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Implementation of Principal's Academic Supervision to Improve Teachers' Pedagogical Competential Quality in Al Madina Kindergarten

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ABSTRACT

This research is motivated by the importance of implementing principals' academic supervision as a strategy for developing teachers' professionalism in improving pedagogical competence and supporting educational quality assurance in Early Childhood Education (PAUD) units. Although the results of teacher academic supervision at Al Madina Kindergarten over the past three years have shown an increase from good to very good, the implementation process of academic supervision that contributes to improving teachers' pedagogical competence and strengthening educational quality assurance has not been studied in depth. This study aims to analyze the implementation of principals' academic supervision, including planning, implementation, and follow-up of supervision, analyze its contribution to improving teachers' pedagogical competence, and analyze its contribution to supporting educational quality assurance at Al Madina Kindergarten. The study used a qualitative approach with a case study research type. The research location was Al Madina Kindergarten, Serang Regency. The research subjects consisted of principals, teachers, and informants related to the implementation of academic supervision. Data collection techniques were carried out through observation, in-depth interviews, and documentation. Data analysis used an interactive model that included data reduction, data presentation, and drawing conclusions. Data validity was conducted through source triangulation, technical triangulation, observation persistence, extended participation, and member checking. This study is expected to produce a comprehensive picture of the implementation of academic supervision by school principals as a continuous process of teacher professional development and contribute to improving teacher pedagogical competence, strengthening school quality culture, and developing a quality assurance system for education in early childhood education units.

Article Information

Keywords:
Supervisi akademik, kepala sekolah, kompetensi pedagogik, penjaminan mutu pendidikan, PAUD.

ABSTRACT

Penelitian ini dilatarbelakangi oleh pentingnya implementasi supervisi akademik kepala sekolah sebagai strategi pembinaan profesional guru dalam meningkatkan kompetensi pedagogik dan mendukung penjaminan mutu pendidikan pada satuan Pendidikan Anak Usia Dini (PAUD). Meskipun hasil supervisi akademik guru di TK Al Madina selama tiga tahun terakhir menunjukkan peningkatan dari kategori baik menjadi sangat baik, proses implementasi supervisi akademik yang berkontribusi terhadap peningkatan kompetensi pedagogik guru dan penguatan penjaminan mutu pendidikan belum dikaji secara mendalam. Penelitian ini bertujuan untuk menganalisis implementasi supervisi akademik kepala sekolah yang meliputi perencanaan, pelaksanaan, dan tindak lanjut supervisi, menganalisis kontribusinya terhadap peningkatan kompetensi pedagogik guru, serta menganalisis kontribusinya dalam mendukung penjaminan mutu pendidikan di TK Al Madina. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Lokasi penelitian adalah TK Al Madina Kabupaten Serang. Subjek penelitian terdiri atas kepala sekolah, guru, dan informan yang terkait dengan pelaksanaan supervisi akademik. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dilakukan melalui triangulasi sumber, triangulasi teknik, ketekunan pengamatan, perpanjangan keikutsertaan, dan member checking. Penelitian ini diharapkan menghasilkan gambaran yang komprehensif mengenai implementasi supervisi akademik kepala sekolah sebagai proses pembinaan profesional guru yang berkelanjutan serta memberikan kontribusi terhadap peningkatan kompetensi pedagogik guru, penguatan budaya mutu sekolah, dan pengembangan sistem penjaminan mutu pendidikan pada satuan PAUD.

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1. INTRODUCTION

Law Number 20 of 2003 concerning the National Education System Article 3 emphasizes that national education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible.

Education plays an important role in developing students' knowledge, skills, character, and potential. In Indonesia, Law No. 20 of 2003 concerning the National Education System establishes the broader objectives of education, while the quality of educational services depends partly on the competence of teachers and the management of learning activities. These concerns are particularly important in Early Childhood Education (ECE), known in Indonesia as Pendidikan Anak Usia Dini (PAUD), because early childhood is a critical period for cognitive, language, social-emotional, moral, and physical development. As discussed by Santrock in Rachmi and Angger (2017), development is a continuous process that begins in early life. Consequently, educational experiences during this period need to be supported by learning practices that respond to children's developmental characteristics. Wati et al. (2025) also emphasize the importance of the quality of early childhood education in supporting children's development and readiness for subsequent stages of education.

The quality of learning in ECE is closely related to teachers' pedagogical competence. Law No. 14 of 2005 concerning Teachers and Lecturers recognizes pedagogical competence as one of the competencies required of teachers. In kindergarten settings, this competence involves understanding children's characteristics and developmental needs, planning and implementing appropriate learning activities, selecting educational media, managing the classroom, and assessing children's development. Teachers therefore need continuing professional support to evaluate their teaching practices and respond to the diverse needs of learners. In this context, academic supervision by school principals can provide a structured means of observing classroom practices, offering constructive feedback, facilitating reflection, and identifying areas for professional development. However, the existence of a supervision program alone does not establish that teachers' pedagogical competence has improved. Its contribution depends on how supervision is planned, conducted, evaluated, and followed up in actual educational practice.

Previous discussions of academic supervision generally emphasize its role in supporting teacher professionalism, improving teaching practices, and strengthening learning quality. Nevertheless, these broad outcomes do not fully explain the processes through which supervision is translated into changes in teachers' everyday practices. An important distinction needs to be made between studies that assess the outcomes or relationships associated with supervision and studies that investigate how supervision operates in a particular school context. Outcome-oriented research can indicate whether supervision is associated with teacher performance or competence, but it may provide less detail about the interactions between principals and teachers, the feedback provided after classroom observations, teachers' responses to that feedback, and the implementation of follow-up recommendations. Conversely, a qualitative case study can examine these processes in depth, although its findings are context-specific and should not automatically be generalized to other schools. Thus, the research problem is not simply whether academic supervision is important, but how its implementation is experienced and enacted as a process of teacher development.

This distinction is especially relevant in Early Childhood Education. The pedagogical demands of kindergarten differ from those of other educational levels because learning is closely connected to play, holistic child development, active participation, and ongoing developmental assessment. Academic supervision in this setting therefore needs to consider not only the completeness of teachers' administrative documents but also the suitability of learning strategies, the use of educational media, classroom interactions, and the assessment of children's development. The available discussion in this article does not establish that qualitative studies of academic supervision in ECE are categorically rare. Rather, it identifies a more specific issue that requires examination: how the stages of academic supervision are connected to teachers' pedagogical practices within the organizational and instructional context of a kindergarten. A critical examination of this process can complement studies that focus primarily on supervision outcomes by explaining the practical mechanisms and contextual conditions involved.

Al Madina Kindergarten in Serang Regency provides a relevant setting for examining this issue. During the 2025/2026 academic year, the school had five teachers and 52 students in Classes A and B. Based on the initial information presented in this study, the principal organized academic supervision through semester-based planning, the preparation of supervision schedules and observation instruments, classroom observations, evaluation of learning activities, and follow-up guidance. The school also held regular Friday meetings in which teachers reflected on learning activities, discussed challenges, and considered improvements for subsequent lessons. These practices provide a concrete basis for investigating how academic supervision is incorporated into school routines and professional interactions. However, the information currently available does not specify the scores, assessment indicators, classification criteria, or documentary evidence needed to verify the reported improvement in supervision results from the "good" category in 2023–2024 to the "very good" category in 2024–2025 and 2025–2026. Therefore, the claimed three-year improvement is not used here as established evidence of increased teacher competence. Instead, the research focuses on the supervision practices and the experiences of the people involved.The specific research gap concerns the relationship between the implementation of academic supervision and the development of teachers' pedagogical competence in the context of a kindergarten. The study examines this relationship through the stages of planning, classroom observation, feedback, evaluation, reflection, and follow-up support. It also considers how

principals and teachers understand the supervision process and which factors support or constrain its implementation. The contribution of this study lies in providing a contextual, process-oriented account of academic supervision at Al Madina Kindergarten, rather than merely assuming that supervision produces improvement because it is conducted regularly. By examining interviews, observations, and school documents together, the study seeks to explain how supervision practices are carried out and how teachers' reported and observed learning practices relate to the guidance they receive. The findings may offer practical insights for school leaders seeking to develop supervision that is responsive to teachers' needs and to the instructional characteristics of ECE, while remaining grounded in the context of the school studied.Accordingly, this study aims to examine the implementation of the principal's academic supervision at Al Madina Kindergarten, focusing on its planning, implementation, evaluation, reflection, and follow-up stages. It also aims to explore how academic supervision relates to the development of teachers' pedagogical competence, identify the factors that support or hinder its implementation, and describe its role in supporting the school's educational quality assurance efforts. Using a qualitative case study approach, the research seeks to provide an in-depth understanding of academic supervision as a contextual process of professional support in Early Childhood Education.



Figure 1. The Principal is Supervising Teachers

Pedagogical competence is a core competency that teachers must possess in implementing learning. Law Number 14 of 2005 states that pedagogical competence includes the ability to understand students, design learning, implement learning, conduct evaluations, and develop student potential.

In the context of early childhood education (PAUD), pedagogical competence has special characteristics because teachers must understand child development holistically. PAUD teachers are required to be able to use innovative learning strategies, educational media, and appropriate developmental assessments. Based on a preliminary study at Al Madina Kindergarten, researchers observed that supervision data from Al Madina Kindergarten over three years showed good results. First, in the 2023-2024 academic year, then in the 2024-2025 academic year, and finally in the 2025-2026 academic year, it showed very good results.

The improved supervision results demonstrate that the implementation of academic supervision at Al Madina Kindergarten has contributed to the development of teachers' pedagogical competence. Through regular supervision, teachers have the opportunity to receive feedback, reflect on the learning process, and address deficiencies identified in previous supervisions. Thus, academic supervision serves not only as an evaluation activity but also as a professional development process that encourages teachers to continuously improve the quality of learning in accordance with the demands of the Independent Curriculum.

Although the supervision results indicate an increase in achievement for most teachers, the data also show variations in scores between teachers at each stage of supervision. This condition indicates that the improvement in pedagogical competence has not occurred evenly, so that ongoing coaching is still needed according to the needs of each teacher. Therefore, the results of academic supervision need to be analyzed more deeply to understand how the supervision process is implemented, the form of coaching provided by the principal, and the factors that support and hinder timprovement of pedagogical competence of teachers at Al Madina Kindergarten.

Based on school documents, the academic supervision program is implemented in a planned manner every semester through the preparation of a supervision schedule, the use of learning observation instruments, assessment of teaching materials, observation of learning implementation, and evaluation of supervision results. In addition to formal supervision conducted at the end of each semester, the principal also conducts regular learning evaluations every weekend with all teachers, specifically every Friday. This evaluation forum is used as a means of reflection on the implementation of learning during the week, identifying obstacles faced by teachers, and developing steps for improvement for the next learning. This coaching pattern shows that academic supervision at Al Madina Kindergarten has developed into part of the school's work culture that supports improving the quality of learning.

However, the improvement in teacher supervision results, which have ranged from good to excellent over the past three years, does not fully explain how the academic supervision process is implemented and contributes to improving teachers' pedagogical competence. Supervision data illustrates the final results, but does not provide information on the coaching mechanism, the form of mentoring provided by the principal, teacher responses to supervision, factors that support or hinder its implementation, and its relationship to the school's education quality assurance system.

On the other hand, most research on academic supervision still focuses on the influence of supervision on teacher performance or quantitatively improving teacher competency. Research that examines in-depth the implementation process of academic supervision as part of a school quality culture, particularly in Early Childhood Education units, is still relatively limited. Yet, each

educational institution has distinct organizational characteristics, leadership, work culture, and development strategies, requiring a contextual understanding of the implementation of academic supervision.

These characteristics make Al Madina Kindergarten a relevant research location. This school was not chosen because it has serious problems, but rather because it demonstrates a planned and sustainable academic supervision practice. This situation provides an opportunity to examine in more depth how academic supervision is implemented, how the principal fosters teachers' pedagogical competence, how teachers interpret the supervision process, and how this supervision implementation contributes to strengthening the education quality assurance system. Thus, this research is expected to not only provide an overview of the implementation of academic supervision at Al Madina Kindergarten, but also provide a more comprehensive understanding of effective academic supervision practices in Early Childhood Education units.

Based on these conditions, academic supervision data from the past three years serves as an important basis for this research. The improvement in supervision results indicates a positive phenomenon worthy of further study using a qualitative approach. This research is not aimed at examining improvements in supervision scores, but rather at understanding in-depth the process of implementing academic supervision carried out by the principal, teachers' experiences during supervision, the forms of coaching provided, and its contribution to improving teachers' pedagogical competence and strengthening the education quality assurance system at Al Madina Kindergarten. Therefore, the supervision data from the past three years serves as an empirical basis that leads to the analysis of the research phenomenon, which will be discussed in the following section.

The phenomenon that emerged at Al Madina Kindergarten is not due to poor supervision results, but rather to the lack of a clear understanding of the implementation process of academic supervision that can improve teachers' pedagogical competence and support educational quality assurance. This situation indicates the need for a more in-depth study using a qualitative approach to uncover the experiences, meanings, dynamics, and factors that influence the successful implementation of academic supervision in the real context of early childhood education units.

Based on the analysis of these phenomena, this study aims to understand the comprehensive implementation of academic supervision, from the planning stage, implementation, evaluation, reflection, to follow-up teacher development. Furthermore, this study also aims to identify factors that support and hinder the implementation of academic supervision and analyze its contribution to improving teacher pedagogical competence and strengthening the education quality assurance system at Al Madina Kindergarten. The results of this study are expected to not only provide an empirical overview of academic supervision practices at Al Madina Kindergarten, but also serve as a reference for developing an effective academic supervision model in Early Childhood Education units.

Academic supervision has become a widely studied topic in educational management because it is believed to play a crucial role in improving teacher competence and learning quality. Various previous studies have shown that the implementation of academic supervision has a positive impact on improving teacher performance, professional competence, pedagogical competence, and the quality of the learning process. These findings reinforce the view that academic supervision is an effective strategy for developing teacher professionalism in supporting improvements in educational quality.

First, there is a theoretical gap. Most research views academic supervision as a teacher development instrument oriented toward improving teacher competence or performance. However, studies integrating the implementation of academic supervision with the education quality assurance system are still relatively limited. Therefore, research is needed that can explain the relationship between the implementation of academic supervision, improving teacher pedagogical competence, and education quality assurance within a unified framework.

Second, the empirical gap. Most previous studies report that academic supervision has a positive impact on improving teacher competency. However, these studies generally only show the final results in the form of improvements in supervision scores, teacher performance, or learning quality. These studies have not yet revealed much about how the implementation of academic supervision takes place in the field, how principals build professional communication with teachers, how reflection is carried out, how follow-up is implemented, and how teachers interpret the supervision process as part of their professional development. Thus, there is still limited understanding of the mechanisms by which academic supervision can produce changes in learning practices.

Third, the methodological gap. Most research on academic supervision uses a quantitative approach to measure the relationship or influence of academic supervision on teacher competence, teacher performance, or learning quality. This approach provides information on the level of relationships between variables, but fails to fully explain the dynamics of academic supervision implementation. Qualitative research using a case study approach that explores the experiences of principals and teachers, the coaching process, interactions during supervision, and factors that support and hinder the implementation of academic supervision remains relatively limited, particularly in Early Childhood Education.

Fourth, the contextual gap. Research on academic supervision has been conducted primarily at the elementary, junior high, and high school levels. Research specifically examining the implementation of academic supervision in Early Childhood Education (PAUD) units, particularly kindergartens, is still scarce. This is despite the fact that the characteristics of learning in PAUD differ from other levels of education because they are oriented towards holistic child development, learning through play, authentic developmental assessment, and parental involvement in the educational process. These different characteristics require a different

approach to academic supervision in PAUD, necessitating a more in-depth study tailored to the context of early childhood education.

Based on these various gaps, this study aims to fill the gap in studies regarding the implementation of principals' academic supervision in improving teachers' pedagogical competence to support educational quality assurance at Al Madina Kindergarten. This study uses a qualitative approach with a case study type so that it is expected to provide an in-depth understanding of the process of implementing academic supervision, the experiences of principals and teachers, factors that support and hinder its implementation, as well as the contribution of academic supervision to improving teachers' pedagogical competence and strengthening the educational quality assurance system.

2. RESEARCH METHODOLOGY

2.1 Research Approach and Design

This study employed a qualitative approach with an intrinsic case study design to examine the implementation of the principal's academic supervision at Al Madina Kindergarten, Serang Regency. This approach enabled an in-depth examination of supervision practices within their natural educational context. The study focused on the planning, implementation, evaluation, reflection, and follow-up stages of academic supervision, as well as the factors supporting and hindering its implementation and its relationship to teachers' pedagogical competence.

2.2 Research Informants

The study involved six informants: one school principal and five teachers, consisting of two Kindergarten Class A teachers, two Kindergarten Class B teachers, and one Islamic Religious Education (PAI) teacher. Informants were selected purposively based on their roles and direct involvement in academic supervision during the 2025/2026 academic year. The principal served as the key informant because of their responsibility for planning, implementing, evaluating, and following up on academic supervision. The teachers served as supporting informants because they had direct experience of participating in the supervision process and receiving feedback and professional guidance.

The selection of these informants was intended to obtain information from different perspectives relevant to the research objectives. The principal provided information about supervision policies and implementation, while the teachers described their experiences, the feedback they received, and the follow-up activities related to their teaching practices. Information from the six informants was examined alongside observational and documentary evidence to develop a contextual understanding of academic supervision at the school.

2.3 Data Collection Techniques

Data were collected through interviews, observations, and documentation. Semi-structured interviews were conducted with the principal and the five teachers to explore the planning and implementation of academic supervision, classroom observations, feedback, reflection, follow-up guidance, and factors affecting the supervision process. Open-ended questions allowed informants to describe their experiences and provide relevant examples.

Observations focused on academic supervision activities and related follow-up practices. The observed aspects included teachers' preparation of learning materials, classroom management, the use of learning methods and educational media, teacher–student interactions, and the assessment of children's development. Observations also examined communication and feedback between the principal and teachers during post-observation discussions.

Documentation was used to complement the interview and observation findings. The documents examined included the academic supervision program for the 2025/2026 academic year, the principal's work program, supervision schedules, teacher supervision instruments, meeting minutes, attendance lists for supervision-related meetings, supervision reports, follow-up records, and documentation of classroom supervision activities. These documents were reviewed to obtain information about the planning, implementation, evaluation, and follow-up of academic supervision.

2.4 Data Analysis

Data analysis was conducted interactively throughout the research process. First, interview data, observation notes, and relevant documents were organized according to their sources and relevance to the research objectives. Interview recordings or notes were transcribed or systematically documented before analysis. The researchers then read the data repeatedly to identify information relevant to the implementation of academic supervision and teachers' pedagogical competence.

Second, the data were coded by assigning labels to meaningful statements and observations. The initial codes covered supervision planning, classroom observation, feedback, reflection, evaluation, follow-up guidance, teachers' pedagogical practices, and factors supporting or hindering supervision. Third, related codes were grouped into categories and developed into themes corresponding to the research questions.

Fourth, the themes were examined by comparing information from interviews, observations, and documents. This comparison was used to identify consistent findings, complementary information, and discrepancies between data sources. Finally, conclusions were drawn by interpreting the patterns across categories and themes and reviewing the supporting evidence. This process enabled the researchers to describe how academic supervision was implemented and how it related to teachers' pedagogical practices at Al Madina Kindergarten.

2.5 Data Trustworthiness

Data trustworthiness was addressed through triangulation, persistent observation, and member checking, referring to the trustworthiness framework developed by Lincoln and Guba. Triangulation involved comparing information from interviews, observations, and documentary sources to examine the consistency of the findings. When discrepancies were

identified, the relevant information was reviewed and clarified where possible.

Persistent observation focused on activities directly related to the research questions, including classroom supervision, feedback, reflective discussions, and follow-up guidance. This helped the researchers examine supervision practices in greater depth. Member checking was used to clarify informants' statements and confirm the researchers' understanding of the information provided, where applicable. Information obtained through these procedures was considered during data interpretation to strengthen the credibility of the findings.

2.6 Research Period and Ethical Considerations

The research was conducted at Al Madina Kindergarten during the 2025/2026 academic year. The study involved the principal and five teachers who had direct experience relevant to the implementation of academic supervision. Participant identities were represented using codes: KS for the school principal, GA-1 and GA-2 for Kindergarten Class A teachers, GB-1 and GB-2 for Kindergarten Class B teachers, and GP for the Islamic Religious Education teacher. These codes were used to protect participants' identities when presenting the research findings.

The study involved six informants selected based on their direct involvement in academic supervision at Al Madina Kindergarten. The informants consisted of the headmaster and five teachers with different teaching roles. Their characteristics and roles in the study are presented in Table 1.

Table 1. Research Informants

No.	Informant Code	Informant	Amount	Role in Research
1	KS	Headmaster	1 person	Key informant providing information on the planning, implementation, evaluation, and follow-up of academic supervision.
2	GA-1, GA-2	Kindergarten A Teachers	2 persons	Provided information about their experiences participating in academic supervision and their perceptions of its contribution to pedagogical competence.
3	GB-1, GB-2	Kindergarten B Teachers	2 persons	Provided information about the implementation of academic supervision in classroom learning.
4	GP	Islamic Religious Education (PAI) Teacher	1 person	Provided information about the implementation of academic supervision in Islamic Religious Education and its perceived contribution to pedagogical competence.
Total		**6 informants**	**6 people**	

Informant Code Description:

- **KS**= Principal
- **GA-1**= Kindergarten Teacher A 1
- **GA-2**= Kindergarten Teacher A 2
- **GB-1**= Kindergarten Teacher B 1
- **GB-2**= Kindergarten Teacher B 2
- **GP**= Islamic Religious Education (PAI) Teacher

3. RESEARCH RESULT

The findings are based on interviews with the principal and five teachers, classroom observations, and school documents collected at Al Madina Kindergarten during the 2025/2026 academic year. The data were compared across sources to identify patterns concerning supervision planning, implementation, evaluation and follow-up, pedagogical practices, educational quality assurance, and supporting or inhibiting factors.

Academic supervision planning. The principal prepared a supervision program at the beginning of the school year and reviewed the schedule each semester. The program included objectives, targets, schedules, observation instruments, and follow-up plans. Planning considered teachers' needs, previous supervision results, the school calendar, and learning priorities. Teachers were informed through work and coordination meetings and school communication channels. Documents reviewed included the annual supervision program, principal's work program, schedules, instruments, meeting minutes, supervision reports, and follow-up records. Interviews, observations, and documents consistently indicated that planning was structured and integrated into the school's routine.

Implementation and classroom practice. Supervision was conducted through classroom observations, examination of learning materials, and discussions after lessons. The principal used prepared instruments covering lesson planning, implementation, learning media, classroom management, teacher–child interaction, and assessment of children's development. Post-observation discussions acknowledged teachers' strengths and offered constructive

recommendations. Teachers could explain challenges and discuss possible solutions. Follow-up support included individual coaching, consultations, examples of suitable learning strategies, and sharing practices during teacher meetings.

The observations and teaching documents described practices including play-based activities, storytelling, singing, demonstrations, hands-on learning, educational games, picture cards, storybooks, concrete materials, and simple digital media. Teachers prepared teaching modules, learning objectives, media, and developmental assessments. They also used observation notes, children's work, and portfolios to monitor development and reflected on learning outcomes and obstacles. These findings suggest that supervision was associated with teachers' reported and observed attention to children's characteristics, more varied learning activities, and reflective planning. Because the study was qualitative and did not use a standardized pre–post measure, these findings should be interpreted as contextual evidence of perceived and observed development rather than a quantified causal effect.

Evaluation and follow-up. Supervision results were discussed with teachers and recorded in observation reports, feedback sheets, and follow-up documents. The principal monitored implementation through classroom visits, reviews of teaching modules, brief discussions, and evaluation meetings. Teachers reported receiving coaching on lesson planning, methods, media, classroom management, and authentic assessment. Follow-up activities also informed subsequent supervision and teacher development planning. The evidence indicates that supervision was not limited to classroom observation; it involved a cycle of feedback, reflection, support, and monitoring.

Educational quality assurance. School documents included supervision reports, teacher meeting minutes, the Internal Quality Assurance System (SPMI), Education Report Card materials, and school planning documents. The findings suggest that supervision information was used alongside school evaluation and planning to identify learning needs and determine follow-up activities. This connects individual teacher development with school-level quality improvement. However, the presence of quality assurance documents alone does not establish that overall school quality improved; the evidence supports a link between supervision routines and quality-related planning, rather than a measured change in school-wide outcomes.

Supporting and inhibiting factors. Supporting conditions included the principal's commitment, a documented supervision program, prepared instruments, administrative support, teacher cooperation, open communication, and regular reflection meetings. Constraints included limited time, competing school activities, administrative workloads, differences in teachers' experience and needs, and limited opportunities for follow-up. The school responded by adjusting schedules, maintaining communication, and providing coaching based on individual needs. The data identify these factors but do not quantify their frequency or relative influence; therefore, the conclusion that one category is definitively more dominant should be treated cautiously.

Overall synthesis. Across the data sources, academic supervision at Al Madina Kindergarten was implemented as a planned and continuing professional-support process. Its main features were preparation, classroom observation, constructive feedback, reflection, tailored coaching, documentation, and subsequent monitoring. The process was related to teachers' pedagogical practices and was incorporated into school quality-assurance routines. These findings are specific to the case studied and are not intended for statistical generalization to all early childhood education institutions.

4. DISCUSSION AND RESEARCH FINDINGS

4.1. Academic Supervision as an Interconnected Professional Development Process

The findings of this study suggest that academic supervision at Al Madina Kindergarten is best understood as an interconnected process rather than a series of separate administrative activities. Planning establishes the objectives, schedules, and assessment indicators; classroom observation identifies teaching practices that require attention; feedback and reflective discussions help teachers interpret these observations; and follow-up activities provide opportunities to apply recommendations in subsequent learning activities. The relationship among these stages is important because the presence of a supervision program alone does not necessarily ensure that teachers receive meaningful professional support.

This pattern can be interpreted through Glickman's perspective on developmental academic supervision, which emphasizes observation, feedback, professional dialogue, and follow-up as components of teacher development. The findings are consistent with this perspective because supervision at Al Madina Kindergarten extended beyond classroom assessment to include coaching, reflective discussions, and continued monitoring. The relevance of this theory lies not simply in the existence of each activity, but in the relationship between identifying a teaching need and providing guidance intended to address it.

Nevertheless, the findings do not establish that every stage operated equally effectively for every teacher. Although the documents indicate that recommendations and follow-up activities existed, the available evidence does not provide a systematic comparison of individual teachers' competence before and after supervision. The study therefore supports an interpretation of supervision as a structured professional development process, but it does not conclusively demonstrate the magnitude of its effect on pedagogical competence.

4.2. Instructional Leadership and the Role of the Principal

The findings also illustrate the principal's instructional leadership through the coordination of supervision, classroom observation, feedback, and follow-up. The principal's role was not limited to preparing a schedule or completing assessment instruments. The findings indicate that the principal also discussed classroom challenges with

teachers, provided recommendations, and monitored whether those recommendations were reflected in subsequent teaching preparation and classroom activities.

This pattern is relevant to Hallinger's concept of instructional leadership, which emphasizes the principal's responsibility for directing and supporting the instructional process. At Al Madina Kindergarten, instructional leadership was reflected in the connection between school-level planning and classroom-level guidance. The supervision program established a common direction, while individual feedback and coaching addressed teaching needs identified during observation. In this sense, the principal's leadership provided an organizational link between the school's learning priorities and teachers' daily practices.

An important implication is that instructional leadership may be more meaningful when supervision is experienced as developmental support rather than merely administrative control. The study's findings describe opportunities for teachers to discuss their challenges and receive recommendations. Such practices may create conditions for professional reflection and the application of feedback. However, the study does not directly measure teachers' perceptions of psychological safety, trust, or the principal's leadership effectiveness. These factors should therefore be understood as possible explanations for the observed supervision process rather than as independently verified findings.

4.3. The Relationship Between Academic Supervision and Teachers' Pedagogical Practices

The study identified several pedagogical practices during classroom observations, including the preparation of teaching modules, the use of varied learning media, child-centered activities, classroom management, and assessment of children's development. The reviewed learning materials and supervision records also indicated that feedback and recommendations were part of the school's supervision process. These findings provide a basis for examining how academic supervision may be connected to pedagogical practice.

One possible explanation is that classroom observation makes aspects of teaching practice visible, while specific feedback helps teachers identify areas for refinement. Follow-up coaching can then provide guidance on lesson planning, instructional strategies, media selection, and assessment. The sequence creates an opportunity for teachers to translate general recommendations into concrete adjustments to their teaching materials and classroom activities. The evidence from Al Madina Kindergarten is consistent with this mechanism because the study identified supervision records, follow-up activities, and teaching materials containing elements addressed by supervision.

However, the distinction between observed practice and demonstrated improvement must be maintained. The observations show that particular teaching practices were present during the study, and the documents indicate that supervision recommendations and revisions existed. These sources do not provide a sufficiently detailed baseline for determining how much the practices changed, whether all observed practices emerged after supervision, or whether other professional experiences contributed to them. The findings should therefore be interpreted as indicating a relationship between the supervision process and the pedagogical practices identified in this case, rather than proving a direct causal effect.

This distinction is important for interpreting teachers' reported experiences. Positive perceptions of supervision can indicate that teachers consider the guidance useful, but perceptions alone do not establish changes in competence. Conversely, observed teaching practices provide evidence of classroom activity but cannot independently establish that supervision was the only factor responsible for those practices. Considering interviews, observations, and documents together strengthens the contextual interpretation, while the absence of systematic before-and-after measures limits causal conclusions.

4.4. Academic Supervision and the Internal Quality Assurance System

The findings indicate that supervision records and follow-up activities were used as sources of information for reviewing teaching practices and planning subsequent improvement activities. The documents identified in the study included supervision programs, supervision reports, follow-up records, school evaluation materials, and documents related to the Internal Quality Assurance System (SPMI). This provides evidence of an organizational connection between academic supervision and the school's quality-related planning and evaluation activities.

The distinctive feature of the Al Madina Kindergarten case is the documented connection between individual teacher supervision and school-level evaluation activities. The supervision process addressed classroom-level matters, such as lesson planning and assessment, while its records were also described as relevant to follow-up planning and quality improvement. This illustrates a possible mechanism through which supervision can connect teacher development with school management.

Nevertheless, the existence of supervision and quality assurance documents should not automatically be interpreted as proof that the school's overall educational quality improved. Such a conclusion would require evidence showing how supervision findings were incorporated into specific quality decisions and whether relevant quality indicators changed over time. The present findings support the interpretation that academic supervision was linked to the school's quality assurance activities, but they do not establish the size or causal effect of that relationship.

4.5. Supporting and Inhibiting Factors in Supervision Implementation

The findings identify several conditions that supported academic supervision at Al Madina Kindergarten, including the principal's commitment, teacher participation, the availability of supervision instruments and program documents, and follow-up through coaching and professional discussion. These conditions supported different stages of the process. Planning documents provided direction and

consistency, teacher participation facilitated communication about classroom challenges, and follow-up activities created opportunities to discuss and apply recommendations.

At the same time, the study identified constraints involving limited time, competing school activities, administrative responsibilities, differences in teachers' competence and experience, and limited opportunities to complete follow-up activities. These constraints are important because they may interrupt the connection between observation and improvement. For example, when time for follow-up is limited, recommendations may be recorded without sufficient opportunity for discussion, practice, or subsequent review. Differences in teachers' needs may also require more individualized support than a common supervision schedule can provide.

For this reason, the statement that supporting factors were more dominant than inhibiting factors cannot be established solely from the descriptive presence of both categories. Such a comparison would require explicit analytical criteria, such as evidence of how often particular issues were reported, how they affected the completion of supervision stages, or whether they prevented follow-up recommendations from being implemented. Without such criteria, the more defensible interpretation is that the school had identifiable organizational and professional resources to support supervision, while time and workload constraints continued to present implementation challenges.

This interpretation has practical implications. School leaders may need to protect time for classroom observation and post-observation discussion, prioritize follow-up according to teachers' individual needs, and review whether recommendations have been implemented. These measures are consistent with the findings, although their effectiveness should be examined through further observation and documentation rather than assumed in advance.

4.6. Theoretical Contribution, Comparison with Previous Research, and Research Novelty

This study contributes a contextual account of how academic supervision can connect teacher-level instructional support with school-level quality assurance in an early childhood education setting. Its contribution does not rest solely on the research location or the use of a qualitative approach. Rather, it lies in the relationship identified among supervision planning, classroom observation, feedback, follow-up coaching, teaching documentation, and school evaluation activities.

Accordingly, the study's novelty is best formulated as a contextual insight: at Al Madina Kindergarten, academic supervision was documented not only through a planned program and classroom observation but also through feedback, follow-up coaching, revisions to teaching materials, and connections with school evaluation activities. This provides a process-oriented account of how supervision and quality assurance were linked in the setting studied. The contribution remains context-specific and offers a basis for further research using comparable observations over time, clearer indicators of pedagogical competence, and evidence of how supervision records inform school-level quality decisions.

5. CONCLUSION

This study found that academic supervision at Al Madina Kindergarten was organized through annual and semester planning, classroom observation, feedback, reflection, evaluation, and follow-up coaching. Interviews, observations, and documents indicate that the process supported teachers' attention to children's characteristics, lesson planning, varied learning methods and media, classroom management, and developmental assessment. Supervision records and follow-up activities were also connected with school evaluation and quality-assurance planning. Implementation was supported by principal commitment, documentation, teacher cooperation, and open communication, while time constraints, competing activities, administrative workload, and differences in teacher needs remained challenges. The findings are context-specific and describe observed practices and participants' experiences; they do not establish a quantified causal effect or prove improvement in overall school quality. School leaders may strengthen the process by protecting time for post-observation feedback, tailoring support to teachers' needs, and monitoring the implementation of recommendations.

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