

Challenge and Transformation: The Innovative Role of Supervisors in 21st Century Educational Supervision

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Abstract

The role of educational supervisors has evolved to become more proactive, innovative and agile in response to the needs and demands of modern education. In the 21st century, supervisors face complex challenges, including rapid technological change, dynamic curricula, inclusiveness and diversity, increased human resources, holistic evaluation and changing roles. This research aims to find out the extent of the supervisor's transformation role and what challenges surround educational supervision in the 21st century. The research method used a descriptive qualitative approach. The results showed that to overcome the challenges of the 21st century, a new round of transformed supervisor roles to adopt innovative strategies such as integrating technology in supervision, adaptive curriculum development, continuous training and support for teachers, collaborative approaches, and a balance between technological and humanist approaches. The use of virtual-based supervision, collaborative approaches in developing learning strategies, and the application of innovative evaluation methods are some of the strategies that can be applied by supervisors. In addition, supervisors must be competent and skillful in reading signs of progress over time and play an active role in the creation of a curriculum that is adaptable and can respond quickly to evolving educational needs. Overall, supervisors must adapt, upgrade their competencies and adopt innovative approaches in the supervision process to ensure education is relevant, inclusive and adaptive to the demands of the times.

Keywords: Educational Supervision, Innovative Supervisors, Educational Transformation, 21st Century Education.

Abstrak

Peran supervisor pendidikan telah berkembang menjadi lebih proaktif, inovatif, dan tangkas dalam menanggapi kebutuhan dan tuntutan pendidikan modern. Pada abad ke-21, supervisor menghadapi tantangan yang kompleks, termasuk perubahan teknologi yang cepat, kurikulum yang dinamis, inklusivitas dan keberagaman, peningkatan sumber daya manusia, evaluasi holistik, dan perubahan peran. Penelitian ini bertujuan untuk mengetahui sejauh mana peran transformasi supervisor dan tantangan apa saja yang melingkupi supervisi pendidikan di abad 21. Metode penelitian yang digunakan menggunakan pendekatan kualitatif deskriptif. Hasil penelitian menunjukkan bahwa untuk mengatasi tantangan abad 21, babak baru peran supervisor yang bertransformasi untuk mengadopsi strategi inovatif seperti mengintegrasikan teknologi dalam supervisi, pengembangan kurikulum adaptif, pelatihan dan dukungan berkelanjutan bagi guru, pendekatan kolaboratif, dan keseimbangan antara pendekatan teknologi dan humanis. Penggunaan supervisi berbasis virtual, pendekatan kolaboratif dalam mengembangkan strategi pembelajaran, dan penerapan metode evaluasi yang inovatif merupakan beberapa strategi yang dapat diterapkan oleh supervisor. Selain itu, supervisor harus kompeten dan terampil dalam membaca tanda-tanda kemajuan dari waktu ke waktu dan berperan aktif dalam penciptaan kurikulum yang mudah beradaptasi dan dapat merespons dengan cepat kebutuhan pendidikan yang terus berkembang. Secara keseluruhan, supervisor harus beradaptasi, mengupgrade kompetensi diri, dan mengadopsi pendekatan inovatif dalam proses supervisi untuk memastikan pendidikan relevan, inklusif, dan adaptif terhadap tuntutan zaman.

Kata Kunci: Supervisi Pendidikan, Supervisor Inovatif, Transformasi Pendidikan, Pendidikan Abad 21.

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INTRODUCTION

In the context of the dynamics of education in the 21st century, with social change, technological advances and new curriculum demands, the role of education supervisors faces increasingly complex challenges. As stated by (Raharjo, 2023) which explains that the 21st century is marked by the rapid development of information and communication technology, especially the existence of Artificial Intelligence (AI), especially the rapid technological change known as the era of the industrial revolution 4.0 and the transition to Society 5.0. This digital age fundamentally changes the way education is delivered, putting immense pressure on regulators to adapt to these changes. The presence of innovative technologies, changing skill requirements, inclusivity and emphasis on humanistic approaches are key points that highlight the challenges faced by education leaders today.

Rapid technological change is one of the main drivers of educational change. The integration of artificial intelligence, data analytics and other technological developments have an impact on the way education is delivered and adapted to the needs of today's students. As the opinion of (Ade Sintia Wulandari, 2022) that new paradigm learning provides flexibility for educators to formulate learning and assessment designs according to the characteristics and needs of students. New paradigm learning ensures student-centred learning practices. Learning is a cycle that starts from mapping competency standards, planning the learning process, and implementing assessments to improve learning so that students can achieve the expected competencies, namely 21st century competencies (Communication, Collaboration, Critical thinking and Problem Solving, and Creativity and Innovation). Meanwhile (Etistika Yuni Wijaya et al., 2016) that 21st century competencies are the main competencies that students must have in order to be able to take part in real life in the 21st century. In the 21st century, teachers are challenged to be able to create education that can help produce resource thinkers who are able to participate in building a knowledge-aware social and economic order as befits citizens of the world in the 21st century.

Educational leaders must be able to understand and use this technology effectively not only as a learning tool, but also as a tool to improve the teaching and assessment process and provide more efficient and in-depth feedback. This is reinforced by the opinion (Andi Kaharuddin, 2020) that basically the learning process is a great foundation for the world of education that will deliver students, students, students to become the golden generation in Indonesia. In Minister Nadiem Makarim's speech "learning should not only be in the classroom, but outside the classroom". From this statement, it can be concluded that the main problem in Indonesian education today is the lack of motivation for students to participate in learning, students tend to be listeners and of course teachers as facilitators.

In addition, changes in skill requirements in the world of work are also another challenging factor. The curriculum must constantly evolve to ensure students have the skills to meet the changing needs of society. Education leaders need to take an active role in the development of a responsive curriculum that enables students to acquire skills relevant to an uncertain future. Inclusion is also a

focus of 21st century education, which must enable all individuals, including those with special needs, to feel supported and have equal access to education. Education stakeholders are faced with the task of ensuring that the education system is not only inclusive in terms of access but also meets the individual needs of each student.

While education must continue to adapt to technology, regulators must also maintain a balance between technological and humanistic approaches. Technology should be there to enhance human values in education, not replace them. Character development, ethics and social awareness remain at the core of the learning process, while adapting to evolving technological innovations.

Facing these challenges, education organisers in the 21st century must be ready to be innovators. They must be able to combine technology with human values, develop adaptive curricula, support inclusive education, and continue to train and support teachers to respond to ongoing changes. These challenges and changes create opportunities for educational supervisors to innovate, change their roles, and make meaningful contributions in shaping the future of education.

Based on the above problems, supervisors are required to be more proactive, innovative, innovative and agile in improving the competence of teachers and teachers.

METHOD

This research will utilise a qualitative approach involving focused literature research among education stakeholders, curriculum developers and education practitioners. This approach provides insights into the innovative role of mentors in facing educational challenges in this era. The literature study will include analyses of texts, journals and publications related to educational supervision, adaptive curriculum, educational technology development and Society 5.0 related concepts. Meanwhile, data analysis techniques in the desk research will use qualitative methods by mapping research findings, identifying patterns and synthesising relevant key concepts. Data analysis involves thematically coding transcripts, identifying patterns, emerging perspectives and providing an in-depth understanding of innovative strategies for educational supervision. Through a combination of qualitative approach and literature review analysis, this research aims to provide a comprehensive picture of the innovative role of supervisors in dealing with educational challenges in the 21st century, as well as offer insights for the development of more responsive and adaptive approaches in educational supervision.

RESULTS AND DISCUSSION

The Role of Supervisor in the Context of Modern Education Era

The evolution of the supervisor's role in responding to the needs and demands of today includes a shift from the traditional approach as a supervisor (monitoring) to a more proactive, innovative and agile role as a responsive and adaptive learning facilitator. Therefore, there are several roles of supervisors in the modern education era, including:

1. Collaboration and Team-Based Approach

In the modern education era, education supervisors tend to encourage collaboration among teachers and education staff. They focus more on teamwork, facilitate discussions, and promote cooperation in curriculum development and teaching methods. This is in line with the opinion of (Glickman, 1984) cited by (Mutahajar, 2019) that a collaborative approach can be carried out through presenting, explaining, listening, presenting, solving problems, and negotiating. This collaborative and team-based supervision approach is implemented by supervisors by sharing responsibilities with the supervised teachers. Thus, when the supervisor implements collaborative supervision, the supervisor shares responsibility with the teacher. The supervisor's task is to listen and pay careful attention to the teacher's complaints about problems in improving, enhancing and developing their performance. In the collaborative supervision approach, the supervisor can ask the teacher for explanations of things that are not understood and encourage the teacher to actualise shared thinking in real practice as a solution to solving problems related to the teacher's duties.

2. Technology and Innovation

Modern educational supervisors adapt to technology. They utilise innovation and technology to improve learning, provide training to teachers on the use of modern learning media and monitor student progress more efficiently. So important is the role of a supervisor in training teachers on the use of technology to help them complete their tasks, use of technology to teachers so that it can help teachers in completing tasks and make it easier to creative and innovative learning in the classroom. Through technology in learning, it will attract students to be more active in learning and the results will be maximised so that the expected goals are achieved quickly. (Reza, 2021)

3. Professional Development

The role of supervisors in the modern era involves providing strong support in the professional development of teachers in the form of training, workshops, and other resources to improve the skills and knowledge of educators. Supervisors must have the initiative and example to make improvements, so that teachers do the same. Teachers need to be helped to master new skills, so supervisors must develop training and development programmes by planning meetings to provide guidance and mentoring according to the needs of the teachers. (Reza, 2021)

4. Improving creative, innovative and varied learning

As the opinion that (Andi Kaharuddin, 2020) that creative, innovative and varied learning is a learning process that is designed to be different from the previous or new situation to motivate and improve student learning outcomes in learning. Innovative and varied learning can be achieved from careful preparation of learning by teachers. In addition (Husain & , Arifin, 2023) added that by providing guidance in order to improve teacher professionalism in managing innovative learning will result in student-centred learning and realising student wellbeing in schools.

Challenges in Educational Supervision in the 21st Century

Identify and analyse in depth the key challenges facing educational supervisors. Rapid technological change, curriculum expansion to meet future skills needs, inclusivity, holistic evaluation, as well as changes in the role of supervisors are focal points of discussion. In line with the opinion of (Ketut Jelantik, 2021), that the complexity of the challenges of this era forces all education stakeholders to prepare themselves optimally and optimally. They must not only understand the impact of these paradigmatic changes, but also understand what phenomena are occurring so that the entire educational ecosystem has a comprehensive understanding of the era of the industrial revolution 4.0, thus they will have practical and physical readiness for the paradigm shift that will occur. In this context, supervisors are needed who are not only qualified in carrying out supervision, but also supervisors who are good at reading the signs of the times. Supervisors in educational supervision in the 21st century are faced with a number of complex challenges that require adaptation and innovation in their approach. Some of these challenges include:

1. Rapid and infinite technological change

The pace of technological advancement is endless, and change is occurring at an unprecedented rate. Supervisors must consistently update their knowledge in response to rapid technological advances, including artificial intelligence, big data processing and the inclusion of technology in the learning process. To guarantee that the use of technology is beneficial and fulfils educational requirements, they must incorporate it into their supervisory techniques. As the opinion (Mahlopi, 2022) that the development of science and technology (IPTEK) requires people to learn continuously. Especially teachers who have the task of educating and teaching. The slightest carelessness in learning will be left behind by developments, including the students being taught. Technology is a tool that facilitates the learning process.

2. Dynamic Curriculum

A dynamic curriculum is one that is adaptable and responsive to changes in the educational landscape, including technological advances, changing student needs, and developments in pedagogical practices. Such a curriculum is designed to be flexible and able to evolve to meet the evolving needs of students and educators. The evolving world of work requires a curriculum that is more flexible and adaptable to changing skills needs. According to Jones et al. cited by (Sudadi, 2023) suggested that "Faced with a curriculum that contains considerable changes in the objectives, content, methods and evaluation of teaching, it is only natural that teachers expect advice and guidance from their principals". This statement implies that the supervisor must really understand the school curriculum. It is impossible for a supervisor to give advice and guidance to teachers without understanding and mastering the curriculum itself. To achieve this, supervisors must play an active role in the creation of a curriculum that is customisable and can respond quickly to evolving educational needs. This is reinforced by the opinion expressed by (Fiqry et al., 2017) that to face 21st century learning which is full of technological advances, there needs to be

changes in both the curriculum, in terms of infrastructure, teachers, and supervision carried out by supervisors, to find out where the level of teacher professionalism and student progress in learning activities.

3. Inclusivity and Diversity

The topic of inclusivity and diversity is one that needs attention and discussion. It is important to recognise that different identities, backgrounds and experiences contribute to the richness and complexity of our society. It is important to foster an environment that recognises and values these differences, and actively seeks to create spaces where everyone feels included and respected. The challenges of promoting inclusivity and equitable access to education cannot be underestimated. For supervisors, this means considering the unique needs of each student, including students with special requirements, and ensuring that the education provided is appropriate and accessible for everyone. This is in line with what is written in (Kemendikbudristek, 2023a) that inclusion and diversity approaches ensure that all learners, including learners with special needs, are engaged in meaningful, deep and relevant learning experiences, by encouraging active engagement, co-operation and responsiveness to individual differences.

4. Improving Human Resources

This challenge involves ensuring that teachers have the necessary skills to integrate technology into learning, implement innovative teaching methods and adapt to increasingly complex educational needs. The 21st century teacher must be able to shift the learning paradigm from teacher-centred learning, to student-centred learning. So that teachers must constantly update their knowledge in order to become professional teachers. This is in line with (Fatimah et al., 2021) that one way to develop human resources with supervision is to improve the quality of education which must start from the aspect of teachers and other education personnel regarding the quality of their professionalism and welfare in a professional education management.

5. Holistic Evaluation

A more holistic and responsive assessment is needed. Supervisors are faced with the challenge of developing evaluation methods that not only measure knowledge, but also skills, attitudes and student progress in a comprehensive manner. According to Najelaa Shihab quoted by (Yandri, 2022) there are three dimensions in "Merdeka Belajar", namely commitment, independence, and reflection. The commitment of independent teachers and learners in learning is their perseverance in the journey towards goals that are meaningful to themselves. This commitment to the purpose of learning should not just be for grades, but more importantly for mastery. Therefore, the abilities and skills gained from learning are real, based on meaningful experiences, not just on paper. The learning process must be carried out with a spirit of independence. At the end of learning, each teacher and student must also reflect on the learning process to be evaluated.

6. The Changing Role of Supervisors

Supervisors must change their role from traditional supervisors to learning facilitators, who provide support and direction for the development of education that is adaptive and responsive to change. These challenges emphasise the need for education supervisors to adapt, learn continuously and adopt innovative approaches in the supervision process to ensure education is relevant, inclusive and adaptive to the demands of the times. As written in the Regulation of the Director General of Teachers and Education Personnel Number 4831 of 2023 on the Role of School Supervisors in the Implementation of Merdeka Belajar Policy in Education Units, the authority to carry out supervision of teachers is the full responsibility of the principal, but the principal is allowed to request assistance from the supervisor to assist and accompany the principal in supervision (Kemendikbudristek, 2023b)

Innovative Strategies to Overcome Challenges

Introduces various innovative strategies that have been implemented by educational supervisors to overcome the challenges. These include the integration of technology in the supervision process, adaptive curriculum development, continuous training for teachers, collaborative approaches and maintaining a balance between technological and humanist approaches. Supervisors' innovative strategies in addressing the challenges of educational supervision in the 21st century involve a combination of approaches that are responsive and adaptive to the dynamics of changing times. Here are some strategies that supervisors can adopt to overcome the challenges of educational supervision in this era:

1. Integration of Technology in Supervision

Supervisors need to utilise technological advances to enhance the supervision process. This includes using digital platforms for virtual classroom monitoring, using apps or software to provide immediate feedback, and analysing data to evaluate student and teacher performance. As explained by (Mahlopi, 2022) that through virtual-based supervision, a supervisor in one place can control many teachers in different schools. Collaboration between supervisors and teachers across different schools through online discussions is expected to produce many studies in improving the quality of learning. Virtual or internet-based supervision is very flexible to be carried out anytime and anywhere without any time limit, so it will provide flexibility for supervisors and teachers to share information.

2. Adaptive Curriculum Development

Supervisors need to be involved in designing a dynamic curriculum that can adapt to the changing skills needs of the current era. This involves developing a flexible and customisable curriculum, and an emphasis on developing skills relevant to the changing world of work. Based on the opinion of (Hartanto & Purwanto, 2019) that supervisors must be able to act as

instructional leaders in designing and implementing 21st century learning in accordance with the concept of higher order thinking skills approach.

3. Continuous Training and Support for Teachers

Supervisors should provide ongoing training to teachers in applying technology, developing innovative teaching methods, and dealing with the needs of inclusivity and diversity according to the needs of learners. Ongoing support will help teachers meet the demands of education in the new era. In line with the opinion of (Grace V. Dumalang, 2021) that there are five important domains in the development of human resources in the field of education, namely professionalism, competitiveness, functional competence, participatory excellence, and cooperation.

4. Collaborative Approach in Learning Strategy Development

Supervisors need to encourage a collaborative approach between teachers, students, parents and other relevant parties in designing more responsive learning strategies. This collaboration can ensure a more holistic and relevant approach to student needs. The process of co-operation in supervision involves sharing knowledge, experience and resources to achieve common goals, building a culture of mutual support and consideration of differences. In addition, supervisors must be able to invite all education stakeholders in schools, including teachers, education personnel, and parents to jointly realise dynamic education in accordance with industrial development 4.0. This is reinforced by the Regulation of the Director General of Teachers and Education Personnel of the Ministry of Education, Culture, Research and Technology Number 2626/B/HK.04.01/2023 concerning the Teacher Competency Model that teachers must have social competence as indicated by one of the indicators, namely collaborating to improve student-centred learning.(Direktorat Jenderal Guru dan Tenaga Kependidikan, 2023) Furthermore, providing encouragement and appreciation to teachers, education personnel, and students who have achieved results for achievements, innovations, and other proud achievements.(Hartanto & Purwanto, 2019)

5. Application of Innovative Evaluation Methods

In addition to traditional evaluation methods, supervisors can apply innovative evaluation methods such as project-based assessment, skills-based assessment, and continuous formative assessment. The application of innovative evaluation methods provides a more comprehensive picture of students' progress, enables better customisation of learning, and stimulates students' holistic development from various aspects. It also helps supervisors to evaluate the effectiveness of teaching methods and design strategies that better suit students' needs. This is sharpened by (Direktorat Jenderal Guru dan Tenaga Kependidikan, 2023) that one of the indicators in pedagogical competence that must be possessed by teachers is to conduct learner-centred assessment, feedback and reporting as an evaluation in learning.

6. Focus on the Balance of Technology and Humanism

Supervisors must ensure that the application of technology in education is in line with the development of human values. Education should be able to integrate technology with humanist approaches so that students are not only technically skilled but also have strong social and ethical awareness. Humanistic psychology focuses on the teacher as a facilitator. By providing unrestrictive guidance to students in their learning activities, it will be easier to instill values or norms that can inform them about positive behaviour and negative behaviour that they should not do. (Noviani et al., 2017)

These innovative strategies aim to help education supervisors meet the challenges of the 21st century, while ensuring that education remains relevant, inclusive and adaptive to changes.

The Importance of an Innovative Supervisor Role

Highlighting the importance of an innovative supervisor role in the face of educational change in the modern era. Therefore, the importance of the role of supervisors who are able to adapt and innovate to ensure the relevance and quality of education organised. Some of the important roles of innovative supervisors include:

1. Encouraging Innovation in Learning

Innovative supervisors can be a catalyst for change by introducing new ideas and innovative learning strategies to teachers. They stimulate creative thinking and new solutions to educational challenges. As in the Merdeka Belajar policy, which gives freedom to each education unit to innovate by exploring the potential of teachers, schools and students to innovate in improving quality independently. This independent context does not only follow the existing educational bureaucratic process, but the main key is the activity to innovate. Teachers and learners are given the freedom to access knowledge, as well as differentiated learning methods according to the interests, talents and potential of each individual. (Yandri, 2022)

2. Adjusting to Change

The world of education is constantly evolving. Innovative supervisors understand the need for adaptation to change, whether in technology, curriculum, or teaching methods can help teachers and educational institutions to improve the quality of learning. As the opinion expressed by (Fakhrudin et al., 2013) that educational institutions are required to be able to prepare generations in living the 21st century through the implementation of a modern educational institution management system, namely all elements related to the implementation of education can be managed appropriately and in accordance with current demands. Through the transformation of the role of creative and innovative supervisors, and supported by the implementation of systematic programmes and high accountability will support the successful implementation of education.

3. Encouraging Teacher Independence

Innovative supervisors support the development of teacher independence. They give teachers the confidence to implement new ideas and provide support to continue learning and developing. Supervisors must be able to encourage teachers to make innovations that can provide breakthroughs in order to overcome the limitations of educational facilities and infrastructure so that the educational process continues, achieve optimal results, and be able to mobilise various parties to dedicate their best work to achieve the highest achievements. This of course starts with changing himself and others, inviting to play an active role in these changes by creating a driving community as a concrete manifestation of describing himself as an agent of change.(Samsinar, 2023)

4. Measuring and Evaluating Performance

According to (Kristiawan et al., 2019) which explains that the value of a supervision lies in the development and improvement of the teaching and learning situation which is reflected in the development of students. The improvement of the teaching and learning situation is closely related to the learning process carried out by the teacher. Therefore, through innovation, educational supervisors can design better and more relevant evaluation methods to measure teacher and student performance. This helps in designing more effective and efficient programmes. The role of innovative education supervisors is crucial as they have the potential to be leaders who inspire change, create dynamic learning environments and ensure that the education system continues to adapt to the demands of the times. The presence of innovative supervisors can help improve the overall quality of education.

Educational supervision is very important to implement, because supervision is basically carried out for the sake of achieving educational change towards a better or even the best direction, especially education stakeholders. The implementation of good and correct supervision will produce good changes as well, therefore supervision must be carried out in accordance with good and correct rules, and there is no discrimination and impartiality. Therefore, we will progress, if we see others progressing, so that it will bring a new and better direction for the implementation of supervision in Indonesia.(Kristiawan et al., 2019)

CONCLUSION

In the context of the modern education era, the role of supervisors has undergone significant evolution, changing from traditional supervisors to proactive, innovative and responsive learning facilitators. The various roles of supervisors in the modern era include team-based collaboration, application of technology and innovation, and support in teacher professional development. The challenges faced by educational supervisors in the 21st century include rapid technological change, curriculum dynamics, inclusivity, holistic evaluation, changing roles, and improving human resources. The complexity of these challenges requires adaptation and innovation in supervision approaches. To

overcome these challenges, educational supervisors apply innovative strategies, such as the integration of technology in supervision, adaptive curriculum development, continuous training for teachers, collaborative approaches in developing learning strategies, applying innovative evaluation methods, and focusing on technological and humanistic balance. The importance of the role of innovative supervisors lies in their ability to encourage innovation in learning, adapt to change, support teacher independence, and design relevant evaluation methods to improve teacher and student performance. The existence of innovative supervisors is key in ensuring the relevance, quality and adaptability of the education system to the demands of the times. Thus, the role of innovative supervisors has a significant impact on improving the overall quality of education.

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