

**Ranah Research**
Journal of Multidisciplinary Research and Development
082170743613 ranahresearch@gmail.com <https://jurnal.ranahresearch.com>

E-ISSN: 2655-0865



DOI: <https://doi.org/10.38035/rj.v7i6>
<https://creativecommons.org/licenses/by/4.0/>

Analysis of the Ability of Leading Teachers in Developing Themselves as Principals at Sukadamai Elementary School, Aceh Besar

Rika Syahri¹, Khausar², Akmaluddin³

¹Bina Bangsa Getsempena University, Banda Aceh, Indonesia, rikasyahri@gmail.com

²Bina Bangsa Getsempena University, Banda Aceh, Indonesia, khausar@bbg.ac.id

³Bina Bangsa Getsempena University, Banda Aceh, Indonesia, akmaluddin@bbg.ac.id

Corresponding Author: rikasyahri@gmail.com¹

Abstract: The purpose of this study is to describe and analyze the ability of the driving teacher in developing himself as a principal at Sukadamai Elementary School, Aceh Besar. The research method is qualitative with a descriptive type. The research informants consist of the principal, subject teachers, curriculum team leaders and education staff. Data collection uses interviews, observation and documentation and analysis is descriptive qualitative. The results of the study indicate that the driving teacher in developing himself as a principal at Sukadamai Elementary School, Aceh Besar has the ability to lead his school effectively, innovatively, and student-centered, so that he is able to bring positive changes in the school environment and improve the quality of education at Sukadamai Elementary School, Aceh Besar. The ability of the principal who has a background as a driving teacher at Sukadamai Elementary School is seen from the aspects of leadership skills, collaboration and innovation that have been developed, self-development, learning development and improving the quality of education in the school he leads.

Keywords: Analysis, Ability, Driving Teacher, Self Development

INTRODUCTION

Being a teacher also requires developing existing skills by continuously learning and studying to keep up with technological developments and, more importantly, not to lag behind students. Furthermore, teachers can also foster a passion for utilizing technology in the teaching and learning process, as can future principals. (Tiara Hutamy et al., 2023).

Principals with a background as pioneering teachers certainly possess unique competencies compared to principals who are not. This is because principals with pioneering teachers have gained a wealth of knowledge and experience during their pioneering teacher education process, which undoubtedly benefits them.

A leading teacher who becomes a principal has previously undergone nine months of leading teacher education and competency development through joint workshops. This program includes free online training, workshops, conferences, and mentoring for nine months,

with ongoing monitoring and progress throughout the training. Furthermore, successful leading teachers also gain experience in evaluations until the training is completed. (Hutahaen et al., 2022).

This driving teacher program is provided to continuously improve the quality of teachers and prepare competent prospective school principals. (Miskiyah & Izzati, 2024) This is as stated in Ministerial Regulation Number 40 of 2021 concerning the Assignment of Teachers as School Principals of the Ministry of Education, Culture, Research, and Technology, which states that one of the requirements for becoming a school principal is having a Leading Teacher Certificate.

Based on the requirements for principals mentioned above, it's clear that a leading teacher must be able to develop his or her own skills to become a successful principal. Self-development by a principal can be achieved through networking, building a strong team, communicating effectively, leading learning, developing learning activities, motivating learning communities, and enhancing student leadership.

The ability of driving teachers to develop themselves in the independent learning program. According to (Fitriyah et al., 2023) The self-development abilities of leading teachers can be measured by observing aspects of their activities, participating in webinars, writing articles or speeches, and being active in PPG activities. The research conducted (Muhajirin et al., 2024) He stated that teacher self-development in building principal orientation can be carried out independently and professionally with strong management and leadership skills, capable of making decisions and initiatives to improve teacher quality. Teacher self-development can be carried out by participating in District Subject Teacher Conferences (MGMP); participating in the Leading Teacher Program both as Leading Teachers and Practicing Teachers (PP); participating in independent training on the Merdeka Teaching (PMM) platform; forming learning communities in schools (KOMBEL); and participating in regional facilitator recruitment programs.

Studies related to the self-development of driving teachers as school principals have been conducted by several previous researchers, such as studies (Aditiya & Fatonah, 2023) states that efforts to improve the competence of leading teachers in self-development are carried out by realizing the Pancasila character and implementing innovation in learning. Likewise, the study (Muljono & Kosasih, 2022) which states that the self-development of the principal at Muhammadiyah Pamulang Elementary School, Banten is carried out by attending trainings held by government agencies, both the Ministry of National Education and the local government, attending trainings held by Muhammadiyah organizations at branch, regional, area and central levels, attending training held by Muhammadiyah universities, communicating intensively with school supervisors appointed by the Ministry of National Education, always following the development of information both through the Ministry of Social Affairs and other media and coordinating with other Muhammadiyah school principals in Indonesia.

Various self-development efforts by these leading teachers are also evident in various elementary schools in Aceh Besar Regency, such as those at Sukadamai Elementary School, Aceh Besar. The researchers' initial observations revealed that the principal of Sukadamai Elementary School, Aceh Besar, has a background as a leading teacher. Therefore, it is interesting to examine the principal's efforts to develop his competencies, abilities, and various experiences in leading Sukadamai Elementary School, Aceh Besar.

METHOD

This research uses a qualitative research method. According to Kirk and Miller in Moleong (2018:4), qualitative research is a particular tradition in social science that fundamentally relies on observations of humans both in their context and in their terminology. (Sahir, 2021) Qualitative methods are research processes based on perceptions of a phenomenon. Their data are analyzed using descriptive analysis in the form of oral statements

from the research subjects. Qualitative research must be supported by extensive knowledge of the researcher, as they directly interview the research subjects. Meanwhile, Bogdan and Taylor, in Abdussamad (2021:30), state that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

Research design is a plan for how to conduct the research. Therefore, research design is closely related to the research process. In other words, research design encompasses all the processes required in planning and implementing research (Abdussamad, 2021:100). This type of research is descriptive. Mariana (2023:3) defines descriptive research as a method for examining 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 systematic, factual, and accurate description, depiction, or painting of the facts, characteristics, and relationships between the phenomena being investigated.

The reason the researcher used a descriptive qualitative approach was because this study only wanted to describe the abilities of driving teachers in developing themselves as principals at Sukadamai State Elementary School, Aceh Besar.

This research was conducted in Sukadamai Elementary School, Lembah Seulawah District, Aceh Besar Regency. This location was chosen based on initial observations at several Sukadamai Elementary Schools, which revealed that the principals at Sukadamai Elementary School have backgrounds as active teachers, thus possessing unique characteristics and experience in developing themselves into leaders at Sukadamai Elementary School. The research is scheduled to be conducted for one month, namely February 2025.

In qualitative research, the person providing information is called an informant or research subject. Sugiyono (2021:171) states that a research informant is a person who serves as a sample or subject targeted by the researcher for research. Idrus (2019:92) also states that an informant is the source of information collected to answer the research questions. The informants in this study can be seen in Table 1.

Table 1. Research Informants

No	Informant	Amount
1	Headmaster	1 person
2	Head of Curriculum Team	1 person
3	Teacher	3 people
4	Educational staff	2 persons
Total		7 people

Informants in this study were recruited using purposive sampling techniques. Nasution (2023:80) states that purposive sampling is sampling conducted in accordance with the required sample requirements. This sampling is done intentionally by selecting only certain samples that possess certain characteristics, traits, criteria, or properties.

The data in this study consists of primary and secondary data. Primary data is data obtained directly from primary data sources at the research location or research object (Bungin 2022:132). The primary data used in this study consisted of interviews with the principal, curriculum representative, and teachers. Primary data also consisted of direct observations in the field. Secondary data, on the other hand, is data obtained from secondary sources or secondary sources of the data we need (Bungin 2022:132). The data used consisted of literature relevant to this study, such as theses, scientific journals, books, magazines, articles, and websites.

The researcher collected the two types of research data above using interview and observation techniques.

According to Lexy J. Moleong (2018), the stages of qualitative data analysis include several main steps: data collection, data organization, data reduction, data categorization, data presentation, and drawing conclusions. Qualitative data analysis focuses on a holistic, in-depth understanding of the phenomena experienced by research subjects.

RESULTS AND DISCUSSION

The following are the results of the analysis of the abilities of driving teachers in developing themselves as Principals at Sukadamai State Elementary School, Aceh Besar:

The Ability of Leading Teachers in Self-Development as Principals at Sukadamai Elementary School, Aceh Besar

A leading teacher, who has acquired a wealth of knowledge during his or her role as a leading teacher, naturally possesses unique skills to develop as a principal. This is evident at Sukadamai Elementary School in Aceh Besar, where the principal is a leading teacher. The leadership, collaboration, and innovation skills of the principal at Sukadamai Elementary School are evident from various perspectives. These include the leadership, collaboration, and innovation skills they have developed, which can be valuable assets in developing themselves as a principal at the elementary school.

In this study, the researcher used six (6) competencies of driving teachers as indicators in self-development as a principal at Sukadamai Elementary School, Aceh Besar, related to learning leadership and the movement of learning communities, namely self-development and others, leading the learning process, leading school development, leading school management, implementing student-centered learning, and collaborating with various parties. Based on the findings of the study related to the ability of driving teachers in self-development as principals at Sukadamai Elementary School, Aceh Besar, it is known that among others are the following.

Developing Yourself and Others

This first aspect is an inner driving teachers self-development as a principal at Sukadamai Elementary School, Aceh Besar has the ability to continue learning, developing oneself, and encouraging the growth and development of other teachers.

The Teacher Leader program encourages teachers to continuously develop themselves, including in the areas of leadership and school management. By continually learning and developing themselves, a Teacher Leader who becomes a principal will be able to make a greater contribution to the school's progress. This self-development program focuses on the school community, including teachers, educational staff, and students. Sukadamai State Elementary School, Aceh Besar, as stated below:

As a teacher, I see that the principal, who was once a driving teacher, has very good abilities and is even able to motivate teachers and students to continue learning at Sukadamai State Elementary School, Aceh Besar properly and correctly (Interview: GR 2, April 18, 2025).

Not only as a motivator, the principal of Sukadamai State Elementary School, Aceh Besar, in developing his subordinates, also makes himself a role model for his subordinates, as acknowledged by one of the educational staff at Sukadamai State Elementary School, Aceh Besar, as follows:

The current principal at Sukadamai Elementary School, Aceh Besar, has been able to provide examples of good behavior and become an inspiration for all school residents, both in working as educational staff, teachers and students in their studies. (Interview: Education Staff 3, April 24, 2025).

The above statement clearly shows that the principal Sukadamai State Elementary School, Aceh Besar, in addition to having leadership skills in the form of managers, is also able to develop the school community, one of which is by providing various examples of a leader in leading the school community at Sukadamai State Elementary School, Aceh Besar.

In addition to developing himself, the principal of Sukadamai Elementary School, Aceh Besar, also develops the school community, including educational staff, teachers, and students. This is in line with Saputra et al. (2021) who stated that the principal, as a learning leader, must collaborate with educators to ensure the effective implementation of the school's learning

program. The principal is responsible for providing motivation, coaching, and influencing educators to conduct effective learning.

As the principal, who has a background as a driving teacher at Sukadamai Elementary School, Aceh Besar, in the development of the school community, he has carried out the responsibility to lead, manage, and develop all aspects of the school, including teachers, students, staff, and parents. The principal's role encompasses various aspects, from creating an innovative learning environment to encouraging teacher professionalism and student self-development. This is as acknowledged by the Head of Curriculum at Sukadamai Elementary School, Aceh Besar, as follows:

The principal of Sukadamai Elementary School, Aceh Besar, has consistently acted as an instructional leader, inspiring and encouraging teachers to improve the quality of learning. The principal embodies the school's vision by creating a school culture that fosters innovation and provides the necessary support for teachers to continuously develop and improve the quality of education at Sukadamai Elementary School, Aceh Besar. (Interview: Head of Curriculum Team, May 23, 2025).

In an effort to develop himself and others, the principal of Sukadamai Elementary School, Aceh Besar, also considers himself a manager and administrator for his school community. This is as the principal of Sukadamai Elementary School, Aceh Besar, himself acknowledged, as follows:

As the principal of Sukadamai Elementary School in Aceh Besar, I also carry out the responsibility of managing all aspects of the school, including administration, finance, human resources, and infrastructure. They must be able to organize and manage the school effectively to support the learning and development of themselves and other school staff. (Interview: Principal, May 24, 2025).

Not only that, the principal of Sukadamai Elementary School, Aceh Besar, also develops the school community by carrying out his competence as a supervisor, as expressed by one of the educational staff below:

Our principal at Sukadamai Elementary School, Aceh Besar, is responsible for monitoring and evaluating teacher performance and providing constructive feedback. They must be able to provide support and guidance to teachers to improve their professionalism and the quality of teaching. (Interview: Education Staff, May 24, 2025).

Principals must be able to create an innovative and adaptive school environment. They must encourage teachers and staff to try new things, utilize technology, and develop more effective learning approaches. Even the principal of Sukadamai Elementary School in Aceh Besar, in his efforts to develop the school, exemplifies a driving school culture, as exemplified by the teacher below:

I have observed that the principal of Sukadamai Elementary School, Aceh Besar, has clearly demonstrated his role and responsibility in creating and maintaining a positive, inclusive school culture that supports personal development. They must be able to inspire and motivate all members of the school community to reach their full potential. (Interview: Teacher, May 23, 2025).

At Sukadamai Elementary School in Aceh Besar, the principal, in developing himself and others, also builds effective communication with all members of the school community, including teachers, students, parents, and other stakeholders. They must be able to create an atmosphere of open, transparent, and collaborative communication. The principal even applies entrepreneurial principles, as the teacher explains below:

The principal implemented this entrepreneurial concept to improve teacher competency and create a competitive advantage for the school. As teachers, we are also required to identify opportunities, innovate, and utilize existing resources to

improve the quality of education at Sukadamai Elementary School, Aceh Besar. (Interview: Teacher, May 23, 2025).

Based on the description above, it is clear that the principal, in developing himself and others at Sukadamai Elementary School, Aceh Besar, also plays a role as an educator, modeling good behavior and guiding students to develop their potential. They must be able to inspire and motivate students to continue learning and developing. By fulfilling these roles, the principal can create a dynamic, innovative school and become a center for self-development for all members of the school community.

Leading the Learning Process

The second part of self-development as a principal at Sukadamai Elementary School, Aceh Besar, the driving teacher must be able to lead student-centered learning, create a conducive learning atmosphere, and encourage students to actively participate.

Leading teachers who become principals will be able to create a conducive, student-centered learning environment. They will encourage teachers to use innovative and creative teaching methods and provide the necessary support to achieve optimal learning outcomes. As leaders of the leading teacher base, principals...Sukadamai State Elementary School, Aceh Besar, made himself a supervisor, as stated below:

As the principal, I act as a supervisor for teachers and educational staff, helping them improve their performance and teaching quality at Sukadamai Elementary School, Aceh Besar. Furthermore, I actively provide support, guidance, and relevant training to develop teacher competencies and improve their quality. (Interview: KS, April 15, 2025).

Based on the statement of the head Sukadamai State Elementary School, Aceh Besar, which has a background as a driving teacher, has the ability to improve learning activities so far by providing training and other guidance.

The principal is an educational worker entrusted with the responsibility of designing, managing, implementing, and developing learning activities at school effectively and efficiently. The principal also plays a crucial role in determining the dynamics of the school, leading to success and progress in all areas of school activities.

Learning management is an effort undertaken by the principal or school leader in developing the school's goals. In developing these school goals, a principal must strive to improve teacher performance, motivate students, and identify any weaknesses and deficiencies that hinder the smooth running of learning activities. The goal is for the principal to know what steps to take to improve the potential of teachers in teaching and students in learning.

In general, the principal at Sukadamai Elementary School, Aceh Besar, has carried out his role in managing all aspects of the school, especially in managing the learning process at this school, as stated by the Head of Curriculum below:

The principal of Sukadamai Elementary School, Aceh Besar, always prioritizes the interests of the teaching staff and students, ensuring that the teaching and learning process runs smoothly. The principal of Sukadamai Elementary School, Aceh Besar, consistently holds meetings with teachers to discuss all aspects of the school, particularly learning management. (Interview: Head of Curriculum, May 22, 2025).

The above statement is also supported by the researcher's observations during the study, where the principal urged teachers to consistently apply local wisdom values in their teaching, with the goal of instilling these Islamic values in students. The principal also consistently evaluates the performance of the school's teaching staff. He also manages competent human resources to ensure that students, teaching staff, and staff involved in the development of school learning can diligently carry out their activities in the teaching and learning process, both within and outside the school environment.

Through the principal's efforts, it is hoped that educators at the school will prioritize learning development and avoid falling behind other schools. Based on interviews with the principal of Sukadamai Elementary School, Aceh Besar, it was found that:

Efforts made in learning management at Sukadamai Elementary School in Aceh Besar include holding weekend meetings with the school's teaching staff. During these meetings, the principal invites the teachers to share any challenges they encounter during the teaching and learning process. After the teachers share their challenges, the principal offers the best solutions to address them..

Based on the results of observations conducted on the date, the principal's role in learning management is to hold weekend meetings with educational staff at the school. This is done with the aim of identifying weaknesses in the learning system and addressing these weaknesses by providing the best solutions. After the meeting, the educators carry out their next role by referring to the results of the previous meeting. If the learning method used can run smoothly and efficiently, it can be understood that the solution discussed at the previous meeting has achieved success in learning management at the school. Based on the results of the interview conducted by the researcher with the principal of Sukadamai Elementary School, Aceh Besar, the following information was obtained:

The principal's efforts in managing learning at Sukadamai Elementary School in Aceh Besar include encouraging teachers to consistently apply Islamic values in their teaching. In this regard, the principal implemented a program requiring students to recite short chapters from the Quran before lessons begin, practice greeting and responding to them, and give alms every Friday.

Based on observations, it was also discovered that the principal's role in learning management is to encourage teachers to consistently apply Islamic values in their teaching. This is done to instill these values in students. By implementing the practice of reciting short chapters from the Quran before lessons begin, this can become a good habit and be very beneficial for students in memorizing these short chapters. And when the principal makes it a habit for students to greet and respond to greetings, students will also become accustomed to respecting their teachers and each other.

The principal of Sukadamai Elementary School, Aceh Besar, also encouraged students to donate some of their income, especially on Fridays. This will also foster a culture of giving and caring for one another. An interview with a staff member at Sukadamai Elementary School, Aceh Besar, stated:

Throughout its learning management, the principal of Sukadamai Elementary School, Aceh Besar, consistently evaluates the performance of the school's teaching staff. The principal observes their teaching performance, assesses their performance, and provides guidance and motivation to improve their performance.

Based on observations conducted on 10/11/2019, the principal's role in learning management is to consistently evaluate the performance of the school's teaching staff. When observing the performance of teaching staff, the principal has a guideline, namely the established learning standards. This guideline determines whether the teachers are following the established teaching standards. The principal then assesses the teachers' performance and determines whether they are meeting the established teaching standards.

Leading School Development

In addition in rankself-development as a principal at Sukadamai Elementary School, Aceh Besar, the driving teacher plays a role in developing the school's vision, mission, and programs, as well as collaborating with various parties to achieve the school's goals.

A driving teacher who becomes a principal will be able to improve the quality of education in the school through various means, such as developing a relevant curriculum, improving teacher competency, and creating a safe and comfortable school environment. To

improve the quality of education, the principal Sukadamai State Elementary School, Aceh Besar, as a former driving teacher, has been able to overcome the competency of his subordinates, as stated by the Head of the Curriculum Team below:

The principal has played a significant role as a supervisor for teachers and educational staff. He also assists them significantly in improving the performance and quality of teaching. (Interview: KTK, April 21, 2025).

Statement from the Head of the Curriculum Team The above example from Sukadamai Elementary School, Aceh Besar, illustrates that the principal, as a former leading teacher at Sukadamai Elementary School, Aceh Besar, possesses the ability to improve educational quality by providing various forms of assistance to teachers and educational staff based on the experiences gained during his time as a leading teacher. This was also acknowledged by one of the teachers, as follows:

Head For me, Sukadamai Elementary School, Aceh Besar, is someone who possesses extensive leadership knowledge, including in improving the quality of education at Sukadamai Elementary School, Aceh Besar. This is accomplished by the principal, who provides support, guidance, and relevant training to develop the competencies of teachers at Sukadamai Elementary School, Aceh Besar. (Interview: GR3, April 22, 2025).

Based on the description above, It can be seen that the driving teachers who develop themselves as school principals will become effective, innovative, and student-centered leaders, so that they are able to bring positive changes in the school environment and improve the quality of education at Sukadamai State Elementary School, Aceh Besar.

Leading School Management

Another important part of the efforts made by the driving teacher in Self-development as a principal at Sukadamai Elementary School, Aceh Besar is required to have the ability to manage school resources, manage the budget, and make the right decisions for the benefit of the school.

Leading teachers have been trained to lead learning, encourage student growth, and create change in schools. These skills are crucial for a principal, who is responsible for guiding the entire school community toward effective educational goals. The principal serves as a leader in Sukadamai State Elementary School, Aceh Besar, positions itself as a visionary and managerial leader, as stated by one of the teachers at Sukadamai State Elementary School below:

During the current principal's tenure, I have seen that he possesses strong leadership skills, both in terms of management, supervision, and motivation. I assess the principal Sukadamai State Elementary School has been able to create a positive learning environment, inspire teachers and students, and ensure the achievement of the school's educational goals. (Interview: GR 1, April 19, 2025).

The above statement explains that the ability of the driving teacher to develop himself when he becomes a principal in The excellence of Sukadamai Elementary School, Aceh Besar, can be seen in its leadership and motivational abilities. The principal of Sukadamai Elementary School, Aceh Besar, has even demonstrated visionary leadership within the school, as expressed by the Head of Curriculum, as follows:

Headmaster I see that Sukadamai State Elementary School, Aceh Besar, already possesses excellent leadership skills. The principal even has a clear vision for the future development of the school and is able to communicate this vision to the entire school community, including the teaching staff, administration, and students. (Interview: KTK, April 21, 2025).

The above statement is also reinforced by the statement from the head. Sukadamai State Elementary School, Aceh Besar itself stated the following:

As the principal and part of the driving force of teachers, I must be able to encourage innovation and positive change in Sukadamai State Elementary School, Aceh Besar to achieve the goals set by the school (Interview: KS, April 15, 2025).

Based on the explanation above, it clearly shows that the ability of the driving teacher to develop himself when he becomes a school principal, especially in Sukadamai State Elementary School, Aceh Besar, already has good leadership skills, this can be seen from its visionary leadership.

Not only does he demonstrate visionary leadership skills, the principal of Sukadamai Elementary School, Aceh Besar also makes himself a manager for all elements of Sukadamai Elementary School, Aceh Besar, as stated by the principal below:

As head of Sukadamai State Elementary School, Aceh Besar, I am naturally responsible for the effective management of the school, including the planning, implementation, and evaluation of school programs. Furthermore, I strive to effectively manage the school's resources, including finances, personnel, and other supporting facilities. (Interview: KS, April 15, 2025).

From the various explanations above, it is clear that in terms of leadership skills, teachers are the driving force in developing themselves when they are in the position of principal. Sukadamai State Elementary School, Aceh Besar, demonstrates visionary and managerial leadership for the progress of the school he leads.

Implementing Student-Centered Learning

The next ability that a driving teacher must have in self-development as a principal at Sukadamai Elementary School, Aceh Besar is to prioritize students' needs and interests in the learning process, creating relevant and meaningful learning experiences for students.

The educational process is seen as providing opportunities for students to develop their potential, enabling them to acquire life skills aligned with their interests and talents, fostering spiritual, intellectual, and kinesthetic intelligence. In developing an operational curriculum, the characteristics of students, regardless of their background, are a primary consideration for equitable education within a framework of diversity (Fitriyah & Wardani, 2023). Regarding this, the researcher obtained the following information from the school principal:

Regarding the ability to manage student-centered learning, I developed the KOSP (Student-Based Learning Outcome Plan) because, coincidentally, my school was one of the pilot projects for the implementation of the Merdeka Curriculum. In the second year, we began developing the KOSP as the school curriculum. The main standards in developing the KOSP are student-centeredness, where learning must address the diversity of student potential and development. Second, it is contextual, aligning with our characteristics at Sukadamai Elementary School, Aceh Besar. Third, it is essential and involves all stakeholders. The parties involved in the KOSP development include myself as the principal, the teaching staff, the school committee, the supervisory advisor, and all stakeholders at Sukadamai Elementary School, Aceh Besar. (Interview: KS, April 15, 2025).

The above statement explains that in order to implement student-centered learning, the principal of Sukadamai State Elementary School, Aceh Besar, compiled the Educational Unit Operational Curriculum (KOSP) as part of the realization of the Independent Curriculum which has been carried out by the Principal of Sukadamai State Elementary School, Aceh Besar.

The principal's KOSP was developed using the Merdeka Mengajar Platform standards, focusing on students. This is also supported by the following statement from the principal of Sukadamai Elementary School, Aceh Besar:

Compiling KOSP that is centered on students from the aspect of literacy and numeracy because it is very important in an education so in compiling KOSP we compile several efforts that we will do in implementing literacy and numeracy

where one of them is by creating a comfortable classroom atmosphere for the implementation of learning, there are literacy activities that are routinely carried out every week in the morning, class workshops for children who have difficulty in learning as well as study clubs and others. likewise the character of students is the main priority in compiling KOSP in KOSP 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 donations and also many other things that we have implemented how do you compile KOSP that is centered on students from the aspect of the learning environment (Interview: KS, April 15, 2025).

The statement from the Principal of Sukadamai Elementary School, Aceh Besar, above explains that the development of the Operational Curriculum for Educational Units (KOSP) as part of the implementation of the Independent Curriculum has been carried out by the principal with a student-centered approach. In this case, the ultimate goal in achieving integrated learning with the Pancasila Student Profile globally and generally is to shape the character of students by fostering faith, piety towards God Almighty, and noble morals, global diversity, independence, critical thinking, mutual cooperation, and creativity, with the ability to accommodate such diversity (Sunhaji, 2019).

Referring to the Decree of the Minister of Religious Affairs (KMA) of the Republic of Indonesia Number 347 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum in Madrasas, it has stipulated 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, inspiration 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 nationalistic attitudes and behavior that citizens must have, including 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 (tafrīt). 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 (inḥiraf) and differences (ikhtilāf). Straight and firm (I'tidāl), namely placing things in their place and exercising rights and fulfilling obligations proportionally. Equality (musāwah), namely equality, not being discriminatory towards others due to differences in beliefs, traditions and origins of a person. Deliberation (shūra), namely every problem is resolved through deliberation to reach a consensus with the principle of placing the benefit above all else. Tolerance (tasāmuh), namely recognizing and respecting differences, both in religious aspects and various other aspects of life. Dynamic and innovative (tathawwur wa ibtikâr), which means always being open to making changes in accordance with the times and creating new things for the benefit and progress of humanity (Mubarok, et.al, 2021).

The purpose of developing an operational curriculum is to support the thinking process and develop the educational unit. Furthermore, the development of this document is a reflection of all educators within the educational unit, and is subject to periodic review to ensure it aligns with the dynamics of change and student needs (Bahri, 2017).

Collaborating with Various Parties

Not only the five (5) aspects above, The self-development of the driving teacher who currently leads as the principal at Sukadamai Elementary School, Aceh Besar, is to build good

relationships with other teachers, parents, students and the community, and work together to achieve the goals of learning and school development.

A leading teacher has the ability to build positive relationships with fellow teachers, parents, and the community. As a principal, this ability is crucial for creating a harmonious and collaborative school environment and involving various parties in school development. This collaborative ability is demonstrated by the principal. Sukadamai State Elementary School, Aceh Besar, was carried out on teachers, students, educational staff and even external parties of the school such as parents of students, as stated by one of the teachers at Sukadamai State Elementary School, Aceh Besar as follows:

Headmaster Sukadamai State Elementary School, Aceh Besar, must be able to build effective communication with teachers, parents, students, and the surrounding community. In this regard, the principal of Sukadamai State Elementary School, Aceh Besar, shares information with teachers and educational staff almost daily regarding various developments, both for students and the school. (Interview: GR 2, April 18, 2025).

The collaborative skills of the principal of Sukadamai Elementary School, Aceh Besar, were also acknowledged by one of the educational staff at Sukadamai Elementary School, Aceh Besar, who said the following:

The principal and the administration at Sukadamai Elementary School, Aceh Besar, actively work together, where any shortcomings in the administration office always receive special and prompt attention from the principal. (Interview: Education Staff 1, April 23, 2025).

The above statement clearly demonstrates that the principal of Sukadamai Elementary School, Aceh Besar, as a former leading teacher, possesses the ability to develop himself, including collaborating with various parties who have duties, responsibilities, and the interests of the school he leads. In fact, the principal's collaborative skills have had a positive impact on the school community, as illustrated below:

As a teacher, I see that the principal has the ability to create a collaborative atmosphere at school, so that all school residents can work together to achieve common goals, including fellow teachers, educational staff and students at Sukadamai State Elementary School, Aceh Besar. (Interview: GR 1, April 19, 2025).

Not only within the school environment, the principal of Sukadamai State Elementary School, Aceh Besar, is also actively collaborating with external parties, as stated below.

As the principal, I can also play an active role in social community activities, so that I can strengthen the relationship between the school and the community. I can even be involved in various social activities, such as religious activities, sports, and other activities. (Interview: KS, April 15, 2025).

The above statement illustrates that the ability of the driving teacher to develop himself while being the principal of Sukadamai Elementary School, Aceh Besar has been felt by the school community by establishing strong cooperation among the community of Sukadamai Elementary School, Aceh Besar.

This section presents the results of the author's analysis of the research findings by combining them with relevant methods and theories. The research findings indicate that the driving teacher in developing himself as a principal at Sukadamai Elementary School, Aceh Besar has the ability to lead his school effectively, innovatively, and student-centered, so that he is able to bring positive changes in the school environment and improve the quality of education at Sukadamai Elementary School, Aceh Besar. The ability of the principal who has a background as a driving teacher at Sukadamai Elementary School is seen from the aspects of leadership skills, collaboration and innovation that have been developed, self-development, learning development and improving the quality of education at the school he leads.

Andi et al. (2024) in their study stated that the role of the driving teacher demonstrates various teaching innovations and motivates other teachers to improve pedagogy. The driving teacher, who works as a principal, serves as a role model for other teachers, thus fostering a spirit of creativity among them. Observations also show that the presence of a driving teacher as principal at Sukadamai Elementary School, Aceh Besar, has transformed teachers into prioritizing the process of exploring students' interests and talents in the classroom and providing learning materials that are more enjoyable and contextual to the students' daily lives. The self-development of the driving teacher in carrying out his role as principal at Sukadamai Elementary School in Aceh Besar also actively forms a learning community that has significantly influenced teachers' pedagogical abilities. Through interaction and collaboration, teachers can acquire knowledge and best practices in teaching. The learning community provides support and motivation for teacher professional development. Participation in the learning community has a positive impact on teachers' pedagogical abilities. This participation has significant benefits for the development of teachers' pedagogical abilities. It can help accelerate the development of newer teachers' pedagogical abilities and enrich their experiences.

This aligns with a study by Wardani et al. (2022) which states that self-management by a driving teacher increases student learning motivation by understanding the purpose of their work as an educator, which involves not only educating but also building character and guiding the students' nature, interests, and talents. Self-management by a driving teacher increases student learning motivation by developing themselves through education and training, engaging in literacy reading books and journals, and improving technological competency. Wardani et al. (2022) also stated that self-development of leading teachers increases student learning motivation by cultivating emotional intelligence through calming activities before class and by engaging in personalized approaches for students experiencing learning difficulties. Furthermore, self-development of leading teachers increases student learning motivation by managing time through creating timesheets and using group methods in the learning process.

CONCLUSION

Based on the research results and discussion above, it can be concluded that the driving teacher in developing himself as a principal at Sukadamai Elementary School, Aceh Besar has the ability to lead his school effectively, innovatively, and student-centered, so that he is able to bring positive changes in the school environment and improve the quality of education at Sukadamai Elementary School, Aceh Besar. The ability of the principal who has a driving teacher background at Sukadamai Elementary School can be seen from the aspects of leadership skills, collaboration and innovation that have been developed, self-development, learning development and improving the quality of education at the school he leads.

REFERENCE

- Aditiya, N., & Fatonah, S. (2023). Efforts to Develop Lead Teacher Competencies in Elementary Schools in the Independent Learning Curriculum. *Scholaria: Journal of Education and Culture*, 2, 108–116. <https://doi.org/10.24246/j.js.2023.v13.i2.p108-116>
- Fitriyah, CZ, Wardani, RP, & Rofiq, A. (2023). The Ability of Leading Teachers in the Independent Learning Program in Jember. *Scholarly Journal of Elementary School*, 3(01), 1–6. <https://doi.org/10.21137/sjes.2023.3.1.1>
- Hutahaen, S.D., Hartanto, T.J., Suhartono, S., & S., D. (2022). Analysis of the Capabilities of Prospective Leading Teachers (CGP) as Learning Leaders Who Implement the Principles of Independent Learning. *Kanderang Tingang Scientific Journal*, 13(2), 171–178. <https://doi.org/10.37304/jikt.v13i2.165>
- Miskiyah, AZ, & Izzati, UMIA (2024). Developing the quality of education through the

- teacher-in-charge program. VIII(2), 154–169.
- Muhajirin, M., Mukhtar, M., Anwar, K., & Asrulla, A. (2024). Teacher Self-Development in Building Principal Orientation to the Future (Case Study at State Middle School 9 Muaro Jambi). *Genta Mulia Journal*, 15(1), 93–102.
- Muljono, H., & Kosasih, A. (2022). Analysis of the Principal's Self-Development Model (Case Study at Muhammadiyah Elementary School 12 Pamulang, Banten). 1(2), 97–103.
- Sahir, SH (2022). *Research Methodology*. KBM Indonesia Publisher.
- Tiara Hutamy, E., Nirmalasari, P., & Lestari, A. (2023). Leading Teachers as a Form of Improving the Quality of Education. *Scientific Journal of Education*, 10(1), 1–14.