Implementation of EMASLIM Leadership in Strengthening Teacher Performance and Professionalism at SATAP Junior High School, Gowa Regency

Irwani Lisaw [1]*, Jumriani [2], Jumadi [3]

[1,2] Universitas Islam DDI AGH Abdurrahman Ambo Dalle Polman, Jalan Gatot Subroto 61, Madatte, Polewali Sulawesi Barat 91311, Indonesia
[3] Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

irwanilisaw@ddipolman.ac.id ; jumriani@ddipolman.ac.id ; jumadi1989@uny.ac.id
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Abstract

This study aims to describe the implementation of EMASLIM leadership (Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator) as a strategy to strengthen teacher performance and professionalism at SMP SATAP Gowa, which operates in a remote area context. This research employed a qualitative approach with a case study design. Data were collected through observations, in-depth interviews, and document analysis involving the principal, teachers, administrative staff, school supervisors, and parents of students. The findings revealed that the principal implemented EMASLIM roles adaptively and integratively through professional guidance utilizing the Merdeka Mengajar Platform (PMM), academic supervision based on a coaching model, resource management aligned with local needs, and the development of a collaborative work culture. Furthermore, the innovation of providing school transportation (mobil tayo) significantly improved student attendance and learning continuity, thereby enhancing teacher motivation, work ethic, pedagogical performance, and professional competence. The implementation of EMASLIM leadership in the context of remote schools proved effective in transforming limitations into opportunities for improving the quality of learning.

Keywords : EMASLIM Leadership; Teacher Performance; Teacher Professionalism; One-Roof School.

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1. Introduction

Education is the main pillar in the development of quality human resources (HR), as mandated in the Law (SISDIKNAS Law, 2003). The success of the implementation of education is highly determined by the quality of the learning process (Siregar, N., et al. 2022; (Zahroh & Hilmiyati, 2024)), where teachers play a central role in educating, teaching, guiding, directing, training, assessing, and evaluating students (Republic of Indonesia, 2005). Therefore, improving teacher performance and professionalism is an important prerequisite in achieving the goal of quality and sustainable national education. However, efforts to strengthen the quality of teachers cannot be separated from the existence of the leadership of the principal (Mulyasa, E. 2013), as the driving force and determinant of the direction of school policy (Hallinger, 2021).

The principal does not only play the role of an administrative implementer, but also as a learning leader who is responsible for building vision, creating a school culture, and fostering teacher professionalism (Asnaini et al., 2025; Mursalina et al., 2025). As a leading sector in schools, ideally, it reflects transformational leadership that is able to influence the behavior, motivation, and competence of educators through example and empowerment (Bush, 2020). In the context of school management in Indonesia, the leadership of school principals is overshadowed by the conceptual framework of EMASLIM (Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator), which emphasizes the integration of pedagogic, managerial, and visionary leadership dimensions (Mulyasa, 2009).

The application of EMASLIM leadership is becoming increasingly important in schools in remote areas, including One-Stop Schools (SATAP), which face limited infrastructure, access to information, and the number of educators (Juharyanto, J. (2023), schools in remote areas often have to deal with limited resources that require school principals to be adaptive, creative, and innovative in managing learning (Rahayu & Idris, 2023). This condition affects teachers'

motivation and professionalism, especially in the ability to develop their own potential and meet the demands of independent curriculum-based learning.

SATAP Junior High School, Tompobulu District, Gowa Regency is one of the schools that operates in a difficult geographical context with limited access to transportation and technology. These conditions affect student attendance patterns, learning consistency, and teachers' readiness to plan and carry out learning activities (Initial Observation Results, 2025). However, this school shows indications of an improvement in teacher performance and a collaborative work culture, this phenomenon leads to the assumption that there is adaptive and strategic leadership of school principals, especially in the use of the Independent Teaching Platform (PMM) and the development of local innovations such as the provision of transportation facilities "Mobil Tayo".

A number of previous studies have highlighted the leadership role of school principals in improving teacher performance. Surya and Nugroho (2022) emphasize the effectiveness of transformational leadership in improving the performance of teachers in urban schools that have adequate resources. Nurbaya and Rahman (2023) examined the use of the Independent Teaching Platform (PMM) in the development of teacher professionalism, but has not reviewed the strategic role of school principals in the context of limited schools. Meanwhile, Rahayu and Idris (2023) show that adaptive leadership in rural areas contributes to the quality of learning, but has not yet integrated a multi-role approach.

Different from previous research, this study seeks to fill the empirical gap by contextually analyzing the implementation of EMASLIM leadership in remote schools, especially at SMP SATAP Gowa. This study examines how the seven roles of school principals as Educators, Managers, Administrators, Supervisors, Leaders, Innovators, and Motivators are carried out in an adaptive and integrated manner to improve teacher performance and professionalism in the midst of limited resources. In particular, this study aims to describe the form of implementation of the principal's leadership, identify the performance and

professionalism of teachers in pedagogic and professional aspects, and analyze their impact on strengthening teacher performance and professionalism.

2. Method

This study uses a qualitative approach with the type of phenomenological study (Moleong, L. J. (2018), because it aims to understand the meaning of the experiences and actions of informants in the natural context related to the implementation of EMASLIM leadership. This approach allows researchers to explore the views, perceptions, and dynamics of interaction between principals, teachers, and school stakeholders in carrying out leadership roles in remote school conditions (Creswell, 2013). The research was carried out at SATAP Junior High School, Tompobulu District, Gowa Regency, which was chosen purposively because it has the characteristics of limited resources that are relevant to the focus of the research.

The research informants were determined using purposive sampling, namely Principals, Teachers, Administrative Staff, School Supervisors, and Parents of Students. Data was collected through in-depth interviews, observations, and documentation studies (Sugiyono, 2019), on school documents such as school profiles, work programs, lesson plans/teaching modules, and supervision records. In-depth interview techniques are used to explore the meaning and direct experience of informants, while observation is used to see leadership practices and learning in real-world situations, and documentation is used to strengthen data verification (Moleong, 2018).

Data analysis was carried out using the Miles and Huberman model, which includes the stages of data reduction, data presentation, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). The validity of the data is ensured through source triangulation, triangulation techniques, and member checking to ensure interpretation accuracy. This approach ensures that the research findings have contextual validity and reliability according to the conditions of schools in remote areas.

3. Result and Discussion

Principal Leadership at SATAP Junior High School, Tompobulu District, Gowa Regency

The Principal carries out his role based on the seven dimensions of EMASLIM. This implementation is not purely theoretical, but is very contextual and adjusted to the real conditions of schools that face limited facilities, access, and educators. This multi-role leadership model is in line with findings (Rahmawati & Mustakim, 2021) that show that principals in remote areas must exercise adaptive leadership by tailoring strategies to local challenges. Similarly, (Yuniati, 2022) stated that the effectiveness of leadership in schools is greatly influenced by the ability of school principals to read socio-cultural contexts. This reinforces that the EMASLIM model is not just a concept, but a leadership mechanism that is relevant to educational conditions in remote areas.

As an Educator, the Principal plays the role of a pedagogic coach who actively provides technical guidance related to the implementation of the Independent Curriculum, especially the use of the Independent Teaching Platform (PMM). Regular meetings are held to discuss teaching modules, assessments, and learning reflections. As one of the teachers said:

The principal is very proactive even though the network is difficult, he always directs us to take advantage of PMM. He gathered us, then we took turns discussing how to prepare lesson plans and reflect after teaching (Interview: Mrs. Hamsinah, 2025).

These findings are consistent with a study (Siregar, 2022) which shows that internal assistance for school principals has a direct effect on increasing teachers' pedagogic capacity. In addition, (Sahabuddin & Taufik, 2023) found that remote schools that function principals as mentors managed to adapt to the Independent Curriculum more quickly.

As a Manager and Administrator, the Principal ensures that program planning, BOS management, and Dapodik are carried out collaboratively and

accountably. The involvement of teachers in budget planning makes the use of resources more targeted. This is in accordance with the findings (Wahyudi & Utami, 2023) which state that participatory-based financial management increases transparency and trust in the school organizational culture, as well as (Firmansyah, 2021) emphasizing that tidy school administration in remote areas is a fundamental requirement for the sustainability of learning programs.

As a Supervisor, the Principal implements coaching-based academic supervision, not just administrative control. Classroom observations are conducted twice per semester with dialogical feedback that helps teachers reflect on teaching practices. This approach is in line with a study (Harahap & Nuraini, 2020) which states that supervised coaching increases teachers' self-efficacy in managing learning. The same thing (Latif & Ahmad, 2022) found that solution-oriented supervision has an impact on improving the quality of teacher-student interaction.

As a Leader, Motivator, and Innovator, the Principal provides an example of discipline, appreciation for teacher performance, and emotional support, which creates a positive work climate. The biggest innovation is the provision of "Mobil Tayo" as a shuttle transportation for students from remote villages that improves student attendance and learning stability. This innovation is in accordance with the results of research (Idris & Syam, 2023) which states that innovative leadership plays an important role in overcoming geographical barriers to education in remote areas, the same thing (Prasetyo, 2021) shows that school leaders who emphasize innovation have an impact on increasing the collective motivation of teachers and students.

Performance and Professionalism of Teachers at SMP SATAP, Tompobulu District, Gowa Regency

The improvement of teacher performance is clearly seen in the aspect of pedagogic competence, especially in the ability to plan learning systematically using the Independent Curriculum Teaching Module and RPP which are adjusted to the local context. Teachers are able to integrate examples and analogies that

are appropriate to the students' environment, so that learning becomes more concrete and easy to understand. These findings are in line with research (Hidayat & Masluhah, 2023) which states that teachers in limited areas can increase learning effectiveness if supported by consistent internal coaching. In addition, (Suryani & Firmansyah, 2021) show that contextual learning increases student engagement and conceptual mastery. Thus, improving teachers' pedagogic competence is a logical consequence of the coaching pattern carried out by school principals.

In the aspect of learning implementation, teachers apply various methods such as guided discussions, simple demonstrations, and personal approaches. This approach helps to overcome heterogeneous classroom conditions, both in terms of social background and learning readiness. This is in line with the findings (Rahmat & Lestari, 2020) which explain that the variety of learning methods in schools is limited to the facilities that are able to increase students' learning activities and emotional engagement. Such learning conditions reflect that teachers have been able to internalize the principle of learning flexibility according to the demands of the Independent Curriculum.

Evaluation of learning, teachers not only assess cognitive aspects, but also affective and psychomotor aspects. This evaluation is then used as a basis for self-reflection which is discussed in an internal meeting with the principal. This reflection-based evaluative approach is in accordance with the view (Kurniawan, 2022) which states that formative assessments strengthen teachers' ability to improve teaching strategies in a sustainable manner. Thus, the cycle of evaluation–reflection–improvement becomes an established learning pattern in this school.

In the aspect of professional competence, teachers show high motivation in self-development through participating in independent training at PMM and online webinars. This approach is in line with research (Nurbaya & Rahman, 2023) which found that PMM is effective in improving teacher professionalism through autonomous learning. The culture of scanning (sharing knowledge) between

teachers also accelerates the spread of competence. This is reinforced by (Arifin & Wahyudi, 2021) that the teacher's learning community increases professional and collaborative awareness.

The improvement of teacher performance and professionalism at SATAP Junior High School is the result of multi-level coaching carried out by the principal through empowerment, mentoring, and habituation of reflection. Bush (2020) emphasized that leadership is the most influential variable on teacher quality, and the findings at SATAP Junior High School support this theory.

The Impact of the Implementation of EMASLIM Leadership for Principals

The implementation of EMASLIM has a direct impact on improving teachers' pedagogic competence, especially through PMM coaching and coaching supervision. The guidance provided by the principal is not just an instruction, but a mentoring process that encourages teachers to be able to improve the quality of learning independently. These findings are in line with research (Siregar, 2022) that coaching-oriented supervision strengthens teachers' reflective abilities in designing learning.

As Managers and Administrators, the principal creates an organized, transparent, and collaborative work system, so that teachers can focus on learning, not taking care of administrative obstacles. The results of the study (Wahyudi & Utami, 2023) show that a well-managed work environment increases the effectiveness of teachers' core tasks. Thus, school organizational governance is the foundation for strengthening teacher professionalism.

The principal's multifaceted role as a Leader and Motivator is demonstrably crucial in fostering a robust teacher work commitment. The establishment of an exemplary professional culture, characterized by the principal's visible discipline, unwavering patience, and consistent appreciation, directly impacts teacher perception and subsequent organizational commitment. When teachers feel genuinely valued and respected for their efforts, an intrinsic motivation to align with the school's mission is significantly strengthened. This phenomenon is corroborated by academic findings, such as the study by

Darmayanti & Sugianto (2022), which empirically demonstrated that the provision of emotional support by leaders is a powerful catalyst, leading to an appreciable increase in both teacher loyalty and overall work ethic. This relational dimension of leadership underscores the profound connection between supportive administration and sustained professional dedication within the educational setting.

A key differentiating factor highlighting the principal's dynamic role is the embodiment of the Innovator function. A prime example of this is the innovative provision of "Mobil Tayo" transportation, a creative solution designed to address specific localized challenges. This intervention moves beyond conventional administrative duties by directly tackling obstacles to learning continuity. The successful implementation of this transport system resulted in a measurable increase in student attendance, contributing to enhanced classroom stability. Furthermore, by alleviating concerns related to student access, this innovation effectively created a more conducive and reliable environment, thereby providing teachers with the necessary physical and mental space to fully optimize learning processes and educational delivery. This strategic, needs-based innovation aligns closely with the observations of Idris & Syam (2023), who advocate that innovations directly rooted in local community needs are instrumental in improving the overall quality of instruction in geographically or socially remote educational institutions.

The documented implementation of the principal's leadership framework illustrates a compelling case where inherent limitations are successfully transformed into strategic opportunities for growth and development. The principal effectively operates as the central driver of professional culture, establishing high expectations and providing the necessary resources—both material and emotional—for their realization. This comprehensive approach ensures not only stability in the learning environment but also cultivates a pervasive atmosphere of collective motivation among the teaching staff. The strategic blend of emotional support (Motivator) and creative problem-solving

(Innovator) confirms a leadership style that is highly effective in navigating complex educational landscapes.

The empirical evidence derived from this leadership model strongly suggests that the integrated approach, termed EMASLIM, fundamentally represents a highly effective and contextually adaptive transformational leadership style. By integrating disciplinary rigor with deep appreciation, and supplementing conventional administration with innovative, locally-attuned solutions, the principal maximizes both the teachers' psychological commitment and the institution's operational efficiency. This model demonstrates that a principal's influence is not merely supervisory but is actively formative, successfully shaping a high-commitment, high-performance teaching workforce that is prepared to overcome logistical and pedagogical challenges. This confirmation validates the power of adaptive leadership to create a resilient and continuously improving educational organization.

4. Conclusion

The phenomenological qualitative analysis conducted at SATAP Junior High School in Tompobulu District, Gowa Regency, yields a robust conclusion regarding the holistic implementation and impact of the EMASLIM Leadership Model. This model has proven highly adaptive within the challenging context of a remote area, where the school principal acts as a dual-role leading sector—serving simultaneously as the primary facilitator and internal resource. Specifically, the roles of Educator and Supervisor were emphasized through routine coaching (particularly concerning the utilization of the Platform Merdeka Mengajar/PMM) and supervision focused on coaching rather than mere formal assessment. This leadership approach has resulted in demonstrable improvements in teacher performance across both Pedagogic (lesson planning, execution, and evaluation) and Professional (subject mastery and self-development) aspects. Teachers showed the capability to develop relevant teaching modules and actively participate in self-training via PMM, illustrating that physical access barriers can be effectively overcome through a spirit of

collaboration and sustained leadership support. Furthermore, the principal's leadership, especially within the Innovator dimension, was a critical success factor; for instance, the "Mobil Tayo" innovation for student transport successfully addressed accessibility issues, leading to increased student participation and, indirectly, creating new motivation for teachers to enhance classroom instruction quality. Consequently, the EMASLIM Leadership Model is validated as a potent catalyst that transforms the challenges of a remote region into opportunities for quality improvement.

This study significantly strengthens the validity of the EMASLIM leadership model within the context of resource-limited educational settings, demonstrating its relevance and effectiveness beyond urban environments when implemented adaptively, innovatively, and grounded in local context. The findings underscore that successful leadership in remote schools hinges on the synergy between the School Principal, teachers, and educational stakeholders. For School Principals, this research serves as a best practice model for one-roof educational institutions and other remote schools, advocating for effective leadership founded on exemplary conduct, local initiative, and creativity in converting limitations into innovation. For the Education Department, the study emphasizes that policies for remote schools should not focus solely on physical infrastructure development but critically on strengthening leadership capacity, supporting digitalization, and ensuring PMM connectivity to foster continuous professional development for teachers. Finally, for Teachers, the evidence confirms that collaboration and the proactive use of digital platforms, guided by the school principal, are essential strategies for overcoming professional isolation and maintaining quality performance despite resource constraints.

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