



Implementation of Academic Supervision of School Supervisions in the Era of Independent Learning at MA Raudlatushibyan NW Belencong

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Abstract

This research aims to determine the implementation of academic supervision by school supervisors in the era of independent learning at MA Raudlatushibyan NW Belencong, with sub-foci including: to determine the process of implementing academic supervision and to understand the role of school supervisors in implementing academic supervision in the era of the independent curriculum at MA Raudlatushibyan NW Belencong. This research uses a qualitative descriptive approach with a case study type. Data was collected using interviews, observation and documentation methods using primary and secondary data sources. The data analysis technique uses an interactive model consisting of data collection, data condensation, data presentation, and drawing conclusions. Meanwhile, to check the validity of the data using triangulation of sources and methods used. Implementation of academic supervision in the Merdeka curriculum era at MA Raudlatushibyan NW Belencong includes the stages of planning academic supervision, implementing academic supervision, and evaluating academic supervision. Planning the implementation of academic supervision involving teachers. Implementation of academic supervision includes class visits and observations. The evaluation process in the implementation of academic supervision is implemented by observing teachers in the classroom. The observation results are then used as a basis for evaluating teacher performance. At the supervision evaluation stage, school supervisors play an important role in formulating recommendations for improvement and development. The evaluation results become the basis for planning corrective actions, such as improving teaching skills, optimizing learning resources, and adjusting the curriculum. The role of school supervisors in ensuring the effectiveness of learning and improving the quality of education. Supervision results reports and development plans serve as guidelines for efforts to improve the quality of education. This process creates a dynamic and responsive learning environment at MA Raudlatushibyan NW Belencong.

Keywords: *Academic Supervision; School Supervisor*

Introduction

School Supervisors, as functional technical implementers in the field of supervision, are responsible for supervision in academic and managerial aspects in designated educational units. The position of School Supervisor plays a key role in improving the quality of education in a school (Sudirman by Offset, 2008). The functional characteristics of supervisors are closely related to their

influence on the learning process and guidance to teachers and school principals. This supports the educational process to run in accordance with its functional objectives.

The main activity of educational supervisors involves coaching school personnel, especially teachers, with the aim of improving the quality of learning. In this way, it is hoped that there will be an increase in student learning achievement, which in turn will indirectly improve the overall quality and quality of the school. Mentoring school supervisors in the Independent Learning Era is very significant because it will help guide teachers who face difficulties in carrying out their main role.

School supervisors contribute to teachers' professional abilities. This contribution can be demonstrated in optimal supervision. According to Sudirman (2023), the description of the implementation of academic supervision by supervisors is as follows: First, several teacher facts show that there are still supervisors who understand that supervision is synonymous with assessment or inspection of teachers. This is because the practice of implementing supervision tends to assess and supervise what teachers do and look for teacher deficiencies and mistakes. This deficiency was raised as a finding. The more findings there are, the more successful the supervisor is considered to be.

Second, the implementation of supervision is no more than officers carrying out administrative functions, checking what provisions have been implemented and what have not. The results of the visit are then submitted as periodic reports, for example monthly, addressed to his superiors. Third, many supervisory officers do not understand the nature and substance of learning. They don't understand how to carry out actual learning. So that supervisors cannot provide direction, examples, guidance and suggestions so that the educational process is better than the results achieved previously.

Fourth, the ratio of the number of school supervisors and the quantitative number of schools does not meet the minimum standard provisions regarding the number of schools that must be supervised. Apart from that, school supervisors are also less assertive, resulting in lack of clarity in the supervision process, school supervision is uneven so that gaps often occur between schools. These obstacles are caused by several factors, namely the supervision of school supervisors having limited resources, lack of training, time pressure, lack of involvement of related parties, unhealthy organizational culture, and different levels of understanding.

The implementation of the Independent Curriculum in Madrasas requires increased innovation, creativity and new approaches in educational management in order to create a mutually supportive learning environment. This will provide the best opportunity for teachers to creatively and innovatively develop their abilities. Therefore, teachers need to have knowledge about different types of learning. Differentiated learning is a way for teachers to empower students to actualize their potential. This is not completely individualized learning, but rather focuses on accommodating students' strengths and learning needs through independent learning strategies.

Learning planning focuses on individual differences, it is important for teachers to have a deep understanding of students, including their level of readiness in terms of learning, their interests, and their learning styles/profiles. The success of the Independent Curriculum in madrasas is measured by the extent to which the curriculum creates a more interesting learning atmosphere and fulfills students' happiness, increases their motivation in learning, and encourages the development of a lifelong learning culture.

The role of school supervisors is in improving the quality of education through the implementation of coaching for teachers in accordance with the provisions regulated in Government Regulation Number 74 of 2008. This government regulation has enormous significance in efforts to improve the quality of education. Several theories that are relevant to the implementation of this coaching are according to Glickman (2014) academic supervision is a process of monitoring and guidance carried out by superiors or individuals who are responsible for supervising the implementation of a person's academic duties and performance, according to Sudjana (2009) that academic supervision is measuring

and developing the quality of teachers to improve learning efficiency so that students' abilities reach their best potential, and according to Rivai & Murni (2012) said that academic supervision is a supervisor's task which includes coaching (including providing guidance and support to teachers), monitoring (monitoring teacher performance regular), assessment (evaluating teacher performance), and training (providing training to teachers), and evaluating learning outcomes, as well as providing guidance to students (involves providing direct guidance to students). This is relevant in the current context. Therefore, researchers are interested in conducting research entitled "Implementation of Academic Supervision by School Supervisors in the Era of Independent Learning at MA Raudlatushshibyan NW Belencong."

Method

This research uses qualitative methods, the research approach chosen is a single case study, where this research focuses on one case or one phenomenon. In the context of a single case study, the main aim or focus of the research is directly directed at the core of the problem, causing an in-depth investigation of one particular research object. The main focus of this research is to reveal detailed and in-depth information about a particular object, event or occurrence, with the aim of gaining a deeper understanding of the subject, event or event. The reason for choosing a qualitative approach is because the object of this research involves a person's processes, activities or actions, namely the implementation of academic supervision by school supervisors in the context of the Merdeka Belajar era.

According to Creswell (2013) the general steps that can be considered when applying purposive sampling techniques are Identification of Research Objectives, Identification of Sample Criteria, Selection of Purposive Sampling Type, Identification of Data Sources, Sample Selection, Verification and Further Research.

The general aim of this research is to evaluate the extent of the implementation of academic supervision by school supervisors in the context of Independent Learning at MA Raudlatushshibyan NW Belencong, while based on the background explained above, the focus of this research is "The Process of Implementing Academic Supervision of School Supervisors at MA Raudlatushshibyan NW Belencong". The subfocus of this research is:

1. The process of implementing academic supervision in the Merdeka curriculum era at MA Raudlatushshibyan NW Belencong,
2. The role of School Supervisors in supporting the implementation of academic supervision in the Merdeka curriculum era at MA Raudlatushshibyan NW Belencong.

This research was carried out at a private educational institution affiliated with the Ministry of Religion, namely MA Raudlatushshibyan NW Belencong, which is located in Belencong Hamlet, Midang Village, Gunungsari District, West Lombok Regency. The school was chosen because since the implementation of the Merdeka curriculum in madrasas starting in 2022, MA Raudlatushshibyan NW Belencong has not implemented the Merdeka curriculum.

The data analysis process follows Miles and Huberman's interactive model, which involves data collection, data condensation, data presentation, and drawing conclusions. Data validity is maintained through triangulation of sources and methods, as well as member checks. Dependability and confirmability are also tested to ensure the reliability of the data and research results. It is hoped that the results of this research will be useful for educational practitioners, especially for supervisors in schools in the context of carrying out their duties and responsibilities effectively as supervisors so that the implementation of supervision in the Independent Curriculum era runs well.

Results and Discussion

Research result

The findings of this research include two main research sub-focuses, namely: 1) Implementation of academic supervision by school supervisors in the Merdeka learning era at MA Raudlatusslibyan NW Belencong which includes planning, implementation and evaluation of academic supervision carried out by school supervisors, 2) The role of school supervisors in implementation of academic supervision. These two things will be discussed in order to clarify the description of research results and findings with research focus and subfocus. The following is an overview of the implementation of academic supervision by school supervisors in the Merdeka era of learning at MA Raudlatusslibyan NW Belencong, which will be described as follows:

1. Implementation of Academic Supervision by School Supervisors in the Planning Stage in the Independent Learning Era at MA Raudlatusslibyan NW Belencong

The implementation of education in madrasas is a series of actions that include planning, organization, activities, monitoring and supervision. Supervision is an important element in this entire process and needs to be carefully planned, coordinated, directed and structured. (Marmoah, 2016). Basically, one of the duties of school supervisors is to plan academic supervision so that school supervisors carry out their duties well, so school supervisors must have the competence to plan academic supervision programs.

School supervisor academic supervision planning in the Merdeka era of learning at MA Raudlatusslibyan NW Belencong has the following steps, namely: 1) Make an academic supervision plan, 2) Develop an academic supervision planning program, 3) Discuss the academic supervision plan.

2. Implementation of Academic Supervision by School Supervisors is the Implementation Stage of Academic Supervision Itself in the Merdeka Era of Learning at MA Raudlatusslibyan NW Belencong.

The most important task of school supervisors is to carry out supervision. The main target of academic supervision in this research is teachers who are expected to be more skilled and capable in planning and implementing learning. Before starting to carry out academic supervision, the school supervisor has prepared several basic instruments for academic supervision, including pre-observation interview instruments, academic supervision instruments, post-observation interviews, learning activity planning instruments, class observation instruments, list of questions after class observations, supervision instruments implementation of learning, instruments for planning the learning process, instruments for teacher administration supervision, planning and implementation of learning, and instruments for following up on the results of academic supervision.

Implementation of academic supervision is carried out based on an agreed schedule. Every teacher who is supervised receives the same treatment. The school supervisor makes direct observations in the classroom where the subject teacher carries out the teaching and learning process. The school supervisor directly observes the implementation of learning from the initial activities to the closing activities.

The object of academic supervision by school supervisors is the activities of teachers and students in the teaching and learning process. The school supervisor records each incident and fills it in on the classroom observation instrument that has been prepared. Event notes are used as discussion material as well as evaluation material during learning reflection activities. To obtain evidence of the implementation of the learning, the researcher documented it in the form of photos.

3. Implementation of Academic Supervision by School Supervisors in the Evaluation Phase in the Merdeka Learning Era at MA Raudlatu Shiblyan NW Belencong

Academic supervision evaluation activities are activities to assess activities that are quantitative in nature. Academic supervision is carried out to find out the results of school supervisor guidance activities to have a real impact on increasing teacher professionalism. This real impact can be felt by students and stakeholders. The evaluation results can be used as a reference for giving awards to teachers who have met the standards and then further advice and guidance can be given to teachers who have not met the standards.

The evaluation was carried out by the school supervisor at MA Raudlatu Shiblyan NW Belencong to determine the development and improvement of teachers in their teaching. School supervisors try to find out teacher performance in terms of their teaching abilities, teaching skills, attitudes towards teaching and work discipline. Efforts to find out this are by using academic supervision assessment instruments.

School supervisors carry out academic supervision evaluation activities using assessment guidelines. In the evaluation guidelines there are assessment instruments that already have assessment criteria, for example in learning planning. Several academic supervision instruments that can be used in assessing teachers who will be supervised. These instruments include syllabus, teaching modules, annual programs, semester programs, and implementation of the learning process.

The school supervisor has completed the supervision stage, the first step in the evaluation is data collection. This data is in the form of class observations, interviews with teachers, analysis of learning materials. This data forms the basis for evaluating the quality of learning and the extent to which supervision objectives are achieved. Next, the school supervisor analyzes the collected data in depth. This includes an assessment of the teacher's teaching skills, student responses to learning methods, as well as the suitability of learning materials to the applicable curriculum.

This analysis helps supervisors to understand the strengths and weaknesses of the implementation of academic supervision. In the context of Merdeka Belajar, a constructive feedback approach is emphasized. School supervisors provide feedback to teachers based on findings from supervision. This feedback not only focuses on aspects that need improvement, but also highlights positive achievements and provides reinforcement of good practice.

Based on the evaluation results, the school supervisor together with the teacher plans corrective action or further development. This plan may include strategies to improve teaching skills, more effective use of learning resources, or adjustments to the curriculum to better meet student needs. The school supervisor then prepares a report on the results of supervision, evaluation and development plans. This report can be a guiding document for schools in continuing efforts to improve the quality of education.

Furthermore, supervisors carry out periodic monitoring to ensure that the implementation of the development plan goes according to plan. In the spirit of Freedom to Learn, it is important to create a collaborative culture. School supervisors can facilitate collaboration sessions between teachers to share best practices and learn from each other. This creates an environment that supports the exchange of ideas and mutual professional development.

The role of academic supervision of school supervisors in the Merdeka era of learning at MA Raudlatu Shiblyan NW Belencong. In the context of Independent Learning at MA Raudlatu Shiblyan NW Belencong, the role of academic supervision by school supervisors has a significant impact in improving the quality of education. School supervisors, after completing the supervision stage, play a key role in the evaluation and development of the learning process. The following are the findings obtained by researchers regarding the role of academic supervision of school supervisors in the Merdeka Belajar era at MA Raudlatu Shiblyan NW Belencong: Collection of Evaluation Data, In-depth Analysis, Constructive

Feedback Approach, Development Action Planning, Preparation of Reports and Development Plans, Monitoring and Collaborative Culture.

Thus, the role of academic supervision by school supervisors at MA RaudlatuSSHibyan NW Belencong creates a foundation for continuous improvement and increasing the quality of education, in accordance with the spirit of Merdeka Belajar which prioritizes independence and collaboration in the learning process.

Discussion

Results obtained by researchers at MA RaudlatuSSHibyan NW Belencong. The research findings are with the aim of formulating a synthesized concept or theory. Theories and concepts related to academic supervision of school supervisors with the role of school supervisors in efforts to increase teacher professionalism, the analysis carried out reveals the true meaning underlying the statements found.

A. The Process of Implementing Academic Supervision by School Supervisors in the Merdeka Era of Learning at MA RaudlatuSSHibyan NW Belencong Which Includes Planning, Implementation and Evaluation of Academic Supervision Carried Out by School Supervisors

1. Implementation of Academic Supervision by School Supervisors in the Planning Stage

This research discusses the implementation of academic supervision at MA RaudlatuSSHibyan NW Belencong in the Merdeka Belajar era. Several theories of academic supervision used by researchers are as explained by Glickman (2014), Sudjana (2009), and Rivai & Murni (2012). These three theories provide a strong conceptual basis. The main focus of this research is on the planning stage of academic supervision, which is part of the first sub-focus. Supervision planning steps include aspects such as making plans, preparing programs, and discussing supervision plans.

The informants from this research, especially the school supervisor (PS) as the first informant, explained in detail the steps for planning academic supervision. The results of interviews with PS revealed that meetings were held to discuss plans, implementation and evaluation of academic supervision. The planning process involves selecting teachers who will be supervised, preparing a schedule, and creating evaluation instruments.

The second informant, the school principal (KS), highlighted the integration of Independent Learning principles in academic supervision planning. The supervision guide was developed with evaluation criteria in accordance with the vision of Merdeka Belajar. This step reflects the school's commitment to supporting teacher freedom in designing innovative and relevant learning.

Teachers at MA RaudlatuSSHibyan NW Belencong, as stated by the third informant (G1), are actively involved in planning academic supervision. Teachers provide direct feedback, support school supervisors' efforts, and are involved in teacher performance evaluations. This involvement is key to ensuring academic supervision is appropriate to the needs and learning context at school.

The connection between research findings and the principles of academic supervision, as outlined in the theories of Glickman (2014), Sudjana (2009), and Rivai & Murni (2012), is very visible. The supervision planning process involves monitoring, guidance and evaluation of teacher performance in accordance with constructive and structured principles which are the basis of supervision theory.

The implementation of academic supervision at MA RaudlatuSSHibyan NW Belencong is also closely related to the implementation of the Independent Learning Curriculum. The second informant (KS) emphasized that the supervision guide was created by taking into account the principles of the

Independent Learning Curriculum. The planning process supports teacher freedom in designing learning that is innovative and appropriate to the Merdeka Belajar context. Research findings show that academic supervision planning is carried out carefully and structured. Informants, especially PS and KS, emphasized that planning meetings were held to discuss strategies and supervision plans. This reflects a commitment to carrying out supervision activities systematically, effectively and efficiently.

The supervision instruments used in planning allow evaluation of teacher performance on various important aspects of learning. Components such as understanding the Merdeka curriculum, using learning methods, and applying a scientific approach are the main focus of the evaluation. This instrument helps identify development areas that need improvement.

Findings through interviews with the fourth (G2) and fifth (G3) informants showed that teachers collaborated in developing learning strategies. Teachers' active involvement in the supervision process involves them in evaluating performance, providing support in identifying areas of development, and initiating professional development activities.

By integrating academic supervision theory, supervision planning sub-focus, and research findings, the implementation of academic supervision at MA RauldatuSSHibyan NW Belencong is in accordance with the supervision principles applied. Teacher participation in planning is the key to success, and the integration of Merdeka Belajar principles shows the school's commitment to improving the quality of learning in accordance with the direction of the national curriculum. The implications of these findings can support the development of supervision models that are more adaptive and responsive to the dynamics of change in the world of education.

2. Implementation of Academic Supervision by School Supervisors at the Implementation Stage

The presentation of research findings at the implementation stage provides a comprehensive picture of the concept of academic supervision and its implementation at MA RauldatuSSHibyan NW Belencong. Glickman (2014), Sudjana (2009), and Rivai & Murni (2012) are recognized as theoretical references that form the basis for the implementation of academic supervision. Glickman emphasized the importance of supervision as a tool to improve the quality of teaching and academic services by utilizing constructive feedback.

Sudjana stated that academic supervision aims to measure and develop teacher quality in order to increase learning efficiency, ensuring that students' abilities reach their best potential. Rivai & Murni presents supervision as a supervisor's task which includes coaching, monitoring, assessing, training and evaluating learning outcomes.

In the context of implementing academic supervision at MA RauldatuSSHibyan NW Belencong, research highlights the main role of school supervisors in carrying out supervision. Observation instruments, interviews and evaluation of learning outcomes are an integral part of this process. School supervisors carry out direct observations of learning activities, record incidents, and document through photos for learning reflection purposes. Each informant, who was a teacher at MA RauldatuSSHibyan NW Belencong, experienced a similar supervision process.

Research findings show that the most important task of school supervisors is to carry out supervision, especially of teachers who are expected to improve their ability to plan and implement learning. Instruments such as pre-observation interviews, academic supervision instruments, post-observation interviews, and others are prepared in advance to support the implementation of supervision. School supervisors actively observe the implementation of learning from start to finish, record each incident, and use these notes as discussion material during learning reflection.

Implementation of academic supervision is carried out according to the agreed schedule, and each teacher receives the same treatment. The observation process includes aspects such as initial, core and closing learning activities. The focus of school supervisors is on the activities of teachers and students in the teaching and learning process. The resulting incident notes are used as discussion and evaluation material during learning reflection activities. The object of academic supervision by school supervisors is the activities of teachers and students in the teaching and learning process. The school supervisor records each incident and fills it in on the classroom observation instrument that has been prepared. The results of the observations are evaluated and discussed with the teacher during learning reflection. The teacher's ability assessment is calculated using categorical intervals, and the results are submitted to the teacher concerned.

The third informant (G1) provided an overview of learning body defense system material in a class. School supervisors observe each stage of learning, from initial to closing activities, and provide teacher ability scores based on the results of the class observation instrument. Reflection on learning involves discussing the results of observations and agreeing on a time for carrying out the next observation. Similar findings were found in the fourth (G2) and fifth (G3) informants, where the learning and reflection process was carried out carefully.

An in-depth explanation of how academic supervision is implemented at MA RauldatuSSHibyan NW Belencong using a systematic approach to preparation, implementation and reflection to help improve the quality of learning. Teacher ability category intervals are used as an effective evaluation tool, and the results form the basis for further improvement. Overall, the implementation of academic supervision at MA RauldatuSSHibyan NW Belencong shows a commitment to improving the quality of education through a planned and measurable approach.

Through the implementation of academic supervision, MA RauldatuSSHibyan NW Belencong shows a strong commitment to improving the quality of education. A structured and scheduled supervision process provides school supervisors with the opportunity to closely monitor and support teachers' progress in managing learning. Providing constructive feedback and clear evaluation provides a foundation for continuous improvement, creating a dynamic and responsive learning environment.

The research findings illustrate that every teacher at MA RauldatuSSHibyan NW Belencong experiences academic supervision with a uniform approach. The observation process from initial to closing activities, including teacher and student interactions, provides an in-depth understanding of the quality of learning. The use of comprehensive classroom observation instruments provides an objective basis for evaluating teacher abilities, and these values become the basis for formulating recommendations for improvement and development.

Concrete steps in implementing academic supervision include providing appreciation for good teacher abilities, but also providing support and guidance for aspects that need improvement. A reflection process that involves teachers as active participants in evaluating their own learning provides space for collaboration between school supervisors and teachers. Thus, academic supervision at MA RauldatuSSHibyan NW Belencong does not only focus on problem identification, but also on capacity development and teacher professional growth.

3. Implementation of Academic Supervision by School Supervisors in the Evaluation Stage

The findings of the research conducted are a comprehensive description of the concept of academic supervision and its implementation at MA RauldatuSSHibyan NW Belencong. Glickman (2014), Sudjana (2009), and Rivai & Murni (2012) are recognized as theoretical references that form the basis for the implementation of academic supervision. Glickman emphasized the importance of supervision as a tool to improve the quality of teaching and academic services by utilizing constructive feedback.

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A systematic approach to preparation, implementation, and reflection helps in improving the quality of learning. Teacher ability category intervals are used as an effective evaluation tool, and the results form the basis for further improvement. Overall, the implementation of academic supervision at MA RauldatuSSHibyan NW Belencong shows a commitment to improving the quality of education through a planned and measurable approach.

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The Role of School Supervisors in Implementing Academic Supervision in Independent Learning at MA RaudlatuSSHibyan NW Belencong

School supervisors have a primary role in ensuring the effectiveness and efficiency of the educational process. According to the definition, a school supervisor is not only a supervisor but also a teacher who has been appointed as a civil servant. His duties include designing a supervision program, implementing the program, evaluating the results, and providing professional support and training to teachers. This approach emphasizes supervision as an effort to improve and increase the quality of education (PP 74 of 2008).

The supervision process in education has a dual purpose, namely ensuring that school activities run according to plan and providing corrective efforts when deviations occur. This approach is in accordance with the management concept which emphasizes the role of supervision as a tool to achieve organizational goals (Sudjana, 2006). Burhanuddin added a service dimension to educational supervision, where supervisors provide services to all parties involved, especially teachers, with a focus on improving the quality of learning processes and outcomes.

The sub-focus on the role of academic supervision of school supervisors in the Merdeka Belajar era shows the sustainability of an integrated educational management approach with an innovative spirit. School supervisors at MA RaudlatuSSHibyan NW Belencong are involved in a series of tasks after completing the supervision stage. The evaluation process involves data collection, in-depth analysis, and a constructive feedback approach to motivate teachers and recognize their positive achievements.

Evaluation results play a central role in planning corrective actions and further development. School supervisors and teachers collaborate to create strategies to improve teaching skills, optimize learning resources, and adapt the curriculum. Supervision results reports and development plans become the basis for efforts to improve and increase the quality of education, in line with the spirit of Freedom to Learn.

Regular monitoring is carried out by school supervisors to ensure the implementation of development plans according to plan. In addition, a collaborative culture is formed among teachers through collaboration sessions facilitated by supervisors.

This approach creates an environment that supports the exchange of ideas and mutual professional development. The academic supervision role of school supervisors at MA RaudlatuSSHibyan NW Belencong shows that supervision is not only control but also empowerment. Through teacher involvement in evaluation and follow-up planning, synergy is formed between school supervisors and teachers. This creates a collaborative culture in line with the Merdeka Belajar principle, promoting independence and cooperation within the school.

Conclusion

Based on the findings and discussion of the results of this research, it can be concluded that the implementation of academic supervision by school supervisors at MA Raudlatussibyan NW Belencong in the Merdeka Belajar era includes planning, implementation and evaluation stages. The academic supervision theory adapted from Glickman, Sudjana, and Rivai & Murni provides a strong conceptual basis. The main focus is on the role of school supervisors in ensuring the effectiveness of learning and improving the quality of education. The supervision planning steps involve selecting teachers, preparing schedules, and creating evaluation instruments.

At the planning stage of academic supervision, research found that school supervisors at MA Raudlatussibyan NW Belencong actively involved teachers. The supervision guide was developed taking into account the principles of Merdeka Belajar, reflecting the school's commitment to supporting teacher creativity in designing learning that is appropriate to the educational context. Teacher participation in supervision planning is the key to success and integration of the principles of the Independent Learning Curriculum.

In the implementation stage of academic supervision, school supervisors play a central role by making direct observations of learning activities. The results of the observations are then used as a basis for evaluating teacher performance, focusing on aspects such as understanding the Merdeka Belajar curriculum, learning methods and scientific approaches. Teachers at MA Raudlatussibyan NW Belencong experience academic supervision with a uniform approach, and the observation process includes initial, core and closing learning activities.

At the supervision evaluation stage, school supervisors play an important role in formulating recommendations for improvement and development. The evaluation results become the basis for planning corrective actions, such as improving teaching skills, optimizing learning resources, and adjusting the curriculum. Supervision results reports and development plans serve as guidelines for efforts to improve the quality of education. This process creates a dynamic and responsive learning environment at MA Raudlatussibyan NW Belencong.

In conclusion, the role of academic supervision by school supervisors at MA Raudlatussibyan NW Belencong is very significant in improving the quality of education, in accordance with the spirit of Independent Learning. A planned, structured and measurable supervision process helps monitor and support teachers' progress. Integration of principles. The Merdeka Belajar curriculum in supervision shows the school's commitment to supporting teacher creativity and innovation. Overall, the research findings contribute to the development of a supervision model that is adaptive and responsive to the dynamics of education in the Merdeka Belajar era.

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