

nandang obsesi

by Sri Nurhayati

Submission date: 20-Oct-2023 02:27AM (UTC-0500)

Submission ID: 2184014730

File name: obsesi_nandang_submit.docx (141.32K)

Word count: 5662

Character count: 38607



Educational Supervisors' Strategies in Improving ECCE Principals' Managerial Competence in the Digital Era

Nandang Rukanda^{1✉}, Sri Nurhayati²

Pendidikan Masyarakat, IKIP Siliwangi, Indonesia⁽¹⁾

Pendidikan Masyarakat, IKIP Siliwangi, Indonesia⁽²⁾

DOI: prefix/singkatan jurnal.volume.nomor.ID artikel

Abstrak

Penelitian ini bertujuan untuk menyelidiki beragam strategi yang digunakan oleh pengawas pendidikan untuk meningkatkan kompetensi manajerial kepala sekolah PAUD. Pendekatan kualitatif diadopsi dengan menggunakan metode studi kasus. Teknik pengumpulan data melibatkan wawancara semi-terstruktur dengan pengawas pendidikan untuk mendapatkan wawasan komprehensif tentang strategi yang mereka terapkan, observasi, dan studi dokumen. Analisis tematik dan triangulasi data empiris mengungkapkan tema-tema kunci yang terkait dengan penggunaan strategi, kemampuan beradaptasi, dan efektivitas. Temuan ini menekankan pentingnya kemampuan beradaptasi situasional, pengembangan profesional berkelanjutan, pembelajaran kolaboratif, dan praktik berdasarkan informasi penelitian dalam peningkatan kepemimpinan PAUD. Penelitian ini juga menggali bagaimana keberhasilan strategi dinilai melalui indikator berbasis data dan proses evaluasi, menyoroti peran hasil pemantauan dan evaluasi, identifikasi kebutuhan, sosialisasi, pelatihan, dan komunikasi yang efektif dalam mengukur keberhasilan strategi. Selain itu, penelitian ini membahas tantangan yang dihadapi oleh pengawas pendidikan, termasuk motivasi, resistensi terhadap perubahan, dan keterbatasan sumber daya. Sebagai kesimpulan, penelitian ini menawarkan wawasan berharga tentang strategi yang efektif untuk meningkatkan kompetensi manajerial kepala sekolah PAUD, berkontribusi pada pemahaman yang komprehensif tentang pengembangan kepemimpinan di pendidikan anak usia dini.

Kata Kunci: PAUD, Kompetensi Manajerial, Pengawas, Strategi Pengembangan Kepemimpinan.

Abstract

This research aims to investigate the diverse strategies employed by educational supervisors to enhance the managerial competence of Early Childhood Care and Education (ECCE) principals. A qualitative approach was adopted using case study method. Data collection techniques involving semi-structured interviews with educational supervisors to gain comprehensive insights into the strategies they deploy, observation, and document study. Thematic analysis and triangulation of the empirical data revealed key themes related to strategy usage, adaptability, and effectiveness. The findings emphasize the importance of situational adaptability, continuous professional development, collaborative learning, and research-informed practices in ECCE leadership enhancement. The research also delves into how strategy success is assessed through data-driven indicators and evaluation processes, highlighting the role of monitoring and evaluation results, needs identification, socialization, training, and effective communication in gauging the success of strategies. Additionally, the study addresses the challenges faced by educational supervisors, including motivation,

resistance to change, and resource limitations. In conclusion, this research offers valuable insights into effective strategies for enhancing the managerial competence of ECCE principals, contributing to a comprehensive understanding of leadership development in early childhood education.

Keywords: *ECCE, Managerial Competence, Supervisors, Leadership Development Strategies.*

Copyright (c) 2023 Nandang Rukanda, Sri Nurhayati.

✉ Corresponding author :

Email Address : nandangrukanda@ikipsiliwangi.ac.id

Received tanggal bulan tahun, Accepted tanggal bulan tahun, Published tanggal bulan tahun

Introduction

The advent of digitalization in the 21st century has resulted in significant transformations across multiple industries, including the field of education. The field of Early Childhood Care and Education (ECCE) is positioned at the vanguard of this societal shift, as it plays a fundamental role in moulding the cognitive development of young children (Bhavnani et al., 2021; Hasanah et al., 2023; Iis et al., 2022; Shaharudin et al., 2020). The importance of managerial competency among administrators in the field of Early Childhood Care and Education (ECCE) is becoming increasingly significant as the digital age continues to advance (Musa et al., 2020a, 2022). This can be attributed not just to their responsibility of managing the intricacies of incorporating technology into the educational framework, but also to their significant influence in shaping a digitally native generation (Munifah & Purwaningrum, 2022; Navaridas-Nalda et al., 2020).

Historically, managerial competence in the ECCE sector was centered around administrative tasks, interpersonal skills, and curriculum oversight (Azainil et al., 2021; Hanim, 2022). However, with the proliferation of digital tools and platforms, the scope has expanded dramatically. Several studies have highlighted the growing need for ECCE principals to possess digital literacy, understand the nuances of online safety, and be adept at leveraging technology to enhance learning outcomes (Mollenkopf & Gaskill, 2021; Sagita & Khairunnisa, 2020; Winarti et al., 2022). Managerial competence in the Early Childhood Care and Education (ECCE) sector has long been a topic of academic interest. Traditional managerial skills, as highlighted by Anwar (2018), were predominantly centered around administrative efficiency, curriculum oversight, and fostering positive parent-teacher relationships. posited that ECCE principals, being pivotal to the institution's functioning, required a blend of pedagogical knowledge and administrative role (Musa et al., 2022; Pranita et al., 2019). However, as the educational landscape evolved, especially with the infusion of technology, the parameters of managerial competence began to shift. Recent studies, such as those by Musa et al. (2022), underscore the increasing integration of digital tools in ECCE and the consequent demands on principals to adapt and evolve.

In the contemporary ECCE landscape, managerial competence is multifaceted. According to Abubakar and Sahriana (2022), it encompasses principal's leadership, strategic planning, team building, financial management, and stakeholder engagement. This broad definition underscores the complexity of the role, demanding both depth and breadth in various competencies. The managerial capabilities of the head of an Early Childhood Education (PAUD) institution are manifested in their aptitude to oversee the foundational functions of management, as stipulated in Law No. 137 of 2014 concerning the national educational standards of PAUD. These capabilities encompass: 1) The skill to devise planning for different levels of the PAUD unit/program, 2) The ability to foster the organizational structure of the PAUD unit/program in alignment with necessities, 3) The proficiency in leading teachers and staff to harness human resources optimally, 4) The competency to

manage institutional changes and developments toward an efficacious learning organization, 5) The capacity to cultivate a conducive and innovative culture and climate for early childhood learning within the PAUD unit/program, 6) The adeptness to manage teachers and administrative personnel of the PAUD unit/program for optimal utilization of human resources, 7) The capability to administer facilities and infrastructure for optimal utilization, 8) The dexterity in managing relationships between the PAUD unit/program and the community, aiming to garner intellectual support, learning resources, and school financing, 9) The expertise in curriculum development and pedagogical activities in line with national educational objectives, 10) The mastery in managing school finances based on accountable, transparent, and efficient principles, 11) The prowess in overseeing administrative affairs in support of school activities, 12) The skill in managing specialized service units of the PAUD program to support learning activities and student endeavors at school, 13) The capability to govern the information system of the PAUD unit/program in support of program planning and decision-making, 14) The aptitude to leverage advancements in information and communication technology for enhancing learning and management of the PAUD unit/program, 15) The competence to monitor, evaluate, and report the implementation of PAUD unit/program activities through appropriate procedures, as well as planning subsequent actions, 16) The wisdom to amicably resolve internal conflicts.

Several indicators define the managerial abilities of the head of a PAUD, colloquially termed as POAC (Planning, Organizing, Actuating, and Controlling). The managerial prowess of the head of a PAUD encompasses four dimensions. Firstly, school leaders must possess the ability to plan educational activities and programs, devising strategies and streamlining planning processes. Secondly, they should competently organize, delineating roles and responsibilities amongst members and efficiently managing personnel. Thirdly, they ought to proficiently execute or organize activities, which includes fostering effective communication and crafting policies during the execution phase. Lastly, they must be adept at overseeing, controlling, and directing activities, subsequently undertaking evaluations or assessments of the executed tasks (Abubakar & Sahriana, 2022; Rupnidah & Eliza, 2022).

Previous researchs showed that the managerial competence of ECCE principals has a significant and positive influence on educational services, teacher performance and improve the preschool educational quality (Sukarsih et al., 2023; Widiastuty & Muji Gunarto, 2020). Meaning, as the managerial competence of ECCE principals improves, there is a corresponding enhancement in educational services and teacher performance and also improving the preschool educational quality. Therefore the ECCE principals' managerial competence improvement is a serious effort to be continuously undertaken to achieve high quality early childhood education.

Educational supervisors provide guidance, training, and support to ECCE principals (Triwiyanto, 2015; Utami & Garnika, 2022). They play a key role in enhancing the managerial competencies of principals, especially in the rapidly evolving digital era (Hartono, 2019). Previous researchs found that supervisors consistently work on advancing the managerial competence of school leaders (Rosyidah, 2021). Through both academic and managerial supervision, supervisors mentor school leaders and educators, aiming to fortify their proficiency in improving educational quality (Aceh et al., 2022). Hartati and Yuliejantingsih (2021) found that The principal's competence and the supervision program by supervisors individually contribute positively to school performance, representing 58.60% and 56.80% respectively. When combined, their influence accounts for a significant 67.60% boost in school outcomes.

The literature underscores the pivotal role of ECCE principals in shaping the trajectory of early childhood education. Their managerial competence, encompassing a diverse range of skills and knowledge areas, is central to the success of their institutions. While substantial research has been undertaken, there remain areas for further exploration, particularly in the context of the digital age and the unique challenges it presents. There is a

noticeable vacuum in the existing research about the influence of supervisors in improving the managerial competence of ECCE principals in the digital era. A significant portion of the current body of literature tends to concentrate on the difficulties and approaches encountered by principals, while giving minimal attention to the supervisory strategies that have the ability to facilitate this digital shift. Given the aforementioned difficulties, the objective of this research is to bring attention to a previously neglected domain: the strategies utilized by supervisors to augment the managerial competence of Early Childhood Care and Education (ECCE) principals in the digital age. The primary objective of this study is to conduct a comprehensive analysis in order to uncover practical knowledge that can inform supervisory methods. The goal is to ensure that principals in the field of Early Childhood Care and Education (ECCE) possess not only digital proficiency but also possess the skills necessary to effectively utilize technology in order to promote the overall development of high quality early childhood education.

Method

The qualitative research paradigm was employed in this study to afford a nuanced and in-depth understanding of the strategies supervisors utilize to enhance the managerial competence of ECCE principals in the digital age. Qualitative research, given its intrinsic nature, offers an avenue to explore intricate phenomena within their organic settings, producing rich, detailed data that delves beyond surface-level observations. To further the depth and richness of the research, a case study method was selected. This choice was underpinned by the method's inherent capacity for providing a profound exploration of a phenomenon within its real-life context, making it especially apt for this inquiry. The research spotlighted ECCE institutions from four distinct regions: Kota Bandung, Kabupaten Bandung, Cimahi, and Bandung Barat. These regions were strategically chosen as they encompass a spectrum of socio-economic backgrounds, educational dynamics, and technological integrations, thereby promising a holistic perspective on the subject matter.

The central participants of this study comprise seven ECCE supervisors spanning the aforementioned regions. Their selection wasn't arbitrary; rather, it was rooted in their pivotal roles in guiding, overseeing, and molding the performance and developmental trajectories of ECCE principals within their respective jurisdictions. These supervisors, with their diverse experiences and vantage points from different administrative territories, are anticipated to offer a rich tapestry of insights. Such insights are expected to paint a comprehensive picture of the myriad strategies deployed across varied ECCE landscapes in the highlighted regions.

Data collection, a cornerstone of this research, leaned on a triad of techniques. Foremost, semi-structured interviews, with their open-ended questions, were conducted with the supervisors. These interviews were structured to delve into the strategies employed, the challenges encountered, and the perceived efficacies of the strategies in play. Observational visits to selected ECCE institutions further complemented the data, allowing for firsthand witness of managerial practices in their natural milieu. Consistency during these visits was ensured through a standardized observation protocol. Finally, an analysis of pertinent documents such as training modules, policy documents, and performance appraisals provided additional layers of understanding, framing the formal strategies and guidelines that are in vogue.

For data analysis, a meticulous thematic approach was adopted. All interviews were transcribed verbatim to ensure fidelity to the participants' expressions. This raw data was then subjected to initial coding, grounded both in the study's guiding questions and emergent patterns. Subsequently, these codes were clustered into overarching themes that encapsulated the core strategies championed by supervisors. The final stage of interpretation wove these themes with extant literature, discerning their broader significance and implications. Lastly, ethical considerations were paramount. All participants were presented

with an informed consent form, which elucidated the study's objectives, the procedures involved, potential risks and benefits, and most importantly, their sacrosanct rights as participants. Assurances were made regarding the confidentiality of their inputs, and to further this pledge, pseudonyms are to be used in the final report, safeguarding their identities.



Figure 1. Data Analysis Procedure

Result and Discussions

Enhancing Managerial Competence: Diverse Strategies and Situational Approaches

The strategies employed by supervisors encompass a range of initiatives, including **regular training, mentoring, coaching, collaboration with partner organizations, and routine supervision**. These strategies align with research highlighting the importance of ongoing professional development, mentorship, and coaching in leadership capacity building. One respondent underscores the diversity of strategies, stating that "setiap pengawas memiliki strategi yang bervariasi dan menggunakan pendekatan situasional sesuai keadaan dan kebutuhan" (each supervisor has varied strategies and employs a situational approach based on circumstances and needs).

The findings shed light on the strategies employed by educational supervisors to enhance the managerial competence of ECCE principals, emphasizing the variability and situational adaptability of these approaches. This diversity in strategies reflects the complexity of the role and the need for flexible leadership development interventions. This recognition aligns with contemporary research, which emphasizes the importance of context-sensitive leadership development (Fatien Diochon & Nizet, 2019; Lang, 2019). This empirical data also reinforces the adaptability of strategies, noting that "setiap pengawas memiliki strategi yang bervariasi dan menggunakan pendekatan situasional sesuai keadaan dan kebutuhan" (each supervisor has varied strategies and employs a situational approach based on circumstances and needs). This situational approach resonates with current research, which acknowledges that effective leadership development requires tailoring interventions to specific contexts and individuals.

Collaboration with external organizations and regular supervision also reflect research-informed practices in leadership development. The interviews highlight the significance of **workshops, IHT (In House Training), and group work through learning communities** as key strategies for enhancing managerial competence. These collaborative learning experiences align with contemporary research that underscores the value of communities of practice and collaborative learning in educational leadership development (Noman et al., 2016; Oc, 2018).

One interviewee specifically outlines the strategies employed, stating, "Strategi untuk meningkatkan kompetensi manajerial kepala paud yaitu dengan melakukan : 1. Monitoring dan evaluasi 2. Refleksi dan focus group discussion 3. Metode delfi 4. Workshop" (The strategies to enhance the managerial competence of ECCE principals include monitoring and evaluation, reflection and focus group discussions, Delphi methods, and workshops). These strategies reflect a research-informed approach, emphasizing data-driven decision-making, reflection, collaborative discussions, and structured workshops in leadership development. In summary, the interview findings reveal a diverse array of strategies used by supervisors

to enhance the managerial competence of ECCE principals. These strategies emphasize situational adaptability, ongoing professional development, collaborative learning, and research-informed practices. The alignment of these strategies with contemporary research underscores the importance of evidence-based approaches in shaping effective ECCE leadership and ultimately contributing to high-quality early childhood education.

Several strategies mentioned in the interviews, including **regular training, mentoring, coaching, and collaboration with partner organizations**, mirror research-informed practices in educational leadership. Current studies emphasize the significance of continuous professional development, mentorship, and coaching in enhancing leadership capacity (Damore & Rieckhoff, 2019; Wong & Ng, 2021). Collaborative efforts with external organizations also align with research that recognizes the value of networking and partnerships in leadership development. The emphasis on **collaborative learning experiences** such as **workshops, In-House Training (IHT), and group work through learning communities** is in harmony with contemporary research. Research highlights the importance of communities of practice and collaborative learning in leadership development. These approaches foster a sense of shared responsibility and encourage knowledge sharing among ECCE principals (Bickmore et al., 2021; Vijayadevar et al., 2019).



Figure 2. Supervisors' strategies in Improving Principals' Managerial Competence

Source: empirical data 2023

One interviewee explicitly outlines strategies, including **monitoring and evaluation, reflection and focus group discussions, Delphi methods, and workshops**. These strategies reflect a research-informed approach that emphasizes data-driven decision-making, self-reflection, structured discussions, and participatory workshops. Such evidence-based strategies resonate with current research emphasizing the importance of research-driven practices in leadership development.

The supervisors used effective communication, needs assessment, and collaborative processes to introduce new strategies or approaches to ECCE principals. These insights align with contemporary research in educational leadership and the significance of strategic change management. One common approach mentioned by interviewees is the use of **monitoring and evaluation results**. This is reflected in responses such as "melalui hasil monitor evaluasi paud lembaga binaan" (through the results of monitoring and evaluation of the supported ECCE institutions). This approach resonates with current research, which

emphasizes the importance of data-driven decision-making in educational leadership (Edwards & Ogle, 2021; Fernandes, 2022; Nnorom, et al., 2023). Monitoring and evaluation provide valuable insights that can inform the need for change and improvement.

Another approach highlighted is the importance of **needs identification and socialization**. Respondents mention "melakukan identifikasi kebutuhan dan mengsosialisasikannya serta melaksanakannya" (identifying needs, socializing them, and implementing changes). This approach aligns with research that emphasizes the need for a clear understanding of the needs and challenges within an educational context before introducing new strategies (Noor & Nurhayati, 2023; Nurhayati et al., 2021). Effective communication and socialization of these needs are crucial steps in the change process. **Socialization** emerges as a key step in introducing new strategies. Respondents emphasize the importance of **pre-sensitization** or socialization before implementing changes. This aligns with research highlighting the significance of stakeholder buy-in and awareness-building in change initiatives. Successful change management often requires clear communication and engagement with all relevant parties (Amir, 2022; Ehinmilorin, 2021; Verghese, 2021).

In-house training is also identified as a valuable approach in introducing new strategies to improve ECCE principals' managerial competence. **In-House Training (IHT) related to new teaching strategies and approaches** is mentioned. This aligns with research that underscores the importance of professional development and capacity building in educational leadership (Musa et al., 2020b, 2022; Nurhayati, 2018; Şenol, 2020; Toporovsky, 2021). Training and skill development are essential components of preparing ECCE principals to implement new strategies effectively. Additionally, **communication and collaboration** are emphasized in the introduction of new strategies. This includes identifying individuals involved in school development, fostering communication with various stakeholders, and effectively conveying the proposed strategies. These aspects align with research highlighting the importance of collaboration and transparent communication in leadership and change management (Ehinmilorin, 2021; Firdaus & Handriyono, 2018). The findings provide valuable insights into the approaches used to introduce new strategies or approaches to ECCE principals. These approaches emphasize the significance of data-driven decision-making, needs assessment, socialization, training, and effective communication. These insights align with current research on change management and educational leadership, underscoring the importance of evidence-based practices in promoting positive educational outcomes.

Assessing Strategy Success: Indicators and Evaluation

The empirical findings provide valuable insights into how educational supervisors assess the success or effectiveness of their strategies in improving the managerial competence of ECCE principals. These assessments are grounded in data-driven indicators and evaluation processes, aligning with contemporary research on educational leadership and the importance of evidence-based decision-making. One key approach mentioned is the use of **monitoring and evaluation results** to gauge the effectiveness of strategies. This is evident in responses such as "Melihat hasil dari monitoring dari indikator ketercapaian kompetensi manajerial" (Examining the results of monitoring using indicators of managerial competence). This approach resonates with current research emphasizing the significance of data-driven decision-making in educational leadership (Nnorom, et al., 2023). Monitoring and evaluation provide valuable insights into the impact of strategies on competence development.

The evaluation process involves a thorough examination of the outcomes of monitoring and evaluation activities conducted within supported ECCE institutions. This aligns with research that underscores the importance of a systematic evaluation process to measure the success of leadership development strategies (Munawarah et al., 2021). The

assessment of whether there is improvement in managerial competence based on monitored indicators is a key aspect of this evaluation. Respondents also highlight the role of **monitoring and evaluation** in assessing the success of strategies. They mention "melalui hasil monitoring dan evaluasi terhadap kepala PAUD" (through monitoring and evaluation results of ECCE principals). This aligns with current research that emphasizes the value of systematic assessment in leadership development. Regular assessment of managerial competence is vital in ensuring continuous improvement (Hanim, 2022; Tri Satyawati & EkoSiswoyo, 2018; Triningsih & Muhyadi, 2019).

The interviews reveal that the effectiveness of strategies is also evaluated based on the outcomes of **In-House Training (IHT)**. Respondents inquire whether there is an improvement in the managerial competence of ECCE principals and whether there are positive changes in institutional management following IHT sessions. This approach is in line with research highlighting the importance of professional development and capacity building in leadership effectiveness. Additionally, the success of strategies is assessed through **routine monitoring and evaluation (MONEV) activities** conducted within supported institutions. This includes examining whether there is improvement after MONEV assessments conducted by educational supervisors. This approach aligns with research highlighting the importance of systematic evaluation as a means to ensure that strategies lead to positive outcomes. One respondent notes that improved supervision results in better school performance and increased involvement of teachers in enhancing their competence. This reflects the **holistic evaluation** of strategies, considering not only individual competence but also the broader impact on school quality and teacher engagement. This aligns with research that emphasizes the interconnectedness of leadership, teacher development, and student outcomes. The empirical findings highlight the importance of data-driven indicators, monitoring and evaluation, and systematic assessments in gauging the success of strategies aimed at improving the managerial competence of ECCE principals. These insights align with contemporary research in educational leadership, emphasizing evidence-based practices and continuous improvement in leadership development.

Navigating Challenges in Enhancing Managerial Competence

The interview findings shed light on the myriad challenges encountered by educational supervisors in their efforts to improve the managerial competence of ECCE principals. These challenges stem from both internal and external factors, underscoring the complexity of leadership development in early childhood education. One common challenge highlighted in the interviews is the **lack of motivation** among some ECCE principals. This is evident in responses such as "Masih Ada yang belum termotivasi kinerja kepala sekolah" (Some principals still lack motivation in their performance). Motivation is a critical driver of professional development, and the presence of disengaged principals poses a significant challenge. This aligns with research that emphasizes the role of motivation in leadership growth. **Resistance to change** emerges as another notable challenge. Some principals are reluctant to undergo performance assessments, as mentioned in responses like "ada yang belum mau ikut penilaian kinerja kepala sekolah" (some are unwilling to participate in performance assessments). Resistance to change is a common barrier in educational leadership, and addressing this resistance is essential for successful development initiatives. Current research highlights strategies for managing resistance and fostering a culture of openness to change.

Respondents also point to the **dual nature of challenges**, stemming from both internal and external sources. These dual challenges underscore the complexity of the ECCE leadership landscape. Internal challenges may include mindset resistance and differing understandings among ECCE principals, while external challenges encompass factors such as limited resources, time constraints, and varying participation levels in district-level

programs like **PKKS (Program Kepemimpinan Kepala Sekolah)**. Aligning with research, this highlights the multifaceted nature of leadership development challenges. The findings reveal instances where ECCE principals have not participated in district-level programs like PKKS in their respective regions. This reflects a **lack of uniformity** in engagement and opportunities for professional development, which can hinder the equitable growth of managerial competence. Research underscores the importance of providing equal access to leadership development opportunities to ensure equitable outcomes. **Resource constraints**, including limitations in human resources and understanding, are also identified as challenges. These constraints are particularly relevant when dealing with curriculum changes, as mentioned in responses. The adaptability of ECCE principals to changing curricula is crucial for effective leadership. Research emphasizes the importance of resource allocation and support in leadership development. The findings cohesively illustrate the challenges faced by educational supervisors when striving to enhance the managerial competence of ECCE principals. These challenges encompass motivation, resistance to change, the dual nature of obstacles, disparities in program participation, and resource limitations. These insights align with contemporary research in educational leadership, highlighting the multifaceted nature of leadership development challenges and the need for tailored strategies to address them.

Conclusion

This research, aimed at exploring strategies employed by educational supervisors to enhance the managerial competence of Early Childhood Care and Education (ECCE) principals, reveals a multifaceted landscape of leadership development. The findings illuminate diverse approaches tailored to specific contexts, aligning with current research in educational leadership. Diversity in strategies is a key theme, mirroring research acknowledging leadership development's non-uniform nature. Supervisors adapt strategies to individual principal needs and situational demands, emphasizing context-sensitive development. This adaptability echoes contemporary research, highlighting the importance of tailoring approaches. However, this study has limitations. It relies on a limited number of interviews with educational supervisors, potentially not capturing all strategies in diverse contexts. Self-reported data may introduce biases or inaccuracies, and perspectives of ECCE principals themselves could enhance understanding. The research does not delve into long-term strategy effects and sustainability, a potential area for future research.

Acknowledgement

The authors would like to express their deepest gratitude to all of the supervisors who have been willingly very supportive and cooperative informants of the research.

References

- Abubakar, S. R., & Sahriana, N. (2022). Kompetensi Manajerial Pada Kepala Taman Kanak-Kanak. *Jurnal Smart Paud*, 5(2), 107–116.
- Aceh, S., Padang, S., Hajani, & Yuniar. (2022). Peran Pengawas Sekolah dalam Meningkatkan Kualitas Pendidikan. *Jurnal Penelitian, Pendidikan Dan Pengajaran: JPPP*, 3(3), 185–195. <https://doi.org/10.30596/jppp.v3i3.12660>
- Amir, M. T. (2022). Role of Leaders' Positive Communication in Facilitating Change. *Journal of Business and Behavioural Entrepreneurship*, 6(1), 87–96. <https://doi.org/10.21009/JOBBE.006.1.08>
- Anwar, A. (2018). Management of Madrasa: An Overview on Principals' Managerial Skills, Supervisors' Coaching Quality and Teachers' Performance. *Jurnal Pendidikan Islam*, 4(1), 99. <https://doi.org/10.15575/jpi.v4i1.1582>

- Azainil, A., Komariyah, L., & Yan, Y. (2021). The effect of principal's managerial competence and teacher discipline on teacher productivity. *Cypriot Journal of Educational Sciences*, 16(2), 563-579. <https://doi.org/10.18844/cjes.v16i2.5634>
- Bhavnani, S., Mukherjee, D., Bhopal, S., Sharma, K. K., Dasgupta, J., Divan, G., Soremekun, S., Roy, R., Kirkwood, B., & Patel, V. (2021). The association of a novel digital tool for assessment of early childhood cognitive development, 'DEvelopmental assessment on an E-Platform (DEEP)', with growth in rural India: A proof of concept study. *EClinicalMedicine*, 37, 100964. <https://doi.org/10.1016/j.eclinm.2021.100964>
- Bickmore, D. L., Gonzales, M. M., & Roberts, M. B. (2021). Exploring School Leaders Communities of Practice and School Improvement. *NASSP Bulletin*, 105(3), 173-191. <https://doi.org/10.1177/01926365211033937>
- Damore, S. J., & Rieckhoff, B. S. (2019). School Leader Perceptions: Coaching Tool and Process. *Journal of Research on Leadership Education*. <https://doi.org/10.1177/1942775119868258>
- Edwards, F., & Ogle, D. (2021). Data informed leadership: the work of primary mathematics lead teachers in New Zealand. *Teacher Development*, 25(1), 18-36. <https://doi.org/10.1080/13664530.2020.1837217>
- Ehinmilorin, E. (2021). Change Management Process: An Integrated Analysis of the Importance of Effective Communication in an Organization. *European Journal of Business and Management*, 13(24). <https://doi.org/10.7176/EJBM/13-24-01>
- Fatien Diochon, P., & Nizet, J. (2019). Re-embedding leadership development: Exploring power dynamics to understand the insensitivity of coaching programs to organizational contexts. *Leadership*, 15(5), 603-620.
- Fernandes, V. (2022). Exploring leadership influence within data-informed decision-making practices in {Australian} independent schools. *Studia Paedagogica*, 26(4), 139-159.
- Firdaus, V., & Handriyono. (2018). The effect of change management and managerial skill to employee motivation. *International Journal of Scientific and Technology Research*, 7(7), 100-106.
- Hanim, Z. (2022). Principal Managerial Competence in Realizing Excellent and Quality Vocational High Schools at East Borneo. *EduLine: Journal of Education and Learning Innovation*, 2(4), 517-525. <https://doi.org/10.35877/454ri.eduline1290>
- Hartati, S., & Yuliejantiningasih, Y. (2021). Pengaruh Kompetensi Kepala Sekolah Dan Supervisi Pengawas Terhadap Kinerja Sekolah Pada Kelompok Bermain Dan Taman Kanak-Kanak Di Kecamatan Boja Kabupaten Kendal. *Jurnal Manajemen Pendidikan (JMP)*, 10(1), 184-202. <https://doi.org/10.26877/jmp.v10i1.9433>
- Hartono, H. (2019). Supervisi Berkala Dalam Upaya Meningkatkan Pengelolaan Lembaga Pendidikan Anak Usia Dini (PAUD) Se Kecamatan Driyorejo Tahun 2018. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 19(1), 26-38. <https://doi.org/10.30651/didaktis.v19i1.2553>
- Hasanah, F., Nurhayati, S., & Rohmalina. (2023). Media Pembelajaran Busy Board Dalam Meningkatkan Kemampuan Motorik Halus Anak Usia 4-5 Tahun. *Ceria (Cerdas Energik Responsif Inovatif Adaptif)*, 6(1), 68-74.
- Iis, I., Nurhayati, S., & Nurunnisa, R. (2022). PENERAPAN METODE PEMBELAJARAN KOOPERATIF UNTUK MENINGKATKAN KOGNITIF ANAK USIA 5-6 TAHUN. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, 6(1), 50-53.
- Lang, J. C. (2019). Teaching Leadership Better: A Framework for Developing Contextually-Intelligent Leadership. *Creative Education*, 10(02), 443-463. <https://doi.org/10.4236/ce.2019.102032>
- Mollenkopf, D. L., & Gaskill, M. C. (2021). Empowering Early Childhood Teachers for Program Completion Through the Integration of Technology. In *Handbook of {Research} on {Empowering} {Early} {Childhood} {Educators} {With} {Technology}* (pp. 185-204). IGI Global. <https://doi.org/10.4018/978-1-7998-6888-0.ch010>

- Munawarah, S., A.R., M., & Niswanto. (2021). Managerial Competency of Principal. *Proceedings of the 4th International Conference on Research of Educational Administration and Management (ICREAM 2020)*. <https://doi.org/10.2991/assehr.k.210212.101>
- Munifah, M., & Purwaningrum, S. (2022). Leadership strategy: Developing school culture through digital Turats learning. *Cypriot Journal of Educational Sciences*, 17(1), 68–80. <https://doi.org/10.18844/cjes.v17i1.6682>
- Musa, S., Nurhayati, S., Jabar, R., Sulaimawan, D., & Fauziddin, M. (2022). Upaya dan Tantangan Kepala Sekolah PAUD dalam Mengembangkan Lembaga dan Memotivasi Guru untuk Mengikuti Program Sekolah Penggerak. *Obsesi*, 6(5), 4239–4254. <https://doi.org/10.31004/obsesi.v6i5.2624>
- Musa, S., Uthartianty, R., & Nurhayati, S. (2020a). UPAYA PENGELOLA KELOMPOK BERMAIN DALAM MENEMPUH AKREDITASI LEMBAGA SESUAI STANDAR NASIONAL PENDIDIKAN. *Judika: Jurnal Pendidikan Unsika*, 8(2), 133–140. <http://journal.unsika.ac.id/index.php/judika>
- Musa, S., Uthartianty, R., & Nurhayati, S. (2020b). Upaya Pengelolaan Kelompok Bermain dalam Menempuh Akreditasi Lembaga Sesuai Standar Nasional Pendidikan. *Judika: Jurnal Pendidikan Unsika*, 8(2), 133–140.
- Navaridas-Nalda, F., Clavel-San Emeterio, M., Fernández-Ortiz, R., & Arias-Oliva, M. (2020). The strategic influence of school principal leadership in the digital transformation of schools. *Computers in Human Behavior*, 112, 106481. <https://doi.org/https://doi.org/10.1016/j.chb.2020.106481>
- Nnorom, J. N., Egwunyenga, E. J., & Anho, J. E. (2023). Use of Data-Driven Decision Making in Principal Leadership and School Improvement Initiatives in Delta State Mission Schools. *International Journal of Education, Learning and Development*, 11(7), 65–79. <https://doi.org/10.37745/ijeld.2013/vol11n76579>
- Noman, M., Awang Hashim, R., & Shaik Abdullah, S. (2016). Contextual leadership practices. *Educational Management Administration & Leadership*, 46(3), 474–490.
- Noor, A. H., & Nurhayati, S. (2023). NEEDS ASSESSMENT OF TRAINING AND EDUCATION ON MONEY MANAGEMENT TO INCREASE THE LOW- INCOME FAMILY ' S FINANCIAL EMPOWERMENT. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 90–95.
- Nurhayati, S. (2018). PENGEMBANGAN MODEL PELATIHAN DENGAN PENDEKATAN EXPERIENTIAL LEARNING UNTUK MENINGKATKAN KOMPETENSI ASESMEN PEMBELAJARAN BAGI PENDIDIK PAUD DI KOTA CIMAHU [Universitas Pendidikan Indonesia]. <http://repository.upi.edu/35474/>
- Nurhayati, S., Nugraha, W. A., & Solihah, H. (2021). Needs Analysis of Childrens' Right Curriculum for Parenting Education. *Proceedings of the 5th International Conference on Early Childhood Education (ICECE 2020)*, 538(Icece 2020), 278–282. <https://doi.org/10.2991/assehr.k.210322.059>
- Oc, B. (2018). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. *The Leadership Quarterly*, 29(1), 218–235.
- Pranita, U., Kurniah, N., & Suprapti, A. (2019). Pelaksanaan Supervisi Klinis Kepala Sekolah Pendidikan Anak Usia Dini Islam Terpadu Kota Bengkulu (Studi Deskriptif Kualitatif di PAUD IT Auladuna Kota Bengkulu). *Jurnal Ilmiah Potensia*, 3(1), 54–65. <https://doi.org/10.33369/jip.3.1.54-65>
- Rosyidah, U. (2021). Peranan Pengawas Sekolah dalam Meningkatkan Kompetensi Manajerial Kepala Sekolah Studi Kasus di MI Widada Kabupaten Blitar. *Manajerial*, 1(2), 2013–2015.
- Rupnidah, & Eliza, D. (2022). Analisis Kemampuan Manajerial Kepala Sekolah Taman Kanak-Kanak. *Basicedu*, 6(3), 3(2), 524–532. <https://journal.uui.ac.id/ajie/article/view/971>
- Sagita, M., & Khairunnisa, K. (2020). E-Learning for Educators in Digital Era 4.0. *Budapest*

- International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1297-1302. <https://doi.org/10.33258/birci.v3i2.974>
- Şenol, H. (2020). *Professional Development of Educational Leaders*. <https://doi.org/10.5772/intechopen.89260>
- Shaharudin, S. M., Rajak, N. A., Junus, N. W. M., & Samat, N. A. (2020). Development and validation of early childhood care and education pre-service lecturer instrument. *International Journal of Evaluation and Research in Education*, 9(1), 188-194. <https://doi.org/10.11591/ijere.v9i1.20415>
- Sukarsih, Y., Zuhriyah, S., Triyono, & Lestari, S. (2023). Pengaruh Manajerial Kepala Sekolah dan Kinerja Guru Terhadap Layanan Pendidikan Taman Kanak-Kanak. *KREATIF*, 1(1), 49-57. <https://doi.org/10.33830/jpaud.v1i1.5000>
- Toporovsky, V. (2021). Development of professional competence of a leader as a condition for effective management of an educational organization. *Man and Education*, 3 (68), 34.
- Tri Satyawati, S., & EkoSiswoyo, R. (2018). Improvement Strategy of Principal's Managerial Performance through Adaptability and Organizational Commitment. *KnE Social Sciences*, 3(10), 261. <https://doi.org/10.18502/kss.v3i10.3134>
- Triningsih, J., & Muhyadi, M. (2019). Effect of Principal Managerial Competence on Quality of SBM Implementation in UPT Elementary Schools District of Depok, Sleman. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v3i17.4631>
- Triwiyanto, T. (2015). PELAKSANAAN MONITORING, EVALUASI, DAN PELAPORAN UNTUK PENILAIAN KINERJA MANAJERIAL KEPALA SEKOLAH Teguh. *Cakrawala Pendidikan*, 1, 67-77. https://repo.iainbatusangkar.ac.id/xmlui/bitstream/handle/123456789/8074/1509096404204_4177-10828-1-PB.pdf?sequence=1
- Utami, W. Z. S., & Garnika, E. (2022). Pengaruh Supervisi Kepala Sekolah dalam Meningkatkan Kinerja Pendidik di Masa Pandemi Covid-19 Di PAUD Permata Bangsa. *Journal of Elementary School*, 5(1), 1-23.
- Vergheese, A. K. (2021). Strategic Change Communication. In *New Perspectives in Organizational Communication* (pp. 183-199). Springer International Publishing. https://doi.org/10.1007/978-3-030-78213-9_11
- Vijayadevar, S., Thornton, K., & Cherrington, S. (2019). Professional learning communities: Enhancing collaborative leadership in {Singapore} early childhood settings. *Contemporary Issues in Early Childhood*, 20(1), 79-92.
- Widiastuty, Y., & Muji Gunarto. (2020). THE IMPACT OF KINDERGARTEN HEAD'S MANAGERIAL COMPETENCY ON IMPROVING PRESCHOOL EDUCATIONAL QUALITY. *Dinasti International Journal of Digital Business Management*, 1(2), 232-244. <https://doi.org/10.31933/dijdbm.v1i2.155>
- Winarti, W., Nurhayati, S., Rukanda, N., Jabar, R., & Rohaeti, E. E. (2022). Analisis Kompetensi Digital Guru PAUD dalam Mengelola Pembelajaran Daring Anak Usia Dini. *Obsesi*, 6(6), 5621-5629. <https://doi.org/10.31004/obsesi.v6i6.3111>
- Wong, C. P., & Ng, D. (2021). The roles of school leaders in developing future-ready learners: the case of Singapore. *International Journal of Educational Management*, 35(1), 249-269. <https://doi.org/10.1108/IJEM-06-2020-0283>

nandang obsesi

ORIGINALITY REPORT

4%

SIMILARITY INDEX

4%

INTERNET SOURCES

2%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to Universitas Pendidikan
Indonesia

Student Paper

2%

2

obsesi.or.id

Internet Source

1%

3

www.grafiati.com

Internet Source

1%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On