



Evaluation of Academic Supervision as an Effort to Strengthen the Internal Quality Assurance System in School

Widya Belqis Humairoh, Hasyim Asy' ari, Sita Ratnaningsih¹

¹Universitas Islam Negeri Syarif Hidayatullah, Jakarta, Indonesia

ABSTRACT:

Academic supervision plays an essential role in improving the quality of learning at SMP Negeri 3 Tangerang. This study aims to describe the implementation of academic supervision, its benefits in enhancing teacher professionalism, the supporting and inhibiting factors, and its contribution to strengthening the Internal Quality Assurance System through the cycle of Establishment, Implementation, Evaluation, Control, and Improvement. This research employed a descriptive qualitative approach by collecting data through interviews with the Vice Principal for Curriculum and a teacher. The findings indicate that academic supervision is carried out systematically through the stages of pre-observation, observation, and post-observation, providing significant feedback for improving teachers' competence in lesson planning, classroom management, and reflective evaluation. Supervision also serves as a foundation for evaluating the implementation of SPMI standards. Supporting factors include school leadership, a collaborative school culture, and teacher enthusiasm, while inhibiting factors relate to limited time allocation and teachers' perceptions of supervision. The study concludes that well-implemented academic supervision contributes to strengthening SPMI when conducted continuously, systematically, and collaboratively.

Keywords: Academic Supervision; SPMI; Learning Quality

ABSTRAK:

Supervisi akademik memainkan peran penting dalam meningkatkan kualitas pembelajaran di SMP Negeri 3 Tangerang. Penelitian ini bertujuan untuk mendeskripsikan implementasi supervisi akademik, manfaatnya dalam meningkatkan profesionalisme guru, faktor pendukung dan penghambatnya, serta kontribusinya dalam memperkuat Sistem Penjaminan Mutu Internal melalui siklus Pembentukan, Implementasi, Evaluasi, Pengendalian, dan Peningkatan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan mengumpulkan data melalui wawancara dengan Wakil Kepala Sekolah Bidang Kurikulum dan seorang guru. Hasil penelitian menunjukkan bahwa supervisi akademik dilakukan secara sistematis melalui tahapan pra-observasi, observasi, dan pasca-observasi, memberikan umpan balik yang signifikan untuk meningkatkan kompetensi guru dalam perencanaan pembelajaran, manajemen kelas, dan evaluasi reflektif. Supervisi juga berfungsi sebagai landasan untuk mengevaluasi implementasi standar SPMI. Faktor pendukung meliputi kepemimpinan sekolah, budaya sekolah yang kolaboratif, dan antusiasme guru, sedangkan faktor penghambat berkaitan dengan alokasi waktu yang terbatas dan persepsi guru terhadap supervisi. Penelitian ini menyimpulkan bahwa supervisi akademik yang diimplementasikan dengan baik berkontribusi pada penguatan SPMI jika dilakukan secara berkelanjutan, sistematis, dan kolaboratif.

Kata kunci: Supervisi Akademik; SPMI; Kualitas Pembelajaran

*Corresponding Author,

Email address: widyabelqis1@gmail.com (Widya Belqis Humairoh)



Creative Commons Attribution-ShareAlike 4.0 International License
©2026 Jawda : Journal of Islamic Education Management.

INTRODUCTION

The quality of education is the first criterion to assess the competence of an educational institution. Each division of education, and public schools particularly, must produce a learning process that is effective, measurable, and directed toward meeting national standards so that the student can meet their maximum educational potential. The dilemma for quality has further intensified in the new 21st-century education landscape, where instead of merely focusing on knowledge-based academics and standardized tests; there is more emphasis on critical thinking, creativity, collaboration, and communication. In this environment, schools not only need to make sure there is learning occurring in their distance classrooms, but that the quality of that learning and the standards are met.¹

However, in reality, many schools encounter difficulties in maintaining the consistency of learning quality. Teachers are frequently overwhelmed with administrative duties, deal with varied student traits, and face obstacles in creating teaching innovations. Such challenges may result in fluctuating or even deteriorating learning quality. One key approach to preserving stable learning quality is academic supervision.² Academic supervision serves both as an administrative oversight mechanism and a means of professional growth focused on enhancing teachers' instructional quality.

In an ideal scenario, academic supervision would be a support system for teachers to develop their four core competencies, which are pedagogical, professional, social, and personal. Moreover, supervision might create an environment of reflection that would allow teachers to evaluate and enhance their teaching practices

¹ Wildansyah Lubis, "Manajemen pendidik dan tenaga kependidikan dalam meningkatkan mutu pendidikan," *Jurnal Educandum* 10, no. 1 (2017): 1–12.

² Edi Rismawan, "Pengaruh supervisi kepala sekolah dan motivasi berprestasi guru terhadap kinerja mengajar guru," *Jurnal Administrasi Pendidikan* 12, no. 1 (2015).

with full awareness. But several researchers have already reported that there exists a gap between the supervision as it is perceived and its actual practice. According to Anderson (2019), a lot of teachers still view supervision as a high-tension evaluative process. Permana and Karwanto, on the other hand, have found that some teachers think of supervision as a procedure that is merely a formality and does not actually have any effect on learning. Based on these findings, one can conclude that supervisory practices are not often going to be in full accordance with the principles of professional development that are mentioned in modern supervision theory.³

During the last ten years, the academic supervision theory's development has moved away from a controlling-oriented concept to a more humanistic one. It is not only about the documentation of instructional activities anymore, but rather about the enhancement of teachers' skills through conversation, coaching, and mentoring. Glickman is of the opinion that perfect academic supervision pushes educators to perform in-depth reflection on their teaching methods and to come up with new and better teaching tactics.⁴

Academic supervision is tightly interconnected with the operationalization of the Internal Quality Assurance System (SPMI) as well. The SPMI is a four-phase process consisting of Determination, Implementation, Evaluation, and Control, as prescribed by the Ministry of Education and Culture (2016) through the PPEPP cycle. Academic supervision plays an important part during the Evaluation and Control phases because it delivers schools' objective data on the execution of teaching process

³ John Elliott, "Teachers as researchers: Implications for supervision and for teacher education," *Teaching and teacher education* 6, no. 1 (1990): 1–26.

⁴ Anita Handayani, Sudadi Sudadi, dan Moh Holil Baitaputra, "The Effectiveness of the Cogan, Goldhammer, and Glickman Clinical Supervision Approach: An Adaptive Study for the Development of Teachers' Professional Competence in Elementary Schools," *Idarotuna: Journal of Administrative Science* 5, no. 2 (2024): 196–210.

standards. Prayogi states that the academic supervision done in a very systematic way can increase the effectiveness of the whole PPEPP cycle by giving continuous information about the differences between the standard and real instructional practices. Nevertheless, in reality, a lot of schools perform supervision only to satisfy the requirements for the quality documentation and not to improve the teaching process by utilizing the results. This indicates a disconnect in the usage of supervision as a vital element in quality assurance.

The research was carried out at SMP Negeri 3 Tangerang, a public school situated in an urban locale distinguished by high learning environment complexity. The institution caters to a varied student populace in terms of social and academic levels, thus the necessity for teachers' professional development is reinforced. According to preliminary interviews, the school has planned and carried out structured supervision from January to November with a supervisory team. There are still a few challenges that need to be addressed, like teachers considering supervision as a form of control, limited time for the supervisors, and insufficient use of the data collected during the supervision in the PPEPP cycle. The school, however, has been working on spreading its quality culture through varied activities like teacher training, teaching aids workshops, and regular evaluations. Hence, it is an appropriate location to study the connection between academic supervision and SPMI implementation.

In the context of the academic supervision implementation mentioned earlier, recent literature from the last decade demonstrates that supervision effectiveness is greatly impacted by the leadership style. Hallinger argues that instructional leadership is the factor that defines the quality of supervision. Aini and Citriadin's study confirms that reflection-based supervision can improve teacher satisfaction and motivate them, as it treats them as professional partners. The discoveries serve as a theoretical basis for understanding the role of academic supervision in quality

enhancement and they also support the discussion in the next section.⁵

This research provides a new perspective because it not only examines the effectiveness of supervision but also explicitly looks into how supervisory results are used in SPMI introduction, especially during the PPEPP cycle. Earlier research usually emphasized only one dimension, like the effectiveness of supervision or SPMI implementation, but seldom scrutinized the empirical connection between the two at the school level. This research bridges that gap by incorporating real interview data from the Vice Principal for Curriculum and a teacher at SMP Negeri 3 Tangerang.

This research aims to help schools, by giving them concrete suggestions, to make their academic supervision practices stronger or, more simply, to turn the supervision into a process that would lead to the improvement of the learning quality rather than being just a formality. Besides, this research adds to the existing literature the discussion of academic supervision and educational quality assurance, especially in the light of schools that are establishing a quality-based culture. This research is identified with the above-mentioned key aspects, such as the practice of academic supervision at SMP Negeri 3 Tangerang; the advantages of supervision in improving the competence of teachers; the factors that support and inhibit supervision, the role of supervision in the SPMI implementation through the PPEPP cycle; and the methods to strengthen supervision for the purpose of improving learning quality.

By taking into account the information provided earlier, the study highlights the following aspects: the academic supervision application in SMP Negeri 3 Tangerang; the advantages of supervision as a means for developing teacher expertise; the

⁵ Nurul Hapizatul Aini dan Yudin Citriadin, "Strategi Peningkatan Motivasi Kerja dan Kinerja Tenaga Pendidik Melalui Supervisi Akademik Berbasis Coaching," *JPAP (Jurnal Praktisi Administrasi Pendidikan)* 9, no. 2 (2025): 151–57.

factors that help and those that hinder supervision, the role of supervision in SPMI implementation through the PPEPP cycle; and the ways of improving supervision to increase the quality of learning.

METHODS

The investigation made use of a descriptive qualitative methodology together with minor quantitative components to support the comprehension of the positive impact of academic supervision on learning quality and the successful application of the Internal Quality Assurance System (SPMI). The selection of this methodology is justified by the process-based nature of the study, the experiences of the educational actors, and the meanings derived from them regarding the academic supervision implementation. Qualitative data were the main source for the thorough and comprehensive exploration of the phenomenon, while basic quantitative data provided percentage-based descriptions or trends concerning the teachers' views on the supervision they received.⁶

The prime location for the research was the SMP Negeri 3 Tangerang school, where academic supervision is regularly done and a functional SPMI structure including PPEPP documents, evaluation reports, and an annual supervision schedule, is in place. The site was chosen purposely for the reason that the school from January to November systematically conducts academic supervision and has an internal supervision team that is formally appointed through the Principal's Decree of SMP Negeri 3 Tangerang. The situation is such that the school is appropriate for the study of the relationship between academic supervision and SPMI implementation.

⁶ Siti Hanyfah, Gilang Ryan Fernandes, dan Iwan Budiarmo, "Penerapan metode kualitatif deskriptif untuk aplikasi pengolahan data pelanggan pada car wash," in *Semnas Ristek (Seminar Nasional Riset Dan Inovasi Teknologi)*, vol. 6, 2022.

The information used in the study came from both primary and secondary sources. Primary data were collected via comprehensive interviews with the Vice Principal for Curriculum, the academic supervision coordinator, and a teacher with multiple supervision cycles. Semi-structured interviews were designed to give the researcher a chance to investigate the wider information connected with supervision planning, classroom observation practices, feedback mechanisms, and the use of supervision results for enhancing instructional quality. Secondary data were drawn from a variety of documents such as supervision schedules, teacher observation forms, instructional evaluation instruments, annual SPMI reports, and follow-up meeting records.

The gathering of data was carried out using four different methods that worked hand in hand: interviews, observation, documentation, and a straightforward questionnaire. To begin with, detailed interviews were held to get a full understanding of the supervision process and the relationships between the supervisors and the teachers. Face-to-face interviews were done, recorded with the help of digital devices, and accompanied by taking field notes to make sure that no important information was lost. Next, very few observations were done during the supervision process. The researcher attended the pre-observation meeting, watched the supervisor's methods during the classroom observation, and then took part in the feedback session. The notes taken during the observation were about the supervision flow, how clear the instructions were, and what kinds of support were given to the teachers. Additionally, the documentation was scrutinized in order to obtain written evidence about the supervision procedures and SPMI implementation. The documents reviewed included supervision instruments, follow-up reports, and quality standard documents, which were analyzed to check consistency between the practice and institutional procedures. Finally, a simple questionnaire was given to the teachers to collect their views as data regarding the effectiveness of the academic supervision. The

questionnaire covered areas related to supervision benefits, clarity of feedback, and its contribution to instructional improvement. The research tools included interview guidelines, observation sheets, and documentation checklists. They were developed with a practical approach and no theoretical constructs were involved. Questions on supervision planning, implementation, benefits, and challenges, as well as their connection to the PPEPP cycle, were in the interview guidelines. The observation sheet was utilized to evaluate the three stages of supervision i.e. pre-observation, classroom observation, and post-observation. The checklist of documents to be reviewed was in the documentation checklist and it included formats of supervision, SPMI standards, evaluation reports, and follow-up documents. The instrument grids may be placed in the appendix section of the article if needed.

The data analysis was done gradually using the methods of data reduction, data display, and drawing conclusions. The initial step of data reduction was done through selecting important pieces of information from interviews, observations, and documents, and then classifying them into themes which are supervision implementation, supervision benefits, supervision barriers, and the link between supervision and SPMI. The data were represented in a structured narrative form so that the researcher could easily spot relationships among different categories. The conclusions were made after an extensive analysis, which guaranteed that the findings were true reflections of the real situations in the school.

Besides qualitative analysis, the response data from the questionnaire were subjected to descriptive statistical analysis, where the frequencies and percentages of the responses were calculated. These results were not meant for a statistical generalization but rather supported the qualitative findings regarding the perceptions of teachers on academic supervision.

To ensure data validity, source triangulation and technique triangulation were employed. Source triangulation was carried out

by contrasting the information supplied by the vice principal, teachers, and supervision documents. Technique triangulation involved the comparison of results from interviews, observations, and questionnaires. Member checking was also performed by reconfirming the results of the interviews with the informants to ensure that the researcher's interpretation was in line with the informant's intended meaning.

The research was performed in three main phases. The first phase was preparation, which included getting permission, preparing tools, and doing a preliminary review of the documents related to supervision. The second phase was data gathering, which lasted for two weeks and was done through interviews, the researchers' observations, and the collection of documents. The third phase was data analysis and report writing, where the researchers also had informal discussions with school staff to validate findings.

The research procedure is expected to lead to a situation where academic supervision will be the main subject of a comprehensive study, the dynamics of supervisor-teacher relations and the role of supervision in the indoctrination of SPMI in schools would be other subjects of research. Moreover, the findings could also bring about a better understanding of the school supervision system and provide recommendations for its improvement in ways that it would be able to function as a supporting tool for the quality of instruction to be continuously and effectively improved.

RESULTS AND DISCUSSION

RESULTS

The study came to its conclusion by using the methods of in-depth interviews, restricted observations, and the scrutiny of academic supervision documents, along with documents concerning the execution of the Internal Quality Assurance System (SPMI) at the school. The outcomes are shared in narrative form and are, furthermore, supported by summary tables and

descriptive graphics, which are in conformity with the standard requirements for reporting research findings. The presentation of the results mirrors the real situations of academic supervision practices, teachers' views, and the interplay of communication between supervisors and teachers in the school.

3.1 Implementation of Academic Supervision in the School

In conversations with the Vice Principal for Curriculum, it was revealed that academic supervision at SMP Negeri 3 Tangerang is done in a planned and systematic manner. At the start of each academic year, planning is done through the formation of a supervision schedule, which covers the gathering of teacher data, setting of observation periods, and assigning duties to each member of the supervisory team. The supervisory team is made up not only of the vice principal but also senior teachers and subject coordinators, thus making supervision more effective and in a more proportionate manner according to each supervisor's area of expertise.

The process of supervision implements three main stages, which are: pre-observation, classroom observation, and post-observation. During the pre-observation stage, teachers need to gather together and present instructional materials like lesson plans (RPP), teaching modules, and learning media. The pre-observation talk is not concentrated only on getting the administration done, but also on making sure that the learning objectives are the same as the strategies and the assessments used. Teachers said that they found it useful to have this session as it made their learning steps clearer and more effective.

The observation phase is done by means of unobserved classroom direct observation. The supervisors take notes of the learning process throughout the teacher's presentation, core activities, and closing. The teachers were at first a bit scared, but as the supervision went on, they got more comfortable and were able to show their real teaching. This kind of observation gives an actual

view of the teachers' skills in controlling the class, teaching, and managing time for teaching.

The teachers regard the post-observation phase as the most significant one. During this phase, the supervisors outline the merits and demerits of the teaching-learning process. Constructive and very useful personalized feedback was given to the teachers, particularly regarding the teaching techniques used and students' understanding of the instructions given. Moreover, the supervisors provided examples of different methods tailored to the class. The summary of the supervision implementation throughout the whole academic year appears in the table.

Table 1.

Implementation of Academic Supervision Within One Academic Year

No	Supervision Activity	Frequency	Description
1	Pre-observation	12	Conducted prior to each scheduled classroom observation
2	Classroom Observation	12	Conducted during teaching and learning activities throughout the academic year
3	Post-observation	12	Reflective discussion and feedback are conducted after each classroom observation
4	Follow-up Meetings	4	Conducted at the end of each quarter based on observation results
5	Supervision Reporting	12	Reports compiled after each supervision cycle and submitted to the principal.

The academic supervision process consists of various interconnected phases, which together create a never-ending cycle during the whole academic year. The pre-observation phase is mainly concerned with organizing the various activities, including

dialogues between the supervisor and teachers about the lesson's aims, the teaching methods to be used, and how the students' performance will be measured. This phase of the process guarantees that supervision is in sync with the teaching objectives and the needs of the teachers.

The observation of the classroom is a stage that happens in the teaching and learning process with the aim of systematically monitoring the different aspects of teaching, controlling the classroom, and engaging the students. The data that is obtained during this stage is considered empirical evidence of the performance of the teachers. The post-observation stage includes the discussion of reflections and the provision of criticism that is helpful between the manager and the teachers. This stage is about professional reflection, recognizing the strengths and the areas that need improvement, and agreeing on the actions to be taken afterwards.

The follow-up meetings take place four times a year and are aimed at jointly reviewing the supervision findings, tracking the development, and sharing the difficulties in teaching that are common to all. The meetings serve as a platform for mutual reflection and the improvement of the process throughout. Supervision reporting is eventually done at the end of every supervisory cycle to record the findings, choices, and plans for improvement. This record-keeping helps the school's internal quality assurance process by making the parties involved accountable and giving them the opportunity for continuous quality control and improvement.

3.2 Impact of Academic Supervision on Teacher Competence

The educators who were questioned admitted that academic mentoring was a major factor in the enhancement of their skills, mainly in the areas of lesson planning, execution, and reflection. The teachers, through the pre-observation meetings were able to perfect the writing of learning indicators, get the instructional activities arranged, and pick the methods that were most suitable

for their students' traits. Teachers recognized that some components of instruction, which they had earlier thought to be adequate, actually needed more support. Within the area of classroom management, supervision led teachers to better time management, student activity control, and giving instructions. Teachers said that after getting feedback from the supervisors, they started giving instructions that were more organized, thereby making it easier for the students to understand the flow of activities. Teachers also became more aware of the classroom situation, especially the times when students needed guidance or reinforcement.

The contributions of supervision extended to the area of teachers' reflective abilities. According to teachers, they had self-evaluated their teaching more often after lessons with the purpose of spotting areas for improvement. This suggests that supervision is not just a source of short-term feedback but rather an agent of long-term transformation in teachers' professional conduct. Teachers' self-assessments of their skill improvement can be seen in the figure.

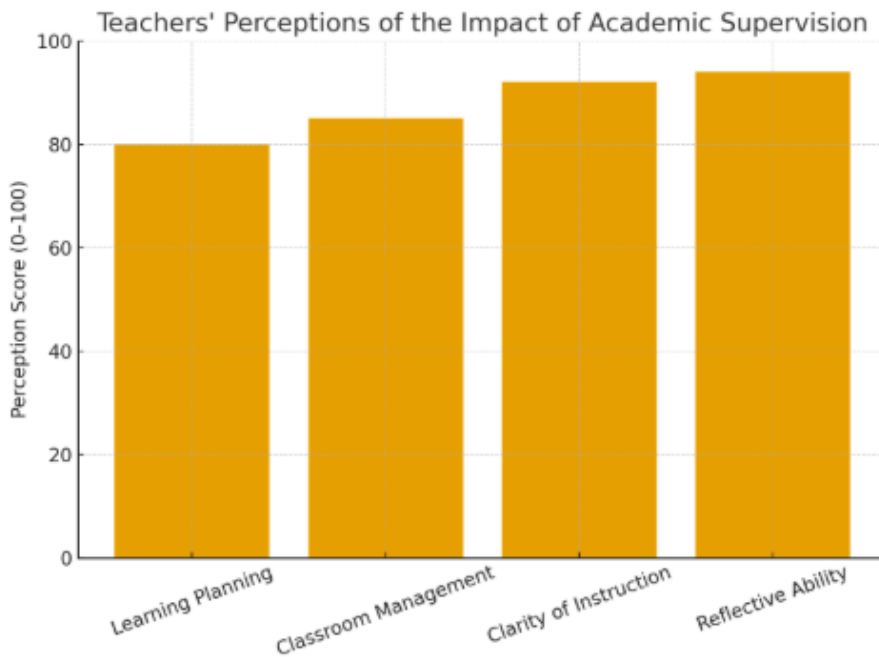


Figure 1.
Teachers' Perceptions of the Impact of Academic Supervision

In general, the graph demonstrates advancements in four major aspects—learning planning, classroom management, clarity of instruction, and reflective ability. The biggest increases were seen in the areas of clarity of instruction and reflective ability, which teachers credited as direct results of the post-observation feedback process.

3.3 Supporting and Inhibiting Factors in the Implementation of Supervision

The results of the interview indicate that the effectiveness of supervision is influenced by various supporting factors. The support of the principal comes out as the most significant element, especially in laying down the right policies, making sure that the supervision timetable is followed, and making it clear that the supervision is for professional development rather than just evaluation. The presence of a cooperative spirit among teachers is also a very important factor. They share the findings of their

supervision with each other, talk about the strategies suggested by the supervisors, and help one another to make their teaching better.

An instrument for supervision that is both short and clear is in fact a great help to the whole supervision process. The teachers reported that the instrument allowed them to perceive which parts were being assessed and which ones required improvement. Moreover, the good dialogue between supervisors and teachers was a major factor in making the supervision process easy and useful.

Nevertheless, the supervision process is also a source of various challenges. The main limitation to the process is time, particularly for those superiors who are doing administrative and managerial work at the same time. Teachers also feel the pressure that comes along with the supervision that is carried out around the time of assessments. The fact that supervision is still seen by some teachers as a form of formal evaluation leads to their feeling less comfortable in showing their real teaching styles.

One more difficulty is that supervisors vary in their communication styles. In giving feedback, some supervisors are very particular and detailed while others just stick to the comments that are vague and formal in nature. This disparity in feedback influences the teacher's follow-up actions in terms of their effectiveness.

3.4 The Role of Academic Supervision in the Implementation of SPMI

Academic supervision is crucial in supporting the application of the Internal Quality Assurance System (SPMI), mainly during the evaluation and control phases of the PPEPP cycle. The data obtained from supervision are the foundation for judging the application of the standards for the instructional process. Documentation and discussion of each supervision discovery occur in quality team meetings to establish required enhancements.

Teachers reported that various revisions to instructional documents, such as improved formulation of indicators, adjustments to formative assessments, and the use of more varied instructional media, were direct follow-up actions derived from supervision results. This indicates that supervision does not stop at classroom observation but also influences instructional policies at the school level.

In the scenario of continuous quality improvement, supervision provides factual data that links classroom practices with schoolwide quality planning. Supervision findings support the school in its decisions about training programs, teacher competencies, and curriculum implementation evaluation. Therefore, academic supervision acts like a quality control measure that checks if the learning process is in accordance with standards and keeps on improving at the same time.

DISCUSSION

The primary objective of this discourse is to present a thorough and totally connected explanation of the research findings by referring to the theories of educational supervision and the relevant scholarly literature, thus giving a well-rounded picture of the SMP Negeri 3 Tangerang academic supervision practices. The discussion differs from the results section, which simply gives descriptive data, in that it uses field findings as the basis for building arguments that clarify the dynamics of supervision in the context of teacher professional development and the strengthening of the Internal Quality Assurance System (SPMI). Therefore, this part of the paper is not just a repetition of interview results; it is a synthesis of new knowledge based on empirical evidence and contemporary educational theory.

The discovery that supervision is carried out uniformly during the whole academic year should be interpreted in the context of modern academic supervision, which not only underlines the standardization of procedures but also the quality of the pedagogical relationships between the supervisors and the

teachers involved. In current writings, the situation is that academic supervision is no longer seen as an instrument for mere monitoring but rather as a practice of teacher empowerment through reflective dialogues, coaching, and targeted professional development. Hence, if the teachers participating in this research characterize supervision as a giving and receiving process of meaningful feedback, it can be inferred that the mode of supervision practiced corresponds to clinical supervision and humanistic approaches often advocated by specialists.

Moreover, the fact that supervision results are incorporated into the PPEPP cycle of SPMI signifies a merger between the practices of academic supervision and the school's internal quality assurance system. In the context of educational quality, supervision is a major source of data for evaluation, and hence, schools can measure and maintain the quality of their teaching through continuous improvement. This shows that academic supervision ought not to be seen as a separate endeavor but rather as a quality management activity within the whole process. The following discussion explains the strategic role of supervision across three main dimensions: teacher professional development, the interaction of supervision as a pedagogical practice, and its impact on the strengthening of SPMI implementation.

3.1 Academic Supervision from the Perspective of Teacher Professional Development

The academic supervision that has been consistently applied at SMP Negeri 3 Tangerang has an important impact on the teachers' professional development. In fact, teacher professional development is seen in literature as a process that lasts throughout a teacher's life and gradually increases his/her competencies in every aspect of the teaching process, that is, planning, doing, assessing, and reflecting. Supervision is found to be very effective if it has made the teachers conscious of what goes on in the classrooms, helped them to develop their own pedagogical theories, and created an environment where they can reflect on

their practices. The results of this research reveal that the teachers whose supervision is ongoing have made progress in all three spheres.⁷

Throughout the realm of instructional planning, the teachers displayed development in formulating learning objectives that were more measurable, choosing relevant teaching methods, and creating learning sequences with more clarity. Supervisors suggested that teachers associate learning goals with students' requirements and skill levels. This is in accordance with authors who contend that instructors possessing thoroughly planned lessons are likely to give more efficient teaching and assess learning results more accurately. The invitation to implement differentiated instruction is a sign of the school's acceptance of inclusive teaching principles that consider the various needs of the learners.⁸

In the context of instructional implementation, supervision led to an enhancement of teachers' skills in classroom management. The feedback provided through supervision made teachers aware of the necessity of giving clear instructions, managing time, reinforcing positive behavior, and being responsive to the dynamics of the classroom. Earlier research has pointed out that the quality of classroom management is the major factor affecting the effectiveness of instruction. If the teachers in the study indicated improvement in giving instructions and controlling the speed of instruction after supervision, it is evidence that supervision was a factor in fostering teacher-student interaction.⁹

This is the main point, supervision enhanced the reflective capacity of teachers. Feedback was given to teachers, but they also

⁷ Stephen P Gordon, "Supervision's New Challenge: Facilitating a Multidimensional Curriculum.," *Journal of Educational Supervision* 1, no. 2 (2018): 17-32.

⁸ Robert J Marzano, Tony Frontier, and David Livingston, *Effective supervision: Supporting the art and science of teaching* (Ascd, 2011).

⁹ Nasikin Nasikin, A Syukron, dan E Ruhendi, "Pengaruh Manajemen Kelas Berbasis Nilai-Nilai Islam Terhadap Motivasi Belajar Siswa," *Journal on Education* 7, no. 01 (2024): 7848-60.

started doing self-evaluations after the classes to pinpoint the strengths and weaknesses of their teaching. This mental process is a characteristic of professional development that has reached the highest stages. Researchers say that the pedagogically most sophisticated teacher is the one who is able to continuously reconstruct their understanding based on experience and evidence and thus, one who can better deal with the complex and confusing situations of the educational system. Consequently, academic supervision in the school not only developed the technical aspects of teaching but also invited a reflection culture that was always directed towards continuous improvement.¹⁰

3.2 Effectiveness of Academic Supervision and the Dynamics of Teacher–Supervisor Interaction

The academic supervision efficacy is not entirely measured by the existing structured methods, but also by the communication and the relational quality between the supervisors and the teachers. The results showing that teachers had a positive perception of and gained a lot from supervision lead to the inference that the professional relationships were collaborative and not hierarchical. In the literature on supervision, these types of relationships are labeled as developmental supervision, which aims at developing teacher capabilities instead of evaluation or performance rating. Researchers point out that the key to the success of supervision lies in the supervisor's skill in establishing mutual trust, which makes the teachers feel free to show their real teaching practices.¹¹

In this case, the communication between the teachers and the supervisors was done by means of open discussions regarding the instructional methods and practices. The teachers were given some

¹⁰ Kenneth M Zeichner and Daniel P Liston, *Reflective teaching: An introduction* (Routledge, 2013).

¹¹ Handayani, Sudadi, dan Baitaputra, "The Effectiveness of the Cogan, Goldhammer, and Glickman Clinical Supervision Approach: An Adaptive Study for the Development of Teachers' Professional Competence in Elementary Schools."

feedback which was constructive and the supervisors looked at themselves as partners in learning, not evaluators. The method used by them is in line with the principles of clinical supervision where the communication between the teachers and the supervisors aims at learning the teaching practices through objective analysis and finding out the improvement options based on the data collected in the classroom. It is known from the research that clinical supervision carried out in an atmosphere of equality leads to an increase in teachers' acceptance of criticism as they consider themselves to be respected as professional partners and not as evaluation subjects.¹²

The concept of supervision comprises various facets of instructional leadership that aim at the enhancement of teaching and learning. The Vice Principal for Curriculum who coordinated supervision, contributed by enlightening the teachers on the school's teaching philosophy, securing curriculum execution, and offering professional help. According to research, if school leaders act as instructional leaders, they are most likely to have such a strong influence on the academic culture and teacher motivation. The teachers in the study who spoke of supervision as a means to better their classroom management and make their instruction clearer, show that the quality of instruction was directly affected by instructional leadership.¹³

Nevertheless, challenges such as limited supervisory time and differences in supervisors' communication styles indicate that supervision effectiveness still requires strengthening. Time constraints reflect a common issue in schools, where supervisors manage heavy administrative workloads. Differences in communication style may also create inconsistencies in feedback

¹² Dwi Rahmy Zarlis dan Susiati Elfitra, "Supervisi klinis dalam menghadapi dinamika pendidikan," *QOSIM: Jurnal Pendidikan Sosial & Humaniora* 2, no. 2 (2024): 17-28.

¹³ Philip Hallinger, "Leadership for learning: Lessons from 40 years of empirical research," *Journal of educational administration* 49, no. 2 (2011): 125-42.

quality. This highlights the need for capacity-building programs for supervisors so that all supervisory team members share the same standards in providing feedback.¹⁴

Inevitably, such difficulties are a major factor, but the school's academic supervision has, nonetheless indirectly through collaborative and reflection-based interactions, shown to have a positive influence. Supervising has resulted in a great enhancement of skills and teaching practices in teachers.

3.3 Academic Supervision as a Driver of the Internal Quality Assurance System (SPMI)

Among the notable discoveries of this investigation is the link between academic supervision and SPMI. Academic supervision is very important in the PPEPP cycle, Determination, Implementation, Evaluation, Control, and Improvement, as it serves as a mechanism for assessing and regulating the quality of instruction. Using the results of supervision to set new quality targets, monitor the implementation of instruction, and design follow-up actions is an indication that supervision is playing the role of a catalyst in continuing the internal quality cycle of the school.

During the Determination stage, data from supervision serve as an empirical basis for the school to set practical and pertinent instructional standards or targets. A core principle of educational quality management is the setting of standards based on evidence. When the school sets a quality target for teacher competency improvement based on findings from past supervisions, it shows that it is following data-driven decisions.

In the Implementation stage, academic supervision guarantees that teaching meets the established standards. In this research, supervision was done throughout the year, which means there was continuous monitoring. Such monitoring is important since it allows the school to quickly notice any deviations or misalignments. Researchers argue that supervision is necessary to

¹⁴ M Pd Rasimin dan Muhamad Hamdi, *Bimbingan dan konseling kelompok* (Bumi Aksara, 2021).

secure the correspondence between instructional planning and instructional practice, especially in dynamic curricular situations.¹⁵

During the Evaluation stage, the use of supervision data grants an impartial view of the level to which instructional standards are met. The results indicate that the supervision outcomes are talked about in the internal forums and help to assess the learning materials, teaching methods, and teacher training requirements. The evaluation based on supervision is of strategic significance as it is grounded on the factual data that depict the real teaching practices.¹⁶

In the Control stage, supervision offers the foundation for targeted improvement interventions. When teachers struggle with classroom management or certain instructional strategies, supervisors can provide coaching or recommend training programs. The findings indicate that follow-up actions, particularly in lesson planning and classroom management, were implemented based on supervision results.

In the Improvement stage, supervision results are used to design teacher development programs. Teachers needing specific competency enhancement are supported through workshops or internal training. This demonstrates that supervision is not merely a control mechanism but an integral component of the school's continuous improvement cycle.

Hence, academic supervision plays an essential role in SPMI implementation. The implementation stages of the PPEPP cycle are documented in detail, which, to a great extent, has not been addressed in previous supervision studies, thus marking the contribution of this research utterly significant.

¹⁵ Fauzan Adhim, "Supervisi dan Evaluasi Pembelajaran," 2024.

¹⁶ Edward Sallis, *Total quality management in education* (Routledge, 2014).

3.4 Supporting Conditions, Barriers, and Implications for Strengthening School Quality

There are numerous factors that support the quality culture and the effective implementation of academic supervision in this school. Among those factors, the support from the principal and supervising officials stands out as the most powerful. This support is not limited to administrative aspects but extends to moral and technical support, which includes the formation of supervisory teams, the provision of supervision instruments, and the determination to make supervision a priority in the school. Such support is in line with the theories that highlight instructional leadership as a central element in creating a quality-oriented school environment.

A collaborative culture among teachers also plays a vital role in the supervision process. The sharing of supervision experiences and findings among teachers showcases peer learning, which, in turn, enriches the total capacity of the group. Researchers are of the view that collaboration among the staff is one of the main features of schools applying total quality management. In this research, the teachers mentioned that the support of their fellows led to an increase in their confidence and motivation to work on their teaching practices.

Nevertheless, the supervision culture has not changed completely yet, as limitations like short supervisory hours and teachers' views on supervision as control. Short-term mirrors overall school conditions with overloads of administration work. Teachers' mindset problems call for more humane communication and teacher empowerment so that supervision is regarded as a learning process rather than evaluation. Studies indicate that teachers' perceptions of supervision are largely affected by supervisors' communication styles, which again confirms this

study's suggestion that supervisor competency development is a must.¹⁷

The ramifications of the research point out that the first two aspects of supervisor capacity building and the reinforcement of teacher reflective culture should be the main ones that the strengthening of academic supervision is covering. Supervisor capacity building means developing skills in giving efficient feedback, performing instructional analysis, and providing coaching-based support. The practice of reflective teacher culture can be done through lesson study, reflective dialogues, and internal training. Once both areas are improved, academic supervision will be able to significantly and systematically lead the quality improvement of instruction.

CONCLUSIONS

Looking at the results and discussions, it is safe to say that the academic supervision at SMP Negeri 3 Tangerang is a professional development process that promotes the quality of teaching continuously. Supervision applied in a systematic way during the phases of pre-observation, observation in class, and post-observation has been proven to enhance teachers' pedagogical skills, particularly in lesson planning, management of the classroom, and reflective practice. This whole procedure brings out the fact that supervision is not only a means of control but rather a channel of communication and partnership that not only facilitates but also empowers teachers to make their practices congruent with the curriculum and the needs of the students.

The educational guidance of the vice principal and the curriculum team, who choose communicative, supportive, and participative approaches, is what primarily determines the successful carrying out of supervision. The leadership is such as to create a positive supervision culture, non-threatening and thus

¹⁷ Suudin Aziz dan Farida Isroani, "Supervisi Kepala Sekolah Kepada Guru Dan Tenaga Kependidikan Melalui Gaya Komunikasi Yang Baik Di Madrasah," *Jurnal Pendidikan dan Sosial Humaniora* 2, no. 4 (2022).

inviting teachers to be open to feedback. The blending of supervision with the PPEPP cycle of the Internal Quality Assurance System (SPMI) serves as another indication that supervision has been embedded in the school-wide quality culture. Every supervisory finding has a corresponding targeted follow-up action aimed at making constant improvements in instructional practices over a period of time.

The outcomes of this investigation pave the way for more extensive adoption of the findings in both future research and practice areas. As for the latter, schools might request the supervision they need if they employ the more diverse models mentioned, such as peer supervision, intensive post-mentoring, and the digitalization of supervision tools, thus elevating the monitoring and instructional evaluation effectiveness. Among other things, the academic supervision-factors relationship might be researched in terms of school culture, teacher work motivation, and student learning outcomes, or comparative studies between schools might be conducted to find out how different supervision models work. Thus, academic supervision can be further developed as a strategic tool for producing and maintaining quality in education that is both sustainable and meaningful.

REFERENCES

- Adhim, Fauzan. "Supervisi dan Evaluasi Pembelajaran," 2024.
- Aini, Nurul Hapizatul, dan Yudin Citriadin. "Strategi Peningkatan Motivasi Kerja dan Kinerja Tenaga Pendidik Melalui Supervisi Akademik Berbasis Coaching." *JPAP (Jurnal Praktisi Administrasi Pendidikan)* 9, no. 2 (2025): 151–57.
- Aziz, Suudin, dan Farida Isroani. "Supervisi Kepala Sekolah Kepada Guru Dan Tenaga Kependidikan Melalui Gaya Komunikasi Yang Baik Di Madrasah." *Jurnal Pendidikan dan Sosial Humaniora* 2, no. 4 (2022).
- Elliott, John. "Teachers as researchers: Implications for supervision

and for teacher education." *Teaching and teacher education* 6, no. 1 (1990): 1–26.

Gordon, Stephen P. "Supervision's New Challenge: Facilitating a Multidimensional Curriculum." *Journal of Educational Supervision* 1, no. 2 (2018): 17–32.

Hallinger, Philip. "Leadership for learning: Lessons from 40 years of empirical research." *Journal of Educational Administration* 49, no. 2 (2011): 125–42.

Handayani, Anita, Sudadi Sudadi, dan Moh Holil Baitaputra. "The Effectiveness of the Cogan, Goldhammer, and Glickman Clinical Supervision Approach: An Adaptive Study for the Development of Teachers' Professional Competence in Elementary Schools." *Idarotuna: Journal of Administrative Science* 5, no. 2 (2024): 196–210.

Hanyfah, Siti, Gilang Ryan Fernandes, dan Iwan Budiarmo. "Penerapan metode kualitatif deskriptif untuk aplikasi pengolahan data pelanggan pada car wash." In *Semnas Ristek (Seminar Nasional Riset Dan Inovasi Teknologi)*, Vol. 6, 2022.

Lubis, Wildansyah. "Manajemen pendidik dan tenaga kependidikan dalam meningkatkan mutu pendidikan." *Jurnal Educandum* 10, no. 1 (2017): 1–12.

Marzano, Robert J, Tony Frontier, and David Livingston. *Effective supervision: Supporting the art and science of teaching*. Ascd, 2011.

Nasikin, Nasikin, A Syukron, dan E Ruhendi. "Pengaruh Manajemen Kelas Berbasis Nilai-Nilai Islam Terhadap Motivasi Belajar Siswa." *Journal on Education* 7, no. 01 (2024): 7848–60.

Rasimin, M Pd, dan Muhamad Hamdi. *Bimbingan dan konseling kelompok*. Bumi Aksara, 2021.

Rismawan, Edi. "Pengaruh supervisi kepala sekolah dan motivasi berprestasi guru terhadap kinerja mengajar guru." *Jurnal Administrasi Pendidikan* 12, no. 1 (2015).

Sallis, Edward. *Total quality management in education*. Routledge, 2014.

Zarlis, Dwi Rahmy, dan Susiati Elfitra. "Supervisi klinis dalam menghadapi dinamika pendidikan." *QOSIM: Jurnal Pendidikan Sosial & Humaniora* 2, no. 2 (2024): 17–28.

Zeichner, Kenneth M, and Daniel P Liston. *Reflective teaching: An introduction*. Routledge, 2013.