

Supervisi Akademik Berkelanjutan sebagai Strategi Peningkatan Kualitas Pembelajaran Pendidikan Agama Kristen

Continuous Academic Supervision as a Strategy for Improving the Quality of Christian Religious Education Learning

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Abstrak

Kualitas pembelajaran Pendidikan Agama Kristen (PAK) sangat ditentukan oleh kompetensi guru, namun banyak guru PAK menghadapi tantangan dalam mengembangkan kompetensi pedagogik dan profesionalnya. Supervisi akademik berfungsi sebagai instrumen strategis untuk pengembangan profesional guru, tetapi implementasinya dalam konteks PAK masih belum banyak dieksplorasi. Artikel ini bertujuan untuk menganalisis implementasi supervisi akademik berkelanjutan sebagai strategi peningkatan kualitas pembelajaran PAK, dengan fokus pada bagaimana supervisi yang sistematis dan berkelanjutan dapat meningkatkan kompetensi guru dan hasil pembelajaran. Penelitian ini menggunakan metode penelitian kepustakaan kualitatif dengan pendekatan deskriptif-analitis. Data dikumpulkan dari berbagai sumber akademik termasuk buku, jurnal ilmiah, dan laporan penelitian yang relevan dengan supervisi akademik dan PAK. Analisis data dilakukan melalui tahap reduksi, penyajian, dan verifikasi. Temuan penelitian menunjukkan bahwa supervisi akademik berkelanjutan secara signifikan meningkatkan kompetensi guru dalam pembelajaran PAK, dengan peningkatan terukur dalam kualitas perencanaan pembelajaran (dari 31% menjadi 83%) dan persiapan modul ajar (dari 31% menjadi 89%). Proses supervisi yang melibatkan tahap perencanaan, pelaksanaan, observasi, dan refleksi secara efektif meningkatkan kompetensi pedagogik, profesional, kepribadian, dan sosial guru. Selain itu, penelitian mengidentifikasi bahwa kompetensi kepribadian muncul sebagai dimensi paling dominan (42%) dalam implementasi kompetensi pendidik berdasarkan nilai-nilai Injil. Supervisi akademik berkelanjutan terbukti sebagai strategi efektif untuk meningkatkan kualitas pembelajaran PAK. Ketika diimplementasikan secara sistematis dan reflektif, supervisi menciptakan budaya pertumbuhan profesional di kalangan guru PAK. Penelitian ini berkontribusi pada pemahaman teoritis model supervisi dalam pendidikan agama dan panduan praktis bagi administrator sekolah dan pengawas. Artikel ini berkontribusi pada pengembangan model supervisi akademik yang dikontekstualisasikan secara khusus untuk Pendidikan Agama Kristen, menyediakan kerangka praktis untuk meningkatkan kompetensi guru dan kualitas pembelajaran dalam pengaturan pendidikan agama.

Kata Kunci: *supervisi akademik berkelanjutan; pendidikan agama Kristen; kompetensi profesional guru; peningkatan kualitas pembelajaran; pengembangan kompetensi pedagogik.*

Abstract

The quality of Christian Religious Education (CRE) learning is significantly determined by teacher competence, yet many CRE teachers face challenges in developing their pedagogical and professional competencies. Academic supervision serves as a strategic instrument for teacher professional development, but its implementation in the context of CRE remains underexplored. This article aims to analyze the implementation of continuous academic supervision as a strategy for improving the quality of CRE learning, focusing on how systematic and ongoing supervision can enhance teacher competence

and learning outcomes. This research employs a qualitative library research method with a descriptive-analytical approach. Data were collected from various academic sources including books, scientific journals, and research reports relevant to academic supervision and CRE. Data analysis was conducted through reduction, display, and verification stages. The findings reveal that continuous academic supervision significantly improves teacher competence in CRE learning, with measurable increases in lesson planning quality (from 31% to 83%) and teaching module preparation (from 31% to 89%). The supervision process, involving planning, implementation, observation, and reflection stages, effectively enhances teachers' pedagogical, professional, personality, and social competencies. Furthermore, the study identifies that personality competence emerges as the most dominant dimension (42%) in implementing educator competencies based on Gospel values. Continuous academic supervision proves to be an effective strategy for improving CRE learning quality. When implemented systematically and reflectively, supervision creates a culture of professional growth among CRE teachers. The study contributes to both theoretical understanding of supervision models in religious education and practical guidance for school administrators and supervisors. This article contributes to the development of academic supervision models specifically contextualized for Christian Religious Education, providing practical frameworks for improving teacher competence and learning quality in religious education settings.

Keywords: continuous academic supervision; Christian religious education; teacher professional competence; learning quality improvement; pedagogical competency development.

INTRODUCTION

The quality of education in Indonesia remains a significant concern, particularly in the context of religious education. Christian Religious Education (CRE) plays a vital role in shaping students' character, moral values, and spiritual development, yet the quality of CRE learning is often constrained by various factors, especially teacher competence.¹ Research has shown that teacher competence is the most critical factor determining learning quality, with pedagogical, professional, personality, and social competencies serving as the foundational pillars of effective teaching.² However, many CRE teachers still struggle to develop these competencies adequately, resulting in suboptimal learning outcomes and limited student engagement. The challenges facing CRE teachers are particularly acute in the era of educational reform, where teachers are expected to adapt to changing curricula, integrate technology, and address the diverse needs of students.³

Academic supervision has emerged as a strategic instrument for enhancing teacher professional development and improving learning quality. The concept of supervision has

¹ Adhi Kusmartoro, Muner Daliman, Ragil Krsitianto, and Gidion, "Explanatory and Confirmatory Study on Educator Power Competency Based on the Gospel of John for Lecturers of University of PGRI Semarang," *QUAERENS: Journal of Theology and Christianity Studies* 2, no. 2 (2020): 101-103.

² E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru* (Bandung: Remaja Rosdakarya, 2007), 5-8; Permendikbud No. 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru (Jakarta: Kementerian Pendidikan Nasional, 2007).

³ D. Wahyudi, "Supervisi akademik dan implementasi kurikulum di era digital," *Jurnal Administrasi Pendidikan* 26, no. 1 (2019): 45-47; T. Yuwono, "Digitalisasi Supervisi Pendidikan di Era Merdeka Belajar," *Jurnal Teknologi dan Pendidikan* 15, no. 2 (2022): 78-80.

evolved significantly from its traditional role as mere inspection toward a more collaborative and developmental approach that emphasizes teacher empowerment and reflective practice.⁴ Continuous academic supervision, in particular, offers a systematic framework for supporting teachers through ongoing mentoring, feedback, and professional dialogue. Research has demonstrated that effective supervision significantly improves teacher competence, instructional quality, and student achievement.⁵ Nevertheless, the implementation of academic supervision in the context of Christian Religious Education remains largely unexplored, creating a significant gap in both theoretical understanding and practical application.

The state of the art in academic supervision research has primarily focused on general education contexts, with limited attention to the unique characteristics and needs of religious education. Studies have examined the effectiveness of supervision in improving teacher performance, classroom management, and instructional planning, but few have addressed the specific dimensions of CRE teacher competence.⁶ Similarly, research on CRE teacher competence has concentrated on identifying competency dimensions without adequately exploring how supervision can systematically develop these competencies. The Gospel of John provides a rich theological foundation for understanding educator competence, emphasizing characteristics such as integrity, servant leadership, and commitment to truth, yet these dimensions have not been fully integrated into supervision frameworks.⁷ The integration of theological foundations with educational supervision principles represents a critical research gap that requires urgent attention.

The research gap becomes even more apparent when considering the specific challenges faced by CRE teachers in Indonesia. Preliminary observations have revealed declining competence among CRE teachers, manifested in inadequate lesson planning, limited

⁴ Carl D. Glickman, Stephen P. Gordon, and Jovita M. Ross-Gordon, *SuperVision and Instructional Leadership: A Developmental Approach*, 10th ed. (Boston: Pearson Education, 2018), 1-5; Thomas J. Sergiovanni and Robert J. Starratt, *Supervision: A Redefinition*, 8th ed. (New York: McGraw-Hill, 2007), 2-8.

⁵ Ahmad Alfian, "Efektivitas supervisi akademik berkelanjutan untuk meningkatkan kompetensi guru dalam penyusunan alur tujuan pembelajaran dan modul ajar di MTsN 1 Kendal," *Journal of Smart Education and Learning* 2, no. 2 (2025): 103-105; Madar Zuabu et al., "Peran Supervisi Akademik dalam Meningkatkan Manajemen Kelas yang Efektif," *Edu Society: Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat* 5, no. 2 (2025): 700-703; Piet A. Sahertian, *Konsep Dasar dan Teknik Supervisi Pendidikan* (Jakarta: Rineka Cipta, 2010), 15-20.

⁶ L. Q. Najilah, Suherman, and C. Atikah, "Pengaruh Supervisi Kepala Sekolah Terhadap Kinerja Guru," *Jurnal Teknologi Pendidikan dan Pembelajaran* 10, no. 2 (2023): 157-159; Gusti Ayu Kusumawati, "Implementasi Supervisi Akademik Untuk Meningkatkan Kinerja Guru," *Journal of Education Action Research* 4, no. 2 (2020): 226-228

⁷ John 10:11-14; John 13:13-15; Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 105-107.

professional development participation, and reduced engagement in research and community service activities.⁸ Furthermore, disparities exist between Christian and non-Christian teachers in terms of competency implementation, with Christian teachers demonstrating higher scores despite their smaller numbers.⁹ The functional positions of teachers also influence their competence implementation, with Senior Lecturers showing the most dominant contribution to improving competence quality.¹⁰ These findings suggest that a targeted approach to academic supervision, grounded in both educational theory and theological principles, is essential for addressing the multifaceted challenges facing CRE teachers.

The purpose of this article is to analyze the implementation of continuous academic supervision as a strategy for improving the quality of CRE learning, focusing on how systematic and ongoing supervision can enhance teacher competence and learning outcomes. This study aims to provide a comprehensive understanding of the relationship between continuous academic supervision and CRE teacher competence, exploring the mechanisms through which supervision influences various competency dimensions. The research specifically addresses the gap between general supervision theory and its application in CRE contexts, offering insights into how supervision can be effectively implemented to develop the pedagogical, professional, personality, and social competencies of CRE teachers. By integrating theological foundations from the Gospel of John with contemporary supervision theory, this article contributes to the development of a holistic framework for CRE teacher professional development.

The article makes several significant contributions to the field of Christian Religious Education and educational supervision. First, it provides a theoretical synthesis that connects supervision principles with the specific needs and characteristics of CRE teacher competence development. Second, it offers empirical evidence of the effectiveness of continuous academic supervision in improving CRE learning quality, drawing on data from multiple research studies. Third, it presents practical recommendations for implementing supervision in CRE contexts, addressing both administrative and pedagogical aspects. Finally, the article contributes to the broader discourse on teacher professional development in religious education, highlighting the importance of integrating theological and educational perspectives in supervision practice. Ultimately, this research aims to support the improvement of CRE

⁸ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 109-110.

⁹ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 116-117.

¹⁰ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 117-118.

learning quality through enhanced teacher competence and more effective supervision practices.

RESEARCH METHODS

This research employs a qualitative library research method with a descriptive-analytical approach to investigate the implementation of continuous academic supervision as a strategy for improving the quality of Christian Religious Education learning. The qualitative approach was selected because it enables comprehensive understanding of the complex phenomena under study, allowing for in-depth analysis of supervision practices and their impact on teacher competence.¹¹ Library research is particularly appropriate for this study as it allows for systematic examination and synthesis of existing literature, integrating findings from multiple sources to develop a coherent theoretical framework.¹² This approach aligns with the post-positivist philosophical foundation that characterizes much contemporary educational research, emphasizing the importance of context, interpretation, and multiple perspectives in understanding educational phenomena.¹³ The descriptive-analytical nature of this research enables both detailed description of supervision practices and critical analysis of their effectiveness in CRE contexts.

The application of this research method involves a systematic process of data collection, analysis, and interpretation to generate meaningful findings for the discussion. The primary data sources include academic books, peer-reviewed journal articles, research reports, and official policy documents related to academic supervision and Christian Religious Education.¹⁴ Specifically, the study draws on seminal works on supervision theory by Glickman, Gordon, and Ross-Gordon, as well as studies on teacher competence by Mulyasa and Permendikbud No. 16 Tahun 2007.¹⁵ Additionally, research on CRE by Kusmartoro, Bahabol and Singal, and Alfian provides essential empirical evidence for the analysis.¹⁶ The data collection process

¹¹ Moleong, *Metodologi Penelitian Kualitatif*, 4-6; Satori and Komariah, *Manajemen Supervisi Pendidikan*, 15-18.

¹² Zed, *Metode Penelitian Kepustakaan*, 1-5; Hamzah, *Metode Penelitian Kepustakaan*, 10-15.

¹³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks: Sage Publications, 2014), 4-8.

¹⁴ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 2nd ed. (Thousand Oaks: Sage Publications, 2004), 18-25; Robert Philip Weber, *Basic Content Analysis*, 2nd ed. (Newbury Park: Sage Publications, 1990), 10-15.

¹⁵ Glickman, Gordon, and Ross-Gordon, *SuperVision and Instructional Leadership*, 1-5; Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, 5-8; Permendikbud No. 16 Tahun 2007.

¹⁶ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 101-125; Edim Bahabol and Yuke Singal, "Education for Life Based on Christian Teacher Competence in

follows a structured approach involving identification of relevant sources, systematic reading and annotation, and organization of materials according to key themes and research questions. This comprehensive approach ensures that the analysis is grounded in robust theoretical and empirical foundations.

The data analysis procedure adheres to established qualitative analysis frameworks, specifically the interactive model developed by Miles and Huberman, which consists of three interconnected stages: data reduction, data display, and conclusion drawing/verification.¹⁷ In the data reduction stage, information from various sources is systematically filtered and organized, focusing on data relevant to the research questions about supervision implementation and its impact on CRE teacher competence. The data display stage involves presenting the findings in a structured format, using narrative descriptions and thematic organization to facilitate understanding and analysis. The conclusion drawing and verification stage involves synthesizing the findings to develop coherent interpretations and identify patterns in the data. Throughout this process, the researcher maintains attention to ensuring the validity and reliability of the findings through triangulation of sources and systematic cross-checking of interpretations.¹⁸

The implementation of this methodological approach within the Results and Discussion section proceeds through several distinct phases. First, the findings are organized into thematic categories that correspond to the key research questions: the implementation of continuous academic supervision, its impact on CRE teacher competence, and the factors influencing its effectiveness. Each theme is supported by evidence from the literature, including specific examples and quantitative data where available. Second, the findings are interpreted within the theoretical framework established in the literature review, drawing connections between the empirical evidence and theoretical concepts. Third, the implications of the findings for CRE practice and policy are explored, considering both the practical challenges and opportunities for improvement. Finally, the findings are contextualized within the broader discourse on educational supervision and religious education, highlighting both contributions and limitations of the study. This systematic approach ensures that the discussion is both theoretically grounded and practically relevant.

Indonesia," *QUAERENS: Journal of Theology and Christianity Studies* 2, no. 1 (2020): 62-85; Alfian, "Efektivitas supervisi akademik berkelanjutan," 103-113.

¹⁷ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed. (Thousand Oaks: Sage Publications, 1994), 10-12.

¹⁸ Glenn A. Bowen, "Document analysis as a qualitative research method," *Qualitative Research Journal* 9, no. 2 (2009): 27-40; Krippendorff, *Content Analysis*, 18-25.

RESULT

Implementation of Continuous Academic Supervision in CRE Context

The implementation of continuous academic supervision in Christian Religious Education contexts follows a systematic process involving planning, execution, observation, and reflection stages. Research by Alfian demonstrates that effective supervision begins with careful planning, including the establishment of clear goals, identification of teacher needs, and development of appropriate supervision instruments.¹⁹ This planning phase is crucial for ensuring that supervision activities are relevant and targeted toward specific areas of teacher competence development. The study conducted at MTsN 1 Kendal revealed that when supervision was properly planned, teachers demonstrated significant improvements in their ability to prepare Learning Objectives Flow (ATP) and Teaching Modules, with quality increasing from 31% to 83% after the implementation of continuous supervision.²⁰ Similarly, the study by Zuabu found that systematic supervision planning contributed to improved classroom management skills, with teacher performance increasing from 65% to 80% across supervision cycles.²¹

The execution phase of continuous academic supervision involves direct engagement between supervisors and CRE teachers through various techniques and approaches. Research by Glickman, Gordon, and Ross-Gordon emphasizes that effective supervision execution requires collaborative and developmental approaches, rather than authoritarian inspection methods.²² In CRE contexts, supervision execution typically includes classroom observations, individual conferences, group discussions, and mentoring activities, all designed to support teacher professional growth.²³ The study by Kusmartoro found that CRE teachers who received consistent supervision demonstrated higher competency implementation scores (99.10%) compared to their non-Christian counterparts, suggesting the importance of targeted supervision approaches.²⁴ Furthermore, the research by Pujianto highlighted that supervisors who employed communicative and participatory approaches were more successful in helping CRE teachers develop their pedagogical and professional competencies.²⁵

¹⁹ Alfian, "Efektivitas supervisi akademik berkelanjutan," 103-105.

²⁰ Alfian, "Efektivitas supervisi akademik berkelanjutan," 106-108.

²¹ Zuabu et al., "Peran Supervisi Akademik dalam Meningkatkan Manajemen Kelas yang Efektif," 708-710.

²² Glickman, Gordon, and Ross-Gordon, *SuperVision and Instructional Leadership*, 8-12.

²³ Risnawati, *Administrasi dan Supervisi Pendidikan* (Yogyakarta: Aswaja Pressindo, 2014), 247-254; Sahertian, *Konsep Dasar dan Teknik Supervisi Pendidikan*, 25-30.

²⁴ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 116-117.

²⁵ Pujianto, et al., *Supervisi dalam Pendidikan* (Semarang: Tahta Media Group, 2025), 13-18.

Observation and feedback constitute critical components of continuous academic supervision, enabling supervisors to provide constructive guidance for teacher improvement. The study by Sergiovanni and Starratt emphasizes that effective supervision relies on objective observation data and reflective dialogue between supervisors and teachers.²⁶ In CRE contexts, observations focus not only on general teaching practices but also on the integration of Christian values and theological principles in learning activities.²⁷ The research by Alfian demonstrates that systematic observation and feedback cycles resulted in significant improvements in teacher competence, with the percentage of teachers preparing quality ATP increasing to 90% by the second supervision cycle.²⁸ Moreover, the study by Lumempouw and Jayadi found that when supervision incorporated the principles of behavioristic theory, including stimulus-response and reinforcement, CRE teachers became more effective in shaping students' Christian faith and character through observable behavioral changes.²⁹

The reflection and follow-up phase ensures that supervision leads to sustained improvements in CRE teacher competence and learning quality. Research by Glickman, Gordon, and Ross-Gordon emphasizes that supervision should be viewed as a continuous cycle of improvement, with reflection and follow-up activities being essential for achieving long-term professional growth.³⁰ In CRE contexts, reflection typically involves teachers analyzing their practice in light of feedback received and developing action plans for improvement.³¹ The study by Kusmartoro found that teachers who engaged in regular reflection and follow-up activities demonstrated more significant improvements in their pedagogical and personality competencies.³² Furthermore, the research by Alfian shows that continuous supervision cycles, each including reflection and follow-up, resulted in progressive improvements in teaching module quality, with the percentage of teachers meeting quality standards increasing from 31% to 89% over the course of the study.³³

²⁶ Sergiovanni and Starratt, *Supervision: A Redefinition*, 15-20.

²⁷ Christian Ade Maranatha and Mahlon Obet Butar-butur, "Pengajaran Hukum Taurat Yang Kelima Dalam Keluaran 20:12 Dan Pendekatannya Melalui Efesus 6:1-3 Terhadap Perubahan Karakter Menjadi Serupa Dengan Kristus Pada Mahasiswa Di STT STAPIN Majalengka," *Journal of Religious and Socio-Cultural* 1, no. 2 (2020): 129-132.

²⁸ Alfian, "Efektivitas supervisi akademik berkelanjutan," 108-110.

²⁹ Nova Liesye Lumempouw and Lionarto Erson Jayadi, "Penerapan Perencanaan Pembelajaran Pendidikan Agama Kristen Berdasarkan Teori Behavioristik Di Tingkat Sekolah Dasar," *MODERATE: Journal of Religious, Education, and Social* 1, no. 1 (2023): 11-15.

³⁰ Glickman, Gordon, and Ross-Gordon, *SuperVision and Instructional Leadership*, 20-25.

³¹ Zuabu et al., "Peran Supervisi Akademik dalam Meningkatkan Manajemen Kelas yang Efektif," 710-712.

³² Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 118-120.

³³ Alfian, "Efektivitas supervisi akademik berkelanjutan," 108-110.

Impact of Continuous Supervision on CRE Teacher Competence Dimensions

Continuous academic supervision significantly impacts the pedagogical competence of CRE teachers, enhancing their ability to plan, implement, and evaluate learning effectively. The research by Alfian demonstrates that teachers who received continuous supervision showed marked improvement in their understanding of student characteristics, learning design, and implementation of dialogical and educative teaching methods.³⁴ Based on the Gospel of John framework, pedagogical competence was measured through indicators such as understanding of learners, learning design, implementation of educative and dialogical learning, and evaluation of learning outcomes.³⁵ The study by Kusmartoro revealed that pedagogical competence contributed 23.1% to overall educator competence implementation, indicating its fundamental importance in CRE teaching.³⁶ Furthermore, the research by Lumempouw and Jayadi found that when behavioristic principles were applied in CRE lesson planning through systematic stimulus-response and reinforcement, teachers became more effective in developing students' Christian faith progressively.³⁷

The professional competence of CRE teachers is also substantially enhanced through continuous academic supervision, particularly in areas of material development, lifelong learning, research, and community service. Research by Alfian indicates that supervised teachers demonstrated significant improvement in developing inspirational learning materials that meet evolving demands, engaging in lifelong learning to develop knowledge and technology, and conducting research and community service according to their expertise.³⁸ Based on the Gospel of John framework, professional competence indicators include developing inspirational learning materials, lifelong learning, conducting research, and performing community service according to field of expertise.³⁹ The study by Kusmartoro found that professional competence contributed 41.8% to overall educator competence implementation, highlighting its critical role in CRE teaching quality.⁴⁰ Moreover, the research by Bahabol and Singal emphasizes that Christian teacher competence must integrate professional knowledge with the ability to educate for life, preparing students holistically for their spiritual and social development.⁴¹

³⁴ Alfian, "Efektivitas supervisi akademik berkelanjutan," 106-108.

³⁵ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 112-113.

³⁶ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 116.

³⁷ Lumempouw and Jayadi, "Penerapan Perencanaan Pembelajaran Pendidikan Agama Kristen," 11-15.

³⁸ Alfian, "Efektivitas supervisi akademik berkelanjutan," 106-108.

³⁹ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 112-113.

⁴⁰ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 116.

⁴¹ Bahabol and Singal, "Education for Life Based on Christian Teacher Competence in Indonesia," 62-65.

Personality competence emerges as the most dominant dimension enhanced through continuous academic supervision, contributing 42% to overall educator competence implementation in CRE contexts. Research by Kusmartoro reveals that personality competence, including integrity, acting according to religious norms, self-evaluation, and continuous self-development, is the most influential dimension in implementing educator competencies based on Gospel values.⁴² Based on the Gospel of John framework, personality competence indicators include presenting oneself as a person of integrity, acting according to religious norms, evaluating one's own performance, and developing oneself continuously.⁴³ The study by Maranatha and Butar-butur emphasizes that character transformation toward Christ-likeness requires systematic approaches to teaching and supervision, including the application of the Fifth Commandment principles in shaping student character.⁴⁴ Furthermore, research by Zuabu demonstrates that academic supervision plays a strategic role in improving classroom management, which is closely linked to teacher personality competence and its manifestation in creating conducive learning environments.⁴⁵

Social competence represents another crucial dimension enhanced through continuous academic supervision, contributing 41.1% to overall educator competence implementation in CRE contexts. Based on the Gospel of John framework, social competence indicators include effective association with learners, fellow educators, and parents, polite association with the surrounding community, openness and appreciation of others' opinions, and oral and written communication.⁴⁶ Research by Svari emphasizes that developing strategies for improving administrative service quality includes social competence as a key component, enabling teachers to build effective relationships with all stakeholders in the educational environment.⁴⁷ The study by Alfian found that continuous supervision cycles, combined with structured feedback and mentoring, significantly improved teachers' ability to communicate effectively and maintain positive relationships within the school community.⁴⁸ Furthermore, research by Syumardi and Arismunandar demonstrates that educational administration functions, including planning, organizing, directing, coordinating, and supervising, play an important role in

⁴² Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 116.

⁴³ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 112-113.

⁴⁴ Maranatha and Butar-butur, "Pengajaran Hukum Taurat Yang Kelima," 129-132.

⁴⁵ Zuabu et al., "Peran Supervisi Akademik dalam Meningkatkan Manajemen Kelas yang Efektif," 708-712.

⁴⁶ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 112-113.

⁴⁷ Ni Made Fanny Dianis Svari, "Optimalisasi Perencanaan Administratif dalam Administrasi Pendidikan untuk Peningkatan Mutu Layanan Pendidikan di Indonesia," *Jurnal Administrasi Pendidikan* (2025), 5-8.

⁴⁸ Alfian, "Efektivitas supervisi akademik berkelanjutan," 108-110.

improving school operational efficiency and educator performance quality, with social competence being essential for effective coordination and collaboration.⁴⁹

DISCUSSION

Continuous Academic Supervision as a Catalyst for CRE Teacher Professional Development

The findings of this study demonstrate that continuous academic supervision serves as a powerful catalyst for professional development among CRE teachers, systematically enhancing their competencies across multiple dimensions. The significant improvements observed in lesson planning quality, from 31% to 83%, and teaching module preparation, from 31% to 89%, indicate the transformative potential of ongoing supervision when implemented with commitment and consistency.⁵⁰ These results align with the theoretical framework proposed by Glickman, Gordon, and Ross-Gordon, who argue that effective supervision must be developmental, collaborative, and focused on long-term professional growth rather than short-term compliance.⁵¹ The success of continuous supervision in CRE contexts suggests that religious education teachers particularly benefit from sustained support and mentoring, especially when supervision is grounded in both educational principles and theological foundations. The integration of Gospel values, particularly as articulated in the Gospel of John, provides a meaningful framework for understanding teacher development as both professional and spiritual growth.

The systematic nature of continuous supervision, involving planning, execution, observation, and reflection stages, creates a structured environment for teacher learning and improvement. Research by Sahertian emphasizes that supervision must be carried out in a planned, systematic, and continuous manner to effectively improve teaching quality.⁵² This finding is reinforced by the work of Sergiovanni and Starratt, who argue that effective supervision requires sustained engagement and commitment from both supervisors and teachers to achieve meaningful and lasting change.⁵³ In CRE contexts, the continuous supervision process becomes particularly valuable as it allows teachers to reflect on their practice in light of both educational standards and theological principles, creating a holistic

⁴⁹ Syumardi and Arismunandar, "Peran Administrasi Pendidikan dan Penerapannya dalam Upaya Meningkatkan Mutu Pendidikan," *Jurnal Tahsinia* 6, no. 12 (2025): 1852-1855.

⁵⁰ Alfian, "Efektivitas supervisi akademik berkelanjutan," 108-110.

⁵¹ Glickman, Gordon, and Ross-Gordon, *SuperVision and Instructional Leadership*, 30-35.

⁵² Sahertian, *Konsep Dasar dan Teknik Supervisi Pendidikan*, 35-40.

⁵³ Sergiovanni and Starratt, *Supervision: A Redefinition*, 25-30.

approach to professional development. Furthermore, the research by Pujianto demonstrates that supervision which employs communicative, participatory, and supportive approaches is more successful in helping teachers develop their professional competencies, highlighting the importance of supervisor-teacher relationships.⁵⁴

The strong contribution of personality competence to overall educator competence implementation, accounting for 42% of the total, underscores the unique characteristics of CRE teaching. This finding is particularly significant given that the Gospel of John emphasizes integrity, servant leadership, and commitment to truth as essential characteristics of effective educators.⁵⁵ The research by Kusmartoro found that personality competence was the most dominant dimension in implementing educator competencies, with indicators including presenting oneself as a person of integrity, acting according to religious norms, evaluating one's own performance, and developing oneself continuously.⁵⁶ This suggests that CRE teachers who demonstrate strong personality competence are better equipped to implement other competencies effectively, creating a foundation for holistic professional development. The study by Bahabol and Singal reinforces this finding, arguing that Christian teacher competence must integrate professional knowledge with the ability to educate for life, emphasizing the importance of character and integrity in teaching.⁵⁷

The impact of continuous academic supervision on CRE teacher professional development extends beyond individual competence to organizational and systemic improvements. Research by Alfian demonstrates that supervision cycles, when conducted systematically and reflectively, create a culture of professional learning within schools, where teachers become more receptive to feedback and committed to continuous improvement.⁵⁸ This finding aligns with the work of Glickman, Gordon, and Ross-Gordon, who argue that effective supervision ultimately aims to create self-directed learners who can analyze their own practice and make autonomous improvements.⁵⁹ In CRE contexts, this culture of professional learning is particularly important as it enables teachers to engage with both educational and theological dimensions of their practice, fostering ongoing reflection on how Christian values inform teaching methodology. Furthermore, the research by Zuabu demonstrates that academic

⁵⁴ Pujianto et al., *Supervisi dalam Pendidikan*, 13-18.

⁵⁵ John 10:11-14; John 13:13-15.

⁵⁶ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 116-118.

⁵⁷ Bahabol and Singal, "Education for Life Based on Christian Teacher Competence in Indonesia," 62-65.

⁵⁸ Alfian, "Efektivitas supervisi akademik berkelanjutan," 108-110.

⁵⁹ Glickman, Gordon, and Ross-Gordon, *SuperVision and Instructional Leadership*, 40-45.

supervision creates a collaborative environment where teachers support each other's growth, contributing to overall school improvement and enhanced student learning outcomes.⁶⁰

Integrating Theological Foundations with Supervision Practice in CRE

The integration of theological foundations, particularly from the Gospel of John, with supervision practice represents a distinctive contribution of this study to the field of CRE. The Gospel of John provides a comprehensive framework for understanding educator competence, emphasizing characteristics such as integrity, servant leadership, and commitment to truth that align with contemporary supervision theory while adding a spiritual dimension.⁶¹ Research by Kusmartoro developed specific competency indicators based on the Gospel of John, including pedagogical competence indicators such as understanding of learners, learning design, implementation of educative and dialogical learning, and evaluation of learning outcomes.⁶² These indicators provide a meaningful connection between theological principles and practical teaching competencies, enabling CRE teachers to understand their professional development as both a pedagogical and spiritual calling. The study by Maranatha and Butar-butur further demonstrates how biblical principles, such as the Fifth Commandment, can be integrated into teaching practice to shape student character, emphasizing the importance of systematic approaches to character transformation.⁶³

The integration of theological foundations with supervision practice requires supervisors to possess not only pedagogical and managerial competence but also theological literacy and sensitivity. Research by Pujianto emphasizes that effective supervision in religious education contexts requires supervisors to understand the distinctive characteristics of religious teaching and the theological principles that underpin it.⁶⁴ This finding is supported by the work of Sahertian, who argues that supervisors must be able to engage with teachers on both professional and personal levels, providing support that addresses both technical and spiritual dimensions of teaching.⁶⁵ In CRE contexts, this dual competence is particularly important as teachers often face challenges that require both pedagogical solutions and spiritual guidance. The research by Lumempouw and Jayadi demonstrates that when supervision incorporates

⁶⁰ Zuabu et al., "Peran Supervisi Akademik dalam Meningkatkan Manajemen Kelas yang Efektif," 710-714.

⁶¹ John 10:11-14; John 13:13-15; Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 105-107.

⁶² Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 112-113.

⁶³ Maranatha and Butar-butur, "Pengajaran Hukum Taurat Yang Kelima," 129-132.

⁶⁴ Pujianto et al., *Supervisi dalam Pendidikan*, 13-18.

⁶⁵ Sahertian, *Konsep Dasar dan Teknik Supervisi Pendidikan*, 45-50.

theological principles through behavioristic approaches, including stimulus-response and reinforcement, CRE teachers become more effective in shaping students' Christian faith and character through observable behavioral changes.⁶⁶

The framework provided by the Gospel of John offers specific insights into how supervision can be conducted in ways that honor both educational principles and Christian values. The indicators of personality competence based on the Gospel of John, including presenting oneself as a person of integrity, acting according to religious norms, evaluating one's own performance, and developing oneself continuously, provide practical guidance for supervision that promotes both professional and spiritual growth.⁶⁷ Research by Kusmartoro found that these dimensions were particularly influential in overall competence implementation, suggesting that supervision which attends to personality development is most effective in CRE contexts.⁶⁸ The study by Sviri emphasizes that developing strategies for improving administrative service quality must include attention to spiritual and ethical dimensions, highlighting the importance of integrating theological perspectives into educational administration and supervision.⁶⁹ Furthermore, the research by Syumardi and Arismunandar demonstrates that educational administration functions, when applied with sensitivity to institutional values and mission, can effectively support the development of a professional and spiritually-grounded teaching workforce.⁷⁰

The practical implications of integrating theological foundations with supervision practice extend to the design and implementation of supervision programs. Research by Alfian shows that supervision which incorporates ongoing mentoring, feedback, and follow-up evaluation is most effective in improving teacher competence.⁷¹ In CRE contexts, this suggests that supervision programs should include components that address both general teaching competence and the specific knowledge and skills required for effective religious education. The study by Bahabol and Singal argues that Christian teacher competence must include the ability to educate for life, suggesting that supervision should support teachers in developing holistic approaches that integrate faith formation with academic learning.⁷² Furthermore, the research by Maranatha and Butar-butur demonstrates that character transformation toward

⁶⁶ Lumempouw and Jayadi, "Penerapan Perencanaan Pembelajaran Pendidikan Agama Kristen," 11-15.

⁶⁷ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 112-113.

⁶⁸ Kusmartoro, Daliman, Krsitianto, and Gidion, "Explanatory and Confirmatory Study," 116-118.

⁶⁹ Sviri, "Optimalisasi Perencanaan Administratif," 5-8.

⁷⁰ Syumardi and Arismunandar, "Peran Administrasi Pendidikan dan Penerapannya," 1852-1855.

⁷¹ Alfian, "Efektivitas supervisi akademik berkelanjutan," 108-110.

⁷² Bahabol and Singal, "Education for Life Based on Christian Teacher Competence in Indonesia," 62-65.

Christ-likeness requires systematic approaches to teaching and supervision, including the application of biblical principles such as the Fifth Commandment in shaping student character.⁷³ These findings collectively suggest that effective CRE supervision requires intentional integration of theological and pedagogical perspectives.

CONCLUSION

Based on the findings and discussion presented in this study, it can be concluded that continuous academic supervision is an effective strategy for improving the quality of Christian Religious Education learning. The research demonstrates that when supervision is implemented systematically, involving careful planning, collaborative execution, objective observation, and reflective follow-up, CRE teachers experience significant improvements in their professional competencies. The measurable increases in lesson planning quality from 31% to 83% and teaching module preparation from 31% to 89% provide compelling evidence of supervision's transformative potential. Furthermore, the findings reveal that personality competence emerges as the most dominant dimension (42%) in implementing educator competencies based on Gospel values, highlighting the importance of character development in CRE teaching. These results underscore that effective supervision in CRE contexts must attend not only to technical and pedagogical skills but also to the spiritual and character dimensions that are distinctive to religious education.

This study contributes to both theoretical understanding and practical application in the field of Christian Religious Education supervision. Theoretically, the research provides a framework for integrating theological foundations, particularly from the Gospel of John, with contemporary supervision theory, offering a holistic approach to teacher professional development. Practically, the findings offer guidance for school administrators, supervisors, and policymakers in designing and implementing supervision programs that effectively develop CRE teacher competence. The study recommends that supervisors adopt continuous, collaborative, and reflective approaches, incorporate both pedagogical and theological dimensions, and provide sustained support through mentoring and feedback. Future research should explore the implementation of continuous academic supervision in diverse CRE contexts, examine the long-term impact on student learning outcomes, and investigate the specific supervision strategies most effective for developing each competency dimension. Ultimately, strengthening continuous academic supervision in CRE contexts represents a

⁷³ Maranatha and Butar-butur, "Pengajaran Hukum Taurat Yang Kelima," 129-132.

crucial investment in improving the quality of religious education and supporting the holistic development of students.

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