



**JTH**

<https://jthkkss.com/>

e-ISSN 2805-4431

DOI: <https://doi.org/10.53797/jthkkss.v3i1.10.2022>



# The Effect of Directive Supervision on the Managerial Competence of Principals in Developing KOSP in Elementary Schools

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Available online 02 July 2022

**Abstract:** The purpose of this quantitative study was to examine the relationship between directive supervision by supervisors and the managerial competence of principals in fostering KOSP (Kompetensi Inti Sekolah Penggerak/Core Competencies of Driving Schools) development within the Geyer district of Grobogan Regency. The study involved a descriptive and verification approach, with a sample of 44 elementary school principals selected through proportional random sampling, ensuring representation across gender and tenure. Results indicated a significant positive correlation between supervisors' directive supervision and the managerial competence of principals for KOSP development, suggesting that directive supervision may be an effective strategy to enhance principals' skills and subsequently promote KOSP advancement in this specific region.

**Keywords:** *Directive Supervision, Supervisors, Managerial Competence, Principals, KOSP*

## 1. Introduction

The curriculum, as the foundation of educational institutions, is a dynamic framework that embodies the school's vision, mission, and educational objectives (Khoirurrijal, 2022). It serves as a roadmap for delivering knowledge and skills to students, outlining the content, materials, and methodologies that guide learning activities (Pangestu et al. 2021). The curriculum is not static; it evolves in response to the changing needs of learners and the demands of society. The recent global pandemic, for instance, necessitated a shift towards independent learning, emphasizing flexibility and personalized instruction (Kemdikbud Dirjen GTK, 2020). This shift led to the emergence of the independent curriculum, which prioritizes essential content and fosters critical thinking skills in both students and teachers (Mahmudah, 2023). The independent curriculum is tailored to the specific context and resources of each educational unit, culminating in the Educational Unit Operational Curriculum (KOSP). The development of KOSP is a collaborative endeavor involving school personnel, parents, and the wider community. Principals, as educational leaders, play a crucial role in overseeing this process, ensuring that the KOSP aligns with the broader educational goals and effectively caters to the diverse needs of the student body (Mendikbudristek, 2022). Their managerial competence in planning, organizing, directing, and controlling is essential for the successful implementation of the KOSP and the overall improvement of educational quality (Raisal Akrim & Irvan, 2022).

Based on the Ministry of Education and Culture, Research, and Technology Regulation No. 40 of 2021, a principal is defined as a teacher designated as the leader of learning and administrator of an educational institution. In this leadership role, the principal's primary responsibility is to manage the organization effectively to achieve collective educational goals. A principal's managerial competence, as defined by Raisal, Akrim, and Irvan, (2022), encompasses the skills of planning, organizing, directing, and controlling, aligning with the core management functions outlined. This competence is demonstrated in various managerial activities, such as curriculum development, mobilizing school staff, and optimizing resource management, including the development of the Educational Unit Operational Curriculum (KOSP), as highlighted by (Sabila, Bahtiar, and Yakin 2023). Moreover, a principal's leadership is considered pivotal for the overall advancement of the school, necessitating a comprehensive understanding of professional skills and knowledge for effective school management (Pratiwi et al. 2019).

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The effective implementation of the Educational Unit Operational Curriculum (KOSP) necessitates a high degree of managerial competence from school principals. However, principals often encounter various challenges in applying these competencies to KOSP development. These challenges include a lack of analytical skills and difficulties in coordinating input and feedback from school staff during the planning stages, such as formulating a comprehensive vision and mission that addresses the diverse learning needs of students (Uy, Sasan, and Kilag, 2023). The complexity of organizing all relevant elements during curriculum development is further compounded by the administrative workload faced by principals and teachers, often leading to the delegation of the entire process to a single teacher or the principal themselves (Suchyadi et al. 2020). Engaging the community and parents in the curriculum development process also presents a significant hurdle, primarily due to the prevailing perception that educational matters fall solely under the school's jurisdiction and responsibility (Setyaningsih and Suchyadi, 2021). Additionally, newly appointed principals may lack the confidence to effectively direct and oversee the implementation of the curriculum by teachers and other school members (Fajri, Rahman, and Lisnawati 2019). This lack of confidence can hinder the successful execution of the KOSP and impede the overall educational objectives of the school. Furthermore, the rapid pace of technological advancements and the increasing demand for 21st-century skills necessitate continuous professional development for principals to stay abreast of the latest trends and effectively integrate technology into the curriculum (Cholilah et al. 2023).

Supervision, a structured process designed to support educators and school staff in effectively fulfilling their roles, is a cornerstone of educational development (Amrullah et al. 2023). As mandated by the Ministry of Education and Culture, Research, and Technology Regulation No. 4831 of 2023, school supervisors are entrusted with the crucial task of assisting principals. The efficacy of supervision is evaluated based on the optimal application of competencies and the resulting outcomes. Motivation, whether stemming from internal drive or external influences, significantly impacts performance. Supervision acts as an external motivator, offering encouragement and feedback from others or the surrounding environment (Andarwati et al. 2023). This study posits that supervision, particularly directive supervision, can enhance principals' managerial competence in developing the Educational Unit Operational Curriculum (KOSP). Directive supervision, characterized by direct guidance and support, empowers principals to articulate challenges and receive tailored solutions, thereby strengthening their managerial skills. This assertion is supported by research from Heni et al. (2022) and Habibillah (2023), which underscore the positive influence of directive supervision on teachers' professional and technical competence, respectively. However, it is crucial to acknowledge the nuanced nature of directive supervision, as evidenced by Kumiawan and Maunah (2022) study, which revealed that an overly dominant supervisory approach can create pressure and hinder competence development in teachers. This divergent finding underscores the need for further research to understand the optimal balance and application of directive supervision to maximize its positive impact on educators' competence and, consequently, the overall quality of education. Moreover, the literature emphasizes the importance of supervision in fostering a positive school climate and enhancing teacher performance. For instance, (Marnoko, 2021) found that academic supervision through mentoring significantly improved teachers' competence in developing lesson plans. Irianisyah, Harapan, and Houtman (2020) highlighted the role of principals' supervision in the effective use of instructional media in elementary schools. These studies, along with the findings of this research, collectively underscore the critical role of supervision in educational settings, particularly in empowering school leaders and teachers to enhance their competencies and ultimately improve the quality of teaching and learning.

While prior research on the impact of directive supervision on educational outcomes presents a mixed picture, with some studies indicating positive effects and others suggesting negative consequences, this study takes an optimistic stance. It hypothesizes that directive supervision can indeed play a pivotal role in enhancing principals' managerial competence, particularly in the crucial area of curriculum development. This research distinguishes itself by specifically focusing on principals' managerial competence in the context of KOSP (Kurikulum Operasional Satuan Pendidikan) implementation, a departure from previous studies that primarily concentrated on teachers' professional competence. Furthermore, this study is uniquely situated within the specific context of Geyer Sub-district, Grobogan Regency, offering valuable insights tailored to this region's educational landscape. The significance of this research is underscored by the fact that KOSP, as a relatively recent and critical educational framework in Indonesia, necessitates further investigation to ensure its effective and optimal implementation. This study aims to contribute to this growing body of knowledge by examining the relationship between directive supervision and principals' managerial competence, ultimately seeking to improve the quality of education in the region. Moreover, this research aligns with the broader educational goals outlined in the Indonesian Ministry of Education and Culture, Research, and Technology Regulation No. 4831 of 2023, which emphasizes the importance of school supervisors in assisting principals and improving educational outcomes.

## 2. Methodology

This study utilizes a quantitative methodology, characterized by the use of numerical data and statistical analysis Sugiyono (2019), to investigate the influence of directive supervision on elementary school principals' managerial competence in the development of the Educational Unit Operational Curriculum (KOSP) in Geyer Sub-district. This approach, also known as the traditional method, was selected due to its ability to offer a precise and detailed depiction of the current situation while enabling the examination of pre-established hypotheses.

The study population includes all elementary school principals and teachers in Geyer Sub-district, Grobogan Regency. The total population consists of 44 principals, providing a broad and representative coverage of the actual conditions in the field. To ensure that the sample truly represents the population, a proportional random sampling technique was used, considering gender proportion and tenure, so the sample distribution reflects the existing population variations. The primary instrument used in this study is a questionnaire. The questionnaire was carefully designed to measure the variables of supervisors' directive supervision and principals' managerial competence. Before being used, the questionnaire was tested for validity and reliability to ensure that the measuring instrument truly measures what it is supposed to measure and produces consistent data. This testing process involved a series of trials and statistical analyses to refine and validate the questionnaire.

Data were gathered through questionnaires distributed directly to the participating elementary school principals over a two-week period. This approach ensured a high response rate, and the researcher conducted regular site visits to facilitate questionnaire completion and offer support when necessary. Following data collection, descriptive and inferential statistical techniques were employed for analysis. Descriptive statistics were used to characterize the research population and sample, including the distribution of directive supervision scores and principals' managerial competence. This initial analysis provides insight into the nature of supervisory practices and the overall level of managerial competence demonstrated by the principals.

A t-test was employed to examine the research hypotheses, aiming to ascertain whether a notable difference exists between groups exposed to directive supervision and those not. The t-test calculation involves the following formula:

$$t = \frac{(x - \mu_0)}{(s / \sqrt{n})}$$

Where:

- t represents the calculated t-value,
- x denotes the mean value,
- $\mu_0$  indicates the hypothesized value,
- s represents the sample standard deviation,
- n signifies the sample size.

The t-test results will reveal the significance of directive supervision's impact on principals' managerial competence. A calculated t-value exceeding the table t-value at a specified significance level will suggest the acceptance of the hypothesis, indicating a positive and substantial effect of directive supervision on principals' managerial competence in KOSP development. This research, therefore, offers valuable insights into the role of directive supervision in enhancing principals' managerial skills, which can ultimately lead to improved curriculum development in schools.

### 3. Result

The research involved 44 elementary school principals from the Geyer Sub-district, with data collected through questionnaires distributed using proportional sampling. This method ensured a representative sample to examine the impact of directive supervision on principals' managerial competence in developing KOSP. Prior to distribution, the questionnaire's validity and reliability were rigorously assessed by school supervisors, confirming the accuracy and relevance of the instrument's items in measuring directive supervision and managerial competence. Data analysis was conducted using SPSS statistics, encompassing normality tests to ensure data distribution assumptions were met, homogeneity tests to assess the consistency of variance, and t-tests to determine the statistical significance of the relationship between directive supervision and managerial competence. These comprehensive measures ensured the robustness and reliability of the research findings.

Normality testing was conducted using the Shapiro-Wilk test. Shapiro-Wilk test is used to determine data distribution for samples less than 100.

**Table 1: Shapiro-Wilk Normality Test Results**

| Parameter          | Value  |
|--------------------|--------|
| Test Statistic (W) | 0.9603 |
| p-value            | 0.3154 |

The Shapiro-Wilk normality test results, with a p-value of 0.3154 exceeding the significance level ( $\alpha$ ) of 0.05, suggest that the residual data within this regression model adhere to a normal distribution. Consequently, the null hypothesis ( $H_0$ ), stating that the residuals are normally distributed, cannot be rejected. This is a crucial finding as the normality assumption is a fundamental prerequisite in linear regression analysis, and its violation can lead to skewed and unreliable results. The Shapiro-Wilk test is chosen for its robustness and is recommended for small to medium-sized

samples ( $n < 50$ ) (Yusanto, 2020). In this context, it was employed to evaluate whether the residuals, representing the discrepancies between model predictions and actual observations, are randomly dispersed around zero and conform to a normal distribution pattern. The fulfillment of this normality assumption confirms that the regression model satisfies a critical requirement for generating precise and trustworthy estimates.

The Breusch-Pagan Godfrey homogeneity test is a statistical test used to detect the presence or absence of heteroscedasticity in a regression equation. The heteroscedasticity test determines that in the regression model of the study, there is no variance discomfort of the residuals from one observation to another.

**Table 2: Breusch-Pagan Godfrey Homogeneity Test Results**

| Parameter          | Value  |
|--------------------|--------|
| Test Statistic (W) | 0.5304 |
| p-value            | 0.4664 |
| F-value            | 0.5040 |
| p-value (F)        | 0.4836 |

The Breusch-Pagan test results, with p-values of 0.4664 (chi-square test) and 0.4836 (F-test) both exceeding the commonly chosen significance level of 0.05, do not provide evidence of heteroscedasticity in this regression model. This implies that there is not enough statistical evidence to reject the null hypothesis ( $H_0$ ) of homoscedasticity, or constant residual variance. In simpler terms, the analysis does not suggest that the residual variance changes significantly across different values of the predictor variable. Homogeneity of variance, or homoscedasticity, is a fundamental assumption in linear regression analysis. If this assumption is violated (heteroscedasticity occurs), the resulting regression coefficient estimates may be inefficient and could lead to errors in hypothesis testing. The Breusch-Pagan test is a widely used statistical method for detecting heteroscedasticity in regression models (Salam, 2020). In this study, the non-significant Breusch-Pagan test results indicate that the residual variance tends to remain stable across varying levels of the predictor variable, thus satisfying the assumption of homoscedasticity. With this assumption met, it can be concluded that the regression model employed in this study is suitable for producing unbiased and reliable estimates.

The t-test is a statistical test used to determine if there is a difference between the estimated value and the actual statistical calculation result. The estimated or hypothesized value can come from various sources, such as self-determined, requirement values, etc. The t-test determines the truth or falsehood of the initial hypothesis ( $H_0$ ).

**Table 3. t-test Results**

| Parameter       | Value    |
|-----------------|----------|
| t-calculated    | 7.753    |
| p-value         | 1.91e-08 |
| t-tabel (df=28) | 0.5040   |

The substantial t-value of 7.753, surpassing the critical t-value of 1.69 at 28 degrees of freedom (df) and a significance level ( $\alpha$ ) of 0.05, signifies a notable impact of directive supervision (variable X) on principals' managerial competence (variable Y). The extremely small p-value (1.91e-08) further underscores the statistical significance of this finding, indicating a minimal probability of these results occurring by chance. In the context of quantitative research, the t-test is employed to assess hypotheses regarding mean differences between groups or between a group and a predetermined value (Creswell and Creswell, 2018 ; Sugiyono, 2019). In this specific study, the t-test reveals a significant difference in managerial competence between principals experiencing high directive supervision and those with low directive supervision. The negligible p-value (below 0.05) implies a very low likelihood of erroneously rejecting the null hypothesis ( $H_0$ ), thereby providing robust support for the alternative hypothesis ( $H_a$ ) that directive supervision indeed influences principals' managerial competence (Hardani et al., 2022). This finding reinforces the assertion that directive supervision plays a pivotal role in enhancing the managerial capabilities of principals.

#### 4. Discussion

The findings demonstrate that the simple linear regression model employed in this investigation aligns with the assumptions of normality and homogeneity. The normality assumption, dictating that residuals (discrepancies between predicted and observed values) follow a normal distribution, is satisfied, as evidenced by the Shapiro-Wilk test p-value

of 0.3154 surpassing the significance level ( $\alpha = 0.05$ ). This test is highly recommended for normality assessment, particularly in cases with smaller sample sizes (Wang and Lee 2020). Within this study, it was utilized to verify whether residuals are randomly scattered around zero and exhibit a normal distribution pattern. Fulfillment of the normality assumption indicates that the regression model satisfies a crucial condition for generating unbiased and precise estimations. Furthermore, the assumption of homogeneity of residual variance is also met. The Breusch-Pagan test, designed to detect heteroscedasticity (unequal residual variance), yielded p-values of 0.4664 (chi-square) and 0.4836 (F-test), both exceeding the 0.05 significance level. This signifies a lack of significant evidence supporting heteroscedasticity, implying that residual variance remains relatively consistent across different levels of the predictor variable. Homogeneity of residual variance is crucial in regression analysis to ensure the efficiency of regression coefficient estimates and the validity of hypothesis test results

After confirming the fulfillment of classical assumptions, hypothesis testing proceeded using a t-test. The results reveal a substantial influence of directive supervision on principals' managerial competence in KOSP development, with a calculated t-value of 7.753 exceeding the critical t-value of 1.69 at 28 degrees of freedom (df) and a significance level ( $\alpha$ ) of 0.05. The minute p-value (1.91e-08) suggests this outcome is unlikely due to chance. Consequently, the null hypothesis ( $H_0$ ) of no effect is rejected, and the alternative hypothesis ( $H_a$ ), positing a positive and significant effect of directive supervision on managerial competence, is accepted. The magnitude of this effect is indicated by the coefficient of determination (R-squared) of 0.682, implying that 68.2% of the variance in managerial competence can be attributed to directive supervision, while the remaining 31.8% is influenced by factors outside the scope of this study. The resulting regression equation is:

$$\text{Managerial Competence} = 14.7093 + 0.7814 \times \text{Directive Supervision}$$

The study's findings reveal a significant positive correlation between directive supervision and principals' managerial competence, specifically in the context of KOSP development. The regression equation indicates that a one-unit increase in directive supervision corresponds to a 0.7814-point increase in managerial competence. The baseline managerial competence, in the absence of directive supervision, is estimated to be 14.7093. This outcome aligns with existing research, such as (Sihaloho, 2022), which emphasizes the positive impact of directive supervision on both teacher and principal competence.

Directive supervision, by providing clear guidance, feedback, and support, empowers principals to navigate their roles and responsibilities effectively, including the development and implementation of KOSP. This structured approach not only enhances their managerial skills but also fosters a conducive environment for continuous improvement. The study's findings underscore the importance of directive supervision as a valuable tool for educational leaders, aligning with the Indonesian Ministry of Education and Culture, Research, and Technology's emphasis on the role of school supervisors in supporting principals and enhancing educational outcomes. This research echoes the sentiments of Diandra et al. (2020), who highlight the importance of training and workshops in improving managerial and supervisory competencies among school principals.

While directive supervision significantly influences principals' managerial competence, it's crucial to acknowledge that a substantial 31.8% of the variance in this competence is attributed to other factors not examined in this study. These factors could encompass a range of variables, including but not limited to, years of experience, educational background, participation in leadership development programs, the level of support received from the school environment, and individual personality traits. Future research should delve deeper into these unexplored factors to gain a more holistic understanding of the multifaceted nature of managerial competence development in school principals. By identifying and analyzing these additional influences, researchers can provide valuable insights for designing comprehensive professional development programs that cater to the diverse needs of school leaders. This, in turn, can contribute to the overall improvement of educational leadership and, ultimately, the quality of education in schools. Furthermore, understanding the interplay between directive supervision and these other factors can help refine supervisory practices to maximize their effectiveness in fostering managerial competence. For instance, tailoring supervisory approaches to individual principals' experience levels or providing targeted training on specific skills could prove beneficial. This research aligns with the broader call for continuous professional development in educational leadership, as highlighted in Cholilah et al. (2023), to ensure that school leaders are equipped with the necessary competencies to navigate the evolving educational landscape.

This study's results have important practical implications for education stakeholders. For school supervisors, the results highlight the importance of providing effective directive supervision to principals. Directive supervision should not only focus on performance assessment but also provide clear direction, feedback, and support to principals in developing their competencies. For principals, the results show that directive supervision can be a valuable learning source. Principals can utilize feedback and guidance from school supervisors to improve their managerial competence. Additionally, principals should proactively seek other professional development opportunities, such as training, seminars, and benchmarking, to continue improving their competencies. For policymakers, the results highlight the importance of strengthening the directive supervision system in schools. This can be done by improving the quality of training for

school supervisors, developing more comprehensive supervision instruments, and providing greater support to school supervisors in performing their duties.

The observed improvement in principals' managerial competence in this study can also be linked to internal and external factors. Internally, principals with high motivation and a desire to continue learning and developing will be more responsive to directive supervision. Externally, support from school supervisors who provide constructive guidance and direction can help principals develop their managerial skills. Some obstacles still need to be addressed in implementing directive supervision. One is the high administrative burden faced by principals and teachers, which can reduce the time and energy they can allocate to developing managerial competence. Additionally, involving the community and parents in the KOSP development process still needs to be improved. Parental participation is important to ensure that the curriculum developed truly aligns with local needs and contexts.

In this context, it is important for supervisors and principals to continue collaborating and finding ways to overcome these obstacles. This way, directive supervision can be implemented more effectively and have a greater impact on improving principals' managerial competence and KOSP development. Overall, this study's results underscore the importance of directive supervision in improving principals' managerial competence. Good coaching through directive supervision can help principals manage their schools more effectively and efficiently, ultimately positively impacting the quality of education in these schools. This study also emphasizes the need for continuous support from school supervisors and active participation from all stakeholders in KOSP development.

This study is subject to certain constraints. Primarily, the sample size is relatively limited, thus necessitating caution when generalizing the findings. Secondly, the focus is exclusively on directive supervision, neglecting other potential influences on principals' managerial competence, which remain unidentified and unexplored in detail. Lastly, the cross-sectional design precludes the measurement of changes in managerial competence over time. Future research should address these limitations. For instance, studies with larger, more representative samples could enhance the generalizability of results, while longitudinal studies could track changes in managerial competence over extended periods. Additionally, future investigations could identify and analyze other contributing factors, such as work experience, educational background, leadership training, school environment support, and individual principal characteristics.

## 5. Conclusion

This study investigates the impact of directive supervision on principals' managerial competence in the development of the Educational Unit Operational Curriculum (KOSP). Simple linear regression analysis reveals a significant positive relationship between directive supervision and managerial competence ( $R$ -squared = 0.682;  $p < 0.05$ ). This suggests that increased levels of directive supervision are associated with higher managerial competence in principals when developing KOSP. The regression model employed adheres to the classical assumptions of normality and homogeneity. Normality of residuals is confirmed by the Shapiro-Wilk test  $p$ -value (0.3154), exceeding the significance level of 0.05, indicating normally distributed residuals and unbiased, precise estimates from the model (Sugiyono, 2019). Homogeneity of residual variance is also supported, with the Breusch-Pagan test  $p$ -value (0.4664 and 0.4836) surpassing the significance level of 0.05, indicating no significant difference in residual variance across predictor variable levels. This homogeneity is essential for obtaining efficient regression coefficient estimates and valid hypothesis test results in regression analysis (Creswell and Creswell 2018).

Statistical analysis ( $t$ -test) strongly supports a significant correlation between directive supervision and the managerial competence of principals in KOSP development. The calculated  $t$ -value (7.753) surpasses the critical  $t$ -value (1.69) at 28 degrees of freedom ( $df$ ) and a significance level ( $\alpha$ ) of 0.05, with a minute  $p$ -value ( $1.91e-08$ ), suggesting this result is not due to random chance. The coefficient of determination ( $R$ -squared) of 0.682 indicates that directive supervision accounts for 68.2% of the variance in managerial competence, with other factors not examined in this study explaining the remainder. In conclusion, this simple linear regression analysis firmly establishes a positive and significant link between directive supervision and the managerial competence of principals in KOSP development. Higher levels of directive supervision are associated with increased managerial competence in principals.

This research, while informative, has certain constraints. The relatively small sample size calls for caution in generalizing the findings beyond the study context. Additionally, the narrow focus on directive supervision overlooks other potential factors that might influence principals' managerial competence, which remain unexamined. The cross-sectional design further limits the ability to assess changes in managerial competence over time.

Future research should aim to address these shortcomings. Larger and more representative samples can enhance the generalizability of results, while longitudinal studies can track the evolution of managerial competence over extended periods. Moreover, exploring additional factors such as work experience, educational attainment, leadership training, school climate, and individual characteristics can provide a more comprehensive understanding of the complex interplay of influences on principals' managerial competence.

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