



---

---

## THE IMPORTANCE OF SUPERVISION IMPLEMENTATION IN EDUCATIONAL INSTITUTION

Hasnadi<sup>1\*</sup>

<sup>1</sup>Prodi Manajemen Pendidikan Islam, Jurusan Tarbiyah dan Keguruan, STAIN Teungku Dirundeng, Meulaboh, 23681, Indonesia.

\*Email korespondensi : [hasnadi@staindirundeng.ac.id](mailto:hasnadi@staindirundeng.ac.id)<sup>1</sup>

---

Diterima November 2020; Disetujui Desember 2020; Dipublikasi 31 Januari 2021

**Abstract:** *Educational supervision is an activity carried out by supervisors through the process of mentoring, coaching, providing information and knowledge to the teachers and headmaster as an effort to improve and to increase the competency, performance, quality of learning, professional development, and achievement of educational objectives. This study aims to describe the urgency of supervision implementation in educational institutions. This study used literature review approach: it is the description of theory and result of research that has been conducted as the research foundation. Supervision would be conducted democratically, comprehensively, constructively, objectively, and continuously through collegial, clinical, individual and artistically approach which are appropriate with the condition of the educational institutions. Supervision is important to do because through the supervision, it would motivate and improve the performance of headmaster, teachers, and other staffs, improve and develop the quality of education, and also achieve the educational objectives. The supervisors in carrying out the duties and functions should role as the consultant, coordinator and lead evaluator by creating harmonious relationship, honest, cooperative, patient, and a role model with other good attitudes.*

**Keywords :** *Supervision Implementation and Educational Institution.*

**Abstrak:** Supervisi pendidikan merupakan kegiatan yang dilakukan oleh supervisor melalui proses pembimbingan, pembinaan, pemberian informasi dan pengetahuan kepada guru dan pimpinan lembaga pendidikan sebagai upaya untuk memperbaiki dan meningkatkan kompetensi dan kinerjanya, mutu pembelajaran, pengembangan profesi dan pencapaian tujuan pendidikan. Tujuan penulisan artikel ini untuk mendeskripsikan urgensi pelaksanaan supervisi pada lembaga pendidikan. Penulisan artikel ini menggunakan pendekatan *literature review*, yaitu menguraikan teori, hasil penelitian dan temuan yang didapatkan dari berbagai sumber untuk dijadikan sebagai landasan kegiatan penelitian. Supervisi perlu dilakukan secara demokratis, komprehensif, konstruktif, objektif dan berkesinambungan melalui pendekatan kolegial, klinis, individual serta artistik yang sesuai dengan situasi dan kondisi di lingkungan lembaga pendidikan. Supervisi penting dilakukan pada lembaga pendidikan karena melalui kegiatan supervisi dapat; memotivasi dan meningkatkan kinerja pimpinan lembaga pendidikan, guru dan tenaga kependidikan; meningkatkan dan mengembangkan kompetensi pimpinan lembaga pendidikan, guru dan tenaga kependidikan; kegiatan supervisi berpengaruh terhadap kepuasan kerja anggota lembaga pendidikan; memperbaiki dan meningkatkan mutu pendidikan, serta mencapai tujuan pendidikan. Supervisor dalam melaksanakan tugas dan fungsinya harus dapat berperan sebagai koordinator, konsultan, pemimpin dan evaluator dengan menciptakan hubungan yang harmonis, bersifat terbuka, memahami, jujur, kooperatif, sabar, menjadi teladan dan sikap baik lainnya.

**Kata kunci :** *Pelaksanaan Supervisi dan Lembaga Pendidikan.*

Education is a crucial thing for a nation. Through the quality of education and human resource, the development of a nation could be measured (Wisarja & Sudarsana, 2017). The essence of human resource is the potency that exists in human being to realize their role as the additive and transformative social human beings who are able to manage themselves and their potency to achieve the welfare of life in a balanced and sustainable order. One way to improve the quality of human resource is education (Sudarsana, 2016).

The quality of human resource would be improved through the various programs in systematic and purposeful implementation based on the advances of science and technology as well as faith and piety. The government organizes the national education system which increases faith and piety and also noble moral to improve the intellectual life of the nation in accordance with the regulation of law (article 31 paragraph 3 year 19945).

School is one of educational institutions to realize the objectives of national education and it must be carried out properly. In carrying out the role as the educational institution, school must be managed properly to achieve the objectives that have been formulated (Nur, Harun & Ibrahim, 2016).

Unprofessional school management could hinder the educational process and steps in carrying out the function of school as a formal educational institution. A formal educational institution which is carried out professionally has adequate human resources (Murniati, 2015). Those human resources are the headmaster, teachers, and

other staffs or stakeholders.

Indonesia is a country with low quality of education compared to other countries and even compared to the ASEAN members (Sudarsana, 2016). This happens because education in Indonesia could not carry out its function maximally and properly (Widodo, 2016). It has some complex problems and issues related to the quality of education (Usman & Jailani, 2016). Those problems include the limitation of educational access, number of teachers, quality of teachers, infrastructures, expensive cost of education, low students' achievement, low welfare of the teachers and low relevancy between education and the needs (Ardika, Sitawati & Suciani, 2017).

All educational problems such as the quality of graduates, teaching guidance and training, professional quality and performance are related to the managerial quality of educational leader (Abdullah, 2018) and teachers' competency who directly interact with the students in the process of teaching and learning (Triatna, 2017).

One of solutions to overcome the educational problem including performance improvement of the stuffs is through the supervision program (Suryosubroto, 2012). Educational supervision aims to improve competency of headmaster and teachers (Murniati, 2015). They should communicate to discuss the education and development problems to find solutions with the various alternatives to improve the quality of schools. Supervision is observing, supervising, guiding, and stimulating activities carried out by others to give improvement (Mukhtar & Iskandar,

2011).

Thus, educational supervision aims to improve professional and technical skill for the teachers, headmaster and other staffs to give the best quality of teaching and learning process and it is not based on coercion and compliance, but it would lead to the awareness of initiative and creativity of the school personnels.

The supervision could be carried out through guiding the teachers in teaching process, choosing the appropriate media and methods, as well as systematic evaluation of the whole teaching learning process. So that, to carry out the effective supervision, the supervisor need to understand several approaches to achieve the quality of the objectives.

This study is the description of the importance of supervision implementation in educational institutions and its relevancy with the quality of education, improvement of teachers' competency, performance of schools personnel and the effort to achieve educational objectives.

So far, the educational supervisors have not internalized the attitude and behavior when they carried out their duty as the supervisor, stimulator and motivator in supervising, guiding and improving teachers' performance (Herman, 2020). That supervision program focused only on the buildings and physical facilities, and they did not pay attention to the guidance of the teachers in teaching and learning process. This becomes the obstacle to improve the quality of teaching and learning as well as the education itself (Baehaqi, 2018). For that reason, the whole school stakeholders need to understand the concept of supervision in educational institutions.

The aim of this study is to describe and to analysis the importance of supervision implementation in educational institution. The result of the study is expected to be valuable for the headmasters or educational institutions, teachers, and all stakeholders to improve the performance and quality of education to achieve the objective effectively.

## LITERATURE REVIEW

### The Definition of Educational Supervision

Etymologically, the word supervision is from English word which means supervising or mentoring. The people who supervise are called supervisors and the people who are supervised are called the subject of the supervision (Danim & Kahiri, 2011). According to Suryosubroto (2012) "Supervision is the coaching activity given to all staffs in a school to improve their ability and to develop the better teaching and learning situation."

Supervision is all assistance from the headmaster in developing leadership of teachers and other stakeholders to achieve the educational objectives. This is in line with Mulyasa (2013) who stated that "Supervision is the effort of all school leaders to improve the teaching learning process which includes stimulating, selecting and developing the position of teacher; selecting and revising the educational objectives, media and teaching methods."

Based on those views, the supervision can be interpreted as a service and coaching activity planned by the school supervisors and carried out systematically to help the teachers and all staffs individually or in group to improve their teaching and learning process or their duties effectively.

Supervision can help teacher see and understand the students' need clearly, form the strong moral group and unite the teachers in a friendly and respectful environment.

### **The Duties and Responsibilities of Supervisor**

Supervisors are the person who carry out the supervision. In educational field, they are as educational supervisors. Supervision can help teachers see and understand the students' need clearly, form the strong moral group and unite the teachers in a friendly and respectful environment. According to Suhardan (2010): "as a supervisor who carries all duties related to the teaching and learning process, a supervisor should develop the curriculum for teaching and learning process, improve teachers' ability and performance in their duties, and also improve the professional ability for their staffs."

The supervision program functions to coordinate, stimulate, and guide the teachers, coordinate school effort, equip the school leadership, expand the teachers' experience, stimulate, the creative facilitation and assessment continually, analyze teaching and learning situation, provide knowledge and skills for teachers and staffs, integrate the objectives and help teacher improve their skills (Imron, 2011). This shows that supervisor visits are more frequent and helpful through the coaching, monitoring, assessing, and training activities.

The supervisor's duty is to provide feedback or input for the educators and staffs about several important things which still need to be addresses as

well as to improve their skills and ability. The duty is realized through arranging and organizing the educational supervision program and using the result of supervision. The ability to arrange the program of educational supervision should be realized in arranging the classroom supervision program, developing some supervision programs for extra activities, libraries, laboratory and examination. The ability to implement educational supervision programs is manifested in the implementation of clinical supervision programs and in the supervision program for extra-curricular activities. Meanwhile, the ability to take advantage of the results of educational supervision is manifested in the use of the results of supervision to improve the performance of education personnel and to develop schools.

### **The Principles of Educational Supervision**

Supervisors in carrying out their duties must adhere to appropriate principles to achieve success. Sagala (2010) argued that principle of educational supervision is scientific, which means that it is implemented systematically, continuously, regularly, creatively, democratically and cooperatively by using constructive and creative tools. Supervision is carried out in a democratic manner, which means respecting human dignity as individuals and groups to improve teachers' professional abilities. So that, teachers can improve their abilities in carrying out their teaching assignments, encourage teachers to develop their own abilities, and have serious attention (commitment) to their duties and responsibilities.

According to Suryosubroto (2012) supervision should be carried out with the following principles: (1) scientific, (2) democratic, (3) cooperative and (4) constructive and creative.

The view above explains that academic supervision must be able to create harmonious human relation. The relation should be created in open, solid, and informal situation. This good relationship is not only between supervisors and teachers, but also between supervisors and other parties related to the academic supervision program. Therefore, in its implementation, supervisors must have characteristics, such as an attitude of helpness, understanding, openness, honesty, patience, enthusiasm, and sense of humor.

### **The Techniques of Educational Supervision**

Supervisors could use some techniques of supervision to help teachers improve their teaching and learning situation in group and individually. Supervisors should know, understand and apply the techniques of supervision in educational institution. According to Sagala (2010) "There are various technique used by the supervisor to help teachers improve their teaching and learning process in group and individually such as meeting directly and online or using any other social media. Group supervision technique is one way to carry out the supervision program for more than two people. This technique is used in coaching some teachers at the same time in one group. The example of group supervision are orientation meeting for new teachers, school meeting, study group between teachers, discussion, workshop, and sharing."

Individual supervision technique is the

supervision for a specific teacher who has some personal problems. The supervisor only deals with a teacher who is considered to have the problem. The examples of individual supervision are classroom visits, classroom observation, individual meeting, and self-evaluation.

From the explanation above, it can be concluded that the supervision is very important and crucial in educational institution to overcome some obstacles and difficulties in the process of teaching and learning. Supervision should be carried out with the appropriate technique so that it will create the good and qualified teaching and learning process. Because of that reason, a supervisor should understand some techniques based on the teachers' needs and problems before they carry out the supervision activity.

### **METHODOLOGY**

This study used a literature review approach. It is a description of the theory, research results and findings obtained from various sources as the basis for research activities. Literature reviews can inform readers about the results of the research related to the certain research, connect the research with existing literature and fill in gaps from the previous research (Creswell, 2010).

The author would describe the urgency of implementing supervision in educational institutions through the description and analysis of several theories and research results from various sources, so that the results of this study are interesting to read. The technique of collecting data and information was by finding some resources from national and international books and research journals. The technique of analyzing data and

information was by summarizing the focus of the problems discussed in this article.

## RESULT AND DISCUSSION

Educational supervision is one factor that influences the effort of achieving the educational objectives in one institution. It functions to coach, monitor, and give constructive information for the school staffs who have some important positions. The supervision program includes curriculum component, curriculum development, improvement of teaching quality, teaching management, optimization of function and objectives that have been formulated through the vision and mission in the educational institution (Ulum, 2018).

The implementation of supervision in educational institution is the effort to control the teachers, headmasters, and administration staffs in carrying out their duties and responsibilities. The supervision for the teachers focuses on the teachers' administration and teaching management. It would be helpful and useful for the teachers to find the solution related to their problems and give them motivation to improve their knowledge and ability in giving qualified classroom management (Suryani, 2015).

Educational supervision gives good influence on the improvement of educational quality in Indonesia. It also influences the teacher's competency especially those who arrange the syllabus, lesson plans (Irawati, 2017) and teaching-learning process. This supervision also needs to focus on curriculum and development of school personnel. Curriculum changes based on the condition and certain era. So that, it is needed to

give guidance for the teachers and schools personnel to adapt and develop the certain curriculum (Supriadi, 2019). Supervision helps teachers improve and develop their competency especially managing their teaching and learning process (Rofiki, 2019). The teachers' role as facilitator in teaching and learning process has important meaning in implementing student-centered process of teaching and learning. Teachers should have good competency, understand the students' need and develop the students' ability.

Improving the competency of headmaster, teachers, and other staffs through supervision activity will influence their performance (Atikah, 2018; Sucriah, 2018). The implementation of supervision has an effect to give some job satisfactions of educators (Husnidar, Afandi & Darwis, 2020). A supervisor needs to play a strategic role in carrying out educational supervision in institutions. The knowledge, attitudes and skills possessed by supervisors will influence the implementation of supervision activities effectively. Therefore, a supervisor must have the appropriate competence to develop educational institutions and improve the quality of education (Mawardi, 2019).

Supervisors need to pay attention to several things related to the supervision activities. Those several things include; supervision activities should be adjusted to the plan written in the supervision program, use instruments and observation sheets, apply appropriate and varied supervision approaches, apply the principles of implementing supervision, carry out the pleasant atmosphere (Abadi, Akhyak & Fuadi, 2019), clarify tasks of

school personnel in implementing school management, and implement communication that could increase good and fun communication (Wati, 2019).

The roles of supervisors as consultants, leaders, coordinators and evaluators need to be maximized in carrying out their duties and guiding school personnel. Supervisors are required to be trustworthy. The trustworthy supervisory approach is an approach of work that is obedient to religious and state laws, responsible, loyal, fulfilling the duties and honest (Herman, et.al., 2020).

Supervision activities must be carried out regularly and on a scheduled basis. Approaches that can be applied in implementing supervision include a directive approach, a non-directive approach and a collaborative approach. Supervisors need to consider the application of a supervisory approach that is appropriate to the situation, conditions, environment and needs of the educational institution. This is due to differences in characteristics of the subject, performance, motivation, competence and other factors (Aminah, 2017).

Supervision activities need to be evaluated on the Context Input Process and Product (CIPP) supervision activities (Kurniawan, Dwikumaningsih & Sulasmono, 2018). Context evaluation needs to do to show that the supervision is carried out is based on situations, conditions and needs as well as the plans and formulation of programs to achieve. Input evaluation describes the direction and program organization, determine the sources and alternatives, plans and strategies for achieving the needs. Process evaluation shows an evaluation that analyses which programs that has

been implemented? Which aspects that has been revised? and other activities to see the suitability of the program and its implementation. Product evaluation is carried out to see the results that have been achieved, things that need to fix, maintain and enhance

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Educational supervision is one way to develop the better educational process, improve the professional and technical competency for the teachers, headmasters, and other school personnel in order to make the qualified educational process. Educational supervision is carried out on the basis of cooperation, participation and collaboration, not based on coercion and obedience that leads to the awareness, initiative and creativity of school personnel in order to improve the quality of education. Supervisors can take several approaches to supervision as an option in conducting supervision, such as collegial approach, clinical approach, individual approach or artistic approach either directly, indirectly or collaboratively in accordance with the conditions and circumstances of the teacher.

### **Suggestion**

Supervisors or school principals need to carry out regular and scheduled supervision activities for the teachers to improve their teaching and learning process. In the process, supervisors monitor directly when the teacher is teaching. Supervisors need to convey classroom management skills and teachers must maintain clear standards in accordance with students' behavior, discipline the

students fairly, objectively and in a constructive manner, use class time effectively, provide positive and constructive feedback for every action and effort, show behavior that focuses on students' attention to the process of teaching and learning.

## REFERENCES

- Abadi, Y., Akhyak, A., & Fuadi, I. (2019). Supervisi Pembelajaran Kepala Madrasah Dalam Meningkatkan Mutu Pembelajaran. *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)*, 3(2), 36-44.
- Abdullah, M. (2018). Manajemen Mutu Pendidikan di Sekolah Peran Kepemimpinan Kepala Sekolah, Profesionalisme Guru, dan Partisipasi Masyarakat Dalam Peningkatan Mutu Pendidikan di Sekolah. *Jurnal Penelitian Pendidikan*, 17(3), 190-198.
- Aminah, S. (2017). Pendekatan Efektif Supervisor Pendidikan Dalam Pelayanan Etos Kerja Guru Di Lembaga Pendidikan Islam. *TADRIS: Jurnal Pendidikan Islam*, 12(1), 40-62.
- Ardika, I. W. D., Sitawati, A. R., & Suciani, N. K. (2017). Fenomena Pokok Pendidikan Indonesia: Apa dan Bagaimana?. *Soshum: Jurnal Sosial dan Humaniora*, 3(1), 96.
- Atikah, C. (2018). Kegiatan Supervisi Pendidikan Dalam Menunjang Kinerja Guru di TK Islam Tirtayasa Serang. *Jurnal PAUD Agapedia*, 2(1), 45-52.
- Baehaqi, M. A. (2018). Manajemen Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru (Studi deskriptif kualitatif di SMK Bandung Barat 2 Cihampelas dan SMK IT NU Saguling). *Syntax Literate: Jurnal Ilmiah Indonesia*, 3(8), 51-60.
- Creswell, J. (2010). *Research Design; Qualitative, Quantitative and Mixed Methods Approaches*, Terjemahan Ahmad Fawaid. Yogyakarta: Pustaka Pelajar.
- Danim, Sudarman & Khairi. (2011). *Profesi Kependidikan*. Bandung: Alfabeta.
- Herman, H. (2020). Pendekatan Istikamah Model Supervisi Peningkatan Kinerja Guru PAI di SMP Negeri Kabupaten Nagan Raya. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 20(2), 202-212.
- Herman, J. I., Asiah, N., Anifah, N., & Hasnadi. (2020). An Amanah Approach of Supervision Model to Improve the Performance of Islamic Education Teachers at Public Junior High Schools in Nagan Raya. *International Journal of Advanced Science and Technology*, 29(08), 201 - 210.
- Husnidar, H., Afandi, M., & Darwis, A. (2020). Pengaruh Supervisi dan Kepemimpinan Kepala Madrasah terhadap Kepuasan Kerja Tenaga Pendidik Madrasah Tsanawiyah se Kecamatan Perhentian Raja. *Indonesian Journal of Islamic Educational Management*, 3(1), 34-43.
- Imron, A. (2011). *Supervisi Pembelajaran Tingkat Satuan Pendidikan*. Jakarta: Bumi Aksara.
- Irawati, N. (2017). Pelaksanaan Teknik Supervisi Individual Guna Meningkatkan Kinerja Guru Dalam Menyusun Silabus Dan RPP Di SD Negeri 50 Kota Banda Aceh Tahun Pelajaran 2015/2016. *Jurnal Dedikasi Pendidikan*, 1(2), 214-222.
- Kurniawan, D., Dwikurnaningsih, Y., & Sulasmono, B. S. (2018). Evaluasi Program Supervisi Akademik di PAUD Swasta. *Kelola: Jurnal Manajemen Pendidikan*, 5(2), 107-123.
- Mawardi, M. (2019). Peranan Supervisi Manajerial Dalam Meningkatkan Kinerja Sekolah/Madrasah. *Darussalam*, 1(1), 15-24.



- Mukhtar & Iskandar. (2011). *Orientasi Baru Supervisi Pendidikan*. Jakarta: Gaung Persada.
- Mulyasa, E. (2013). *Manajemen & Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Murniati, A. R. (2015). Implementasi Manajemen Berbasis Sekolah Dalam Pemberdayaan Guru Pada SMP Negeri 6 Kota Banda Aceh. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 2(1), 58-66.
- Murniati, A. R. (2015). Pelaksanaan Supervisi Akademik Kepala Sekolah Pada SMP 1 Lhoknga Kecamatan Lhoknga Kabupaten Aceh Besar. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 3(2), 59-68.
- Nur, M., Harun, C. Z., & Ibrahim, S. (2016). Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada SDN Dayah Guci Kabupaten Pidie. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 4(1), 93-103.
- Pasal 31 ayat (3) Undang-Undang Dasar Tahun 1945
- Rofiki, M. (2019). Urgensi Supervisi Akademik Dalam Pengembangan Profesionalisme Guru Di Era Industri 4.0. *Indonesian Journal of Basic Education*, 2(3), 502-514.
- Rohmatika, R. V. (2016). Urgensi Supervisi Manajerial Untuk Peningkatan Kinerja Sekolah. *Ijtima'iyya: Jurnal Pengembangan Masyarakat Islam*, 9(1), 1-20.
- Sagala, S. (2010). *Supervisi Pembelajaran: dalam Profesi Pendidikan*. Bandung: Alfabeta.
- Sudarsana, I. K. (2016). Pemikiran Tokoh Pendidikan Dalam Buku Lifelong Learning: Policies, Practices, And Programs (Perspektif Peningkatan Mutu Pendidikan di Indonesia). *Jurnal Penjaminan Mutu*, 2(2), 44-53.
- Sudarsana, I. K. (2016). Pemikiran Tokoh Pendidikan Dalam Buku Lifelong Learning: Policies, Practices, And Programs (Perspektif Peningkatan Mutu Pendidikan di Indonesia). *Jurnal Penjaminan Mutu*, 2(2), 44-53.
- Sucriah, S. (2018). Pelaksanaan Supervisi Akademik Melalui Pengelolaan Sarana dan Prasarana dalam Meningkatkan Kinerja Guru. *Jurnal Dedikasi Pendidikan*, 2(1), 97-101.
- Suhardan, D. (2010). *Standar Kinerja Guru dan Pengaruhnya Terhadap Pelayanan Belajar, dalam Mimbar Pendidikan*. Bandung: UPI.
- Supriadi, B. (2019). Hakikat Supervisi Dalam Pendidikan Islam. *Indonesian Journal of Islamic Educational Management*, 2(1), 1-11.
- Suryani, C. (2015). Implementasi Supervisi Pendidikan dalam Meningkatkan Proses Pembelajaran di MIN Sukadamai Kota Banda Aceh. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 16(1), 23-42.
- Suryosubroto. (2012). *Manajemen Pendidikan di Sekolah*. Jakarta: Rineka Cipta.
- Susanti, N. (2019). Manajemen Supervisi Akademik dalam Lembaga Pendidikan Islam. *Al-Kahfi: Jurnal Pendidikan Agama Islam*, 4(2), 81-93.
- Triatna, C. (2017). Evaluasi Kinerja Guru dan Upaya Penjaminan Mutu Sekolah. *Jurnal Administrasi Pendidikan*, 5(1), 1-15.
- Ulum, M. B. (2018). Urgensi Supervisi Pendidikan di Sekolah. *FALASIFA: Jurnal Studi Keislaman*, 9(2), 127-134.
- Usman, N., & Djailani, A. R. (2016). Pelaksanaan Supervisi Akademik Oleh Kepala Sekolah Dalam Meningkatkan Kompetensi Profesional Guru Pada SD Negeri Lam Ura Kecamatan Simpang

Tiga Kabupaten Aceh Besar. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 4(1), 148-157.

Wati, T. A. (2019). Peningkatan Semangat Kerja Guru Melalui Supervisi Komunikasi Administrasi Oleh Kepala Sekolah Di SDN Kedungsumur 1 Kecamatan Krembung Kabupaten Sidoarjo. *Jurnal Ilmiah Pengembangan Pendidikan (JIPP)*, 6(3), 51-58.

Widodo, H. (2016). Potret Pendidikan di Indonesia dan Kesiapannya dalam Menghadapi Masyarakat Ekonomi Asia (MEA). *Cendekia: Journal of Education and Society*, 13(2), 293-308.

Wisarja, I. K., & Sudarsana, I. K. (2017). Refleksi Kritis Ideologi Pendidikan Konservatisme dan Liberalisme Menuju Paradigma Baru Pendidikan. *Journal of Education Research and Evaluation*, 1(4), 283-291.

---

▪ *How to cite this paper :*

Hasnadi. (2021). The Importance of Supervision Implementation in Educational Institution. *Jurnal Dedikasi Pendidikan*, 5(1), 1–10.