human resources, especially the teachers themselves, both in terms of professional, social, pedagogical and other competencies so that they are in line with the school's vision and mission, as stated below:

*As the Principal of Seunagan 1 State Middle School, I have a vision to change the learning paradigm, one of which is by taking part in the selection to participate in the PSP in accordance with what is stated in the Decree of the Minister of Education and Culture Number 1177/M/2020 concerning the School Mover Program..*

Furthermore, the Principal of Seunagan 1 State Middle School also said that:

*The key to success in developing teacher performance is of course the main thing that schools do is improve the quality of human resources so that teachers have good competence in the areas that are their responsibility and duties.* (Interview: KS, February 18, 2025).

The principal's statement above is also confirmed by the opinion of the vice principal of Seunagan 1 State Middle School for curriculum matters that:

*As a driving school, of course, teachers really need to improve their human resources so that their performance can be carried out well, especially their teaching performance. So far, the school has always made maximum efforts to carry out its main tasks in improving teacher performance.* (Interview: WKK, February 19, 2025).

The various statements above clearly illustrate that strengthening human resources, especially teachers, includes planning (programs), educators and education personnel, students, facilities and infrastructure and financing. Schools also conduct training activities to improve the competence of educators and education personnel and committees to support human resource development activities for educators.

### **Learning Management in Developing Teacher Performance at the Driving School of Seunagan 1 State Junior High School**

Evaluation of the school driving program of Seunagan 1 State Middle School which has been implemented, if viewed from the aspect of learning management, it can be seen aspects of the preparation of the Operational Curriculum of the Education Unit by the principal based on the Merdeka Mengajar Platform, the implementation of differentiated learning by teachers based on the Merdeka Mengajar Platform and the implementation of P5 by teachers based on the Merdeka Mengajar Platform.

### **Learning Management Based on the Operational Curriculum of Educational Units in Seunagan 1 State Junior High School**

Efforts to improve teacher performance at the State Junior High School 1 Seunagan from the aspect of learning management begin with efforts to compile the Operational Curriculum of the Education Unit based on the Independent Curriculum. In this regard, the Ministry of Education and Culture is not only a burden for teachers to improve Education at the Junior High School level, but also the responsibility of the principal in realizing the Independent Curriculum, one of the important roles of the principal in efforts to improve teacher performance is to compile the Operational Curriculum of the Education Unit (KOSP), as well as every principal of State Junior High School 1 Seunagan.

In this section, the preparation of the Operational Curriculum of the Educational Unit by the principal of Seunagan 1 State Middle School is based on the Merdeka Mengajar Platform in order to improve teacher performance as seen from the aspect of student-centered, contextual, essential, accountable curriculum management and the involvement of various stakeholders.

#### **1. Learning Curriculum Developed Centered on Students**

The process of education is used as a process that provides opportunities for students to develop their potential so that they can have life skills that are in accordance with their interests and talents in developing spiritual, intellectual, and kinesthetic intelligence. In preparing the operational curriculum, the characteristics of students with all their backgrounds are a primary consideration in order to become an equitable education within a framework of diversity (Fitriyah & Wardani, 2023). Regarding this, the researcher obtained information from the principal of State Junior High School 1 Seunagan, namely as follows:

*The main thing that the school does in an effort to improve teacher performance is to prepare the Operational Curriculum of the Education Unit so that learning can be managed well. This is especially true because the school where I work is one of the pilot projects for implementing the independent curriculum. In the second year, we started to prepare the Operational Curriculum of the Education Unit as the school curriculum. The main standard in preparing the Operational Curriculum of the Education Unit is that it is centered on students, where learning must meet the diversity of potential and development of students. The second is contextual, namely in accordance with our characteristics at State Junior High School 1 Seunagan. The third is essential and also involves all stakeholders. The parties involved in preparing the Operational Curriculum of the Education Unit are myself as the principal, the teaching staff, the school committee, the supervisory supervisor and all stakeholders at State Junior High School 1 Seunagan (Interview: Principal of Seunagan 1 State Middle School, February 21, 2025).*

The above statement explains that the evaluation of the driving school of State Junior High School 1 Seunagan in the aspect of learning management can first be seen in the preparation of the Educational Unit Operational Curriculum (KOSP) as part of the realization of the Independent Curriculum that has been carried out by the Principal of State Junior High School 1 Seunagan. The preparation of the Educational Unit Operational Curriculum by the principal uses the Independent Teaching Platform standard with a focus on students. This is also supported by the statement of the deputy principal of State Junior High School 1 Seunagan, namely as follows:

*Developing an Operational Curriculum for Educational Units that focuses on students from the aspect of literacy and numeracy because it is very important in an education, so in developing an Operational Curriculum for Educational Units, we develop several efforts that we will make in implementing literacy and numeracy, one of which is by creating a comfortable classroom atmosphere for learning, routine literacy activities carried out every week in the morning, class workshops for children who have difficulty learning, and study clubs and others. Likewise, the character of students is the main priority in developing an Operational Curriculum for Educational Units. In our Operational Curriculum for Educational Units, we try to develop the profile of Pancasila students in all students through various activities. One of the activities that we routinely do is Dhuha prayer, mutual cooperation, scouting, alms and many other things that we have implemented. How do you develop an Operational Curriculum for Educational Units that focuses on students from the aspect of the learning environment? (Interview: Vice Principal of Seunagan 1 State Middle School, February 22).*

The statement of the vice principal of Seunagan 1 State Junior High School above explains that the preparation of the Educational Unit Operational Curriculum (KOSP) as part of the realization of the Independent Curriculum has been carried out by the principal with a focus on students. In this case, the ultimate goal in achieving integrated learning with the Pancasila Student Profile globally and generally is to form a character of students in fostering faith, piety to God Almighty, and noble character, global diversity, independence, critical thinking, mutual cooperation and creativity by being able to accommodate such diversity (Sunhaji, 2019).

Referring to the Decree of the Minister of Religion (KMA) of the Republic of Indonesia Number 347 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum in Madrasahs, it has determined the main themes of the Rahmatan lil 'Alamiin student profile strengthening project which can be selected from the values of religious moderation by educational units as follows: 1) Civilized (ta'addub), namely upholding noble



morals, character, identity, and integrity as *khairu ummah* in human life and civilization. Exemplary (*qudwah*), namely pioneering, role models, inspirators and guidance, so that it can be interpreted as an inspiring attitude to become a pioneer of goodness for the common good. Citizenship and nationality (*muwatanah*), namely the attitude of accepting the existence of religion as evidenced by the attitude and behavior of nationalism that must be possessed by citizens which includes the obligation to comply with applicable regulations, comply with state laws, and preserve Indonesian culture.

Taking the middle path (*tawassut*), namely understanding and practicing religion that is not excessive (*ifrāt*) and also does not reduce or ignore religious teachings (*tafiīt*). Balanced (*tawāzun*), namely understanding and practicing religion in a balanced way that covers all aspects of life, both worldly and hereafter, firmly stating the principles that can distinguish between deviations (*inhiraf*) and differences (*ikhtilāf*). Straight and firm (*I'tidāl*), namely placing something in its place and exercising rights and fulfilling obligations proportionally.

Equality (*musāwah*), which is equality, not being discriminatory towards others due to differences in beliefs, traditions and origins of a person. Deliberation (*shūra*), which is every problem resolved through deliberation to reach consensus with the principle of placing the public interest above all else. Tolerance (*tasāmuh*), which is recognizing and respecting differences, both in religious aspects and various other aspects of life. Dynamic and innovative (*tathawwur wa ibtikār*), which is always open to making changes in accordance with the times and creating new things for the benefit and progress of humanity (Mubarak, et.al, 2021).

The development of operational curriculum aims to assist the thinking process activities and develop educational units. In addition, the development of this document is the result of reflection from all elements of educators in educational units to be reviewed periodically to suit the dynamics of change and the needs of students (Bahri, 2017).

## 2. Learning Curriculum Developed Contextually

Not only is it oriented towards students in terms of literacy and P5, the preparation of the Operational Curriculum for Educational Units is also based on consideration of the environment around the students, both natural and socio-cultural conditions, as stated by the principal. Seunagan 1 State Junior High School, namely as follows:

*In compiling the Operational Curriculum of Educational Units, one of the contextual principles that we prioritize is the surrounding environment, be it natural conditions, socio-culture, parents' livelihoods and so on. From the aspect of regional traditions that must be followed by schools, local wisdom is one of the essential aspects in compiling the Operational Curriculum of Educational Units where in compiling the Operational Curriculum of Educational Units we try to bring out local wisdom as one of the school programs and try to compile the Operational Curriculum of Educational Units as accountable as possible in accordance with the characteristics of the school so that the data can be tested and its validity analyzed.* (Interview: Principal of Seunagan 1 State Middle School, February 20, 2025).

Based on the above explanation, it is clear that the orientation of the preparation of the Operational Curriculum of the Educational Unit at State Junior High School 1 Seunagan considers various aspects, starting from students, social conditions of the community, the natural environment and the social and cultural traditions of the community around the school. The Head of the Curriculum Division of State Junior High School 1 Seunagan stated that:

*The preparation of the Operational Curriculum of the Educational Unit by the principal contextually shows a distinctive feature and suitability with the characteristics of the school, the socio-cultural context and the work environment.*

*The operational curriculum in the educational unit contains various learning process plans organized by the educational unit, as a guideline for all learning implementation to make it more meaningful. The operational curriculum of the educational unit is developed according to the context and needs of the students. The components in this operational curriculum are made to help the thinking process and develop the educational unit. In its development, this document is a result of reflection from all elements of educators which are then reviewed periodically in order to be adjusted to the dynamics of change and the needs of students.* (Interview: Head of Curriculum, February 19, 2025).

The above statement explains that the central government has established a basic framework and curriculum structure that can be used as a reference for developing the operational curriculum of educational units. The essence of implementing this operational curriculum device is in line with a research study (Supriadi & Wibowo, 2021) which found that the emergency curriculum or operational curriculum of educational units chooses a high level of flexibility and can provide space for educational institutions in general as an effort to develop the curriculum structure to the evaluation stage. In addition, in this curriculum, students are given the freedom to explore and find other sources in learning activities.

### 3. Learning Curriculum is Developed Essential

Essential means focusing on the content of the lesson or condensing the material but in depth and quality. In school operations, it contains a learning process plan that is carried out in educational units as a guideline for all learning implementations to make it meaningful. In this aspect, the Principal of State Junior High School 1 Seunagan stated the following:

*Operational learning is developed according to the context and needs of students and schools, even in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, the curriculum itself is a set of plans and also regulations related to objectives, content, and learning materials.* (Interview: Principal of Seunagan 1 State Middle School, February 20, 2025).

Based on the statement of the Principal of Seunagan 1 State Junior High School above, it is clear that in order to manage learning at the driving school of Seunagan 1 State Junior High School well, the principal also considers essential aspects in compiling the curriculum as the provisions that have become the standard for compiling the Operational Curriculum of Education Units by the Ministry through the Merdeka Mengajar Platform program.

### 4. Learning Curriculum is Developed Accountable

The fourth aspect in the preparation of the Operational Curriculum of Educational Units in accordance with the Merdeka Mengajar Platform is accountability. In curriculum preparation, accountability is very important to ensure that decisions taken in curriculum development are based on accurate evidence and analysis, and take into account the needs and expectations of stakeholders.

### 5. Learning Curriculum Developed By Stakeholders

The operational curriculum contained in the scope of the educational unit contains all plans for a form of learning process that will be carried out in the educational unit as a guideline for all implementation of learning in basic education (Mubarak, et.al, 2021). The preparation of this Educational Unit Operational Curriculum is not only carried out by the principal, but also involves other school elements including the school committee, as explained by the driving teacher below:

*The committee is also involved in meetings and the preparation of the Operational Curriculum of the Education Unit and the school committee makes a great contribution to school development. The school is one of the sources of reference or resource persons in the preparation of the Operational Curriculum of the Education Unit while the supervisor has an important role in the preparation of the*

*Operational Curriculum of the Education Unit because one of their tasks is to monitor the assurance/quality standards of Education*(Interview: Lead Teacher of Seunagan 1 State Middle School, February 23, 2025).

From the various statements of the principal and the leading teacher above, it is clear that the implementation of the Independent Curriculum in terms of compiling the Operational Curriculum for Educational Units in State Junior High School 1 Seunagan involves the school committee, teachers and other education personnel. The preparation of the Operational Curriculum of the Education Unit has been carried out based on the Merdeka Mengajar Platform with a focus on the interests of students.

The development of the existing curriculum in educational units is interconnected with the educational unit committee and various stakeholders such as parents, communities, organizations, and various centers (Ningsih, 2019), which are under the coordination and supervision of an education office (Rasyid, 2022). The curriculum to be prepared should be based on the aspirations of the school community, conditions, and situations that are still related to the needs of the school community (Resti, et. al, 2020). In the preparation and development of the school's operational curriculum, the Pancasila student profile is used as a reference in formulating the school's vision, mission, and goals.

### **Differentiated Learning Management by Teachers Based on the Merdeka Mengajar Platform at State Junior High School 1 Seunagan**

After the preparation of the Operational Curriculum of the Education Unit by the principal and the educational elements in a school mentioned above, one form of learning management at the driving school of Seunagan 1 State Middle School in order to improve teacher performance is to realize the Independent Curriculum with the implementation of differentiated learning by teachers based on the Independent Teaching Platform that has been established. Regarding this aspect, the researcher refers to the opinion of Cristiani (2021) who states that differentiated learning includes aspects of content, process, product and environment.

#### **1. Content Aspects**

This content differentiation includes learning readiness, student interests, and student learning profiles. Mapping learning readiness has several perspectives that can be used as indicators. Teachers have an important role in exploring student interests, in order to support the achievement of meaningful learning. Teachers create a mapping of learning needs based on learning profile indicators that can provide opportunities for students to convey the desired methods in learning. In this mapping, teachers obtain student learning profile data through residence, culture, and learning style.

Regarding the content aspect, this can be seen in several schools that were used as the object of this research, such as that practiced at Seunagan 1 State Middle School, namely as follows:

*One form of differentiated learning that we have implemented at Seunagan 1 State Middle School is through literacy activities carried out every week by selecting reading materials that are in accordance with the interests, ability levels and learning objectives of students.*(Interview: Seunagan 1 State Junior High School Subject Teacher, 24 February 2025).

The above statement explains that one form of implementing differentiated learning is running a literacy program that is taken on a special day using teaching materials for students based on the interests and talents of the students. Differentiated learning is also supported by teaching materials that are in accordance with the characteristics and needs of students, as stated by the driving teacher at Seunagan 1 State Middle School, namely as follows:

*The teaching materials used in differentiated learning are in accordance with the characteristics and needs of students so that learning objectives can be achieved*

*optimally. The suitability of teaching materials with the level of student learning readiness must be truly considered because readiness in learning will encourage a positive response in the learning process so that it can affect learning outcomes to be better.* (Interview: Lead Teacher of Seunagan 1 State Middle School, February 24, 2025).

In addition to being in accordance with student needs, the teaching materials in differentiated learning taught at State Junior High School 1 Seunagan are also adjusted to the student's learning profile, as expressed by one of the subject teachers at State Junior High School 1 Seunagan that:

The suitability of teaching materials to students' learning profiles has a very large influence on the success of a learning process so that learning objectives are achieved more optimally. The first thing teachers do before carrying out learning is to identify the learning needs of new students and then create a differentiated learning design or strategy (Interview: Subject Teacher of Junior High School 1 Seunagan, February 19, 2025).

The differentiated learning in State Junior High School 1 Seunagan also makes auditory learning styles able to process information well by listening. The following is a statement from one of the teachers of State Junior High School 1 Seunagan:

*Learning style mapping is done by teachers tend to have auditory, visual, and kinesthetic learning styles of students that are equally large. The diversity of learning styles in learning must be accommodated by teachers. It is important for teachers to know the tendencies of students in learning, of course students must also get a comprehensive explanation regarding learning style tests. This is useful for increasing student awareness of suitable learning activities, so that it can lead to effective learning.* (Interview: Seunagan 1 State Junior High School Subject Teacher, 23 February 2025).

Visual learning style, learners are more easily able to receive information through illustrations, diagrams, videos, posters, animations, colors, symbols and graphs. Meanwhile, kinesthetic learning styles tend to be more easily able to receive information through direct practice, using the five senses to understand information.

## 2. Process Aspects

In the differentiation process, the teacher has a role to analyze learning that is carried out independently or in groups. According to (Faiz, 2022:2850) process differentiation includes tiered activities, meaning that at this stage students are ensured to build the same understanding in the material being studied, but still support the existing differences. Providing guiding questions as a trigger for students to explore the material being studied.

Creating individual student agendas, such as making a list of tasks that include student work according to their needs. Facilitating the duration of time for students to complete tasks, in this section teachers need to pay attention to students who need to be given additional time to complete tasks according to their abilities. Developing visual, kinesthetic and auditory learning styles. Classifying groups according to student abilities and interests.

The various preparations of teaching materials above are then implemented in learning that involves the active role of students, both through learning through discussion and other active learning activities such as group learning and so on, as stated by one of the subject teachers at State Junior High School 1 Seunagan, namely as follows:

*One way to conduct class discussion activities according to students' learning readiness, interests and learning profiles is by arranging heterogeneous groups but taking into account students' learning readiness, interests and learning profiles and creating a conducive and enjoyable learning environment.* (Interview: Seunagan 1 State Junior High School Subject Teacher, 23 February 2025).



Not only learning in the form of discussion groups, the realization of differentiated learning is also carried out by the school, especially teachers, while still paying attention to the steps of implementing project-based learning and educators must adjust the material provided based on the characteristics and readiness of the students. Likewise, learning activities vary to adjust the students' learning styles (auditory, visual and kinesthetic) as stated by the driving teacher as follows:

*Each student has a different learning style, so in the learning process a teacher must be able to design learning based on the characteristics of the students themselves. Therefore, teachers are required to be creative and innovative in designing learning. In the learning process, teachers must be able to create variations in learning according to the students' learning styles, where students who are kinesthetic, learning is designed more towards physical activities, students who are auditory and visual tend to be more towards things that can be seen or heard.* (Interview: Lead Teacher of Seunagan 1 State Middle School, February 25, 2025).

Various information related to implementation Differentiated learning by teachers based on the Merdeka Mengajar Platform at State Junior High School 1 Seunagan above is supported by the results of observations made by researchers as seen in Table 2. After obtaining data on student needs, the teacher designs learning by making a learning implementation plan. Of course, it is adjusted to the needs of students. Given the diversity of learning styles possessed by students, teachers create various learning media. Auditory learning styles use existing song media and then the lyrics are changed according to the material to be studied. Visual learning styles use learning media in the form of writing and pictures containing the material to be studied. Meanwhile, kinesthetic learning styles use game media or projects that must be worked on by involving students.

At the differentiation stage of this process, the teacher creates groups based on indicators of speaking, reading, and writing abilities. These indicators are used to collaborate on student interests. The group aims for students to work together in the learning process.

### 3. Product Aspects

Learning management in order to improve teacher performance at the school of Junior High School 1 Seunagan at the product differentiation stage seeks to realize students' understanding of the learning material shown to the teacher. Learning products allow teachers to assess students' abilities and as a determinant for further learning. The types of products produced vary widely, they can be in the form of written observations, presentations, videos, songs, and so on. The purpose of making products is to find out students' broad understanding of the material studied both individually and in groups. According to one of the teachers at Junior High School 1 Seunagan, namely as follows:

*So far there are two focal points in product differentiation, namely challenges and creativity. However, teachers really need to provide clear indicators for students to create a product. Although teachers give freedom to create products according to interests and learning needs. The role of teachers is very important in determining student expectations, including determining the indicators of work to be achieved, in the product the content must appear, planning the teaching process and designing the expected output of the product.* (Interview: Seunagan 1 State Junior High School Subject Teacher, 26 February 2025).

The above statement explains that in the product aspect, it includes the three contents that are realized in a product according to the interests of the students. At this stage, students look enthusiastic in participating in learning, because previously in making products, students were often not given freedom or the teacher directly determined only one choice



that must be followed by all students. This is a factor in students not being optimal in making products and feeling pressured, because it does not match their interests.

#### 4. Environmental Aspects

According to Tomlinson (2015), the learning environment is everything around students that can affect the learning process. A good learning environment is one that supports and facilitates student learning. Students can work individually or in pairs, and they can sit in large groups or small groups. In essence, teachers must create a pleasant learning atmosphere and environment. Teachers do ice breaking to rekindle students' enthusiasm.

A pleasant learning environment for students can be implemented anywhere so that students feel calm while studying so that their learning needs can be met properly. Classroom climate is another term used to describe differences in learning environments; this includes the classroom atmosphere and how it is operated (Marlina, 2020). The classroom atmosphere is influenced by classroom rules, furniture, lighting and procedures. The administrative staff of State Junior High School 1 Seunagan stated the following:

*Related to the differentiation of learning environments, usually the Education and Education staff at State Junior High School 1 Seunagan involve organizing physical space, group arrangements, or the use of technology that allows students to learn effectively. Differentiated learning environments can include flexible group arrangements, different learning stations, the use of technology that is tailored to students' learning needs, or arrangements that facilitate cooperation and social interaction.* (Interview: TU Seunagan 1 State Junior High School, 28 February 2025).

The various statements above related to the management of differentiated learning in order to improve teacher performance at State Junior High School 1 Seunagan, it can be seen that aspects of content, process, product and environment have been implemented as optimally as possible. This is supported by the results of observations as seen in Table 2.

**Table 2. Results of Observations on Differentiated Learning Management at State Junior High School 1 Seunagan**

No	Differentiated Learning Aspects	Observed Activities	Information	
			There is	No
1.	Differentiation Content	1. Conduct literacy activities using reading materials with various levels of readability.	√	
		2. Provide a variety of teaching materials, according to the level of student readiness.	√	
		3. Prepare teaching materials based on the use of hearing, sight, and activity.	√	
2.	Differentiation Process	1. Prepare guiding or challenging questions that are appropriate to students' abilities to find out the students' potential and interests.	√	
		2. Implementing tiered activities, with varying levels of challenge and complexity, so that all students can learn according to their understanding and skills.	√	√
		3. Conducting discussion activities in class according to the interests and learning profiles of students.	√	
		4. Developing varied learning activities according to students' learning styles (visual, auditory, kinesthetic).	√	
		5. Form flexible study groups according to		

the level of students' learning readiness.		
3. Differentiation Product	1. Prepare product invoices for work done by students in the form of presentations, recordings, writings, or tests.	√
	2. Provide students with the freedom to choose products and deliver product results according to their learning style.	√
4. Differentiation of learning environments	1. A comfortable and quiet study room without any disturbances and a place for students to collaborate.	√
	2. Provide clear guidelines for completing assignments.	√
	3. Seating arrangements in the classroom that suit the readiness and learning styles of students.	√

### Learning Management Based on P5 at State Junior High School 1 Seunagan

The most important aspects that can improve teacher performance in driving schools. State Junior High School 1 Seunagan implements learning based on the Pancasila Student Profile Project in the school environment, related to this several informants expressed various responses. Statement from one of the Leading Teachers at State Junior High School 1 Seunagan, namely as follows:

*The Pancasila student profile strengthening project or P5 is one of the project-based activities designed to strengthen and achieve character competencies that are in accordance with the Pancasila student profile. Seunagan 1 State Junior High School as a driving school has implemented a project with a theme that has been determined by the Ministry of Education and Culture in the Independent Curriculum. There are seven project themes determined by the Independent Curriculum, namely sustainable lifestyle, local wisdom, bhineka tunggal ika, build your soul and body, the voice of democracy, engineering and technology to build the Republic of Indonesia, and entrepreneurship. The project is implemented with a time allocation of 20-30% of the total teaching hours for one year. The principal and teachers must determine one theme that will be implemented in the school and adjusted to the school conditions, abilities, and characteristics of students.* (Interview: Lead Teacher of Seunagan 1 State Middle School, February 25, 2025).

The principal's statement above explains that as a driving school, State Junior High School 1 Seunagan in realizing the Independent Curriculum involves cooperation from all elements of the school, starting from the principal, vice principal, curriculum, teachers and even all education personnel at State Junior High School 1 Seunagan. The management of learning based on the Independent Curriculum related to P5 at State Junior High School 1 Seunagan is carried out by emphasizing aspects of a sustainable lifestyle, local wisdom, Bhineka Tunggal Ika, building the soul and body, the voice of democracy, engineering and technology to build the Republic of Indonesia, and entrepreneurship. Meanwhile, the Head of Curriculum at State Junior High School 1 Seunagan provided the following information:

*We at Seunagan 1 State Junior High School in implementing the Pancasila student profile strengthening project have carried out various activities, especially in terms of entrepreneurship, namely the cake processing market day.* (Interview: Head of Curriculum Division of Seunagan 1 State Middle School, February 26, 2025).

The realization of P5 in terms of entrepreneurship is also reinforced by the statement of one of the subject teachers at Seunagan 1 State Middle School who stated the following:

*One of the P5 programs as a realization of the Independent Curriculum at Seunagan 1 State Middle School is in terms of educating children to be entrepreneurs by raising the theme of market day. This theme was chosen because in the school environment and where students live there are many trees of MSME actors, and sellers of various types of cakes such as banana dishes are easier and more varied (Interview: Teacher of State Middle School 1 Seunagan, February 26, 2025).*

Based on the above explanation, it can be seen that the implementation of the Independent Curriculum in the P5 field has involved all elements of the school, especially teachers and students who are seen in the market day program, even making Seunagan 1 State Middle School a school that is glanced at by many other schools in the Nagan Raya Regency area. Even one of the other teachers stated the following:

*Learning management through the implementation of P5 at State Junior High School 1 Seunagan is integrated with intracurricular, where one day a week there is a special hour to discuss material about entrepreneurship. The final of the project, the market day activity, was carried out during the release of students and the exhibition of works which was accompanied by the Pancasila student profile strengthening project. (Interview: Teacher of State Middle School 1 Seunagan, February 27, 2025).*

Marked day activities include several dimensions of student profiles, including independent, creative, and collaborative dimensions. Independent dimension, through market day activities, students can have the experience of making and selling their own banana products in the work title and farewell activities attended by parents of students. Creative dimension, students can create interesting banana products that are easy to make themselves or with a little help from parents.

The dimension of mutual cooperation, students can work together with peers in making banana dishes, and work together in selling the banana dishes. Students are divided into tasks, namely students who are in charge of making banana dishes, serving buyers, and being cashiers. Market day in addition to being a project learning can also explore students' potential and build students' social spirit to be able to interact with buyers and the surrounding environment.

Not much different from State Junior High School 1 Seunagan, the implementation of the Pancasila student profile project by teachers at State Junior High School 1 Seunagan also prioritizes the entrepreneurial aspect. Like the implementation of P5 at State Junior High School 1 Seunagan also tends towards entrepreneurial activities, as stated by the principal below:

*In terms of implementing P5, we are more active in holding learning activities for students and teachers, related to the procedures for opening a business. Market Day or shopping day outside is an entrepreneurial activity carried out as an implementation of the independent learning curriculum. This activity is to foster an attitude of independence, namely about how we must be careful. In terms of selling, the trader must understand his business, serve buyers. The sellers and buyers are required to be honest (Interview: Principal, Seunagan 1 State Junior High School February 20, 2025).*

The principal's statement above shows the implementation of the Pancasila student project as part of learning management in order to improve teacher performance at Seunagan 1 State Middle School, which is carried out by educating students in the field of entrepreneurship accompanied by providing character education such as honesty and fairness in business activities.

The form of realization of P5 as part of efforts to improve teacher performance at the driving school of Seunagan 1 State Middle School, as stated by the Principal that:

*P5 in the Merdeka Curriculum is part of a character education tool that aims to instill certain character values in students, which include components of knowledge, awareness or willingness, and actions to carry out these values. The character profile of Pancasila students is a character trait and competency that is expected to be achieved by students based on the noble values of Pancasila and our school has begun to implement the character profile of Pancasila students in every learning process.*(Interview: Principal of Seunagan 1 State Middle School, February 24, 2025).

The above statement explains that in order to improve teacher performance at State Junior High School 1 Seunagan, it is also in the form of instilling character values in terms of knowledge, awareness and desire to act based on the character values contained in Pancasila. Meanwhile, one of the subject teachers at State Junior High School 1 Seunagan stated the following:

*We as teachers also implement the practice of character of faith and piety to God and noble morals that we always make a habit in the learning process. Where it has become a daily routine program such as dhuha prayer which is done every morning, praying before and after studying, memorizing short surahs, and also yasinan, infaq and eating together which is done every Friday. Not only that, the practice of global diversity character in our learning process tries to increase tolerance between each other, one of which is through clean Saturday activities, environmental care movements that are carried out every month, donations for disaster victims and there are still several other programs*(Interview: Seunagan 1 State Junior High School Subject Teacher, 24 February 2025).

In addition to the character values of piety by providing Islamic Education values, the implementation of P5 at State Junior High School 1 Seunagan is also carried out by practicing mutual cooperation, creativity and independence in the learning process, as explained by the driving teacher below:

*Alhamdulillah it has been very good, where we do mutual cooperation to clean the school environment and surroundings every Saturday. While the practice of independent character in the learning process, students are accustomed to being independent in every learning process. Teachers also guide students to improve their creativity in every learning process. And we also have a special program, namely coaching for students who have this creativity so that when there is a school competition activity, they already have preparation*(Interview: Lead Teacher of Seunagan 1 State Middle School, May 25, 2024).

Even though efforts have been made in implementing the P5 program as a form of realization of the Independent Curriculum at State Junior High School 1 Seunagan, this is certainly supported by certain factors, as stated by the principal of State Junior High School 1 Seunagan, namely as follows:

*There are many ways to strengthen students' characters in the learning process, one of which is that we always insert moral messages in every learning process, and also make us teachers as role models for them. This can run smoothly so far at State Junior High School 1 Seunagan because it is supported by high motivation factors possessed by the teachers and education staff at State Junior High School 1 Seunagan*(Interview: Principal of Seunagan 1 State Middle School, February 26, 2025).

The above explanation explains that the implementation of P5 in the implementation of the Independent Curriculum at State Junior High School 1 Seunagan is supported by the strong participation and motivation of the parties involved, both teachers, students and other education personnel. However, these various supporting factors are also inseparable from the existence of obstacles or inhibiting factors, as expressed by the Deputy Principal of State Junior High School 1 Seunagan, namely as follows:

*Inhibiting factors in the practice of Pancasila student profiles for students at this school include the lack of adequate socialization regarding the Pancasila student profile to guardians of students so that what we are implementing at Seunagan 1 State Middle School has not yet received full support from guardians of students. Despite these obstacles, the school continues to improve by linking or discussing the Pancasila student profile in every meeting with guardians of students (Interview: Deputy Principal of Seunagan 1 State Middle School, February 26, 2025).*

The above explanation explains that the obstacles in efforts to improve teacher performance at State Junior High School 1 Seunagan, especially in the P5 domain, are hampered by the lack of knowledge of the community, especially the students' family environment, so that what is given in schools is slow to be practiced by students. This all happens due to the lack of adequate socialization regarding the profile of Pancasila students to the community.

Various statements related to the implementation of P5 in improving teacher performance based on the Merdeka Mengajar Platform at State Junior High School 1 Seunagan above are supported by the results of observations made by the researcher as seen in Table 3 below.

**Table 3. Results of Observations of Learning Management Based on P5**

No	Aspects Observed	Emergence	
		Yes	No
1.	Have faith, be devoted to God Almighty and have noble character		
	Students carry out their obligations by performing prayers, diligently reciting the Koran and carrying out religious commands.	√	
	Students live in harmony by behaving well towards themselves and others in accordance with religious teachings.	√	
	Students are polite in every word, action and work carried out in accordance with religious teachings	√	
2.	Global Diversity		
	Students love the diverse traditions and culture of Indonesia and appreciate foreign cultures and participate in commemorating Indonesia's national holidays.	√	
	Students maintain peace with their friends around them regardless of the differences that exist.	√	
	Students are able to work together with fellow friends without considering the differences in ethnicity, race and culture that exist.	√	
3.	Mutual cooperation		
	Students participate in cleaning the school environment and maintaining its cleanliness.	√	
	Students are able to discuss with their friends to solve a problem according to mutual agreement.	√	
	Students schedule daily cleaning duties to clean classrooms, gutters, places of worship, toilets and other school areas.	√	
4.	Creative		
	Students always think positively so that it is capable of ideas creativity and exchange suggestions with friends to create new types of artwork.	√	
	Students have a high level of curiosity so they	√	



	ask a lot of questions about new things.	
	Students are able to create works of art that can be useful for themselves and others.	√
5.	Critical Thinking	
	Students are active in expressing opinions and asking questions, both independently and when asked by the teacher.	√
	Students must think, act and convey their aspirations in accordance with mutual agreement for the benefit of himself and others	√
	Students like to visit the library to get new information and knowledge.	√
6.	Independent	
	Students diligently save at school	√
	Students carry out class duty and other tasks with self-awareness and carry out their obligations as school citizens.	√
	Students are able to solve their personal problems independently without involving other people.	√

### Implementation of Mentoring Activities in Developing Teacher Performance at the Mover School of Seunagan 1 State Middle School

The efforts of the driving school to improve teacher performance at State Junior High School 1 Seunagan are carried out by implementing various forms of training and mentoring activities, such as workshops and seminars as well as training as stated by one of the teachers at State Junior High School 1 Seunagan, namely as follows:

*In order to improve the quality of human resources and teacher performance, we actively participate in workshop activities carried out with the theme of improving teacher professionalism, focused on developing learning tools for teachers of State Junior High School 1 Seunagan. In this workshop activity, teachers from other schools also participated as participants. The material presented is usually the technique of developing learning tools in the workshop, which is presented about several selected models that can be used in developing learning tools in the form of Learning Implementation Plans (RPP) by teachers. The model that is determined to be used to develop RPP tools is by referring to the Regulation of the Minister of Education and Culture (Permendikbud) concerning Elementary and Secondary Education Process Standards (Interview: Teacher of State Middle School 1 Seunagan, February 22, 2025).*

The above statement clearly shows that in order to improve teacher performance at State Junior High School 1 Seunagan, the school actively holds training activities such as workshops in order to improve teacher competence so that it will affect their performance.

### CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the driving school in managing human resources to develop teacher performance at State Junior High School 1 Seunagan, Nagan Raya Regency is carried out by providing various training activities to teachers, both through seminars, workshops, discussions in teacher work groups and conducting supervision by the principal and supervising teachers on the daily performance of teachers at State Junior High School 1 Seunagan. The driving school in managing learning to develop teacher performance at State Junior High School 1 Seunagan, Nagan Raya Regency is carried out by designing learning in accordance with the Operational Curriculum of the

Education Unit, implementing a differentiated learning pattern and implementing the P5 program in various learning activities by teachers.

The driving school in utilizing digitalization to develop teacher performance at State Junior High School 1 Seunagan, Nagan Raya Regency is done by utilizing the teacher platform which is the profile and development of teacher competencies, Platform for learning activities, Platform as a school resource and Education Report Dashboard as well as utilizing digital media such as the Canva application as a facility for designing learning.

The driving school in carrying out mentoring activities to develop teacher performance at State Junior High School 1 Seunagan, Nagan Raya Regency, is carried out by holding various discussion activities through academic supervision by the principal, discussions with supervising teachers, as well as training and mentoring, such as workshops and seminars.

Good budget planning is an important foundation in managing financial resources in schools. By carrying out careful planning, budget allocation can be carried out appropriately, ensuring that funds are used efficiently in programs that have a positive impact on the quality of education. Transparent and accountable management opens up opportunities for effective monitoring and evaluation of the use of funds, and encourages accountability in budget management. Active participation from school principals, financial managers, teachers, and parents of students is also a key factor in the success of budget management policies. By involving all relevant parties, an inclusive and collaborative environment can be created, where the policies taken reflect shared interests and needs.

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