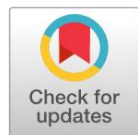


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P - ISSN: 3025-0668

E - ISSN: 3025-0676



Directive Control Behaviors dalam Kepemimpinan Pendidikan: A Systematic Literatur Review

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ABSTRACT

Background. In the context of an evolving educational landscape, leadership plays a crucial role in enhancing the effectiveness of educational practices and achieving quality schools. One form of leadership that emerges in school management is directive control behaviors, which emphasize direction, supervision, and control over teachers' activities. Despite its importance, research on this approach remains relatively limited compared to other leadership models.

Purpose. This study aims to systematically examine the concepts, approaches, and implications of directive control behaviors in educational leadership, as well as to identify research patterns, directions, and existing gaps for future studies.

Method. This study employs a systematic literature review approach by analyzing relevant previous studies related to directive control behaviors in the context of educational leadership.

Results. The findings indicate that directive control behaviors are generally manifested through direct instructions, strict supervision, and centralized decision-making by school principals. This approach can enhance discipline, ensure consistency in curriculum implementation, and improve the quality of instructional supervision. However, it may also limit teachers' autonomy and creativity, particularly when applied excessively.

Conclusion. Directive control behaviors play a significant role in educational leadership, particularly in maintaining standards and the quality of instruction. However, their effectiveness largely depends on the organizational context and teacher characteristics. Therefore, a balance between control, supervision, and professional development is essential to ensure optimal educational leadership.

KEYWORDS

Directive Control Behaviors, Educational Leadership, Instructional Supervision, Systematic Literature Review

Citation: Yullanda, R., Hadiyanto, Hadiyanto., & Sulastris, Sulastris. (2026). Directive Control Behaviors dalam Kepemimpinan Pendidikan: A Systematic Literatur Review. *Journal Emerging Technologies in Education*, 4(2), 123–130.

<https://doi.org/10.70177/jete.v4i2.3733>

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Received: November 9, 2025

Accepted: March 15, 2026

Published: April 29, 2026

INTRODUCTION

In the context of an ever-evolving educational landscape, leadership plays a crucial role in supporting the effectiveness of educational implementation and achieving quality schools (Hartono, Azhar Hari Ilhami, Aliuswatur Rukhama, Mohamad David Pratama, 2025). The quality of education is an important indicator in assessing a country's development. High-quality education contributes to the creation of superior and competitive human resources. Improving educational quality is an essential requirement for national progress, as it empowers individuals to



inequality, and promotes the establishment of a just and civilized society (Raprap, 2025). Without a strong commitment to educational quality, efforts toward national development are likely to become unbalanced and unsustainable (Oktapia & Nasution, 2025). In this regard, school leadership plays a highly strategic role in improving educational quality (Suryani et al., 2025). Principals are not only administrative managers but also key actors in improving teaching and learning processes in schools, commonly referred to as instructional leadership (Gistituati, 2021; Hallinger & Liu, 2025; Akomodi, 2025).

In practice, as instructional leaders whose roles include directing, monitoring, and evaluating academic activities, one form of leadership frequently observed in school management is directive control behaviors, which emphasize direction, supervision, and control over teachers' activities (Izzati et al., 2026). As instructional leaders, principals play a central role in fostering supportive conditions and implementing systematic continuous professional development. Within the school organizational context, directive control behaviors are often applied to ensure that teaching and learning processes align with established standards (Kurniadi et al., 2026). Directive leadership can produce effective outcomes, particularly in situations where rewards are limited, group sizes are large, and the consequences of failure are relatively low. Teachers are expected to adhere to high performance standards, and underperformance is addressed directly (Pizzolitto et al., 2023). The implementation of directive control behaviors can enhance consistency in curriculum implementation, maintain the quality of educational processes, and strengthen instructional supervision.

Studies by Abapo et al. (2026), Paunov et al. (2025), Wahidah et al. (2025), and Septiana et al. (2026) indicate that instructional supervision is positively associated with improvements in teaching practices, teachers' reflective practices, and the development of professional learning communities, which in turn sustain pedagogical improvement (Zhang dkk., 2025). Within directive control behaviors, supervisors take an active role in addressing teachers' problems. Initially, supervisors identify issues by gathering information through observation and discussing it with teachers. They then provide clear instructions on what actions should be taken, along with explanations of why these recommendations are effective (Kann dkk., 2024). Supervisors conclude by reviewing the proposed actions and reaffirming their expectations, ensuring that teachers clearly understand what is required (Glickman et al., 2007). In practice, directive control behaviors are often applied to teachers categorized as "drop-out" teachers, namely those with low levels of abstraction and commitment.

Although numerous studies have emphasized the crucial role of school leadership in improving educational quality, most have focused on transformational, instructional, and participatory leadership approaches (Waruwu et al., 2025). In contrast, research on directive control behaviors, which emphasize control, direction, and direct supervision, remains relatively limited and has not received sufficient in-depth attention. Moreover, most studies focus on the impact of leadership on teacher motivation, job satisfaction, or overall organizational performance, while research specifically examining directive control behaviors in the context of instructional supervision, the management of teachers with particular characteristics, and their implications for instructional effectiveness is still scarce and has not been systematically explored (Miftah & Sofyand, 2026).

Furthermore, previous research lacks a comprehensive synthesis that integrates various empirical findings related to directive control behaviors within educational leadership, particularly in an era of educational transformation that requires a balance between control, supervision, and teachers' professional development (Jaya & Bekelanjutan, 2023). Therefore, a more systematic

study is needed to map the development of concepts, approaches, and implications of directive control behaviors in educational leadership (Su & Huang, 2025). Based on these identified gaps, this study aims to conduct a systematic literature review of directive control behaviors in educational leadership in order to identify emerging patterns, research directions, and gaps that remain open for further investigation in future studies.

RESEARCH METHODOLOGY

This study employs a systematic literature review (SLR) approach to systematically examine literature related to directive control behaviors in educational leadership. The method used in this study follows the PRISMA guidelines to identify, select, and synthesize findings from previous research in a structured and transparent manner (Chaudhuri dkk., 2025). The sources used in this SLR were obtained from Google Scholar and Scopus. The articles analyzed were limited to publications from 2020 to 2026 to ensure relevance to current developments in the field of educational leadership (De Paula Leite dkk., 2025). Based on the selection process through PRISMA stages (identification, screening, eligibility, and inclusion), a total of 30 journal articles met all criteria and were included for further analysis.

The synthesis process involves a thematic analysis of the selected 30 articles to categorize dominant trends, challenges, and outcomes associated with directive control behaviors. By evaluating diverse perspectives across different institutional contexts, the study aims to highlight the shifting paradigms of leadership from 2020 to 2026. This rigorous analytical framework ensures that the findings are not merely descriptive but provide a critical evaluation of how directive strategies influence organizational performance and teacher autonomy. Ultimately, this approach establishes a high-quality evidence base that supports the formulation of more effective, contemporary leadership models within the educational sector.

RESULT AND DISCUSSION

The synthesis results of this systematic literature review covering the period 2020–2026 indicate that directive control behaviors in educational leadership are consistently applied, particularly in educational organizations that require clear structures, work discipline, and rapid decision-making processes (Ariyani, 2025). This directive leadership style is fundamentally characterized by strong control from leaders, centralized decision-making, and the provision of clear instructions to subordinates (Anggraini & Lukito, 2026). Within this approach, behavior can be understood as a manifestation of leadership practices. Fischer et al. (2026) emphasize that directive control behaviors categorize leadership behaviors based on latent functions and their meanings, including task, relational, change, and moral dimensions, with the aim of achieving intersubjective agreement among evaluators (Arfa et al., 2025).

Table 1. Value Engineering Outcomes: Conventional vs. Solar Energy Systems at the Jetty

Aspect	Conventional Energy System	Solar Energy System
Cost Efficiency	High initial and ongoing costs; inefficient long-term	Lower operational costs; significant expense reduction over project lifespan
Functional Performance	Meets basic needs but wasteful	Equivalent performance with optimization
Environmental Impact	Higher emissions and	Sustainable; aligns with

Long-Term Viability	resource use	green infrastructure principles
	Costly maintenance and operations	Financially viable; reduces energy expenses substantially

Directive leadership plays a role in minimizing ambiguity and role conflict, thereby increasing compliance in organizations that require high stability. Historically, control has often been exercised by supervisors as a primary rather than a last resort. Traditionally, this involves reliance on behavioral control across teachers in various situations, sometimes linked to summative evaluation systems that require specific teaching behaviors. In other cases, social pressure is used to enforce conformity in teaching methods. More critically, some supervisors combine control with manipulation to reduce resistance, creating the impression of participatory decision-making even when decisions have already been predetermined (M et al., 2025).

In the educational context, excessive control through directive control behaviors may increase teacher compliance; however, it can also reduce intrinsic motivation and creativity in teaching practices (Haerens et al., 2023). Overly directive leadership can hinder organizational learning in educational institutions by limiting participation and innovation in organizational development (Duressa & Kidane, 2024). Furthermore, Pizzolitto et al. (2023) argue that directive leadership tends to improve short-term work effectiveness, particularly in organizations experiencing instability or rapid change. However, it is important to note that the application of directive control behaviors is situational and cannot be generalized across all educational contexts (Liu & Zou, 2025). When directive control is applied, it should only be used when no alternative supervisory support is available, and leaders must be prepared to shift toward less controlling behaviors as soon as possible (Peng et al., 2024).

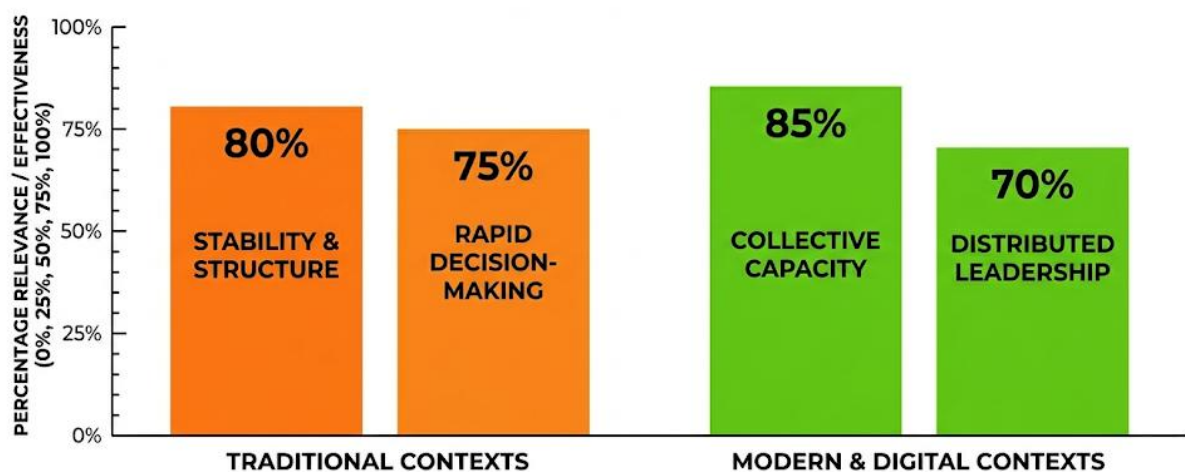


Figure 1. The Changing Landscape of Leadership Models

Further synthesis strengthens the argument that directive control behaviors remain relevant in specific contexts, particularly in situations requiring stability, clear structures, and rapid decisionmaking. From the perspective of contingency leadership theory, this style can be understood as an adaptive mechanism that is effective under conditions of uncertainty or within organizations that lack strong autonomous capacity. However, recent literature indicates a growing shift toward more flexible and participatory leadership models. Hallinger (2021) suggests that modern leadership can no longer rely solely on control but must also emphasize the development of collective capacity and the distribution of leadership roles. In the context of digital transformation

in education, the success of educational management depends on a leader's ability to balance social control with the empowerment of human resources (Iskandar Zulkarnain & Salito, 2025).



Figure 2. Balanced Leadership Approach

On the other hand, distributed leadership has become increasingly dominant in modern educational systems, as it promotes collaboration among teachers and principals, encourages innovation, and supports organizational sustainability (Khamitdkhanovich dkk., 2025). Therefore, it can be concluded that directive control behaviors should not be positioned as the sole effective leadership approach, but rather as one component among various leadership styles. Effective leadership is situational, requiring the appropriate application of different styles based on specific contexts (Suheri, 2025). Excessive use of directive control behaviors may hinder innovation and limit the long-term development of educational organizations.

The integration of technology within school management has introduced a new layer of complexity to directive control behaviors, often referred to as "technological directive control." In this paradigm, the use of digital monitoring systems and automated reporting tools allows principals to exercise high-level supervision without constant physical presence. While these tools ensure that administrative tasks and curriculum milestones are met with precision, research from 2024 to 2026 suggests that they can also create a "surveillance culture" if not balanced with trust. Therefore, the modern principal must navigate the fine line between utilizing data-driven control to maintain institutional standards and providing the psychological safety necessary for teachers to experiment with new pedagogical strategies.

Ultimately, the sustainability of educational quality depends on the strategic transition from directive control to a more developmental supervisory approach as staff competency grows. Synthesis of the latest literature indicates that while directive behaviors are indispensable during crises or for novice teachers, an over-reliance on them leads to professional stagnation and high turnover rates. To achieve long-term institutional excellence, leadership must be viewed as a fluid continuum; directive control serves as the foundational structure in high-stakes environments, while collaborative and distributed models serve as the engines for innovation. Future educational success will likely be defined by "adaptive governance," where leaders possess the diagnostic skills to apply control when necessary and relinquish it when professional autonomy can drive the school forward.

CONCLUSION

Based on the results of the systematic literature review conducted, it can be concluded that directive control behaviors represent a form of leadership behavior that remains prevalent in educational settings, particularly in situations requiring rapid decision-making and strong organizational control. These behaviors are characterized by one-way communication, clear and direct instructions, and strict supervision in task implementation.

Although directive control behaviors can enhance discipline and provide clarity in carrying out organizational roles and functions, this approach may also limit teachers' creativity, participation, and autonomy due to excessive dependence on the principal and a tendency to wait for directives. As a result, overuse of this approach can lead to undesirable consequences. Therefore, the effectiveness of directive control behaviors is highly dependent on the organizational context and climate.

Ideal educational leadership should not rely solely on a directive approach but should be balanced with participatory, collaborative, and non-directive approaches. Such a balance is essential to ensure harmony between control mechanisms and the development of human resource competencies within educational organizations.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Grammarly to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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