



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

From Evaluation to Reflection: The Transformation of Academic Supervision as a Strategy for Teacher Professional Development in Islamic Elementary Schools

Nurul Izzati*, Istiqomah, Laela Chusnita, Soedjono

Manajemen Pendidikan, Universitas Persatuan Guru Republik Indonesia, Semarang 50232, Indonesia

ARTICLE INFO

Article history:

Received: 29 Dec 2025

Revised: 12 Jan 2026

Accepted: 05 March 2026

Published online: 15 March 2026

Keywords:

Academic Supervision,
Islamic Elementary School,
Reflective Supervision,
Teacher Professional Development,
Teacher Reflection

* Corresponding author:

E-mail: Nurulizzati8310@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.10.3.p.1162-1172>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

Educational quality is strongly influenced by teachers' competencies and classroom instructional practices. However, academic supervision in many schools remains primarily oriented toward administrative evaluation, limiting its function as a medium for professional reflection. This study aims to analyze the transformation of academic supervision from an evaluative function to a reflective approach as a strategy for teacher professional development at SD Islam Sultan Agung 1 Semarang. This research employed a qualitative approach with a case study design. Data were collected through in-depth interviews, classroom observations, and document analysis involving one principal and four teachers. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings indicate that academic supervision is implemented systematically through stages of planning, pre-observation, classroom observation, and reflective feedback. Supervision functions not only as a control mechanism but also as a dialogic space that encourages teachers' critical reflection on instructional strategies, classroom management, and the integration of Islamic values. Supporting factors include collaborative leadership and a positive school culture, while the main challenges are time constraints and variations in teacher competence. These findings highlight that reflective academic supervision contributes significantly to enhancing teacher professionalism and improving the quality of classroom learning.

1. Introduction

Improving the quality of education in schools largely depends on teacher competencies and the instructional practices implemented in the classroom. Teachers play a central role not only in delivering content but also in facilitating learning, shaping students character, and managing effective classroom interactions

(Dewi et al., 2025). The quality of teacher student interaction and classroom management skills has been shown to significantly influence students learning outcomes and character development (Omeri, 2015). Therefore, strengthening teachers professional competence is a key factor in enhancing educational quality (Sholehatus et al., 2024). In addition, professional teachers are expected to adapt to curriculum changes and the rapid development of educational technology (Kamalia et al., 2022).

In the context of 21st-century education, teachers are required not only to possess pedagogical competence but also to develop reflective abilities in evaluating and improving their instructional practices continuously. Reflective capacity is an essential component of teacher professional development, as it enables teachers to understand their teaching experiences, identify instructional challenges, and design contextual and sustainable improvements (Anwar & Soleh, 2022). Reflection also fosters teachers professional awareness of their strengths and weaknesses in instructional practice. Without reflection, teaching practices tend to become stagnant and less responsive to students needs.

One strategic effort to enhance teacher professionalism is through academic supervision. Academic supervision should not merely function as an evaluative activity but also as a developmental process aimed at improving teachers competencies and the quality of instruction (Trihandayani et al., 2025). Effective supervision should create constructive professional interactions between supervisors and teachers, fostering continuous professional learning (Suhayati, 2013). However in practice, supervision in many schools remains focused on administrative and control aspects, limiting its effectiveness in promoting teachers professional reflection (Rahman, 2019). This condition indicates a gap between the ideal concept of academic supervision and its implementation in practice, which in turn affects the effectiveness of teacher professional development (Saiful Bahri, 2014).

A similar condition is found at SD Islam Sultan Agung 1 Semarang. Academic supervision has been implemented regularly and systematically, including monitoring instructional processes and administrative aspects of teaching. However, teachers reflections on supervision outcomes are not yet optimally documented or utilized. Some teachers still perceive supervision as a purely evaluative activity, resulting in limited development of deep reflective practices. Moreover, not all teachers use supervision outcomes as a basis for systematic instructional improvement. In the context of Islamic-based schools, academic supervision holds strategic potential not only for enhancing pedagogical competence but also for integrating Islamic values into instructional practices in a more meaningful and contextual manner.

Previous studies have generally positioned academic supervision as an instrument for improving teacher performance or overall instructional quality (Idrus et al., 2020). However, studies that specifically examine academic supervision as a medium for teacher reflection, particularly within Islamic elementary school contexts characterized by unique cultural and value systems, remain limited

(Permadi & Acha, 2025). Furthermore, research exploring the relationship between reflective supervision and contextual instructional practices is still relatively scarce. This gap highlights the need for in-depth studies to explore how academic supervision can function effectively as a reflective tool to enhance instructional quality (Baga et al., 2024). The novelty of this study lies in examining academic supervision not merely as an evaluative instrument, but as a reflective-dialogic space that encourages teachers to engage in critical reflection on their instructional practices within the context of Islamic elementary education. This study also offers a new perspective on how supervision can simultaneously integrate pedagogical aspects and Islamic values in teaching practices. Thus, this research contributes not only to the theoretical development of academic supervision but also to a contextual understanding of its implementation in value-based educational settings.

Based on this background, the objectives of this study are to: (1) describe the implementation of academic supervision at SD Islam Sultan Agung 1 Semarang; (2) analyze the role of academic supervision as a medium for teacher reflection; (3) identify supporting and inhibiting factors in the implementation of reflective supervision; and (4) examine the implications of reflective supervision on teachers' instructional practices. This study is expected to provide theoretical contributions to the development of reflective academic supervision and practical contributions for school leaders in designing more dialogic, meaningful, and sustainable supervision practices.

2. Methodology

This study employed a qualitative approach with a case study design to gain an in-depth understanding of teachers' meanings, processes, and experiences in academic supervision as a medium for reflection (Rijali, 2018). The case study design was selected as it enables an intensive exploration of academic supervision practices within a real-life context at SD Islam Sultan Agung 1 Semarang. The research site was purposively selected based on the consideration that the school has implemented structured academic supervision grounded in Islamic values and has a strong culture of teacher professional development. The study was conducted over a three-month period, from October to December 2025.

The research involved five informants selected through purposive sampling, consisting of one principal acting as the academic supervisor, two classroom teachers, and two subject teachers. The selection criteria included having experience in academic supervision, active involvement in reflective teaching practices, a minimum of two years of teaching experience, and the ability to provide relevant and in-depth information. This selection was based on the consideration that these informants are directly involved in and have a comprehensive understanding of academic supervision practices, thereby ensuring rich and contextual data. Data were collected through in-depth interviews, observation, and documentation. Interviews were conducted to explore informants' experiences and perceptions, observations were carried out to examine the implementation of supervision and classroom practices directly, and documentation was used to

support the data, including supervision instruments, lesson plans, and supervision records. The researcher served as the primary instrument, supported by interview guidelines, observation sheets, and documentation formats.

Data analysis was conducted inductively using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing and verification (Hardiman et al., 2025). The analysis was carried out continuously from the beginning of data collection by applying source and technique triangulation to enhance the depth and validity of interpretation. Data saturation was achieved when no new themes emerged, repetitive patterns were identified across informants, and consistency was observed among interview, observation, and documentation data. Data collection was terminated once these criteria were fulfilled and the data sufficiently explained the research focus comprehensively. Trustworthiness was ensured through credibility, transferability, dependability, and confirmability (Birt et al., 2016). Credibility was established through triangulation and member checking (Carter et al., 2014), transferability through detailed contextual descriptions, dependability through systematic documentation of the research process, and confirmability by ensuring that findings were grounded in empirical data supported by direct quotations, field notes, and triangulation results.

3. Results and Discussion

The research findings indicate that academic supervision at Sultan Agung 1 Islamic Elementary School Semarang is implemented in a planned, systematic, and sustainable manner, with the primary orientation toward teachers professional development. Supervision no longer functions merely as an administrative routine, but rather as a structured and scheduled coaching program supported by consistently applied instruments in every activity. This condition reflects a shift in the orientation of supervision from administrative control to teacher professional development, as emphasized by previous studies stating that modern supervision serves as a means of continuously enhancing teachers' capacities (Haryanto, 2024).

This shift occurs because supervision is designed as an ongoing developmental process, in which teachers are not only evaluated but also systematically guided. With clear program planning and the consistent use of instruments, supervision becomes more focused and meaningful. This finding is in line with studies showing that well-structured academic supervision can significantly improve the quality of teaching practices (Seprudin, 2024). The principal acts as the main supervisor, supported by the foundation's supervision team. Supervision is conducted periodically through stages of planning, classroom observation, and feedback provision to teachers. The involvement of the foundation team strengthens the consistency of supervision implementation in the school. This indicates that the effectiveness of supervision is determined not only by individual leadership but also by organizational support, where instructional leadership has been proven to significantly contribute to improving teacher professionalism (He et al., 2024).

In practice, supervision involves interaction between supervisors and teachers in the form of professional discussions. Teachers receive feedback on their classroom teaching practices, which is then used as a basis for improvement in subsequent lessons. This process demonstrates that supervision has moved toward a reflective approach. This occurs because feedback is delivered dialogically and based on real classroom practices, thereby encouraging teachers to engage in critical reflection on their teaching, as reflection is considered the core of teacher professional development (Alfiah et al., 2026). The implementation of academic supervision and its implications can be seen in Table 1.

Table 1. Implementation of Academic Supervision and Its Implications

Aspect	Findings	Analytical Implications
Supervision Purpose	Professional guidance and mentoring	Indicates a shift from administrative control
Implementers	Principal and foundation supervision team	Ensures consistency in supervision policies
Pattern	Regular and clinical supervision	Provides contextualized professional support
Teachers' Perception	Supervision as professional development	Encourages reflective practices

Academic supervision is implemented using a clinical approach and is conducted periodically through three main stages: planning, pre-observation, and classroom observation. These stages indicate a systematic structure in the implementation of supervision. This structure enables supervision to be carried out in a focused and organized manner, as each stage serves a clear function, ranging from planning to data-based reflection. These findings are consistent with studies showing that clinical supervision is effective in improving the quality of teaching, as it is based on a systematic and continuous cycle (Rusmini et al., 2026). A more detailed description of the stages of academic supervision is presented in Table 2.

Table 2. Stages of Academic Supervision

Stage	Key Findings	Analytical Meaning
Planning	Systematically designed supervision program	Indicates strategic planning for professional development
Pre-observation	Professional dialogue between supervisor and teacher	Creates a participatory and collaborative environment
Observation	Direct classroom observation	Provides factual data on instructional practices

The focus of observation includes teaching strategies, student engagement, classroom management, and the integration of Islamic values. Teachers have begun to implement active learning approaches such as differentiation and project-based learning, indicating innovation in instructional practices. This improvement occurs because supervision encourages teachers to develop strategies that are more responsive to students' needs, thereby enhancing participation and the quality of classroom interaction. This finding is consistent with studies showing that teacher

professional development directly contributes to increased student engagement in learning (Seprudin, 2024). The focus of classroom observation and its impact on learning can be seen in Table 3.

Table 3. Focus of Classroom Observation and Its Impact

Aspect	Findings	Impact
Instructional Strategies	Differentiation, discussion, and project-based activities	Promotes active learning
Student Engagement	Increased student participation	Improves classroom interaction
Classroom Management	Conducive and dynamic classroom environment	Enhances learning effectiveness
Islamic Values	Integrated into the learning process	Strengthens character development

Academic supervision has a positive impact on improving teachers' competencies and the quality of learning. Teachers become more creative and adaptive, while students become more actively engaged in the learning process. However, there are challenges, including time constraints and variations in teachers' competencies. These impacts arise from the continuous reflective process facilitated by supervision, while the challenges stem from structural limitations and individual readiness. This is consistent with findings that the effectiveness of teacher professional development is strongly influenced by time availability and individual preparedness (Haryanto, 2024). The impacts and challenges of academic supervision are summarized in Table 4.

Table 4. Impacts and Challenges of Academic Supervision

Aspect	Findings	Analytical Implications
Teachers	More creative and focused in teaching	Indicates improvement in teacher professionalism
Students	More active in learning	Enhances learning effectiveness
Challenges	Time constraints and varying competencies	Requires stronger institutional support

The success of academic supervision is supported by internal factors such as collaborative leadership, a supportive school culture, and relevant instruments. Conversely, the challenges stem from time constraints, teacher anxiety, variations in competencies, and technological limitations. These supporting factors strengthen the implementation of supervision by creating a conducive learning environment, while the inhibiting factors highlight the need for stronger systemic support. These findings are consistent with studies emphasizing the importance of organizational support in the success of academic supervision (Hilhamisyah et al., 2025). The supporting and inhibiting factors of academic supervision are presented in Table 5.

Table 5. Supporting and Inhibiting Factors of Academic Supervision

Supporting Factors	Inhibiting Factors
Clear supervision planning	Time constraints
Collaborative relationships	Teacher anxiety
Relevant supervision instruments	Variations in teachers' competencies
Supportive school culture	Limited use of technology

The research findings indicate that academic supervision has undergone a significant shift from an administrative practice to a systematic and sustainable professional development approach. This shift is not merely procedural but also paradigmatic, as it transforms the function of supervision from a control mechanism into a means of developing teachers' competencies. Analytically, this transformation occurs due to the presence of a well-structured supervision design, the consistent use of instruments, and a strong orientation toward teachers' professional learning. This condition is in line with findings that modern supervision functions as a mechanism for enhancing teachers' capacity through continuous and contextual processes (Hilhamsyah et al., 2025). The strengthening of the principal's role, supported by the foundation's supervision team, reflects an institutional dimension that contributes to the effectiveness of supervision. This indicates that the success of supervision is determined not only by the individual competence of the supervisor but also by the supporting organizational system. Theoretically, this condition reflects the concept of instructional leadership, in which the principal acts as an agent of change in improving the quality of learning through the collective management of resources (Pratiwi, 2024). Thus, effective supervision is the result of synergy between individual leadership and structural support.

Furthermore, dialogic interaction and feedback within the supervision process indicate that supervisory practices have shifted toward a reflective approach. Analytically, feedback based on classroom observation data enables teachers to conduct critical and contextual self-evaluation. This process strengthens teachers' reflective capacity, as they not only receive evaluations but also actively engage in understanding and improving their teaching practices. These findings are consistent with reflective practice theory, which emphasizes that reflection is central to teacher professional development (Rusmini et al., 2026). From a theoretical perspective, these findings reinforce the concept of developmental supervision proposed by Glickman, Gordon, and Ross-Gordon, which positions supervision as a professional development process aimed at improving the quality of instruction. In this context, the relationship between supervisor and teacher is no longer hierarchical but rather a dialogic professional partnership. This shift demonstrates a transition from traditional supervision models to more humanistic approaches, where teachers are positioned as active learners. These findings are also consistent with recent literature emphasizing the importance of collaborative approaches in supervision to enhance instructional effectiveness (Hilhamsyah et al., 2025).

The supervisory practices observed in this study also reflect the principles of clinical supervision, which emphasize a systematic cycle of planning, observation,

and reflection. Analytically, this cycle enables feedback based on real classroom practices, making the reflection process contextual and applicable. In addition, the continuity of the supervision cycle encourages teachers to make gradual and systematic improvements. This supports previous findings that clinical supervision is highly effective in improving teaching quality because it focuses on teachers' direct experiences (Alfiah et al., 2026). The implementation of active learning observed in this study indicates a strong connection between reflective supervision and improved instructional practices. Teachers have begun to adopt strategies such as differentiation and project-based learning, which have contributed to increased student engagement. Analytically, this occurs because supervision provides space for teachers to experiment with and reflect on their practices. These findings align with the student-centered learning paradigm, which emphasizes that active student engagement is a key indicator of effective learning (Seprudin, 2024). Thus, supervision not only impacts teachers but also indirectly enhances the quality of students' learning experiences.

An important contribution of this study lies in its context within an Islamic elementary school. The integration of Islamic values in both supervision and learning demonstrates that supervision impacts not only pedagogical aspects but also affective and moral dimensions. Analytically, this expands the function of supervision from merely improving technical competence to serving as a means of character development. These findings enrich the study of academic supervision by showing that local and religious values can be integrated into supervisory practices without compromising academic quality (Nikmah et al., 2025). In terms of novelty, this study conceptualizes academic supervision as a reflective-dialogic space that positions teachers as active learners. This approach differs from conventional supervision models that are more oriented toward performance evaluation. Conceptually, the reflective-dialogic approach emphasizes the importance of equal professional interaction in constructing practical knowledge. Therefore, this study contributes theoretically by expanding the perspective of academic supervision toward a more contextual, humanistic, and continuous learning-oriented approach.

However, this study also identifies challenges in the implementation of reflective supervision, particularly related to time constraints and variations in teachers' competencies. Analytically, time limitations are associated with the administrative workload of the principal, while variations in competence reflect differences in individual readiness for reflection. This condition confirms that the success of supervision depends not only on program design but also on human resource readiness and systemic support. These findings are consistent with studies indicating that the effectiveness of teacher professional development is strongly influenced by time availability and individual preparedness (Haryanto, 2024). Therefore, comprehensive strategies are needed to strengthen the implementation of reflective supervision, such as enhancing the capacity of principals as supervisors, allocating dedicated time for supervision activities, and utilizing technology to support the reflective process. In addition, strengthening a collaborative school culture is a key factor in creating a sustainable professional learning environment. In this way, academic supervision can function optimally as

a means of teacher professional development, ultimately contributing to the overall improvement of learning quality.

4. Conclusion

This study concludes that academic supervision at SD Islam Sultan Agung 1 Semarang has been implemented in a planned, systematic, and sustainable manner and functions effectively as a medium for teachers' professional reflection. Supervision is no longer limited to an evaluative function but has evolved into a dialogic and collaborative process that encourages teachers to engage in critical reflection on their instructional practices. Academic supervision contributes to improving the quality of teaching through the enhancement of teachers' reflective awareness, the development of more adaptive and student-centered instructional strategies, and the integration of Islamic values into the learning process. These findings highlight that reflective-based supervision plays a strategic role in supporting continuous teacher professional development. Theoretically, this study reinforces the concept of academic supervision as a reflective-dialogic space. Practically, it provides implications for school principals to design more collaborative and contextual supervision practices. However, challenges such as time constraints and variations in teachers' competencies need to be addressed to optimize its implementation.

References

- Alfiah, A. N., Harris, T., & Wahyudi, M. F. (2026). Clinical Supervision with Lesson Study to Improve the Performance of Elementary School Teachers. *TOFEDU: The Future of Education Journal*, 5(1), 245–249. <https://doi.org/https://doi.org/10.61445/tofedu.v5i1.1436>
- Anwar, R. N., & Soleh, A. K. (2022). Kepemimpinan Transformasional Kepala PAUD untuk Meningkatkan Mutu Pendidik. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2852–2862. <https://doi.org/10.31004/obsesi.v6i4.1577>
- Baga, S., Taufiqurrahman, T., Alfauzi, F., & Winda, A. (2024). Implementasi Supervisi Akademik Dengan Teknik Coaching Dalam Meningkatkan Mutu Pembelajaran. *Jurnal Ilmu Pendidikan Dan Matematika*, 1(3), 272–284. <https://doi.org/https://doi.org/10.62383/katalis.v1i3.605>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation? *Qualitative Health Research*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>
- Carter, N., Bryant-lukosius, D., Dicenso, A., & Blythe, J. (2014). The Use of Triangulation in Qualitative Research Nancy. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>
- Dewi, R. K., Harjito, & Nurkolis. (2025). The Role of the School Principal as a Manager in Instilling Character Education at SD Negeri 01 Doro, Pekalongan Regency. *Journal of Educational Sciences*, 9(6), 6160–6173.
-

-
- <https://doi.org/10.31258/jes.9.6.p.6160-6173>
- Hardiman, S., Nurkolis, & Kusumaningsih, W. (2025). The Role of the Principal in Developing a Literacy Culture : A Qualitative Study at SDN Brebes 09, Brebes Regency. *Journal of Educational Sciences*, 9(6), 5708–5717. <https://doi.org/10.31258/jes.9.6.p.5708-5717>
- Haryanto. (2024). Teacher Professional Development in Academic Supervision : A Qualitative Study at “ Madrasah Tsanawiah .” *Journal of Education and Teaching (JET)*, 5(3), 350–361. <https://doi.org/10.51454/jet.v5i3.445>
- He, P., Guo, F., & Abazie, G. A. (2024). School principals ’ instructional leadership as a predictor of teacher ’ s professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 0. <https://doi.org/10.1186/s40862-024-00290-0>
- Hilhamsyah, Azahar, R., & Handika, P. S. (2025). Enhancing Teacher Professionalism Through Educational Supervision : A Literatur Review In Indonesian Context. *EDUSOSHUM Journal of Islamic Education and Social Humanities*, 5(2), 251–262. <https://doi.org/10.52366/edusoshum.v5i2.176>
- Idrus, S. F. I. Al, Damayanti, I. P. S., & Ermayani. (2020). Pengembangan Kecerdasan Emosional Peserta Didik Di Sekolah Dasar Melalui Pendidikan Karakter. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 4(1), 137–146.
- Kamalia, Natuna, D. A., & Sumarno. (2022). The Influence of Principal Leadership and Teacher Work Discipline on Elementary School Teacher Performance. *Journal of Educational Sciences*, 6(3), 444–458. <https://doi.org/10.31258/jes.6.3.p.444-458>
- Nikmah, N., Haryati, T., & Sumarno. (2025). Optimalization of the Role of the School Principal as a Quantitative Study at State Elementary School 1 Pamotan Rembang Regency. *Journal of Educational Sciences*, 9(5), 3521–3533. <https://doi.org/10.31258/jes.9.5.p.3521-3533>
- Omeri, N. (2015). Pentingnya pendidikan karakter dalam dunia pendidikan. *Manajer Pendidikan*, 9(3), 464–468.
- Permadi, B. D. G., & Acha, M. W. (2025). Analysis of The Implementation of Character Education at Madrasah Tsanawiyah Muhammadiyah Gedongtengen Yogyakarta. *Journal of Educational Sciences*, 9(6), 5851–5860. <https://doi.org/10.31258/jes.9.6.p.5851-5860>
- Pratiwi, D. H. (2024). Principal ’ s Academic Supervision for Improvement of Teacher ’ s Performance. *PPSDP International Journal of Education*, 3(July), 380–394. <https://doi.org/10.22236/kalamatika.vol4no1.2019pp69-88>
- Rahman, A. (2019). Penguatan pendidikan karakter melalui self-regulation di sekolah dasar. *Jurnal Pendidikan Karakter*, 9(2), 119–130.
- Rijali, A. (2018). *Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin*. 17(33), 81–95.
- Rusmini, Aprizal, & Yetti, R. (2026). Strategies for Enhancing Teacher Professionalism Through Academic Supervision in Islamic Educational Institutions. *Manajemen Pendidikan Dasar, Menengah Dan Tinggi (JMO-DMT)*, 7(1), 47–57. <https://doi.org/10.30596/jmp-dmt.v7i1.28223>
- Saiful Bahri. (2014). Supervisi Akademik Dalam Peningkatan Profesionalisme Guru. *Visipena Journal*, 5(1), 100–112.
-

- <https://doi.org/10.46244/visipena.v5i1.236>
- Seprudin. (2024). International Journal of Multidisciplinary Approach Sciences and Technologies (MULTI) Teacher Professional Development : A Systematic Literature Review on Strategies for Effective Continuous Learning Pengembangan Profesi Guru : Tinjauan Pustaka Sistematis. *International Journal of Multidisciplinary Approach Sciences and Technologies (MULTI)*, 1(1), 45–54. <https://doi.org/10.62207>
- Sholehatun, Fauzi, A., Abdullah, & Maknunah, L. (2024). Improving the Quality of Learning : An Overview of the Role of Principals ' Leadership in Teacher Supervision. *Journal of Educational Management Research*, 03(01), 101–113. <https://doi.org/10.61987/jemr.v3i1.771>
- Suhayati, I. (2013). Supervisi Akademik Kepala Sekolah, Budaya Sekolah Dan Kinerja Mengajar Guru. *Jurnal Administrasi Pendidikan UPI*, 17(1), 86–95.
- Trihandayani, I., Nurkolis, & Haryati, T. (2025). The Influence of School Principal Supervision and Work Motivation on the Work Discipline of Vocational School Teachers: A Case Study at Public Vocational High School in Batang Regency. *Journal of Educational Sciences*, 9(5), 3983–3996. <https://doi.org/10.31258/jes.9.5.p.3983-3996>

How to cite this article:

Izzati, N., Istiqomah., Chusnita, L., & Soedjono. (2026). From Evaluation to Reflection: The Transformation of Academic Supervision as a Strategy for Teacher Professional Development in Islamic Elementary Schools. *Journal of Educational Sciences*, 10(3), 1162-1172.
