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Implementation of EMASLIM Concept and Ki Hajar Dewantara's Teaching in Accelerating Teacher Careers and Institutional Quality

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Keywords

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Abstract

Accelerating teacher careers and enhancing institutional quality require effective educational management and a strong philosophical foundation. The implementation of the EMASLIM concept (Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator) combined with the educational philosophy of Ki Hajar Dewantara serves as a strategic framework to optimize madrasah management and teacher professional growth. This study aims to analyze how EMASLIM and Ki Hajar Dewantara's teachings accelerate teacher careers and elevate the institutional quality of MI Muhammadiyah Gembong Purbalingga. Using a qualitative approach, data were gathered through questionnaires, direct interviews, and non-participatory observations involving the madrasah principal and teachers. The results demonstrate that integrating EMASLIM principles with Ki Hajar Dewantara's values significantly boosts teacher career development and overall institutional quality. The study concludes that combining structured educational management (EMASLIM) with humanistic pedagogical values (Ki Hajar Dewantara) creates a conducive environment for career advancement and institutional excellence in madrasahs. Teachers expressed their satisfaction with this combination, particularly in terms of career paths, teaching, and student learning support. Institutionally, this combination is an effective alternative to strengthen the vision and mission and demonstrate better change.

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Introduction

A madrasah principal is a leader who should be effective in managing the institution. The head of the madrasah is appointed as a *leader* and manager for the teachers. This leadership and managerial concept is called EMASLIM. EMASLIM is an acronym that describes the seven ideal roles of a school/madrasah principal in running an educational institution: Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator. A good understanding and application of this concept can improve the quality of human resources (Darmansah et al., 2024). Furthermore, the role of the madrasah principal is essential for improving teacher competency with clear (Megawati et al., 2021). The strong influence between the skills of the madrasah principal and teacher performance in career guidance efforts and creating an effective school work climate indicates a positive trend (Carudin & Agus, 2022). Thus, the important role of the principal depends on how deeply the understanding and implementation of the EMASLIM concept is embodied in real programs in the institution both for the benefit of institutional development and the careers of educators (Sulistiyarini et al., 2024).

The noble teachings of Ki Hajar Dewantara (KHD) serve as integrative material that can be combined with the EMASLIM concept. According to (Sulistiyarini et al., 2024), KHD's teachings contain local wisdom that is highly relevant to institutional development and improving teacher competence. Meanwhile, research (Windiatmoko, 2017) states that KHD's teachings possess philosophical values and character that can be applied in classroom learning. Therefore, KHD's teachings are an interesting option to collaborate with the EMASLIM concept. On September 24, 2025, the head of the proposal team (researcher) conducted an in-depth interview with the head of MIM Gembong, Purbalingga, Mr. Sehnur Imanudin, S.Pd.I., the proposer asked about the implementation of EMASLIM and the teachings of KHD and related to teacher career acceleration and institutional quality.

In an interview, the head of the madrasa said that the implementation of EMASLIM was going well. The seven roles of the madrasah principal in this concept are implemented effectively so as to achieve proud achievements, especially in the careers of teachers and the quality of the institution. For example, in his role as educator and manager, the head of MIM Gembong often checks the learning tools made by teachers and then evaluates them in the teacher performance assessment forum (PKG). Acting as a motivator, the principal continuously motivates teachers to improve their competencies. Furthermore, as an administrator, the principal also learns how to manage BOS funds and, as an innovator, is able to complete physical construction projects or infrastructure, such as buildings and classrooms.

In terms of career and institutional quality, the head of MIM also shared his success in improving and empowering human resources and the quality of madrasas. He said that previously, the teacher's career did not run smoothly because the leadership pattern was less than optimal. In addition, madrasah quality assurance is also not planned and managed well. After the head of MIM changed, it began to be organized well and showed increasing results, although gradually.

Based on the explanation above, the proposing team proposed the following problem formulations: 1) How is the EMASLIM concept implemented at MIM Gembong? 2) How is the

KHD teaching implemented at MIM Gembong? 3) How is the collaborative implementation of the EMASLIM concept and KHD teachings at MIM Gembong to accelerate teacher careers and institutional quality?

The results of community service from (Saingo et al., 2023) explain that the implementation of EMASLIM significantly influences classroom management by teachers and the implementation of educational activities for the better. Meanwhile, according to (Ramadoni & Arifin, n.d.) conveyed that the effectiveness of the principal's leadership is very relevant to improving teacher performance. Based on (Suprpti et al., 2025) stated that the role of the madrasah principal includes curriculum management, human resource management, student management, financial management, public relations management, special service management. For the topic of KHD teachings, can see the results of research from (Widiatmoko et al., 2018) which revealed that KHD character values are useful for learning and become a philosophical foundation for the principal to develop his institution.

Judging from the description of *the state of the art* above, *the novelty element* in this research plan is the implementation topic that combines the EMASLIM concept and KHD teachings which are relevant to accelerating teacher careers and institutional quality. This combination of topics has never been done by previous researchers. Therefore, there is an element of breakthrough or innovation so that this research plan needs to be followed up with further steps.

The primary conceptual novelty lies in explicitly pairing the modern managerial leadership concept of EMASLIM (*Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator*) with the cultural and philosophical teachings of Ki Hajar Dewantara (such as *Trisentra Pendidikan, Tri-N, Tri-Ng*, and the principles of *Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani*). Previous studies generally examined the EMASLIM concept or Ki Hajar Dewantara's teachings separately, or only linked them to school climate and classroom learning in a general sense. The novelty of this research is combining both concepts specifically to drive teacher career acceleration (through portfolio guidance and Teacher Performance Assessment/PKG) alongside improving madrasah institutional quality. This research presents a case-study qualitative field research intervention in madrasah management and leadership. It empirically evaluates the real impact of the principal's leadership best practices on the professional development of educators at MI Muhammadiyah Gembong Purbalingga.

The research gaps can be presented in the table below. This table indicates the strengths of this study, which can be used for further, more comprehensive research.

Table 1. Research gaps

Element	Previous Studies	Novelty
Core Concept	Examined the EMASLIM concept or Ki Hajar Dewantara's (KHD) teachings separately.	Explicit Integration: Combines modern managerial leadership (EMASLIM) with cultural and philosophical principles (KHD).

Element	Previous Studies	Novelty
EMASLIM Element	Applied broadly to school climate or classroom instruction in a general sense.	Functions as the managerial leadership foundation for the principal (<i>Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator</i>).
KHD Philosophy Element	Limited to theoretical discussions or general classroom applications.	Implemented via <i>Trisentra Pendidikan, Tri-N, Tri-Ng</i> , and leadership principles (<i>Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani</i>).
Focus / Output Target	Focused primarily on general school climate or overall student learning outcomes.	Dual Primary Focus: 1. Teacher Career Acceleration: Through portfolio guidance and Teacher Performance Assessment (PKG). 2. Institutional Quality Improvement: Enhancing madrasah management and standards.
Method & Intervention	General descriptive qualitative or quantitative studies.	Qualitative Field Research Intervention (Case Study): Empirically evaluates the real-world impact of the principal's leadership best practices.

Method

Research design

This research uses a qualitative research type with a case study approach. This approach is tailored to the research topic or focus, which explores the leadership aspects of madrasah principals within the EMASLIM concept and the teachings of KHD, which contain noble values and character traits that can be linked to teacher career acceleration and institutional quality. Who stated that qualitative research using a case study approach allows researchers to obtain broad and in-depth data.

Data sources were obtained from the results of interviews, observations, and related documents so that data collection used interview, observation, and document analysis methods. Data validation techniques use triangulation of data sources and methods. The research team formulates, assesses, and interprets the results from data collection sources. The data analysis technique used interactive analysis techniques, which consist of data collection, data reduction, data presentation, and conclusion drawing. As stated by (Pertiwi, 2019), interactive analysis has advantages in drawing conclusions because it includes data verification/reduction tailored to the problem formulation.

Research sample

Primary data sources were obtained from respondents, informants, and resource persons who were a madrasah principal and 10 teachers in the research partner environment. The research partner is MI Muhammadiyah Gembong, Purbalingga Regency.

Research procedure

Data sources were obtained from interview results, observations, questionnaires, and related documents so that data collection used interview, observation, and questionnaire methods, and tests. Data validation techniques use triangulation of data sources and methods. The proposer and team formulate, assess, and interpret the results of data collection sources. Data analysis techniques use interactive analysis techniques consisting of data collection stages, data reduction stages, data presentation stages, and conclusion drawing stages. As (Pertiwi, 2019) states that interactive analysis has advantages in drawing conclusions because there is data verification/reduction that is adjusted to the formulation of the problem.

Data collection was conducted through observation, namely by reviewing the research location and direct interviews with respondents, sources or informants. Non-participatory observation was applied by researchers by only observing without being directly involved in the activities. The aspects observed were the teacher's approach to positive discipline, classroom management strategies, supportive learning environment, reflection and feedback. The technique used was to record in detail everything observed, including interactions, communications, and events relevant to the implementation of positive discipline. Furthermore, observation data were categorized and organized based on the concept of positive discipline and followed by the preparation of descriptive narratives that clearly describe the process of implementing positive discipline. Analysis of observation data can help in identifying patterns and relationships between observed aspects (Creswell & Creswell, 2009)

Data analysis

In addition, interviews were conducted with key informants consisting of the head of the madrasah and teachers. The head of the madrasah explained his authority in managing institutions related to the implementation of the curriculum, the implementation of learning communities and *coaching practices*. The teachers also explained how to apply positive discipline in the classroom, activities in the learning community and *coaching practices*. In-depth interviews with open questions so that informants can explore their knowledge and experiences during the implementation of the independent curriculum. The results of the interviews were then transcribed to facilitate research in the research process and the preparation of narratives that describe the views and experiences of respondents comprehensively (Creswell & Creswell, 2009).

Results and Discussion

Results

As an institution committed to continuous improvement and career acceleration, MI Muhammadiyah Gembong Purbalingga integrates the EMASLIM managerial and leadership framework (*Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator*) alongside the *Kurikulum Merdeka*. Under the leadership of the Madrasah Principal, teachers actively engage in capacity-building workshops and professional learning communities (PLC) both online and offline. By piloting phase-based curriculum implementation across parallel classes, the madrasah demonstrates institutional agility, ensuring that teacher professional development directly translates into enhanced institutional quality and career progression. The implementation of Ki Hajar Dewantara's principle of *Hamba pada Anak* (orienting education entirely toward the unique needs, nature, and potential of the student) is operationalized through three key dimensions of the madrasah's learning community:

Focusing on Student-Centered Learning: Teachers ensure that learning experiences cater to diverse student abilities according to *Kodrat Alam* and *Kodrat Zaman*. Regular diagnostic and formative assessments are conducted. Remedial sessions are provided for students needing additional support, while enrichment materials are prepared for advanced learners to maximize their learning outcomes. **Cultivating Collaboration and Collective Responsibility (*Gotong Royong*):** Teachers across parallel classes (Classes A and B from Grades I through VI) collaborate closely. Transition meetings are held where lower-grade teachers share insights regarding student character and learning achievements with incoming higher-grade teachers, reinforcing the belief that student success is a shared institutional responsibility. **Reflective Learning Cycles:** The madrasah adopts a continuous improvement cycle consisting of: **Initial Reflection:** Analyzing student assessment data during routine teacher meetings. **Planning:** Designing targeted instructional strategies to address identified learning gaps. **Implementation:** Executing differentiated learning plans and formative evaluations. **Evaluation:** Assessing the impact on student progress and refining instructional practices for subsequent cycles.

To accelerate teacher career progression and elevate instructional standards, the Madrasah Principal implements regular Academic Coaching aligned with the EMASLIM framework and Ki Hajar Dewantara's leadership trilogy (*Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani*). The coaching process adheres to three core principles:

Partnership (*Ing Madya Mangun Karsa*): Establishing an egalitarian relationship between the principal and teachers, eliminating rigid hierarchical barriers to create an open, reflective environment. **Creative Conversation:** Engaging in structured, exploratory dialogue that prompts teachers to identify classroom challenges independently and generate innovative solutions. **Maximizing Potential (*Tut Wuri Handayani*):** Identifying individual teacher strengths to support their professional growth, career advancement, and leadership readiness within the institution.

Innovation and Digital Integration (AI Tools in Educator Practice), embracing the Innovator dimension of the EMASLIM concept, educators at MI Muhammadiyah Gembong Purbalingga actively integrate artificial intelligence (such as ChatGPT) into their professional workflow. Teachers and the principal utilize AI to Streamline administrative tasks and draft meeting frameworks. Design lesson plans (*Modul Ajar*) and curate contextual reading materials efficiently. Formulate higher-order thinking skill (HOTS) questions and assessment rubrics. By mastering effective prompting techniques, teachers reduce preparation time, allowing them to focus more on interactive teaching, student mentorship, and career-enhancing professional development activities.

Discussion

The leadership of the madrasah principal is the main axis that determines the work rhythm, organizational climate, and achievement of the institutional vision. At MI Muhammadiyah Gembong Purbalingga, the implementation of the seven pillars of EMASLIM leadership (Educator, Manager, Administrator, Supervisor, Leader, Innovator, Motivator) has proven to be a key driving force in transforming the work climate and the professional capacity of educators. This leadership operates in a convergent manner to optimize the potential of all madrasah members.

As an *educator*, the principal of MIM Gembong not only positions himself as an administrative manager, but also as a scientific guide and pedagogical role model for teachers. The principal consistently provides a moral example, work discipline, and high academic ethics. This role is closely intertwined with his function as a *leader* who directs the madrasah's vision towards superior quality standards. This finding aligns with the research results of [Darmansah et al. \(2024\)](#) which outlines that the implementation of effective principal leadership in the realm of educators and leaders has proven effective in improving the quality of human resources (HR) sustainably. The principal of MIM Gembong designs clear policy directions, provides moral guidance, and builds a sense of *belonging* among educators.

This managerial success is reinforced by positive climate-oriented leadership, as emphasized by [Carudin and Agus \(2022\)](#), who stated that the principal's leadership style and school work climate have a significant and positive influence on teacher professional performance. At MIM Gembong, a conducive work climate is created through a humanistic persuasive approach, in which the principal positions educators as strategic partners in realizing the ideals of progressive Islamic education.

In the realm of *managers* and *administrators*, the head of MIM Gembong demonstrated expertise in operationalizing madrasah resources. Managerial functions include planning madrasah work programs, organizing the tasks of educators and education personnel, and supervising daily operations. Management of budget allocation, completeness of infrastructure, and administrative governance of learning are carried out transparently and accountably. The findings of this study confirm the results of [Suprapti et al.'s \(2025\)](#) study regarding the importance of school management as an integrated educational management activity at MIN

Surakarta, where administrative order and clarity of the managerial system are pillars supporting institutional quality. Administrative effectiveness at MIM Gembong also has a direct impact on optimizing compliance with national education standards. As explained by [Pertiwi \(2019\)](#), efforts to improve the quality of school education require neat and systematic administrative management so that every designed quality policy can be implemented measurably at the classroom level.

The *supervisory* role is carried out periodically through classroom observations and checking the completeness of learning materials. Supervision conducted at MIM Gembong is not of a formal nature. Not dogmatic or punitive, but rather constructive and solution-oriented. The principal provides direct feedback focused on strengthening teaching methods and improving the quality of classroom interactions. As *an innovator* and *motivator*, the principal encourages educators to step out of their comfort zone by adopting a variety of creative learning strategies relevant to the characteristics of elementary school students.

This aligns with [Saingo et al.'s \(2023\)](#) research on EMASLIM-based teacher leadership management education, which demonstrated that the holistic integration of these seven elements can boost teachers' internal motivation and encourage pedagogical innovations within the school environment. The motivational encouragement from the principal of MIM Gembong Madrasah has been shown to fuel the professional enthusiasm of educators to continuously improve their qualifications and teaching achievements.

The accelerated career advancement of teachers at MI Muhammadiyah Gembong Purbalingga is not simply the result of mechanical encouragement, but rather the fruit of a conducive leadership ecosystem. The integration of the principal's EMASLIM leadership model and the appreciation of Ki Hajar Dewantara's teachings creates a platform for profound professional growth for educators. A madrasah principal who consistently acts as *an innovator* and *motivator* provides space for teachers to explore their full potential. Teachers are encouraged to actively develop learning materials based on the thoughts of Ki Hajar Dewantara, create creative teaching media, and record educational achievements. This success is inextricably linked to the madrasah principal's role in facilitating promotions, determining credit points, and providing recommendations for formal career development.

As stated by [Megawati et al. \(2021\)](#), the principal's strategic role in developing teacher competency has a direct impact on improving the professionalism and performance of educators. When the principal acts as a facilitator of growth, teachers feel valued and encouraged to continue making maximum contributions to the institution. This is also in line with the findings of [Ramadoni and Arifin \(2020\)](#), which emphasized that the leadership of school principals who are oriented towards fulfilling the professional needs of teachers is able to accelerate the achievement of performance and career levels of educators in a sustainable manner.

The cumulative effectiveness of the principal's EMASLIM leadership and the internalization of Ki Hajar Dewantara's educational philosophy ultimately led to an overall improvement in the quality of the institution at MIM Gembong. School quality is measured not only by academic achievement but also by the establishment of a healthy organizational

climate, stakeholder satisfaction, and the madrasa's public reputation. The strong leadership of the madrasah principal as *a manager* and *leader* has successfully created a deep-rooted culture of quality. All components of the madrasah—from the leadership, educators, education staff, to students—have a strong commitment. Together in maintaining learning quality standards and environmental order. This aligns with the findings of [Sulistiyarini et al. \(2024\)](#), who concluded that the role of superior principal leadership significantly influences school quality improvement at the elementary education level. This comprehensive synergy proves that the modern managerial approach (EMASLIM) which is synergized in harmony with the philosophical foundation of national wisdom (Ki Hajar Dewantara) is an effective recipe for realizing the transformation of madrasa institutions that are highly competitive and have a noble character.

Conclusion

The implementation of positive discipline at MIM Gembong has proven effective in shaping student character while simultaneously fostering a conducive learning environment. Classroom agreements—developed collaboratively through deliberation between teachers and students and reinforced through daily morning routines—establish a safe, comfortable, and responsible learning atmosphere. These empirical observations reinforce the notion that managing a positive school climate and structured learning environment directly correlates with enhanced instructional effectiveness. Furthermore, implementing positive discipline enhances teacher competence, particularly regarding classroom management skills and social intelligence. Through collaborative spaces and professional training, educators gain a comprehensive understanding of curriculum concepts and construct responsive classroom guidelines aligned with student needs. This aligns with the findings of who emphasize the critical role of teacher leadership management education in optimizing educator performance within schools.

From a philosophical perspective, the disciplinary practices at MIM Gembong—which emphasize mutual respect, orderliness, enthusiasm, and logical consequences over punitive sanctions—represent a concrete manifestation of character education grounded in the educational philosophy of Ki Hajar Dewantara. These cultural values and philosophical principles serve as a foundational pillar in the design of the Independent Curriculum (*Kurikulum Merdeka*), which prioritizes student-centered learning and individual student potential. Cultivating cultural reflection and character development from an early age within the school setting acts as a primary foundation for shaping sustainable student attitudes and mindsets.

Although meetings are held informally rather than on a rigid schedule, the learning community serves as a transformative platform for teachers to collaborate, analyze student learning processes, and design appropriate instructional strategies, media, and initial formative assessments. By maintaining a primary focus on student learning outcomes, teachers utilize discussions within the community to determine effective enrichment and remedial measures.

The effectiveness of such collaborative school management aligns with the findings of who demonstrate that planned, collaborative educational management significantly boosts institutional quality and student discipline.

Moreover, the successful implementation of positive discipline and teacher learning communities heavily relies on the instructional leadership of the Madrasah Principal. Utilizing a coaching approach delivered through casual yet goal-oriented conversations, the principal provides personalized mentorship to teachers in preparing digital technology-integrated learning materials and navigating career advancement. This approach effectively uncovers teacher potential, identifies instructional challenges, and enhances overall professional performance. These findings reinforce previous research highlighting the vital role of school leadership in motivating staff, developing human resource capacity, and elevating overall educational quality.

Authorship Contribution Statement

The authors consist of four people in working on this journal article. The first author, Doni Uji Windiatmoko, is responsible for conceptualizing the research topic, research schedule, data collection and processing, validating and analyzing data, and data reporting. The second author, Istiqlal Yul Fanani, helps in validating and analyzing data. Meanwhile, students named Zelika Naswa Rimality and Apta Argyanti Salsabila, help in the research process in the field by documenting and are quite helpful in processing the research questionnaire data.

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