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Reflective Supervision Learning Cycle (RSLC): Integrating Academic Supervision and Internal Quality Assurance to Support SDG 4 Through Sustainable School Improvement

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ABSTRACT

Objective: To examine how academic supervision is integrated into the Internal Quality Assurance system to support sustainable school improvement and develops a conceptual model that explains the relationship between quality assurance, reflective supervision, professional learning, and continuous improvement. **Method:** A qualitative case study was conducted at a public Islamic junior secondary school in Pamekasan Regency, Indonesia. Data were collected through semi-structured interviews, observations, and document analysis involving 11 participants selected through purposive sampling. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña. **Results:** Academic supervision was embedded within the Internal Quality Assurance system through five interconnected processes: quality diagnosis, academic supervision planning, reflective supervision, professional learning, and continuous improvement. These processes transformed supervision from a periodic evaluative activity into an evidence-informed organizational mechanism that strengthened instructional quality, professional capacity, and institutional learning. **Novelty:** The study proposes the Reflective Supervision Learning Cycle (RSLC) as a conceptual and operational framework that integrates academic supervision with Internal Quality Assurance. The model extends existing supervision literature by positioning supervision as the organizational mechanism that connects quality diagnosis, reflective practice, professional learning, and continuous improvement to advance sustainable school improvement and contribute to Sustainable Development Goal 4 (Quality Education).

INTRODUCTION

Educational quality is no longer judged solely by expanding access but by schools' ability to sustain meaningful learning and institutional performance over time. UNESCO (2024) emphasizes that achieving Sustainable Development Goal 4 depends on continuous improvement in education systems. This expectation has shifted attention toward institutional processes that sustain educational quality. Evidence suggests that schools implementing systematic quality management are better positioned to strengthen organizational learning and support long-term educational improvement (Bouranta et al., 2021; Brilliantov et al., 2025; Wulandari et al., 2023).

Sustaining educational quality increasingly depends on schools' capacity to drive improvement from within. This shift has reinforced the role of Internal Quality Assurance (IQA) as a structured process for monitoring performance, identifying improvement priorities, and integrating evidence into school decision-making. Schools that adopt systematic quality assurance are more likely to cultivate a sustainable quality culture than those that rely primarily on external evaluation (Bouranta et al., 2021). However, in many educational settings, quality assurance implementation continues to emphasize procedural compliance and documentation more than professional learning and organizational improvement. In Indonesia, this approach is reflected in a recurring