

ACADEMIC SUPERVISION AND TEACHER REFLECTION: A CASE STUDY OF PEDAGOGICAL DEVELOPMENT AT SMA NEGERI 3 BOYOLALI

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ABSTRACT

This study investigates the role of academic supervision in enhancing the pedagogical competence of teachers at SMA Negeri 3 Boyolali. Using a qualitative case study approach, the research explores the systematic planning, collaborative implementation, and evaluation of academic supervision, as well as its impact on teacher reflection and development. The findings indicate that academic supervision, conducted through class observations, reflective discussions, and constructive feedback, significantly contributes to teachers' pedagogical competence. Teachers' active engagement in reflective practices following supervision helps improve lesson planning, classroom management, and teaching methods. The study also highlights the importance of ongoing professional development through training and workshops as part of the supervision follow-up. Despite its success, the research acknowledges limitations such as time constraints and scheduling conflicts, which occasionally hinder the effectiveness of supervision. This study provides valuable insights for schools seeking to enhance teacher quality through effective academic supervision.

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INTRODUCTIONS

Improving teachers' pedagogical competence is one of the main factors in creating quality learning. To achieve this, academic supervision is recognized as one of the strategies that can enhance teaching quality through the supervision and guidance of teachers. Glickman (2018) states that academic supervision not only focuses on supervising teacher performance but also provides support in the form of constructive feedback, mentoring, and opportunities for teachers to reflect on and improve their teaching practices. Therefore, structured and systematic academic supervision can serve as an effective tool to enhance teachers' pedagogical competence, both in lesson planning, the application of teaching methods, and classroom management.

At SMA Negeri 3 Boyolali, the implementation of academic supervision is carried out with the aim of improving the quality of learning through evaluation based on classroom observations and teacher reflections. The

supervision process involves the principal, vice-principal for curriculum, and the supervision team, who work collaboratively in planning and executing supervision activities. The principal at SMA Negeri 3 Boyolali stated that the primary goal of academic supervision is to assess the quality of teaching by teachers and identify areas that need improvement in teaching practices (WKS.1/11-03-2025). With the structured supervision process, teachers are provided the opportunity to reflect on their teaching and make periodic improvements. In this context, teacher reflection becomes an essential component in developing their pedagogical competence, as reflection helps teachers evaluate the effectiveness of the teaching methods they apply and plan necessary corrective actions (Zeichner & Liston, 2014).

Academic supervision that involves teacher reflection has broader objectives than just improving teaching techniques. Research by Lalupanda (2019) shows that through supervision supported by constructive feedback, teachers can identify areas that need improvement in their teaching practices, as well as increase their awareness of the importance of active involvement in the learning process. In addition, academic supervision also encourages teachers to update their teaching strategies based on reflection results conducted together with the principal or supervisor. Research by Kamaludin et al. (2020) also shows that ongoing academic supervision, which involves reflective discussions between teachers and principals, can help teachers identify strengths and weaknesses in their teaching practices, thus significantly enhancing teachers' pedagogical competence.

Teacher reflection encouraged by academic supervision also has a positive impact on classroom management and the application of innovative teaching methods. This is evident in the practices at SMA Negeri 3 Boyolali, where after conducting supervision, teachers are given the opportunity to reflect on their teaching through discussions with the principal or fellow teachers. With constructive feedback and space for reflection, teachers can improve ineffective teaching methods and enhance interactions with students during the learning process (Widayat et al., 2019). Additionally, academic supervision involving learning technology, such as the SIMASE application used at SMA Negeri 3 Boyolali, plays a role in facilitating supervision and remote learning, allowing for more flexible and responsive monitoring of teachers' needs in developing their pedagogical competence (Maesaroh & Martiyono, 2023).

Despite the importance of reflection in academic supervision, research focusing on its specific application in improving pedagogical competence in Indonesia, particularly at the high school level, remains limited. While there is extensive literature on teacher reflection and supervision, few studies examine how these two elements work together in the unique educational context of SMA Negeri 3 Boyolali, where both traditional and technology-supported methods are integrated. This research gap provides the foundation for this study.

Academic supervision integrated with teacher self-reflection, as explained by Schön (1983), allows teachers to become lifelong learners. This reflection is not limited to classroom management but also involves evaluating learning objectives, curriculum development, and the use of educational technology. In this context, academic supervision at SMA Negeri 3 Boyolali demonstrates that with a supervisory structure that supports reflection, teachers can be more effective in improving their pedagogical competence. Research by Syaifuddin et al. (2023) supports this by showing that reflection-based supervision can enhance teachers' professional awareness in preparing lesson plans and improving evaluation methods.

Therefore, this study aims to explore the relationship between academic supervision and teacher reflection and its impact on pedagogical competence at SMA Negeri 3 Boyolali. Specifically, it seeks to investigate how academic supervision encourages teachers to reflect on their teaching practices and how this reflection contributes to the overall improvement of their pedagogical competence. The contribution of this study lies in providing a case study of SMA Negeri 3 Boyolali, which may offer insights into how academic supervision, combined with teacher reflection, can improve pedagogical competence in Indonesian schools. By identifying the unique practices at SMA Negeri 3 Boyolali, this research provides practical recommendations for other schools aiming to implement effective academic supervision programs.

METHOD

This study employs a descriptive qualitative design aimed at analyzing the implementation of academic supervision and its impact on teacher reflection and pedagogical competence at SMA Negeri 3 Boyolali. This approach

allows the researcher to gain an in-depth understanding of teachers' experiences in the context of academic supervision, as Creswell (2014) suggests that a qualitative approach is ideal for exploring experiences and perspectives in depth. This research was conducted at SMA Negeri 3 Boyolali, a high school located in Boyolali Regency, Central Java. The school was selected based on its implementation of structured and continuous academic supervision, which is the primary focus of this study. Participants were selected using purposive sampling, based on their direct involvement in academic supervision and the teacher reflection process at the school.

Table 1. Informants – Roles – Selection Reasons

Informant	Role	Reason for Selection
Principal	Leader of academic supervision	Provides insights into policies and overall supervision implementation.
Vice Principal for Curriculum	Manager of academic supervision	Responsible for guiding and overseeing academic supervision activities.
Teachers	Primary participants in supervision	Directly involved in the supervision process and teacher reflection.
Supervision Team	Conductors of supervision	Provide feedback and engage in the teacher reflection process.

Data collection consisted of three main techniques, which complement each other: (1) In-depth Interviews: Semi-structured interviews were conducted with the principal, vice principal, teachers, and supervision team. These interviews aimed to explore their understanding of academic supervision, teacher reflection, and the perceived impact on pedagogical competence. The interview questions were designed to explore experiences, challenges, and strategies faced during the supervision process. As Sugiyono (2016) states, interviews are an effective method for collecting qualitative data about the perspectives and subjective experiences of participants. Example interview questions: (a) How do you define academic supervision at SMA Negeri 3 Boyolali? (b) Can you describe the process of teacher reflection after supervision? (c) How does feedback provided during supervision impact your teaching practices?

(2) Participatory Observation: Observations were conducted to directly understand the dynamics of academic supervision both inside and outside the classroom. The researcher observed how the supervision was carried out, including how feedback was provided to teachers and how teachers responded to it in their teaching practices. The observation also included how the reflection process was conducted after the supervision. In this study, observation is an important technique that allows the researcher to obtain direct data about the interactions between teachers and supervisors (Riduwan, 2013). Role of the Researcher in Observation: The researcher acted as a non-participant observer, noting key interactions during supervision and reflection sessions, while remaining unobtrusive to avoid influencing the participants' behavior.

(3) Documentation: Documentation was used to complement the data obtained from interviews and observations. The collected documents included supervision plans, supervision reports, feedback from supervisors, and other relevant documents that provide information about the academic supervision process applied at SMA Negeri 3 Boyolali. Documentation also provides contextual data that enriches the research findings (Creswell, 2014).

Data obtained from interviews, observations, and documentation were analyzed using qualitative data analysis with the interactive model developed by Miles, Huberman, and Saldana (2014). The analysis process consists of three main stages: data reduction, data presentation, and conclusion drawing: (1) Data Reduction: This process involves selecting and simplifying data relevant to the research focus, which is academic supervision and teacher reflection. Irrelevant or overly broad data will be filtered out to maintain the focus of the study. As Riduwan (2013) explains, in qualitative analysis, data reduction is an essential first step to focus attention on essential information. (2) Data Presentation: The reduced data will be presented in the form of narratives, diagrams, or tables that make it easier for the researcher to identify patterns, relationships, and themes emerging from the data. Presenting data in a structured form will facilitate further analysis (Creswell, 2014). (3) Conclusion Drawing: Conclusions will be drawn based on the analysis of the presented data. This conclusion will reflect how academic supervision contributes to improving teachers' pedagogical competence through the reflection process, as well as the factors that influence the effectiveness

of academic supervision at SMA Negeri 3 Boyolali. The conclusions will reflect a holistic understanding of the phenomenon being studied (Sugiyono, 2016).

The validity of the data will be maintained through several techniques, including triangulation and member checking. Triangulation will be done by comparing data obtained from interviews, observations, and documentation to ensure the consistency and validity of the information. Member checking will involve requesting feedback from participants to ensure that the data collected during interviews and observations accurately reflects their perspectives (Arikunto, 2018).

The research was conducted over a period of three months, with two rounds of interviews and one round of observation. Each interview session lasted approximately 45-60 minutes. Ethical considerations were addressed by obtaining approval from the school and participants, ensuring confidentiality, and obtaining informed consent.

RESULT AND DISCUSSION

Result

Systematic Academic Supervision Planning

The planning of academic supervision at SMA Negeri 3 Boyolali is conducted systematically and collaboratively between the principal, vice-principal for curriculum, and the supervision team. Interviews with the principal and vice-principal indicate that the planning of supervision involves analyzing learning needs based on teacher performance data and development needs. This planning aims to ensure that the supervision is carried out in a targeted and effective manner, taking into account the specific needs of each teacher.

Table 1. Academic Supervision Planning Activities

Activity	Number of Occurrences	Description
Formation of Supervision Team	1 time	Formation of a supervision team consisting of the principal, vice-principal, and leading teachers
Learning Needs Analysis	1 time	Assessment of teacher development needs based on previous observations
Preparation of Supervision Program	1 time	Preparation of supervision activities based on the analysis of needs

Table 1 shows that The planning process at SMA Negeri 3 Boyolali involves a structured approach, where the needs of teachers are prioritized. The collaboration between the principal, vice-principal, and leading teachers ensures a comprehensive understanding of the requirements for each teacher. This collaborative planning helps create an academic supervision program that is focused and responsive to the specific needs of each teacher.

This structured approach aligns with previous research that highlights the importance of systematic needs analysis and collaborative planning for effective academic supervision (Sugiyono, 2016). The involvement of various stakeholders in the planning process strengthens the supervision's relevance to teachers' development needs, as suggested by Prasetyo (2019). By incorporating a needs-based planning structure, the school is able to align its supervision process with the actual development needs of teachers, making the supervision more targeted and relevant. However, a potential challenge arises from the need for flexibility in scheduling, as some teachers reported overlaps with other teaching activities.

Collaborative Implementation of Academic Supervision

The implementation of academic supervision at SMA Negeri 3 Boyolali demonstrates close collaboration between the principal, the supervision team, and the teachers. The supervision process is carried out through classroom observations, reflective discussions, and providing feedback. The results from classroom observations and interviews with teachers show that classroom observations are conducted with the aim of providing constructive feedback, not only to assess teacher performance but also to offer opportunities for teachers to grow.

Table 2. Academic Supervision Implementation Activities

Activity	Number of Occurrences	Description
Classroom Observation	2 times	Classroom observation according to the schedule
Reflective Discussion with Teachers	2 times	Discussion sessions to analyze teaching strengths and weaknesses
Incidental Supervision by Principal	3 times	Unscheduled visits to ensure the quality of teaching

Table 2 illustrates that The collaborative approach to academic supervision, involving both scheduled and incidental observations, provides a well-rounded and responsive supervision process. Teachers benefit from regular feedback, and the reflective discussions allow for personalized development and improvements in teaching practices.

This collaborative and reflective approach supports the findings by Wahyuni (2023), who emphasized the importance of reflective discussions and active teacher participation in academic supervision. Additionally, the integration of learning technologies such as the SIMASE application supports the findings of Maesaroh & Martiyono (2023) regarding the importance of technology in modern academic supervision. Reflective discussions are crucial for encouraging teachers to engage deeply with their own practices and continuously improve. However, the study also points out that flexibility in scheduling is necessary to avoid time conflicts between supervision and other teaching duties, as reported by some teachers.

Evaluation and Follow-up of Academic Supervision

Evaluation of academic supervision is conducted periodically to assess the extent to which teachers' pedagogical competence has improved after supervision. The evaluation results show that most teachers experienced improvements in several aspects of teaching, such as lesson planning, the application of innovative methods, and classroom management.

Table 3. Follow-up Activities in Academic Supervision

Activity	Number of Occurrences	Description
Learning Media Development Workshop	2 times	Workshops on the use of educational technology
Internal Training (IHT)	3 times	Training for teachers to enhance pedagogical competence
Teacher Learning Community (MGMP)	2 times	Collaborative learning and development activities among teachers

Table 3 shows that the follow-up to academic supervision at SMA Negeri 3 Boyolali is conducted comprehensively and Follow-up activities, such as workshops and internal training, play a significant role in reinforcing the improvements initiated by academic supervision. These activities focus on practical skills development and encourage continuous teacher learning.

Sutrisno (2021) and Syaifuddin et al. (2023) emphasize that follow-up activities, including targeted training and collaborative learning, are essential for maintaining momentum in teachers' professional development. The findings at SMA Negeri 3 Boyolali demonstrate that follow-up activities significantly contribute to enhancing pedagogical competence.

The follow-up actions ensure that teachers continue to develop their skills after the supervision process, reinforcing long-term improvements. However, the success of these follow-up activities depends on the consistency and relevance of the training offered.

Improvement of Teachers' Pedagogical Competence

Based on data from observations, interviews, and evaluations, it can be concluded that academic supervision at SMA Negeri 3 Boyolali has significantly contributed to the improvement of teachers' pedagogical competence. This

improvement is seen in aspects such as lesson planning, the application of more innovative teaching methods, and more effective classroom management.

Table 4. Improvement of Teachers' Pedagogical Competence

Aspect of Pedagogical Competence	Initial Score	Final Score	Improvement (%)
Lesson Planning	68	82	20.6%
Application of Teaching Methods	70	85	21.4%
Classroom Management	65	80	23.1%
Evaluation of Learning	66	79	19.7%

Table 4 shows that significant improvement in teachers' pedagogical competence, with the largest improvements in classroom management and teaching methods. This suggests that the supervision process effectively addresses key areas of teaching development.

These findings align with previous research that shows academic supervision contributes to teachers' professional development in multiple domains (Syiafuddin et al., 2023; Kusunurani & Roesminingsih, 2022). However, the focus of this study on classroom management and innovative teaching methods adds new insights, particularly in the context of secondary schools. The significant improvements in pedagogical competence highlight the effectiveness of academic supervision. The incorporation of both structured supervision and follow-up activities ensures that teachers not only reflect on their practices but also receive the necessary tools and resources to improve.

Discussion

Systematic Academic Supervision Planning

The results of the study indicate that the academic supervision planning at SMA Negeri 3 Boyolali is carried out systematically and collaboratively between the principal, the vice-principal for curriculum, and the supervision team. The planning process involves a thorough analysis of teacher performance and development needs, ensuring that the supervision is targeted and effective. This collaborative planning is aligned with previous research, which emphasizes that effective academic supervision planning includes the identification of teacher needs, clear goal-setting, and the selection of appropriate supervision methods and instruments (Sugiyono, 2016).

Research by Widyawati (2020) also found that good supervision planning requires systematic needs analysis and collaboration between supervisors and teachers in setting supervision goals. This was similarly reflected in the practices at SMA Negeri 3 Boyolali, where collaborative planning based on clear needs analysis is a key factor for the success of academic supervision. Furthermore, research by Prasetyo (2019) at the secondary school level also corroborates these findings, confirming that the success of academic supervision depends on how well the supervision team can design a program that meets the development needs of teachers.

However, research by Arifin (2021) suggests that while many schools conduct systematic supervision planning, the flexibility in scheduling remains a challenge, particularly when supervision activities conflict with other teaching duties. In the context of SMA Negeri 3 Boyolali, some teachers reported that supervision schedules sometimes overlap with other activities, indicating the need for more flexibility. This is also supported by Yuliana (2022), who emphasizes that collaborative and systematic planning leads to improved teacher performance. Therefore, although the planning at SMA Negeri 3 Boyolali is structured, the flexibility in scheduling is an area that requires attention to ensure that supervision can be implemented without conflicts with other school activities.

Implementation of Academic Supervision

The findings from the study reveal that the implementation of academic supervision at SMA Negeri 3 Boyolali is characterized by a collaborative approach, involving both teachers and the supervision team in classroom observations, post-observation discussions, and the provision of constructive feedback. This process emphasizes that supervision is not merely an administrative task but a professional interaction that actively engages teachers.

Research by Wahyuni (2023) found that optimal academic supervision includes classroom observations and reflective dialogues between the principal and teachers, with active teacher participation being a crucial component

for success. The study at SMA Negeri 3 Boyolali supports this, as teachers feel empowered through reflective discussions, highlighting that the supervision process at the school meets the active participation element described by Wahyuni. Furthermore, research by Maesaroh & Martiyono (2023) emphasizes that in the era of the Merdeka Belajar curriculum, academic supervision must adopt a professional supervisor approach and incorporate the use of learning technologies. In the case of SMA Negeri 3 Boyolali, the integration of the SIMASE learning management system to facilitate both online and incidental supervision aligns with these findings, showing the school's adaptability to contemporary conditions. Additionally, Gunarto (2022) found that academic supervision at SD Negeri Turirejo 03 had been well implemented but faced challenges regarding the frequency and depth of visits.

However, the study at SMA Negeri 3 Boyolali shows that the frequency and depth of supervision visits are relatively higher, with active teacher reflection involved. These results add to the empirical evidence that intensive and reflective supervision can be successfully implemented at the secondary school level. The study by Ismiarti et al. (2023) further reinforces this, demonstrating that academic supervision by the principal significantly impacts teacher performance and student achievement. The findings at SMA Negeri 3 Boyolali show a strong correlation between the implementation of supervision and the improvement of teachers' pedagogical competence, reinforcing that effective supervision positively impacts both teachers and student learning outcomes. Research by Kusnurani & Roesminingsih (2022) supports this by highlighting that successful academic supervision involves systematic classroom observations, direct feedback, and follow-up training. The implementation of these elements at SMA Negeri 3 Boyolali indicates that the school has effectively contextualized a successful supervision model. However, challenges remain regarding scheduling conflicts with other teaching activities, which points to the need for flexible planning to ensure optimal supervision implementation.

Evaluation and Follow-up of Academic Supervision

The evaluation of academic supervision at SMA Negeri 3 Boyolali is carried out in a structured and systematic manner. This evaluation involves an in-depth analysis of supervision reports, teachers' reflections on their teaching practices, and meetings among the supervision team to formulate appropriate follow-up recommendations. The principal and supervision team use this evaluation process to identify strengths and weaknesses in teachers' teaching and create focused improvement steps based on each teacher's needs.

Research by Sutrisno (2021) confirms that systematic academic supervision evaluations are essential for improving the quality of learning. The findings at SMA Negeri 3 Boyolali align with this, showing that continuous evaluations result in targeted recommendations that enhance teachers' pedagogical competence. Moreover, Syaifuddin et al. (2023) suggest that follow-up actions based on clear evaluations contribute significantly to the professional development of teachers. This is evident at SMA Negeri 3 Boyolali, where follow-up activities, such as internal training (IHT), workshops, and teacher learning communities (MGMP), are tailored to teachers' specific needs based on the evaluation outcomes. Karyati (2022) further supports this by highlighting that ongoing monitoring and evaluation enhance the principal's competence in conducting supervision, ultimately benefiting teachers by helping them plan improvements in their teaching. Setiyono (2017) also emphasizes the importance of post-supervision coaching in follow-up activities, suggesting that teachers who receive constructive feedback and participate in training or learning discussions show significant improvement in teaching quality. The follow-up supervision at SMA Negeri 3 Boyolali includes organizing workshops and coaching sessions through MGMP, providing teachers with opportunities to share best practices and enhance their skills. Wahyuni (2020) emphasizes the importance of follow-up supervision that is based on professional development, which ensures that evaluation results lead to concrete steps supporting the improvement of teaching quality.

The study at SMA Negeri 3 Boyolali corroborates this by demonstrating that follow-up activities, based on detailed evaluations, enhance teachers' pedagogical competence. While these evaluations provide valuable insights into teaching areas that need improvement, the study suggests that the follow-up activities should remain flexible to meet the evolving needs of teachers, ensuring their continuous professional growth.

Improvement of Teachers' Pedagogical Competence through Reflection

The study shows that academic supervision at SMA Negeri 3 Boyolali not only involves classroom observations, feedback, and follow-up activities but also explicitly encourages teachers to reflect on their teaching practices. After supervision, teachers engage in self-reflection, evaluating their teaching methods, classroom conditions, and interactions with students. This reflection process acts as a vital bridge between the feedback received during supervision and the improvement of teachers' pedagogical competence. National research by Kinanty & Ramadan (2021) shows that teachers' pedagogical competence is influenced by their awareness of their teaching practices and their readiness to reflect on them.

The findings at SMA Negeri 3 Boyolali align with this, but more specifically, the inclusion of formal reflection within academic supervision helps to enhance pedagogical competence. Pertiwi (2025) further supports this by stating that teachers who regularly engage in reflection, particularly through supervision or practitioner communities, tend to show higher pedagogical competence scores compared to those who do not. The study at SMA Negeri 3 Boyolali reinforces this finding, as teachers actively engaged in post-supervision reflection demonstrated significant improvements in areas such as lesson planning, classroom management, and evaluation. Research by Somantri (2021) also highlights that teacher reflection is essential for developing pedagogical competence in the 21st century, especially when addressing diverse student needs.

The study at SMA Negeri 3 Boyolali adds that structured reflection within the academic supervision framework allows teachers to connect learning theory with classroom practice. Zarkasi (2022) clarifies that pedagogical competence improves more effectively when teachers engage in reflection accompanied by concrete follow-up, rather than informal reflection alone. At SMA Negeri 3 Boyolali, teacher reflection is not only done independently but is guided by feedback from supervision and discussions with the supervision team. This structured reflection process is crucial in transforming teaching practices and improving teachers' pedagogical competence. Ofita (2023) also emphasizes that teachers who reanalyze their teaching and adjust their strategies based on reflection tend to exhibit better pedagogical performance. The study at SMA Negeri 3 Boyolali corroborates this, showing that teacher reflection, integrated with academic supervision, leads to tangible improvements in teaching practices. However, the success of reflection depends on the continuity of supervision and follow-up, indicating that reflection alone is not sufficient without ongoing structural support from the school.

CONCLUSION

This study shows that academic supervision at SMA Negeri 3 Boyolali has a significant impact on improving teachers' pedagogical competence. The systematic and collaborative planning of supervision between the principal, supervision team, and teachers, along with periodic evaluations followed by follow-up actions such as training and mentoring, has proven to be effective in supporting the development of teachers' competencies. The implementation of supervision, which involves classroom observations and reflective discussions, provides an opportunity for teachers to reflect on their teaching practices, contributing to the improvement of teaching quality. Furthermore, teacher reflection prompted by supervision enables them to enhance their teaching methods, classroom management, and learning assessments. Although supervision is running smoothly, challenges related to scheduling conflicts with other teaching activities need to be addressed. Therefore, it is recommended that the scheduling of supervision be more flexible to support the sustainability of teachers' pedagogical development.

This study contributes to the theoretical understanding of academic supervision by demonstrating the essential role of reflection in the process of professional development. It supports the argument that reflective practices, when integrated into academic supervision, contribute significantly to improving pedagogical competence. The findings align with Schön's (1983) reflective practice theory, which emphasizes the importance of self-reflection in professional growth. This study also extends the social constructivist view by showing how collaborative supervision and feedback mechanisms help teachers construct new knowledge about their practices and improve their teaching strategies. Thus, this research contributes to the theoretical development of academic supervision by emphasizing the need for reflective discussions and structured feedback as key components for teacher development.

For other schools and educational institutions, it is recommended that academic supervision should be designed to include regular reflective practices and feedback sessions as part of the professional development process. Supervision should not only focus on assessing teacher performance but should actively involve teachers in reflective dialogues that promote continuous growth. Additionally, schools should consider the flexibility of supervision schedules to accommodate the diverse workloads of teachers, ensuring that supervision does not conflict with teaching activities. For education authorities, there should be an emphasis on creating policies that support the integration of reflective supervision practices and provide schools with the resources to implement flexible and collaborative supervision programs effectively.

This study has several strengths, including the use of an in-depth qualitative approach that allows the researcher to explore teachers' experiences and perspectives more comprehensively regarding academic supervision and their reflection processes. However, the study is limited to one school, SMA Negeri 3 Boyolali, which restricts the generalizability of the findings. Additionally, while data were gathered from various sources (interviews, observations, and documentation), the limited duration of the study may not fully capture the long-term impact of academic supervision on the development of teachers' pedagogical competence. Future research could extend this study by including multiple schools and conducting longitudinal studies to better understand the long-term effects of academic supervision and teacher reflection. Further exploration into the factors that influence the success of academic supervision, such as institutional support and teacher attitudes, would also provide valuable insights into optimizing supervision practices in schools.

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