

Educational Supervision as Internal Quality Assurance Mechanism: Conceptualizing the Quality Assurance-Based Supervision Cycle (QASC) for Quality Education (SDG 4)

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ABSTRACT

Objective: To examines how educational supervision functions as an organizational quality assurance mechanism within the Internal Quality Assurance (IQA) system and develops a conceptual framework explaining how supervision contributes to sustainable educational quality beyond improving teacher performance. **Method:** Employed a qualitative case study at MTsN 1 Pamekasan, Indonesia, to explore educational supervision within the Internal Quality Assurance system. Data were gathered between September 2025 and June 2026 through semi-structured interviews with 11 informants. Classroom observations and institutional documents were used to enrich the interview data. The analysis followed the interactive approach of Miles, Huberman, and Saldaña, while the credibility of the findings was strengthened through source triangulation, method triangulation, member checking, peer debriefing, and a comprehensive audit trail. **Results:** To identified that shape quality-oriented educational supervision: evidence-based supervision planning, collaborative supervision practices, organizational learning, and continuous quality improvement. These processes demonstrate that supervision extends beyond monitoring classroom instruction by generating organizational evidence that supports professional learning, institutional decision making, policy refinement, and the ongoing implementation of Internal Quality Assurance. **Novelty:** The principal contribution of this study is the development of the Quality Assurance-Based Supervision Cycle (QASC), a conceptual framework explaining how educational supervision, organizational learning, and Internal Quality Assurance operate as an integrated and continuous cycle. The framework offers a broader perspective by positioning educational supervision not merely as a strategy for improving teachers' instructional practices, but as an evidence-informed organizational governance mechanism that drives sustainable educational quality improvement.

INTRODUCTION

Achieving Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive, equitable, and quality education, requires schools to sustain educational quality through continuous institutional improvement rather than episodic compliance with external standards. Educational reforms have strengthened accountability, accreditation, and institutional performance across many countries (Elrayah & Semlali, 2023). The greater challenge lies in sustaining these achievements over time. Educational quality often declines once external monitoring is reduced, indicating that compliance alone cannot secure long-term institutional improvement (Bouranta et al., 2021). This challenge has shifted scholarly attention toward organizational mechanisms capable of transforming evaluation evidence into continuous improvement, an objective closely aligned with SDG 4 (Habibi et al., 2022; Mafratoglu et al., 2023).

Continuous Quality Improvement (CQI) views quality as an ongoing organizational process rather than a fixed institutional outcome. Drawing on Total Quality Management (TQM), it encourages schools to use evidence from planning, implementation, evaluation, and feedback to support organizational learning and

strategic improvement (Deming, 2000; Oakland, 2014). These principles are operationalized through the Plan-Do-Check-Act (PDCA) cycle and institutionalized in many education systems through Internal Quality Assurance (IQA), which integrates planning, implementation, evaluation, control, and improvement into a continuous quality management process (Habibi et al., 2022; Sallis, 2006).

Educational supervision represents one of the most established approaches for improving teaching quality within schools. Glickman et al., (2013) argued that contemporary educational supervision places greater emphasis on reflective dialogue, instructional coaching, collaborative inquiry, and continuous professional learning, enabling teachers to critically examine and refine their instructional practices. Consistent with this shift, recent empirical evidence indicates that supervision is most effective when it creates structured opportunities for constructive feedback, sustained professional development, and collaborative reflection, ultimately strengthening instructional quality, teacher commitment, and student learning outcomes (Hoque et al., 2020; Liu et al., 2021; Sukainten et al., 2023). These findings indicate that supervision remains an essential component of school improvement initiatives across diverse educational contexts.

Despite pursuing the same objective of improving educational quality, Internal Quality Assurance and educational supervision have developed as two largely independent fields of inquiry. Internal Quality Assurance literature primarily examines institutional governance, quality systems, organizational accountability, and continuous improvement (Habibi et al., 2022; Psomas & Antony, 2017). Most studies of educational supervision, meanwhile, concentrate on instructional improvement, teacher professionalism, and classroom effectiveness (Liu et al., 2021; Rahman, 2021; Salim, 2025). A clearer explanation is still needed of how educational supervision contributes to Internal Quality Assurance beyond its established role in improving classroom instruction.

The conceptual divide between these two bodies of knowledge raises an important question for educational management research. Bouranta et al., (2021) explained Internal Quality Assurance as a mechanism for strengthening organizational quality through continuous improvement, whereas Shengnan & Hallinger, (2021) viewed educational supervision primarily as a means of improving instructional practice and teacher learning. More recent studies have continued to reinforce these respective perspectives by emphasizing institutional quality systems (Nurhuda et al., 2023) and teacher professional development (Wulandari et al., 2023). Yet the literature offers only a limited explanation of how educational supervision becomes embedded within an Internal Quality Assurance system, allowing supervisory evidence to inform organizational learning and strategic quality improvement.

Understanding educational supervision from this perspective requires moving beyond its traditional role as an instructional intervention and recognizing its contribution to organizational quality management (Hallinger & Hammad, 2019; Spillane & Ortiz, 2019). Viewed in this way, supervision becomes part of the Internal Quality Assurance process by generating evidence, supporting organizational learning, and informing continuous institutional improvement. This shift in perspective redirects attention from individual teacher performance toward the organizational capability required to sustain educational quality, reflecting a growing emphasis on integrated

approaches to school improvement (Bouranta et al., 2021; Han & Jin, 2025; Rahman, 2021).

Recent studies acknowledge the importance of connecting instructional improvement with broader organizational processes, yet available frameworks continue to address these dimensions as largely separate domains (Korhonen et al., 2023; Stosich et al., 2017). This study addresses that gap by extending the theoretical understanding of educational supervision beyond classroom improvement toward organizational quality development. Instead of conceptualizing supervision as an isolated professional development activity, this study explains its role as an integral organizational process connecting evidence, collaborative learning, strategic decision-making, and continuous quality improvement within Internal Quality Assurance.

This study investigates how educational supervision contributes to Internal Quality Assurance as an organizational mechanism that supports continuous quality improvement in an Indonesian madrasah. The analysis examines how supervisory practices interact with organizational learning and quality management processes to shape institutional improvement beyond their established role in classroom instruction. The study contributes to educational supervision literature by conceptualizing the Quality Assurance-Based Supervision Cycle (QASC), a framework that integrates educational supervision, organizational learning, and Internal Quality Assurance to support sustainable educational quality in line with the aspirations of SDG 4.

RESEARCH METHOD

Research design and approach

This study employed a qualitative case study to examine how educational supervision functions as an organizational mechanism within the Internal Quality Assurance (IQA) system to sustain continuous quality improvement. A qualitative case study was considered appropriate because it enables researchers to investigate organizational processes, leadership practices, and professional interactions within their real-life context while preserving institutional complexity (Merriam & Tisdell, 2016; Yin, 2021). This approach also facilitates an in-depth understanding of educational quality management practices that cannot be adequately explained through quantitative measurement alone (Creswell, 2016; Creswell & Poth, 2018). The case study design was selected not only to understand supervisory practices in their natural setting but also to generate an empirically grounded conceptual explanation of how educational supervision functions as an organizational quality assurance mechanism.

Research procedure

This study followed a sequential qualitative research procedure to ensure methodological transparency and analytical rigor. The research began with the selection of a case representing the integration of educational supervision and Internal Quality Assurance (IQA). Participants were then purposively recruited based on their direct involvement in supervisory and quality assurance processes. Data were collected through semi structured interviews, non participant observations, and document analysis. The analysis proceeded iteratively alongside data collection, allowing emerging interpretations to guide subsequent inquiry. The final stage involved integrating the empirical themes into a conceptual framework explaining how educational supervision functions as an organizational quality assurance mechanism.

Participants and participant selection

The research was conducted at Madrasah Tsanawiyah Negeri 1 Pamekasan, Indonesia, a public Islamic junior secondary school implementing educational supervision as part of its Internal Quality Assurance system. The site and participants were selected purposively because they possessed direct experience with the phenomenon under investigation (Patton, 2015). Eleven information-rich participants were involved, including the principal, vice principal for curriculum, quality assurance team members, supervisors, and teachers. Their diverse institutional roles provided comprehensive perspectives on the planning, implementation, monitoring, and evaluation of educational supervision (Palinkas et al., 2016; Yin, 2021).

Research instrument and the role of the researcher

Throughout the research process, the researcher acted as the principal instrument for collecting and interpreting the data, supported by semi-structured interview guides, observation protocols, and document review checklists (Creswell & Poth, 2018). Data collection concentrated on participants' experiences as well as institutional practices associated with educational supervision within the Internal Quality Assurance (IQA) system. To maintain analytical rigor, reflective field notes and analytic memos were written regularly during fieldwork and data analysis, allowing emerging interpretations to be continuously examined, refined, and validated against the empirical evidence (Berger, 2015; Merriam & Tisdell, 2016).

Data collection procedures

Data were collected from September 2025 to June 2026 through semi-structured interviews, non-participant observations, and document analysis to ensure comprehensive understanding of the phenomenon (Flick, 2014; Yin, 2021). Interviews explored participants' experiences in planning and implementing educational supervision, while observations captured actual supervisory practices. Documentary evidence included supervision programs, quality assurance reports, meeting minutes, and institutional policy documents. Combining multiple sources of evidence strengthened methodological triangulation and enabled cross-validation of emerging findings throughout the research process (Creswell & Poth, 2018; Patton, 2015).

Data analysis procedure

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing and verification. Analysis was conducted concurrently with data collection, allowing emerging interpretations to inform subsequent interviews and observations. Themes were developed inductively to explain how educational supervision supported organizational learning and continuous quality improvement within the Internal Quality Assurance (IQA) system. Relationships among the emergent themes were examined through constant comparison, iterative interpretation, and conceptual abstraction to identify recurring organizational patterns across the case.

This process culminated in the development of the Quality Assurance-Based Supervision Cycle (QASC), an empirically grounded conceptual framework explaining how educational supervision, organizational learning, and Internal Quality Assurance

interact as an integrated mechanism for continuous quality improvement. The trustworthiness of the findings was enhanced through source triangulation, method triangulation, member checking, peer debriefing, and an audit trail to ensure research rigor (Creswell & Poth, 2018; Lincoln & Guba, 1985; Miles et al., 2014). The conceptual framework was developed inductively from the empirical findings rather than imposed a priori, ensuring that the proposed QASC remained firmly grounded in participants' experiences and organizational practices.

RESULTS AND DISCUSSION

Results

Evidence-based supervision planning as the foundation of internal quality assurance

The findings indicate that educational supervision at Madrasah Tsanawiyah Negeri 1 Pamekasan begins with systematic evidence-based planning integrated into the Internal Quality Assurance (IQA) cycle. As summarized in Table 1, supervision planning comprises six interrelated organizational components, including needs assessment, supervisor assignment, supervisor selection, scheduling, standardized instruments, and supervision socialization. Together, these components transform supervision from a routine administrative activity into a strategic quality management process that establishes a shared direction for continuous quality improvement.

Table 1. Synthesized findings of evidence-based supervision planning

Organizational Component	Empirical Findings	Contribution to Internal Quality Assurance
Needs assessment	Supervision priorities were established using School Self-Evaluation (SSE) data and previous supervision results.	Established an evidence-based foundation for quality planning while supporting continuous institutional improvement.
Supervisor assignment	Supervisors were appointed through a structured institutional process that combined competency-based considerations with organizational coordination.	Enhanced institutional accountability while promoting greater consistency in the implementation of supervision activities.
Supervisor selection	Supervisor selection emphasized pedagogical expertise, professional experience, and institutional trust.	Enhanced the professional credibility and legitimacy of the supervision system.
Program scheduling	Supervision schedules were integrated with the academic calendar and teaching timetable while remaining flexible.	Improved organizational coordination without disrupting classroom activities.
Standardized instruments	Supervision instruments emphasized learning quality, student competencies, and instructional outcomes.	Standardized quality evaluation while accommodating contextual needs.
Communication and socialization	Supervision procedures and instruments were communicated transparently	Increased teachers' acceptance of supervision as professional development rather than

Organizational Component	Empirical Findings	Contribution to Internal Quality Assurance
	before implementation.	administrative control.

Table 1 further demonstrates that each planning component contributes to the Internal Quality Assurance cycle through evidence-based decision-making, professional accountability, organizational coordination, and transparent communication. Rather than functioning independently, these components collectively establish organizational readiness for implementing educational supervision as a sustainable quality assurance mechanism.

Collaborative educational supervision as a professional learning process

The findings reveal that educational supervision at Madrasah Tsanawiyah Negeri 1 Pamekasan is implemented through a collaborative and developmental process rather than a compliance-oriented inspection. As detailed in Table 2, each supervision stage performs a distinct organizational function within the Internal Quality Assurance system. Collaborative planning establishes shared expectations, classroom observation generates objective evidence, and reflective dialogue transforms supervisory evidence into professional learning opportunities that support instructional improvement.

Table 2. Characteristics of collaborative educational supervision

Supervision Stage	Empirical Findings	Organizational Contribution
Pre-observation	Supervisors and teachers collaboratively agreed on supervision objectives, observation focus, and lesson readiness.	Built mutual understanding and promoted professional partnership before classroom observation.
Classroom observation	Supervisors objectively documented instructional practices without interrupting the teaching process.	Produced reliable evidence for instructional evaluation and quality improvement.
Post-observation	Feedback was delivered through reflective, persuasive, and evidence-based dialogue encouraging teacher self-reflection.	Fostered continuous professional learning and strengthened teachers' commitment to instructional improvement.

Table 2 further indicates that educational supervision serves not only to evaluate classroom practice but also to strengthen organizational learning through collaboration, trust, and continuous professional development. These characteristics position supervision as a developmental rather than a corrective organizational practice.

Educational supervision as an organizational learning mechanism

The findings demonstrate that educational supervision extends beyond classroom observation by functioning as an organizational learning mechanism within the Internal Quality Assurance system. As presented in Table 3, supervision findings were systematically analyzed, documented, and translated into professional learning initiatives, policy refinement, and institutional planning. Consequently, supervision generated organizational knowledge that continuously informed strategic quality improvement.

Table 3. Organizational learning outcomes derived from educational supervision

Organizational Learning Process	Empirical Findings	Contribution to Continuous Quality Improvement
Evidence analysis	Supervision findings were compiled, classified, and collectively analyzed to identify teachers' strengths, weaknesses, and development needs.	Produced organizational knowledge that served as a reliable foundation for evidence-informed quality improvement initiatives.
Quality reporting	Supervision reports were compiled in a structured manner, providing essential evidence for internal quality evaluation, external accountability, and institutional strategic planning.	Reinforced institutional accountability while supporting stronger quality governance through systematic documentation and evidence-based decision making.
Professional learning	Findings from educational supervision were translated into a range of professional learning activities, including Professional Learning Community (PLC) meetings, Subject Teacher Forum discussions (MGMP), workshops, mentoring, coaching, and other targeted capacity-building programs designed to address identified developmental needs.	Enhanced teachers' competencies through needs-based professional learning.
Performance reinforcement	Outstanding teachers received institutional recognition, while teachers requiring improvement received personalized coaching and constructive guidance.	Fostered professional motivation and continuous instructional improvement.
Quality policy improvement	Supervision findings were integrated into School Self-Evaluation, the School Work Plan and Budget, and subsequent quality improvement programs.	Connected supervision evidence with strategic planning and resource allocation, ensuring sustainability within the IQA cycle.

Table 3 also shows that supervision outcomes were not treated as administrative records but as institutional evidence supporting teacher development, quality governance, and policy improvement. This continuous utilization of supervisory evidence strengthened organizational learning and reinforced the sustainability of the Internal Quality Assurance cycle.

The Quality Assurance-Based Supervision Cycle (QASC)

Synthesizing the four empirical themes revealed that educational supervision operates as a continuous organizational cycle embedded within the Internal Quality Assurance (IQA) system rather than as a series of isolated supervisory activities. As illustrated in Figure 2, the cycle begins with evidence-based planning informed by School Self-

Evaluation (SSE) and previous supervision findings, continues through collaborative supervision and systematic evidence analysis, and culminates in professional learning, policy refinement, and strategic planning for subsequent quality improvement. These interconnected processes position supervision as an institutional mechanism that continuously transforms evaluation evidence into organizational learning and sustainable educational quality.

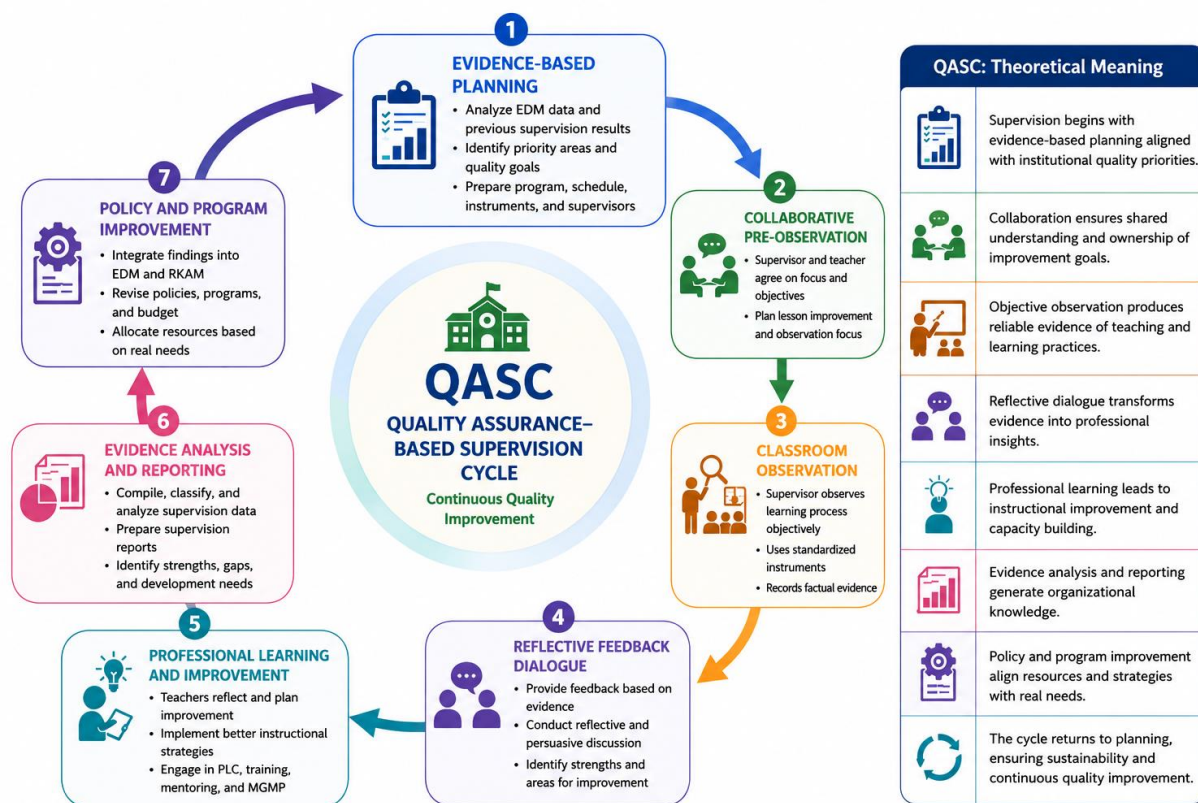


Figure 2. The Quality Assurance-Based Supervision Cycle (QASC)

The proposed Quality Assurance-Based Supervision Cycle (QASC) illustrates the central contribution of this study by explaining how educational supervision functions as an organizational quality assurance mechanism. The findings indicate that supervisory evaluation represents the beginning rather than the endpoint of the quality improvement process. Evidence generated from each supervision cycle is systematically incorporated into teacher professional learning, institutional policy refinement, strategic resource allocation, and future supervision planning. This recursive process underpins the Quality Assurance-Based Supervision Cycle (QASC), illustrating how educational supervision operates as an integral component of the Internal Quality Assurance system. By linking quality standard setting, implementation, evaluation, quality control, and continuous improvement within a single organizational learning process, the framework explains how supervision contributes to sustainable educational quality over time.

Discussion

Evidence-based quality governance through educational supervision

The evidence gathered in this study suggests that educational supervision extends beyond its traditional role as a preparatory activity preceding classroom observation. At Madrasah Tsanawiyah Negeri 1 Pamekasan, supervision planning was systematically

informed by School Self-Evaluation findings, evidence from previous supervision cycles, and institutional quality priorities. The planning process connected supervisory activities with institutional quality priorities, allowing supervision to contribute to school-wide improvement before classroom observation was conducted. The findings extend Deming's quality management principles by showing how evidence-based improvement is operationalized through educational supervision within an Internal Quality Assurance system (Deming, 2000). Oakland, (2014) likewise emphasized that quality governance depends on systematic planning, whereas Psomas & Antony, (2017) identified evidence-based decision making as the foundation of continuous quality improvement.

This finding extends the dominant perspective in educational supervision literature, which has traditionally associated supervision planning with instructional preparation and teacher performance improvement. The present study suggests that supervision planning performs a broader organizational function by linking supervisory activities with institutional quality priorities before classroom observation takes place. This organizational orientation shifts the focus of supervision from preparing individual teachers for observation to generating evidence that informs quality governance across the school. Such an interpretation broadens the conventional understanding of supervision planning and provides the conceptual basis for examining how previous studies have positioned supervision within school improvement.

Previous research consistently recognizes educational supervision as a key driver of school improvement, although its contribution has largely been interpreted from an instructional perspective. Studies have linked supervision to instructional leadership, teacher professional competence, collaborative dialogue, and stronger coordination among school personnel (Hallinger & Kovačević, 2019; Lorensius et al., 2022; Marno et al., 2024; Siagian et al., 2025). These perspectives collectively explain how supervision improves teaching and professional practice but offer limited insight into its organizational role within Internal Quality Assurance. The present study broadens this understanding by showing that supervision planning also functions as a governance process through which organizational evidence is translated into institutional quality priorities, thereby connecting instructional improvement with evidence-informed quality management.

The integration of educational supervision with Internal Quality Assurance represents the principal distinction between this study and previous research. Existing studies have predominantly evaluated supervision through its contribution to teacher competence, instructional practice, or leadership effectiveness. The present findings identify a broader organizational function in which supervisory evidence continuously informs strategic planning, policy refinement, professional development, and resource allocation. This recursive use of organizational evidence reflects the principles of organizational learning, where evidence generated through professional practice is systematically transformed into institutional knowledge that guides subsequent improvement (KLAK, 2021). It also complements contemporary quality management literature emphasizing organizational learning as the foundation of sustainable quality improvement (Bouranta et al., 2021; Hallinger, 2019; Psomas & Antony, 2017). These findings position educational supervision as an evidence-informed governance mechanism that supports organizational quality improvement rather than a stand-alone instructional intervention.

This study contributes theoretically by repositioning educational supervision within the broader framework of Internal Quality Assurance. The findings shift the focus of educational supervision beyond classroom improvement by explaining how supervisory evidence is used in organizational decision making. Through this process, supervision supports professional learning, institutional planning, and continuous quality improvement within a single quality assurance cycle. This perspective addresses a conceptual gap in the supervision literature by explaining how instructional supervision becomes embedded within institutional quality assurance processes instead of operating as a separate professional development activity. The proposed Quality Assurance-Based Supervision Cycle (QASC) builds on this interpretation by conceptualizing educational supervision as an evidence-informed organizational quality assurance mechanism. This governance perspective also provides the foundation for understanding why collaborative professional learning emerges as a central process within the cycle.

Collaborative educational supervision as a professional learning process

The findings indicate that collaborative educational supervision translates quality governance into everyday professional practice. At Madrasah Tsanawiyah Negeri 1 Pamekasan, supervision was implemented through collegial dialogue, classroom observation, reflective feedback, and joint problem solving rather than through compliance-oriented inspection. This collaborative approach is consistent with recent developments in educational supervision that emphasize professional partnership as a foundation for instructional improvement. Mondal, (2020) argued that collaborative leadership strengthens instructional improvement, while Marno et al. (2024) showed that humanistic supervision fosters trust and reduces teacher resistance. Similar conclusions were reported by Siagian et al., (2025), who found that collegial supervision promotes teacher professionalism through continuous guidance instead of administrative control.

Evidence from this study highlights professional dialogue as the central element of effective educational supervision. Glickman et al., (2013) conceptualized supervision as a developmental process in which reflective interaction, rather than external judgment, supports teachers in improving instructional practice. This interpretation remains consistent with recent evidence showing that constructive feedback and open communication strengthen the effectiveness of supervision (Renting et al., 2023). Similar patterns emerged in the present case, where supervisory conversations were grounded in classroom evidence and encouraged reflective exchange instead of judgment-oriented evaluation. The emphasis on dialogue allowed supervisory evidence to be discussed collaboratively, reducing the likelihood that evaluation would be perceived as administrative control. Such interactions enabled teachers to critically examine their own practice while preserving their professional autonomy and strengthening their commitment to continuous improvement.

Collaborative supervision also strengthens organizational learning by ensuring that supervisory feedback becomes a shared institutional resource rather than remaining an individual evaluation outcome. At the research site, feedback was systematically disseminated through mentoring, Professional Learning Communities (PLCs), Subject Teacher Forum (Musyawarah Guru Mata Pelajaran, MGMP) discussions, and institutional reflection. Antunesa & Pinheiro, (2020) argued that organizational learning

develops when individual experience is transformed into collective knowledge, while Wang & Fan, (2025) explained that professional knowledge expands through sustained interaction within communities of practice. The findings extend these perspectives by showing how collaborative supervision enables supervisory evidence to circulate across the organization, supporting institutional learning that extends beyond individual classroom improvement.

Collaboration emerged as an organizational capability rather than simply a supervisory technique. Previous studies have generally associated collaborative supervision with improvements in teacher competence and instructional quality (Lorensius et al., 2022; Marno et al., 2024; Siagian et al., 2025). Evidence from this study suggests a broader organizational role in which collaborative supervision strengthened professional trust, supported the exchange of supervisory evidence, and informed collective decision making within the Internal Quality Assurance (IQA) system. These interactions enabled supervisory evidence to move beyond individual feedback and become a shared organizational resource that informed institutional learning and continuous quality improvement. Collaboration therefore strengthened not only teachers' professional practice but also the school's capacity to learn from evidence and coordinate improvement across the organization.

The findings broaden the conceptual scope of collaborative educational supervision by locating it within the wider processes of organizational quality assurance. Collaborative supervision supported not only instructional improvement but also organizational communication, knowledge sharing, and evidence-informed decision making across the school. As supervisory evidence circulated through these interconnected processes, it became a resource for organizational learning rather than remaining within individual classrooms. This interpretation expands the conventional view of collaborative supervision as a classroom-centered professional development strategy. It also provides a conceptual explanation for how collaboration links educational supervision with Internal Quality Assurance. This relationship forms one of the organizational processes underpinning the proposed Quality Assurance-Based Supervision Cycle (QASC).

Educational supervision as an organizational learning mechanism

Evidence from this study indicates that educational supervision creates value beyond evaluating classroom practice by generating organizational learning. At Madrasah Tsanawiyah Negeri 1 Pamekasan, evidence gathered through supervision was consistently used to design professional development activities, support institutional reflection, refine school policies, and guide subsequent quality planning. These practices illustrate how supervisory evidence was transformed into organizational knowledge that informed long-term institutional development. Wells, (2021) described organizational learning as a process through which individual experiences become shared knowledge, while Bouranta et al., (2021) emphasized that continuous improvement depends on an organization's ability to transform evaluative evidence into strategic organizational action.

The organizational learning perspective emerging from this study broadens the conventional interpretation of educational supervision in previous research. Existing studies have primarily explained supervision through its contribution to teacher competence, instructional quality, and professional performance (Lorensius et al., 2022;

Marno et al., 2024; Siagian et al., 2025; Triana, 2025). These perspectives demonstrate how supervision improves teaching practice but provide only limited explanation of its organizational contribution within Internal Quality Assurance. Evidence from this study shows that supervisory practices also generate institutional knowledge that informs professional learning, policy development, and strategic decision making. Educational supervision therefore contributes not only to teacher development but also to strengthening organizational learning and the continuous operation of the Internal Quality Assurance system.

These findings also have broader implications for quality management in education. Bouranta et al., (2021) argued that sustainable quality depends on an organization's capacity to institutionalize learning through evidence-informed governance, while Rohman et al., (2023) maintained that quality assurance becomes meaningful only when evaluation results are incorporated into organizational planning and improvement. At Madrasah Tsanawiyah Negeri 1 Pamekasan, supervisory findings became the basis for collective reflection, professional learning, policy refinement, and institutional planning rather than remaining routine administrative reports. The systematic use of supervisory evidence illustrates how educational supervision can support quality management by informing subsequent improvement across the Internal Quality Assurance system.

The relationship between educational supervision and Internal Quality Assurance can also be understood through the lens of organizational learning. The findings suggest that organizational learning serves as the connecting process through which supervisory evidence is translated into institutional knowledge, governance practices, and continuous quality improvement. Educational supervision therefore extends beyond supporting teachers' instructional practice and becomes part of the organizational processes that sustain institutional development. This relationship provides the conceptual foundation for the proposed Quality Assurance-Based Supervision Cycle (QASC), where organizational learning connects educational supervision with Internal Quality Assurance in a continuous cycle of institutional improvement.

The Quality Assurance-Based Supervision Cycle (QASC)

Synthesizing the four themes identified in this study led to the development of the Quality Assurance-Based Supervision Cycle (QASC). The framework conceptualizes educational supervision as a continuous organizational process rather than a sequence of isolated supervisory activities. Evidence-based planning, collaborative supervision, organizational learning, professional development, and institutional quality improvement operate as interconnected processes, with each stage generating evidence that informs the next cycle. Educational supervision therefore becomes a recurring organizational capability that sustains continuous improvement instead of serving as a periodic evaluation of classroom practice. Deming, (2000) argued that quality improvement depends on continuous feedback, while Bernardoa et al., (2024) emphasized that organizational quality emerges from interconnected management processes. The proposed QASC builds on these principles by positioning educational supervision as the organizational mechanism through which Internal Quality Assurance is continuously enacted and refined.

The proposed Quality Assurance-Based Supervision Cycle (QASC) differs fundamentally from existing educational supervision models. Previous research has

largely explained educational supervision through its contribution to teacher competence, instructional leadership, and classroom effectiveness (Babuta & Rahmat, 2019; Lorensius et al., 2022; Marno et al., 2024; Saycon & Muegna, 2026). Similar conclusions were reported by Siagian et al., (2025), who found that systematic supervision supported by quality assurance teams strengthens teacher professionalism. Collectively, these studies highlight the instructional benefits of supervision, yet they provide limited explanation of how supervision functions as an organizational mechanism within Internal Quality Assurance. QASC addresses this conceptual gap by integrating evidence generation, organizational learning, institutional decision making, and continuous quality improvement into a single organizational cycle rather than treating supervision and quality assurance as separate institutional processes.

The principal theoretical contribution of this study lies in integrating educational supervision, organizational learning, and Internal Quality Assurance into a unified conceptual framework. Organizational learning becomes the central mechanism through which supervisory evidence is transformed into institutional knowledge, strategic planning, policy refinement, and subsequent quality improvement. This relationship complements the organizational learning perspective advanced by Wells, (2021) while extending contemporary quality assurance literature that emphasizes evidence-informed governance (Asamoah et al., 2025; Rini et al., 2025; Sakuroh et al., 2026). The Quality Assurance-Based Supervision Cycle (QASC) extends these perspectives by explaining how educational supervision supports sustainable institutional quality through an integrated organizational process rather than through teacher development alone.

Beyond its theoretical contribution, QASC also offers practical implications for educational quality management by positioning educational supervision within a broader organizational quality assurance framework. Viewing supervision from this perspective helps explain how evidence generated through supervisory practice informs institutional planning, professional learning, policy development, and continuous improvement. The framework also provides practical guidance for educational leaders seeking to strengthen Internal Quality Assurance through evidence-informed decision making and collaborative professional learning. Although developed within an Indonesian madrasah, the conceptual principles of QASC may also inform quality assurance practices in other educational systems where continuous improvement depends on integrating supervisory processes with organizational learning. Its applicability across diverse institutional and governance contexts nevertheless requires further empirical validation to examine how the framework can be adapted to different educational settings and quality assurance arrangements.

CONCLUSION

Fundamental finding: This study reconceptualizes educational supervision as an organizational quality assurance mechanism that extends beyond improving classroom practice. Within the Internal Quality Assurance system, supervision continuously transformed institutional evidence into professional learning, policy refinement, strategic planning, and quality improvement, allowing organizational learning to drive sustained institutional development. These findings demonstrate that educational supervision functions as an evidence-informed organizational mechanism rather than as a series of isolated supervisory activities. Building on this conceptualization, the

study proposes the Quality Assurance-Based Supervision Cycle (QASC) as an integrated framework explaining how educational supervision, organizational learning, and Internal Quality Assurance operate as a continuous organizational cycle for sustaining educational quality. **Implication:** The proposed QASC contributes to educational supervision literature by repositioning educational supervision as an evidence-informed organizational quality assurance mechanism rather than a practice focused primarily on teacher performance and instructional effectiveness. It also advances the quality assurance literature by explaining how supervisory evidence is transformed into institutional learning and strategic decision making through an integrated organizational process. From a practical perspective, QASC provides school leaders, supervisors, and quality assurance teams with a coherent approach for integrating supervision into institutional planning, professional learning, policy development, and continuous improvement, allowing supervision to function as a routine component of organizational quality governance rather than as an isolated evaluation activity. **Limitation:** The findings should be interpreted within the context of several limitations. The research was undertaken as a qualitative case study in a single Indonesian Islamic junior secondary school, and the organizational context may differ from that of other educational settings. In addition, the proposed QASC was derived from qualitative evidence and has not yet been examined through comparative or quantitative approaches across multiple institutions. These contextual considerations should be taken into account when interpreting the transferability of the framework. **Future research:** Further research is needed to examine the applicability of QASC across different educational levels, institutional contexts, and national quality assurance systems. Comparative case studies, mixed-methods research, and large-scale quantitative investigations would provide opportunities to validate, refine, and extend the framework across diverse educational settings. Future research may also examine how QASC interacts with organizational learning, instructional leadership, teacher professional development, and institutional performance to strengthen understanding of its implementation and long-term contribution to educational quality assurance.

AUTHOR CONTRIBUTIONS

Hilmi Qosim Mubah: Contributed to the conceptualization of the study, research design, methodology, data collection, formal analysis, data curation, investigation, visualization, drafting of the original manuscript, and manuscript revision. **Yatim Riyanto:** Contributed to conceptualization, methodology refinement, validation, supervision, critical review of the manuscript, and intellectual input throughout the research and writing process. **Erny Roesminingsih:** Contributed to methodology development, validation, interpretation of findings, critical manuscript review, and refinement of the theoretical framework. All authors contributed to the interpretation of the results, reviewed the manuscript critically for important intellectual content, approved the final version of the manuscript, and agreed to be accountable for all aspects of the work.

CONFLICT OF INTEREST STATEMENT

The authors declare that there are no financial, personal, professional, or institutional conflicts of interest that could have influenced the design, conduct, analysis, interpretation, or reporting of this study. The authors confirm that the research was

carried out independently and that the findings and conclusions presented in this article are solely based on the evidence obtained during the research process.

ETHICAL COMPLIANCE STATEMENT

The authors affirm that this manuscript complies with accepted standards of research and publication ethics. The study was conducted with academic integrity, and the manuscript represents original work that has not been published or submitted elsewhere. All sources have been appropriately acknowledged, and the authors confirm that the manuscript is free from plagiarism, data fabrication, data falsification, and any other form of unethical research or publication practice.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

Artificial intelligence (AI) tools were used only to support language editing and the preparation of graphical illustrations in this manuscript. Grammarly was employed to improve grammar, sentence clarity, and overall language readability, and ChatGPT (OpenAI) was used to assist in creating graphical illustrations based on conceptual frameworks developed by the authors. AI was not used to generate research ideas, collect or analyze data, interpret findings, develop theoretical arguments, or formulate the conclusions of this study. All AI-assisted outputs, including language revisions and graphical illustrations, were carefully reviewed, verified, and revised by the authors. The authors take full responsibility for the originality, accuracy, and integrity of the manuscript.

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