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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