

The Effect of Managerial Competence, Principal Supervision, Teacher Competence and Training Education on the Effectiveness of Emergency Curriculum Implementation

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Abstract

Principals have a role in influencing, coordinating, mobilizing, and harmonizing all educational resources available at school. Teachers have an essential role as policy implementers, one of which is the implementation of the emergency curriculum. This study aims to determine: (1) how is the variable description of the effectiveness of emergency curriculum implementation, managerial competence, principal supervision, and teacher competence in Pakis District Elementary Schools, (2) whether there is a simultaneous influence of managerial competence, principal supervision, teacher competence and training education on the effectiveness of the implementation of the covid emergency curriculum in Pakis District Elementary Schools, (3) is there a partial influence of managerial competence, principal supervision, teacher competence, education and training on the effectiveness of emergency curriculum implementation, (4) which of the managerial competence variables, principal supervision, teacher competence, education, and training, has a dominant effect on the effectiveness of emergency curriculum implementation. This research design uses a quantitative approach. Collecting the data using a questionnaire consisting of managerial competence variables, principal supervision, teacher competence, and training education and the effectiveness of emergency curriculum implementation. The number of respondents in this study was 174 people. While testing the hypothesis using a multiple linear regression equation model test. The results of data analysis prove that (1) simultaneously influence the variables of managerial competence, principal supervision, teacher competence, and training education on the effectiveness of emergency curriculum implementation in Pakis District elementary schools, (2) partially a significant positive effect of managerial competence variables, principal supervision, teacher competence, education and training on the effectiveness of emergency curriculum implementation in Pakis District elementary schools, (3) managerial competence variable is the most dominant variable on the effectiveness of emergency curriculum implementation in Pakis District elementary schools.

Keywords: Managerial Competence, Principal Supervision, Teacher Competence, Training Education, Emergency Curriculum Implementation.

Date of Submission: 23-01-2023

Date of Acceptance: 06-02-2023

I. Introduction

The emergence of the covid-19 pandemic in early 2020 has had a major impact on almost all aspects of human life, including education. Educational activities in all educational institutions have been hampered due to a policy that stops face-to-face teaching and learning activities as usual. Changes in the world of education in the mid-19th century are still being felt today. One of the serious impacts of education is home learning. This change requires regular and systematic management from both parties, namely schools and parents. Because of this condition, the government issued Circular Letter number 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of the *coronavirus disease* (covid-19). The Ministry of Education and Culture during the COVID-19 pandemic continues to carry out learning even though it is remote or online. This is done to maintain the quality of education and overcome learning loss.

One of them is Kepmendikbud No.719/P/2020 concerning Guidelines for Implementation. Curriculum in Education Units in Special Conditions. This Kepmendikbud was issued on August 4, 2020, concerning Guidelines for Implementing the curriculum in Education Units in Special Conditions to overcome learning loss. This legal product consists of nine pages. Four pages are content and the next five pages are appendices. The content pages contain five decisions on the implementation of the curriculum in education units in special conditions. The appendix pages contain guidelines for implementing the curriculum in education units under

special conditions. The implementation of the curriculum in special conditions aims to provide flexibility for education units to determine the curriculum that suits the learning needs of students. Education units in special conditions in implementing learning can 1) continue to refer to the National Curriculum; 2) use an emergency curriculum, namely simplifying the curriculum independently; or 3) use the Merdeka curriculum. All levels of education in special conditions can choose from these three curriculum options.

The Emergency Curriculum is a curriculum designed by simplifying the national curriculum that is expected to fulfil educational rights in the COVID-19 pandemic situation. The simplification lies in reducing the basic competencies for each subject. To support the effectiveness of the curriculum, the government has prepared modules and assessments to be a reference for learning at certain levels. Supported by Nadiem Makarim's opinion, the emergency curriculum is a simplification of basic competencies that refer to the 2013 curriculum. "This emergency curriculum drastically reduces the basic competencies for each subject so that it focuses on essential competencies and competencies that are prerequisites for continued learning at the next level. In its application, this emergency curriculum is not mandatory for every school. This is stated in the decision of the Minister of Education and Culture Number 719 / P / 2020 which took effect on August 4, 2020." Education units are not required to follow this emergency curriculum".

The emergency curriculum policy was designed by the government to be used as a curriculum option for schools. With these options and timeframes, schools can choose according to the capabilities and conditions of the school area concerned. In the area of elementary schools in Pakis District, Malang Regency based on the results of observations in the field, in the 2022/2023 academic year, they are still implementing a simplified curriculum 13 (COVID Emergency Curriculum). In the implementation of the curriculum itself, several factors can influence, among others, managerial competence, principal supervision, teacher competence, education and training. The objectives of the implementation of the Emergency Curriculum itself can be achieved by paying attention to education management both in planning, organizing, and controlling education in schools played by the Principal and teachers.

The success of the principal in managing his school will not be separated from the principal's ability as a school leader in carrying out his functions and roles as a principal. For this reason, a principal is required to be able to have readiness in managing schools. To carry out the ability of the principal to have four management functions, namely planning, organizing, mobilizing and supervising. (Basri, B., Khairinal, K., & Firman, F., 2021) The purpose of this study was to analyze the effect of managerial competence, principal supervision, teacher competence and training education on the effectiveness of emergency curriculum implementation.

II. Literature Review

Implementation of the Covid Emergency Curriculum

Edward's implementation evaluation states that there are four crucial variables in implementation, namely: communication, resources, character or attitude and bureaucratic structure George Edward III in (Widodo, 2010: 97) these four factors operate simultaneously and interact with each other. According to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719 / P / 2020 concerning Guidelines for Implementing the Curriculum in Education Units in Special Conditions. Education units in special conditions can use a curriculum that suits the learning needs of students. The emergency curriculum is a curriculum specially prepared by the Ministry of Education and Culture by simplifying the national curriculum. The curriculum reduces the basic competencies for each subject so that teachers and students can focus on essential competencies and prerequisite competencies for continued learning at the next level. (Jusuf & Maaku, 2020).

According to Sabda (2015), the modern view of the curriculum is not only limited to the content or subject matter that students must master, but also contains other things that are considered to affect the process of achieving educational goals or forming students as desired. Implementing curriculum reform always requires translating new ideas into renewable educational practices, which involves a complex process of sense-making (Tikkanen, Pyhältö, Soini, & Pietarinen, 2017). This opinion is corroborated by Sudjana (2013) who states the curriculum as a program and learning experiences and expected learning outcomes, which are formulated through knowledge and activities that are systematically arranged, and given to students under the responsibility of the school to help students' personal growth/development and social competence. The content of the Covid-19 Emergency Curriculum has also been approved to facilitate learning activities in schools at all levels of education.

Principal's Managerial Competence

Management has various meanings depending on who is talking about it. The term management itself comes from the word *manage*. The general definition of management is the process of achieving results by utilizing available resources productively (Depdiknas, 2007). According to Handoko (2012: 8), management is the process of planning, organizing, directing, and supervising the efforts of organizational members and the use

of other organizational resources in order to achieve predetermined organizational goals. Organizational goals are easily realized when assisted by computer technology (Respati, 2008).

The Principal is a determining factor in managing education in his school for the creation of educational goals. Therefore, principals are required to have various abilities in leading education management, adequate knowledge and skills. Principals are one of the components of education that play a very important role in improving the quality of education. This is as explained by Susanto (2016: 13) that educational leadership is the ability to drive the implementation of education so that the educational goals that have been set can be achieved effectively and efficiently.

The principal as a supervisor is related to service activities to improve the professionalism of teachers in order to achieve a quality learning process. To be able to carry out these duties and responsibilities, principals need to have the necessary abilities. According to Allison in Sudarmanto (2018: 143) suggests that a general manager, whether working in the private sector or government agencies, carries out management functions with indicators of planning, organizing, mobilizing, controlling, directing, reporting, and evaluating.

Principal Supervision

The principal is one of the guiding school personnel who has responsibility with other members to achieve goals (Helmawati, 2014: 17). Supervision is the main basis for analyzing the implementation of professional supervision activities. The supervision in question is learning supervision or instructional supervision. In this study, what is meant by professional supervision is a system of providing assistance carried out by supervisors to improve teachers' professional abilities, so that teachers are better able to face and handle their main tasks in educating (Suhardan, 2010: 15). According to Ngalm (2013: 26-27), the main function of supervision is to improve the quality of teaching, this is in accordance with the statements of Franseth Jane and Ayer (in the Encyclopedia of Educational Research): Chester Harris that fostering the best existing teaching program so that there is an effort to improve is the main function of supervision. So that the main function of supervision is not only to improve learning, but to coordinate, stimulate, and encourage the growth of the teaching profession. Leadership is an important part of supervision (Indah et al., 2020)

There are three indicators in conducting academic supervision according to Supardi (2014), namely academic supervision planning, implementation of academic supervision, and evaluation and follow-up of academic supervision. After the data on the implementation of supervision is obtained, explained by the Directorate General of Teachers and Education Personnel (2016: 64), then the principal analyzes the supervision data in the form of lesson plans, implementation of learning, and assessment of learning outcomes. Analysis of the results of this academic supervision is used as material to provide feedback to teachers.

Teacher Competence

Teachers who have competence are certified teachers. A certified teacher is a teacher who has obtained a certificate that aims to improve the eligibility of a teacher to become a learning agent and be able to improve the quality of education, especially in Indonesia (Kasri, 2010). According to Mulyasa (2013: 17), the essence of teacher competency standards is to get good and professional teachers, who have the competence to carry out the functions and objectives of schools in particular, as well as educational goals in general, according to the needs of society and the demands of the times. Individual ability to satisfy other parties is part of individual competence, this is interesting for investigation (Wahyuningastuti et al, 2021; C Insyiah, 2021)

The competencies that must be mastered and applied by professional teachers in teaching students or learners in the classroom according to Sudjana include: mastering subject matter or material, managing teaching and learning programs, managing classes, using media or learning resources, mastering educational foundations, managing teaching and learning interactions, assessing student learning achievement, recognizing the functions and services of guidance and counselling, recognizing and organizing school administration, and understanding and interpreting research results for teaching purposes (Hadith and Nurhayati, 2012: 19-20). Meanwhile, in the Law on Teachers and Lecturers No.14/2005 Article 10 paragraph 1 and Government Regulation No.19/2005 article 28 paragraph 3 quoted by Jamil in his book, it is stated that teacher competencies include pedagogical competence, personality competence, social competence and professional competence (Suprihatiningkrum, 2014: 100).

Education and Training

According to PP No. 101 of 2000 concerning education and training Article 1 paragraph (1) explains that "Education and training is the process of organizing teaching and learning to improve abilities". Meanwhile, Malayu S.P Hasibuan (2010: 120) argues that education and training is a process to improve the theoretical, conceptual and moral skills of labour employees, workers who receive education and training tend to work skillfully when compared to employees who do not receive education and training. Based on some of the above

opinions, it can be concluded that education and training is a series of activities that refer to knowledge, skills and improving one's attitude and behaviour.

The indicators of Education and Training are according to Rae (Sofyandi, Herman, 2013 : 131): (1) The content of the training, namely whether the content of the training program is relevant and in line with the training needs, and whether the training is up to date; (2) Training methods, whether the training methods provided are appropriate for that subject and whether the training methods are in accordance with the learning style of the trainees; (3) Instructor attitudes and skills, namely whether the instructor has an attitude and delivery skills that encourage people to learn; (4) Length of training time, i.e. how much time is given for the subject matter to be learned and how fast is the tempo of the delivery of the material; and (5) Training facilities, i.e. whether the place where the training is held can be controlled by the instructor, whether it is relevant to the type of training, and whether the food is satisfactory.

Research Methods

The study of this research is quantitative, which describes a particular symptom or phenomenon. This research uses a service approach, trying to collect information from sources using a questionnaire as a research tool. The survey method is also used for data collection because it has several advantages, namely saving data collection costs, collecting and presenting data more quickly, and the variables and accuracy are wider (Sugiyono, 2017: 7). The variables in this study are Managerial Competence (X1), Principal Supervision (X2), Teacher Competence (X3), Training Education (X4) on the Effectiveness of Emergency Curriculum Implementation (Y). This research was conducted in elementary schools in Pakis District, Malang Regency. Elementary schools in Pakis District, Malang Regency are the first level schools to become the initial level of elementary school. In Pakis District, 35 elementary school institutions will be used as research subjects. The population in this study as a whole amounted to 305 and the total sample was 174. Because the population consists of several elementary schools in Pakis Malang, the sampling of each class must be proportional. The sampling technique in this study used probability sampling techniques, that provide equal opportunities for each element (member) of the population to be selected as sample members. The data research instrument used in this study was a questionnaire measured by a scale. The data analysis technique was carried out by descriptive analysis, regression analysis and domain variables. Statistical calculations are assisted by the SPSS program recommended by Respati and Amin (2014).

III. Research Results

The normality test results show that the Kolmogorov-Smirnov Z value on the principal supervision variable is 0.0062 with a sig value of 0.098^{c,d} greater than 0.05. Furthermore, the Kolmogorov-Smirnov Z value on the teacher competence variable is 0.066 with a sig value of 0.061^c greater than 0.05. Furthermore, the magnitude of the Kolmogorov-Smirnov Z value on the training education variable is 0.062 with a sig value of 0.100^c greater than 0.05. The magnitude of the Kolmogorov-Smirnov Z value on the variable effectiveness of emergency curriculum implementation is 0.066 with a sig value of 0.061^c greater than 0.05. Thus it can be concluded that H0 is accepted and H1 is rejected, so it can be concluded that it can be said that all residuals on the teacher competence variable are normally distributed.

Multicollinearity testing can be seen by looking at the VIF and tolerance values obtained. If the tolerance value is greater than 0.10 and the VIF value is smaller than 10, it can be concluded that there is no multicollinearity. From the test results, it is known that all VIF values on the variables of managerial competence, principal supervision, teacher competence, training education and the effectiveness of curriculum implementation are smaller than 10 and the tolerance value is greater than 0.10 so it is concluded that there is no multicollinearity between independent variables. The results of the heteroscedasticity test of managerial competence variables, principal supervision, teacher competence, training education and the effectiveness of curriculum implementation show that the points are scattered above and below zero. The dots spread and do not form a certain regular pattern so it can be concluded that the regression model does not occur heteroscedasticity.

From the results of the data analysis that has been carried out, it is found based on the T-test results which are shown in the following table.

Table 1. t-test Results

Model		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	.275	.245		1.120	.264		
	Managerial Competence	.361	.047	.403	7.755	.000	.844	1.185
	Supervision	.229	.034	.351	6.822	.000	.858	1.166

Teacher Competence	.271	.051	.262	5.276	.000	.922	1.085
Training	.100	.029	.166	3.380	.001	.944	1.059

a. Dependent Variable: CurriculumImplementation

The t-test (partial) statistical test shows the effect of self-concept, creativity and competence is partially influential. Based on the table above, it can be described as follows, namely:

- The managerial competence variable (X1) has a significance value (Sig.) 0.000 in the Coefficients table^a with an α (degree of significance) value of 0.05, meaning that $0.000 < 0.05$ or there is a significant effect and the t test shows $7.755 > t$ table (2.000). This means that managerial competence has a significant effect on the effectiveness of emergency curriculum implementation.
- The principal supervision variable (X2) has a significance value (Sig.) 0.000 in the Coefficients table^a with an α (degree of significance) value of 0.05, meaning that $0.000 < 0.05$ or there is a significant effect and the t-test shows $6.822 > t$ table (2.000). This means that principal supervision has a significant effect on the effectiveness of emergency curriculum implementation.
- The teacher competence variable (X3) has a significance value (Sig.) 0.000 in the Coefficients table^a with an α (degree of significance) value of 0.05, meaning that $0.000 < 0.05$ or there is a significant effect and the t test shows $5.276 > t$ table (2.000). This means that teacher competence has a significant effect on the effectiveness of emergency curriculum implementation.
- The training education variable (X4) has a significance value (Sig.) 0.000 in the Coefficients table^a with an α (degree of significance) value of 0.05, meaning that $0.000 < 0.05$ or there is a significant effect and the t test shows $3.380 > t$ table (2.000). This means that training education has a significant effect on the effectiveness of emergency curriculum implementation.

The F statistical test is used to show that all independent variables intended in the model have model accuracy on the dependent variable and this test can show the influence of the independent variables used together can affect the dependent variable, as follows:

Table 2. F Test Results

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.847	4	4.212	67.551	.000 ^b
	Residuals	10.537	169	.062		
	Total	27.383	173			

a. Dependent Variable: CurriculumImplementation

b. Predictors: (Constant), Training, Teacher Competence, Supervision, ManagerialCompetence

The results of the F statistical test obtained a statistical value of f count 67.551 and a significance value of 0.000 where these results are greater than the F table (2.74) at N of 174 it can be concluded that the variables of managerial competence, principal supervision, teacher competence, training education on the effectiveness of emergency curriculum implementation are simultaneously influential. It can be seen that the research hypothesis (Ha) is proven to be acceptable with a probability value < 0.05 .

The dominant indicator test is used to see which indicators have the highest influence on the effectiveness of emergency curriculum implementation, so that it can be used as a consideration for school institutions.

Table 3. Dominant Indicator Results

No	Variabels	Std. Beta	Correlation Coefficient	R ²	SE	SR
1	ManagerialCompetence	0,403	0,608	0,615	0,151	24,5%
2	Supervision	0,351	0,567		0,123	19,9%
3	Teacher Competence	0,262	0,446		0,072	11,7%
4	Training Education	0,166	0,326		0,033	5,4%
	Total					61,5%

The table above shows that the most dominant indicator of influence is managerial competence (X1), which has a contribution of 24.5%, while the lowest value of the training education variable (X4), which has a contribution of 5.4%.

IV. Discussion

Based on the results of data analysis, the significance value is 0.000 so that H_0 is rejected, which can be concluded that the variables of managerial competence, principal supervision, teacher competence, and training education on the effectiveness of the implementation of the emergency curriculum are simultaneously influential. This is in line with the results of various previous studies related to the implementation of the covid-19 emergency curriculum that has been conducted in Sanjaya & Rastini's research (2020) explaining that efforts to fulfil the right to education during the covid-19 pandemic need to be done by adjusting conditions by using the covid-19 emergency curriculum. The results of this study review the emergency curriculum from a juridical point of view. The results of other research conducted by Munajim, Barnawi, & Fikriyah (2020) state that there is a need for a large space to redesign the curriculum structure that can be used during the covid-19 pandemic.

The effectiveness of emergency curriculum implementation is inseparable from the human resources in school institutions. The success of the principal in managing his school will not be separated from the principal's ability as a school leader in carrying out his functions and roles as a school principal. The effectiveness of the principal in implementing management functions is the accuracy of the application of the principal's ability to plan, organize, mobilize and control as well as the optimal utilization of all educational resources including personnel, funds, facilities and infrastructure including information, which shows the extent to which the principal carries out his main duties properly and correctly to achieve goals (Sholeh, M., 2016). Supported by research conducted by Haryadi, D., & Mahmudah, F. (2021) that the implementation of the emergency curriculum at SMP PGRI Taropo has four important things in its implementation, namely consisting of (1) Teacher Competency Development; (2) m-Learning Change; (3) Technology Utilization; and (4) Evaluating Learning Outcome. So it can be concluded that managerial competence, principal supervision, teacher competence, and training education affect the effectiveness of emergency curriculum implementation.

The results of partial influence were carried out using multiple linear regression equations, illustrating the state of managerial competence that is applied influences the effectiveness of emergency curriculum implementation, with a significant value of $0.00 < 0.05$. So that the variable managerial competence has a positive influence on the effectiveness of the implementation of the emergency curriculum. This means that if the principal's managerial competence is getting better, the effectiveness of the emergency curriculum implementation will be carried out well. In line with research conducted by (Darmada, Dantes, & Natajaya, 2013) on the contribution of Principal Managerial, Work Climate and Work Motivation to the Performance of State Junior High School Teachers in Mendoyo District Jemberana. (Yogaswara, 2020) on the Contribution of Principal Managerial and Personnel Information Systems to Teachers' Teaching Performance. Iwayan Raja Suantara on the Contribution of Principal Managerial Ability, Principal Supervision, and Teachers' Perception of Their Competence to the Performance of Teachers of Public Senior High School 1 Blahbatuh.

Furthermore, the results of partial research conducted using multiple linear regression equations, illustrate the state of principal supervision that is applied has an influence on the effectiveness of emergency curriculum implementation, with a significant value of $0.00 < 0.05$. So the variable principal supervision has a positive influence on the effectiveness of emergency curriculum implementation. This means that if the principal's supervision is getting better, the effectiveness of the emergency curriculum implementation will be carried out well. Supported by research by Labulan, P. M., & Ulfah, J. (2021), that supervision starts at: (1) Head supervision planning. (2) Implementation of head supervision. (3) Evaluation of the principal's academic supervision contained in the academic supervision report results in follow-up programs for teachers in an effort to increase knowledge and understanding of the curriculum. Principal supervision will have a positive impact on teachers' psychological well-being.

Furthermore, the results of partial research conducted using multiple linear regression equations, illustrate that the state of competence of school teachers applied has an influence on the effectiveness of the implementation of the emergency curriculum, with a significant value of $0.00 < 0.05$. So the variable teacher competence has a positive influence on the effectiveness of emergency curriculum implementation. This means that if the teacher's competence is getting better, the effectiveness of the emergency curriculum implementation will also be carried out well. Supported by research conducted by Muter, N. M. (2012), which states that there is a significant contribution of teacher competence in the preparation of learning administration through the regression equation $\hat{Y} = 27.114 + 0.458X_2$ with a contribution of 21.10% and an effective contribution of 11.20%. Teachers are one of the factors determining the success of any educational endeavour (Usman, 2006). Therefore, teachers have a strategic role in implementing the curriculum. Teachers must have competence in order to create fun and meaningful learning.

Furthermore, the results of partial research conducted using multiple linear regression equations, illustrate the state of school training education that is applied has an influence on the effectiveness of the implementation of the emergency curriculum, with a significant value of $0.00 < 0.05$. So the variable training education (training) has a positive influence on the effectiveness of the implementation of the emergency curriculum. This means that if the training education is getting better, the effectiveness of the emergency curriculum implementation will be carried out well. In line with research conducted by Faradita, M. N., & Afiani, K. D. A. (2021), stating that training can implement the making of covid-19 emergency curriculum lesson plans and their evaluations so that the learning process runs optimally and does not burden students with learning material during the 2013 curriculum. This covid-19 emergency curriculum lesson plan reduces some of the material from the 2013 curriculum so that it can be taught to students at home. Students can study independently at home or accompanied by parents so that the implementation of learning can run well.

V. Conclusion

Descriptive results show the managerial competence variable states the principal providing leadership in organizational development at school. In the principal supervision variable, the principal item prepares instruments for carrying out supervision. The item teacher competence that gets the highest average score is the one that states about I am able to understand students deeply in determining the preparation of learning programs. The training education variable item that gets the highest average value is stating that I get training activities carried out in accordance with the objectives to be achieved on a particular theme. Variable effectiveness of emergency curriculum implementation. The item that gets the highest average score is the item about I feel the division of responsibilities for an emergency curriculum policy area is evenly distributed according to the duties of each bureaucratic structure. The results showed a simultaneous influence of managerial competence variables, principal supervision, teacher competence and training education on the effectiveness of emergency curriculum implementation in Pakis district elementary schools. The results showed a partially significant positive effect of managerial competence variables, principal supervision, teacher competence, education and training on the effectiveness of emergency curriculum implementation in Pakis district elementary schools. Managerial competence is the ability that must be possessed by the principal as a professional education manager in the form of knowledge, skills, and attitudes to do a job related to the management of existing resources in schools has a dominant influence on the effectiveness of the implementation of the emergency curriculum in elementary schools in Pakis district.

The researcher hopes that school principals can improve managerial competence and supervision activities to develop the quality of human resources in order to be able to implement the emergency curriculum, especially in elementary schools in Malang sub-district. For future researchers, it is hoped that they can develop research using other independent variables such as teacher performance and organizational commitment, increase the number of school objects studied, or examine the implementation of an independent curriculum that can have a better effect on the quality of education.

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