Academic Supervision as a Strategy for Improving Teaching and Learning Quality

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Abstract
This study examines the implementation of academic supervision as a strategy to improve teaching and learning quality at MTs Negeri Palopo. Academic supervision systematically involves classroom observations, constructive feedback, and collaborative discussions between supervisors and teachers to enhance professional development and align teaching practices with curriculum standards. The research identifies strong collaboration between supervisors and teachers, proactive school leadership, and adequate resource provision as key factors contributing to academic supervision's success. Teachers are actively involved in decision-making and benefit from evidence-based feedback derived from student performance data. Efforts to improve teaching and learning quality at MTs Negeri Palopo include teacher professional development programs, curriculum refinement, classroom management guidance, and data-driven interventions. These initiatives are facilitated through internal forums, external training, and supervisory support, enabling teachers to adopt innovative instructional practices and address classroom challenges effectively. Despite these successes, challenges such as limited time for supervision, resistance to feedback, and occasional communication gaps hinder the full potential of academic supervision. The findings suggest that addressing these challenges through improved time management, fostering openness to feedback, and enhancing communication strategies can amplify the positive impact of supervision on teaching quality and student outcomes. By optimizing academic supervision practices, MTs Negeri Palopo can continue to deliver high-quality education and serve as a model for similar educational institutions.

Keywords: Academic Supervision; Teaching Quality; Teacher Professional Development; Classroom Management.

Introduction
Education is a cornerstone of national development, playing a critical role in shaping a nation's future (Agbedahin, 2019). Improving the quality of education is essential to

ensure that students receive relevant and high-quality education in alignment with the demands of the times (Asiyai, 2022). One of the key factors influencing the quality of education is the implementation of academic supervision in schools. Supervision is essential for guiding and supporting teachers in enhancing their professionalism in managing classroom and extracurricular learning activities (Ubogu, 2024; Widyawati, 2024).

Academic supervision is a strategic activity aimed at improving the quality of teaching and learning (Saihu, 2020; Subagio et al., 2024). According to Widyawati (2024), supervision encompasses services such as guidance, facilitation, motivation, and evaluation to foster teachers' professional growth effectively and efficiently. Similarly, Subagio et al. (2024) define supervision as a continuous effort to stimulate, coordinate, and guide teachers' growth, individually and collectively, to ensure the effective realization of educational objectives. These perspectives highlight the potential of academic supervision to create an updated and conducive learning environment where all components contribute optimally.

In practice, academic supervision focuses on monitoring and mentoring classroom teaching and learning processes conducted by school leaders or supervisors (Honig & Rainey, 2019; Rokhman et al., 2024). This process aims to improve teachers' professional competencies, teaching methodologies, and student learning outcomes (Usman et al., 2023). Rokhman et al. (2024) emphasize that academic supervision helps teachers develop their capabilities in achieving instructional goals. However, its implementation often encounters challenges, such as misaligned practices and insufficient adherence to supervisory principles.

Ongoing challenges in education quality underscore the importance of academic supervision in Indonesia. According to the Political and Economic Risk Consultant (PERC), Indonesia ranks last among 12 Asian countries regarding education quality (Turner et al., 2022). One contributing factor is the limited ability of educators to unlock students' potential. Academic supervision has the potential to address these issues by supporting teachers in improving their competencies and fostering professional development (Lorensius et al., 2022). Effective supervision, when carried out systematically and consistently, can improve teaching quality, student outcomes, and alignment with national educational goals (Okafor et al., 2024).

Despite its importance, academic supervision often falls short of expectations. Supervisory processes are sometimes reduced to routine administrative tasks, neglecting their broader purpose of enhancing teaching quality (Breevaart et al., 2022; Singh et al., 2021). Breevaart et al. (2022) highlighted that inadequate supervisory systems and unhealthy attitudes among supervisors are common barriers to effective supervision. This mismatch between expectations and reality raises questions about whether supervision follows its principles and whether teachers effectively implement the feedback they receive.

Given its potential, academic supervision must be implemented following existing regulations to ensure systematic, objective, and sustainable practices. Supervisors are critical in helping teachers improve their competencies, refine their teaching methods, and ensure effective curriculum implementation. Following established guidelines,

supervision can also serve as a formal evaluation tool to inform education policy and drive improvements at school and national levels.

This study examines the implementation of academic supervision as a strategy for improving teaching and learning quality. The research focuses on the context of MTs Negeri Palopo, analyzing the current practices, challenges, and potential improvements. Through this research, it is hoped that supervision practices at MTs Negeri Palopo can be further optimized to support better educational outcomes.

Method
Research Design
This study employs a qualitative descriptive research design (Siedlecki, 2020) to explore the implementation of academic supervision as a strategy to improve teaching and learning quality. The qualitative approach allows for an in-depth investigation of the processes, challenges, and factors influencing academic supervision in the context of MTs Negeri Palopo. This design is appropriate for understanding complex phenomena and gathering detailed insights into the supervision practices conducted at the school.

Participants
The participants in this study include 10 key informants from MTs Negeri Palopo, consisting of the school principal (also acting as the supervisor), two vice principals, and seven teachers. These participants were selected based on their direct involvement in academic supervision processes and their ability to provide valuable insights into the implementation and outcomes of supervision at the school.

Instruments
The primary instrument in this research is the researcher, who actively engages in the collection and analysis of data. Additional supporting instruments include interview guides to facilitate structured and semi-structured interviews, observation sheets to document supervision activities and interactions, and documentation checklists to systematically review relevant records such as supervision reports, lesson plans, and evaluation documents.

Data Collection
Data were collected using three main techniques: observation, interviews, and documentation review (Miles et al., 2014). Observations were conducted to directly examine the supervision practices implemented at MTs Negeri Palopo, including the stages, processes, and outcomes of these activities. Interviews with the participants provided rich, detailed accounts of their experiences and perceptions regarding academic supervision. Additionally, documentation such as supervision reports, teacher evaluation records, and school policies were reviewed to validate and supplement the data obtained through observation and interviews.

Data Analysis
The collected data were analyzed using thematic analysis to identify patterns, themes, and relationships within the data. This process involved familiarizing the

researcher with the data through repeated review of observation notes, interview transcripts, and documents. Significant data points were coded and grouped into categories, then synthesized into overarching themes related to the research objectives. Finally, the findings were interpreted to draw conclusions and provide recommendations for improving academic supervision practices to enhance teaching and learning quality.

Results

The Implementation of Academic Supervision at MTs Negeri Palopo

Implementing academic supervision at MTs Negeri Palopo involves a systematic process where supervisors observe, evaluate, and guide teachers to enhance teaching quality. This process includes classroom observations, constructive feedback, and collaborative discussions between supervisors and teachers to identify strengths and areas for improvement. The primary objective is to ensure effective classroom learning aligned with curriculum standards while supporting teachers' professional development.

Collaboration Between Supervisors and Teachers

Collaboration between supervisors and teachers is a cornerstone of the academic supervision process at MTs Negeri Palopo. Effective communication forms the foundation of this collaboration, beginning with structured meetings at the start of the academic year. These meetings discuss supervision schedules, objectives, and strategies to align teaching practices with school goals. One teacher shared:

"*Communication between supervisors and teachers here is excellent because we start every academic year with a meeting where everything is scheduled. We discuss the supervision agenda, which helps us prepare for the entire year.*" (Teacher of Social Studies, MTs Negeri Palopo)

Another teacher emphasized the mutual respect that characterizes these interactions:

"*The supervisor treats us as colleagues, not subordinates. This approach creates a positive atmosphere and motivates us to improve our teaching.*" (Teacher of Islamic Studies, MTs Negeri Palopo)

The vice principal added:

"*During our meetings, supervisors ensure that all teachers feel included in the process. The focus is on collaboration, not just evaluation. This makes the entire process more constructive.*" (Vice Principal for Student Affairs, MTs Negeri Palopo)

Teacher Involvement in Decision-Making

Teachers are actively involved in decision-making related to instructional practices, demonstrating a participatory approach to supervision. Supervisors respect teachers' autonomy while offering constructive guidance. One English teacher explained:

"*In the classroom, I fully control designing and managing lessons. However, supervisors observe and provide suggestions based on their evaluations. This process feels supportive rather than restrictive.*" (English Teacher, MTs Negeri Palopo)

Similarly, another teacher remarked:

"*During the feedback sessions, we discuss strategies collaboratively. Supervisors don't impose changes but guide us based on their observations and experience.*" (Mathematics Teacher, MTs Negeri Palopo)

The collaboration ensures teachers and supervisors create a dynamic and effective learning environment. Observations confirmed that consultation and decision-making between teachers and supervisors are conducted transparently and inclusively.

Classroom Observation and Feedback
Classroom observations are conducted twice yearly, focusing on instructional strategies, classroom management, and student engagement. One teacher highlighted the structured nature of these observations:

"*The observation is scheduled once per semester. In the first semester, it focuses on lesson planning, and in the second semester, it evaluates our teaching methods in the classroom.*" (Vice Principal for Curriculum Affairs, MTs Negeri Palopo)

Feedback is provided after each observation session. Teachers expressed appreciation for the feedback process, combining written and verbal recommendations. A teacher shared:

"*The feedback I received was very specific and actionable. It helped me improve not only my teaching methods but also how I interact with students.*" (Science Teacher, MTs Negeri Palopo)

The vice principal commented on the importance of feedback sessions:

"*Supervisors prioritize detailed discussions with teachers after observations. These sessions are essential for identifying challenges and finding practical solutions.*" (Vice Principal for Student Affairs, MTs Negeri Palopo)

Use of Student Performance Data
Supervisors also incorporate student performance data into the supervision process. This data is used to identify patterns and provide targeted recommendations. A teacher explained:

"*The supervisor reviews test results and attendance data to understand student needs better. This helps me adjust my teaching strategies and provide additional support to struggling students.*" (English Teacher, MTs Negeri Palopo)

Another teacher emphasized the value of data-driven supervision:

"*With the performance data, we can focus on specific areas that need improvement. It's not just about teaching but also about ensuring students achieve their best potential.*" (Mathematics Teacher, MTs Negeri Palopo)

Supervisors use this data to guide discussions during feedback sessions, ensuring that recommendations are evidence-based and tailored to the needs of both teachers and students.

Efforts to Improve Teaching and Learning Quality at MTs Negeri Palopo

Efforts to improve the quality of teaching and learning at MTs Negeri Palopo are systematically implemented through academic supervision, focusing on key areas such as teacher professional development, curriculum and instructional refinement, classroom management, and data-driven interventions. These initiatives are designed to ensure that the educational process is effective and responsive to the needs of students.

One of the primary efforts involves enhancing teacher professionalism through structured training programs. Teachers participate in internal and external training sessions to develop their skills and knowledge. Internal initiatives include the Subject Teachers' Forum (MGMP), where teachers collaborate to share experiences and update their teaching methodologies. A teacher highlighted the importance of this forum:

"*MGMP sessions are incredibly helpful. We can discuss real challenges in the classroom and learn from each other's experiences. It's a great opportunity to grow as educators.*" (Mathematics Teacher, MTs Negeri Palopo)

Workshops facilitated by guest speakers also enrich these sessions. A teacher explained:

"*The workshops often bring in experts who introduce us to innovative teaching strategies and new technologies. These sessions inspire us to try new methods in the classroom.*" (Social Studies Teacher, MTs Negeri Palopo)

External training programs allow teachers to interact with peers from other institutions. A teacher shared:

"*Attending external workshops broadens my perspective. I've learned a lot from teachers in other schools who face similar challenges.*" (English Teacher, MTs Negeri Palopo)

However, some teachers face challenges in accessing these opportunities. Another teacher commented:

"*I couldn't attend some of the workshops because of scheduling conflicts with my teaching duties. It's a bit frustrating since these sessions are valuable.*" (Science Teacher, MTs Negeri Palopo)

Curriculum and instructional refinement at MTs Negeri Palopo emphasizes relevance and responsiveness to educational demands. Teachers actively participate in curriculum discussions to ensure alignment with students' needs and the local context. Supervisors encourage innovation and experimentation with new teaching strategies. One teacher shared a success story:

"*After attending a training session on technology in education, I started using interactive apps and games in my math lessons. The students loved it, and their understanding improved significantly.*" (Mathematics Teacher, MTs Negeri Palopo)

Despite these successes, some teachers require more support to implement innovations effectively. A teacher explained:

"*The training sessions are helpful, but sometimes we need follow-up sessions or one-on-one guidance to apply what we've learned in the classroom.*" (Islamic Studies Teacher, MTs Negeri Palopo)

Classroom management is another crucial aspect of improving teaching quality. Supervisors provide targeted guidance to help teachers address student behaviour and challenges with class dynamics. A teacher explained:

"*The supervisor observed my class and suggested strategies to handle disruptive behaviour. The tips were practical and easy to implement, and I saw immediate improvements in class dynamics.*" (Social Studies Teacher, MTs Negeri Palopo)

Another teacher highlighted the importance of creating a conducive learning environment:

"*I rearranged the seating to encourage group discussions and used more visual aids. These changes made the classroom more engaging and interactive.*" (Science Teacher, MTs Negeri Palopo)

Using student performance data has become vital to teaching improvement efforts at MTs Negeri Palopo. Teachers utilize formative and summative assessments to monitor student progress and identify areas of difficulty. A teacher shared:

"*When I notice patterns in assessment results, I adjust my teaching strategies to address those areas. It helps the students catch up and perform better.*" (English Teacher, MTs Negeri Palopo)

Supervisors also play a key role in using data to guide teaching improvements. A teacher noted:

"*Our supervisor analyzed the students' test results and suggested specific interventions for struggling students. It's been really helpful for targeting their needs.*" (Mathematics Teacher, MTs Negeri Palopo)

MTs Negeri Palopo has made significant strides in improving teaching and learning quality through its multifaceted efforts. These initiatives have been supported by academic supervision, ensuring teachers receive guidance, resources, and feedback to enhance their practices. However, addressing challenges such as aligning training with teacher needs, providing consistent support for innovation, and strengthening the use of student data can further amplify these efforts. Refining these areas allows the school to continue improving its educational outcomes and prepare students to excel.

Supporting and Inhibiting Factors in the Implementation of Academic Supervision at MTs Negeri Palopo

Implementing academic supervision at MTs Negeri Palopo is influenced by various supporting and inhibiting factors, collectively shaping its effectiveness in enhancing teaching and learning quality. Understanding these factors is essential to optimize supervision practices and address challenges effectively.

Supporting Factors

One of the primary supporting factors is the strong collaboration between supervisors and teachers. This collaboration ensures that supervision becomes an evaluative process and an opportunity for professional growth. Supervisors actively provide constructive feedback, while teachers seek guidance to address classroom challenges. A teacher explained:

"*The supervisor doesn't just evaluate us but also helps us find solutions to problems in the classroom. Their feedback is always constructive, and discussions help us grow as educators.*" (Mathematics Teacher, MTs Negeri Palopo)

Formal and informal discussions between supervisors and teachers create a supportive environment that fosters mutual trust and facilitates continuous improvement. For instance, another teacher noted:

"*During informal meetings, we feel more comfortable sharing challenges. The supervisor listens and offers practical advice that we can apply immediately in the classroom.*" (English Teacher, MTs Negeri Palopo)

Another critical supporting factor is the active involvement of school leadership, particularly the principal. The principal plays a crucial role by allocating time, resources, and policies that support the supervision process. A teacher highlighted:

"*Our principal ensures we have everything we need for supervision, including resources and training opportunities. This makes us more confident in improving our teaching.*" (Social Studies Teacher, MTs Negeri Palopo)

Additionally, the principal actively facilitates professional development workshops and ensures that all teachers have equal access to training. A teacher shared:

"*The principal often invites guest speakers for workshops and encourages us to participate in external training sessions. These opportunities are invaluable for our growth.*" (Science Teacher, MTs Negeri Palopo)

The availability of adequate resources also emerged as a significant factor supporting supervision at MTs Negeri Palopo. Teachers emphasized that access to teaching aids, observation tools, and reference materials made it easier for them to adopt new strategies and improve their teaching practices. One teacher stated:

"*The supervisor provides useful teaching aids and materials that align with the feedback they give. This helps us implement changes more effectively.*" (Islamic Studies Teacher, MTs Negeri Palopo)

Inhibiting Factors

Despite these positive aspects, several inhibiting factors pose challenges to the effectiveness of academic supervision. Limited time for supervision was identified as a major barrier. Supervisors often face competing responsibilities, including administrative and managerial tasks, which reduce the time for in-depth supervision. A teacher shared their experience:

"*Sometimes supervision sessions feel rushed because the supervisor has many other responsibilities. This affects the quality of feedback we receive.*" (English Teacher, MTs Negeri Palopo)

The principal acknowledged this limitation:

"*Time constraints are indeed a challenge, but we try to address this by delegating some supervisory tasks to senior teachers and ensuring the use of clear evaluation guidelines.*" (Principal, MTs Negeri Palopo)

Another inhibiting factor is resistance to feedback and change among some teachers. While many teachers embrace supervision as an opportunity for growth, others hesitate to implement new methods or adapt to feedback. A teacher noted:

"*Not all teachers are open to feedback. Some prefer to stick to their usual methods, even when new strategies are proven to be more effective.*" (Mathematics Teacher, MTs Negeri Palopo)

Encouraging a culture of openness to feedback and emphasizing professional development benefits is necessary to address this resistance. Communication challenges also impact the effectiveness of supervision. While most teachers reported positive interactions with their supervisors, occasional scheduling conflicts delayed discussions and feedback sessions. A teacher explained:

"*Although feedback sessions are helpful, sometimes they are delayed due to scheduling conflicts. This disrupts the flow of supervision and improvement efforts.*" (Social Studies Teacher, MTs Negeri Palopo)

However, teachers appreciated the constructive nature of the feedback when it was delivered. One teacher stated:

"*The feedback we receive is specific and actionable. Even if it's delayed, it's still very helpful in improving our teaching practices.*" (Science Teacher, MTs Negeri Palopo)

The implementation of academic supervision at MTs Negeri Palopo is supported by strong collaboration, proactive school leadership, and adequate resources. However, challenges such as limited time, resistance to change, and occasional communication gaps need to be addressed to maximize the benefits of supervision. By enhancing time management, fostering a culture of receptiveness, and improving communication strategies, the school can further strengthen its academic supervision practices and their positive impact on teaching and learning quality.

Discussion
The Implementation of Academic Supervision at MTs Negeri Palopo

The findings of this study on the implementation of academic supervision at MTs Negeri Palopo provide valuable insights into its structured process and the factors contributing to its effectiveness in enhancing teaching quality and student learning outcomes. The supervision process reflects a systematic and collaborative approach, prioritizing teacher development through classroom observations, constructive feedback, and collaborative discussions. These activities align with the primary objective of ensuring effective classroom learning while fostering professional growth among teachers.

Collaboration between supervisors and teachers emerged as a central element in academic supervision. Effective communication and mutual respect create an environment conducive to professional growth, where supervision is not perceived as a top-down evaluative process but as a partnership (Gardner et al., 2022). Supervisors facilitate structured meetings at the start of the academic year to discuss supervision schedules, objectives, and strategies (Amelia et al., 2022; Honig & Rainey, 2019). These interactions foster inclusivity and trust, enabling supervisors and teachers to align their goals and work collaboratively (Diab & Green, 2024; Tinnell et al., 2019).

Teachers' perception of supervisors as colleagues rather than evaluators contributes to a supportive atmosphere that encourages active engagement and continuous improvement.

Another important aspect of the supervision process at MTs Negeri Palopo is the participatory approach to decision-making. Teachers actively participate in discussions about instructional practices, maintaining autonomy in managing their classrooms while benefiting from constructive guidance. Supervisors provide suggestions based on their observations, ensuring teachers feel supported rather than restricted. This approach fosters a sense of ownership among teachers, empowering them to implement strategies that enhance their professional growth and instructional effectiveness (Çevik et al., 2020; Wang & An, 2023; Wilcoxen et al., 2020). By balancing guidance with autonomy, the school ensures that teachers remain motivated and committed to improving their practices.

Classroom observations and feedback are integral components of the academic supervision process. Observations are conducted twice a year, focusing on lesson planning and instructional strategies. This structured approach ensures that supervision covers critical aspects of teaching, providing actionable insights for improvement. Teachers appreciated the specific and detailed feedback they received, which combined written and verbal recommendations. These feedback sessions facilitate targeted improvements, addressing challenges and identifying practical solutions (Honig & Rainey, 2019; Saihu, 2020). Supervisors prioritize detailed discussions after observations, creating opportunities for reflective dialogue and collaborative problem-solving (Honig & Rainey, 2019; Saihu, 2020; Widyawati, 2024).

Incorporating student performance data into the supervision process adds an evidence-based dimension to the feedback provided. Supervisors analyze test results, attendance records, and other performance indicators to offer tailored recommendations for teachers and students. This data-driven approach helps teachers adjust their instructional strategies to address specific student needs and optimize learning outcomes (Liu et al., 2023; Subagio et al., 2024). Teachers value this practice, allowing them to focus on measurable improvements and ensure that their teaching aligns with student requirements (Amelia et al., 2022; Honig & Rainey, 2019; Karim et al., 2021).

The findings emphasize the strengths of the academic supervision process at MTs Negeri Palopo while highlighting areas for improvement. Systematic collaboration, participatory decision-making, and evidence-based feedback ensure comprehensive and impactful supervision. However, challenges such as time constraints for supervisors and occasional resistance to feedback require attention. Addressing these challenges through flexible scheduling, additional training for supervisors, and fostering a culture of openness to feedback can further enhance the effectiveness of supervision practices.

Efforts to Improve Teaching and Learning Quality at MTs Negeri Palopo

Efforts to improve teaching and learning quality at MTs Negeri Palopo highlight a structured and comprehensive approach centred on academic supervision. This framework addresses critical areas such as professional development, curriculum refinement, classroom management, and data-driven interventions, ensuring that

teaching practices are effective, responsive, and aligned with the school's educational goals.

Teacher professional development is a cornerstone of these efforts, with structured training programs playing a significant role in equipping educators with the necessary skills and knowledge to enhance their instructional methods. Internal initiatives such as the Subject Teachers' Forum (MGMP) enable teachers to collaborate, share experiences, and refine their teaching methodologies (Arifin, 2019; Pambudi & Hermawati, 2021; Ulfa et al., 2023; Zarkasi, 2021). Additionally, workshops and external training sessions expose teachers to innovative practices and broader perspectives (Van den Beemt et al., 2020; Vare et al., 2019). Despite these strengths, challenges such as scheduling conflicts and insufficient follow-up support limit fully realizing these programs' potential. Addressing these barriers through more flexible scheduling and consistent post-training guidance can maximize the impact of professional development initiatives (Nese et al., 2020; Yurtseven Avci et al., 2020).

Curriculum and instructional refinement efforts emphasize the importance of relevance, responsiveness, and innovation. Teachers actively participate in curriculum discussions, ensuring alignment with national standards and local educational needs. Supervisors play a critical role in encouraging experimentation with new teaching strategies, leading to innovative practices in the classroom (Chen & Zhang, 2024; Gómez Zermeño & Alemán de la Garza, 2021; Hymel & Katz, 2019). While these efforts have shown success, there is a need for sustained support to help teachers bridge the gap between training and practical implementation. Regular follow-up sessions and individualized guidance are necessary to ensure that training translates into measurable improvements in teaching quality and student outcomes (Faizuddin et al., 2022).

Classroom management is another critical focus area in the effort to improve teaching quality. Supervisors provide targeted guidance to help teachers address student behaviour and challenges with class dynamics. This guidance empowers teachers to create a conducive learning environment and adopt proactive management strategies (Alasmari & Althaqafi, 2021; Stevenson et al., 2020). Teachers' initiatives to improve engagement, such as restructuring seating arrangements and incorporating interactive teaching aids, demonstrate the importance of fostering dynamic and student-centered classrooms (Hernández-de-Menéndez et al., 2019; Martin-Alguacil et al., 2024). Continued emphasis on supervisory support and teacher-led innovations in classroom management can further enhance teaching effectiveness (Hirsh & Segolsson, 2019; Honig & Rainey, 2019).

Integrating student performance data into the supervision process highlights the school's commitment to evidence-based improvement. Both formative and summative assessments monitor student progress and identify areas requiring attention. Collaborative analysis of this data between supervisors and teachers informs instructional strategies and enables targeted interventions for students who need additional support (Krishnan et al., 2021; Lyon et al., 2019; Xiang et al., 2022). This approach ensures that teaching is responsive to student needs, fostering equitable learning opportunities and improving outcomes (Kieran & Anderson, 2019; Leithwood, 2021; O'Leary et al., 2020). Expanding the use of data in decision-making and

integrating it more deeply into supervisory practices can further enhance teaching strategies and overall student performance.

MTs Negeri Palopo demonstrates a multifaceted and impactful approach to improving teaching and learning quality through academic supervision. While these efforts have produced significant progress, further refinements could amplify their effectiveness. Aligning training programs with teacher needs, providing consistent post-training support, and deepening the use of performance data in supervision are essential next steps. These improvements will not only sustain but also accelerate advancements in teaching quality and student outcomes, ensuring that the school continues to deliver a high standard of education. These findings offer valuable insights for other schools and policymakers aiming to optimize academic supervision and foster professional growth in educational settings.

Supporting and Inhibiting Factors in the Implementation of Academic Supervision at MTs Negeri Palopo

Implementing academic supervision at MTs Negeri Palopo reflects a balance between supporting and inhibiting factors that collectively influence its effectiveness. One of the most significant supporting factors is the strong collaboration between supervisors and teachers. This partnership transforms supervision from a mere evaluative process into a platform for professional growth and mutual development (Saihu, 2020; Winarno et al., 2021). Supervisors provide constructive feedback and practical guidance, while teachers actively seek solutions to address classroom challenges. The combination of formal and informal interactions fosters trust and openness, creating a supportive environment for continuous improvement (Amelia et al., 2022; Prasetia et al., 2022). This collaboration ensures that supervisors and teachers share ownership of the process, leading to meaningful changes in teaching practices.

The active involvement of school leadership, particularly the principal, also plays a pivotal role in supporting academic supervision. The principal allocates time, resources, and policies to facilitate supervision. This proactive approach not only ensures that teachers have access to professional development opportunities but also boosts their confidence and motivation to enhance their teaching practices (González-Falcón et al., 2020; Honig & Rainey, 2019). Additionally, the provision of resources such as teaching aids, observation tools, and reference materials supports teachers in implementing feedback effectively (Gümüş & Bellibaş, 2020; Printy & Liu, 2020). These resources empower teachers to adopt innovative strategies and align their teaching methods with supervisory recommendations.

Despite the strengths of the supervision system, several challenges hinder its full effectiveness. Limited time for supervision emerged as a major barrier. Supervisors often juggle multiple responsibilities, including administrative and managerial tasks, leaving insufficient time for in-depth supervision. This constraint impacts the quality of feedback and follow-up sessions, reducing their potential to drive meaningful change (Cregård & Corin, 2019; Winarno et al., 2021). Although the school has implemented measures such as delegating supervisory tasks to senior teachers, further improvements in time management are necessary to ensure that supervision sessions are comprehensive and impactful.

Resistance to feedback and change among some teachers is another significant inhibiting factor. While many educators view supervision as an opportunity for growth, others are hesitant to implement new methods or adapt to feedback. This resistance can stem from a preference for familiar practices or a lack of confidence in trying new approaches (Charoensukmongkol & Phungsoonthorn, 2021; Esterhazy & Damşa, 2019). Encouraging a culture of openness to feedback and emphasizing professional development benefits are essential to addressing this challenge (Armson et al., 2019; Yu et al., 2019). Providing additional support and clear communication about the value of changes can help reduce resistance and foster a more adaptive mindset among teachers (Hubbart, 2023; Sáiz-Manzanares et al., 2021).

Communication challenges, including scheduling conflicts, also affect the effectiveness of supervision. Delays in feedback sessions disrupt the flow of supervision and limit timely improvements. While the feedback is generally specific and actionable, ensuring it is delivered promptly can enhance its impact (Esterhazy & Damşa, 2019; Nese et al., 2020). Improved scheduling strategies and streamlined communication channels can minimize these disruptions and optimize supervision (Liu et al., 2023; Yurtseven Avci et al., 2020).

The findings indicate that the interplay of supportive and inhibitive factors heavily influences the success of academic supervision at MTs Negeri Palopo. Strengthening the collaborative relationship between supervisors and teachers, maintaining proactive school leadership, and ensuring adequate resource provision are critical to sustaining the positive aspects of supervision. Simultaneously, addressing challenges such as limited time, resistance to feedback, and communication gaps is necessary to maximize the benefits of the supervision process.

To further enhance academic supervision, the school could implement more structured time management strategies, provide ongoing training to foster openness to feedback and improve scheduling and communication systems. These measures would not only mitigate existing challenges but also strengthen the overall effectiveness of supervision in improving teaching and learning quality. By building on its strengths and addressing its weaknesses, MTs Negeri Palopo can be a model for academic supervision practices in similar educational contexts.

Conclusion

Implementing academic supervision at MTs Negeri Palopo is characterized by a structured and systematic process incorporating classroom observations, feedback sessions, and collaborative discussions. This approach ensures alignment with curriculum standards and supports teachers' professional development. Supervisors play a key role in evaluating teaching practices, providing constructive feedback, and effectively guiding teachers to address challenges. The overall process creates a supportive and dynamic learning environment that prioritizes continuous improvement in teaching quality.

Efforts to improve teaching and learning quality at MTs Negeri Palopo focus on several key areas, including teacher professional development, curriculum refinement, classroom management, and data-driven interventions. Teachers benefit from internal and external training opportunities, supported by supervisors who provide targeted

guidance and feedback. Integrating student performance data into the supervision process ensures that teaching strategies are evidence-based and responsive to students' needs. These efforts have led to the adoption of innovative instructional practices and more effective classroom management, enhancing the overall learning experience.

Various supporting and inhibiting factors influence the effectiveness of academic supervision at MTs Negeri Palopo. Strong collaboration between supervisors and teachers, proactive leadership from the principal, and the availability of adequate resources have been identified as key enablers. However, limited time, resistance to feedback and change, and occasional communication gaps hinder its effectiveness. Addressing these challenges through better time management, fostering openness to feedback, and improving communication strategies will enhance the positive impact of academic supervision on teaching and learning quality.

Declaration of conflicting interest
Locus anonymity should be guaranteed, as the test result may be used inappropriately by unresponsible party(es).

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