Implementation of Educational Supervision by School Principals: Analysis of Impact on Catholic Religious Education Teacher Performance and Educational Quality in Elementary Schools

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Abstract: Educational supervision serves as a key instrument in improving educational quality; however, its implementation in elementary schools often faces systemic challenges that affect teacher performance and learning quality. This study aims to analyze the implementation of educational supervision by school principals to improve the performance of Catholic Religious Education (CRE) teachers in enhancing educational quality at Inpres Natarita Elementary School. The research employs a descriptive qualitative approach with the school principal and CRE teacher as research subjects. Data collection was conducted through in-depth interviews, participatory observation, and documentation. Data analysis used the interactive model of Miles and Huberman with stages of data reduction, data presentation, and conclusion drawing.The findings reveal significant disparities between the implementation of administrative supervision and academic supervision. Administrative supervision is consistently implemented but remains procedural-mechanistic in nature, while academic supervision experiences systematic deficits with minimal frequency (once per semester). This condition impacts the competence-performance gap phenomenon in CRE teacher performance, characterized by the dominance of lecture methods, limited learning innovation, and minimal professional initiative. Educational quality shows acceptable achievement in graduation rates but has not been optimal in potential realization and educational value-added.Educational supervision at SDI Natarita has not achieved optimal effectiveness due to a paradigm that remains compliance-oriented rather than development-oriented. A fundamental reorientation toward holistic and transformative supervision is needed to optimize teacher performance and educational quality.

Keywords: catholic religious education, educational quality, educational supervision, elementary school, teacher performance.

1. Introduction

Education holds essential importance for humanity as it plays a crucial role in preparing human resources (HR) for national progress. According to Law Number 20 of 2003 concerning the National Education System, national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming for the development of students' potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Ideally, quality education is education that can produce graduates who have abilities in academic and

vocational fields, based on individual and social abilities, as well as normative values that collectively constitute life skills (Halawa & Mulyanti, 2023).

Quality education also becomes a requirement for creating an advanced and prosperous community life. In the context of Catholic education, the Educational Document in Vatican Council II Gravissimum Educationis states that all human beings of any tribe, condition, or age have the right to education with their purpose and character, respecting differences in gender, equal to ancestral culture and customs, and open to fraternal bonds with every individual from various nations in efforts to achieve true peace and prosperity in life (GE, 1965: art 1).

However, reality shows that the quality of education in Indonesia still faces various complex challenges. The quality of education in Indonesia is still at a low level caused by several factors: first, limited facilities and infrastructure that support learning; second, lack of professionalism among teaching staff, for example, there are teachers who only provide notes without giving in-depth explanations about the material to students; and third, minimal educational supervision both administrative and academic implemented by school principals in supporting or improving teacher performance (Wahyudi et al., 2022).

This problem becomes more complex when looking at teacher performance conditions that are still low. Current teacher performance experiences ups and downs and even declines due to lack of classroom management skills, low use of classroom action research, low motivation, discipline, low professional commitment, and lack of time management ability (Istiqomah, 2020). As a result of insufficient educational supervision provided by school principals and teacher performance, students tend to cheat because they lack confidence in answering exam questions, Indonesia's education system is not yet aligned with the global job market, as well as problems with high education costs and uneven distribution of education in various regions (Wahyudi et al., 2022).

Educational supervision becomes a strategic solution to overcome these educational quality problems. Supervision is a series of processes to help teachers improve knowledge and skills and provide services to parents at school (Ilham, 2017). According to Purwanto, supervision is any form of assistance from school leaders aimed at developing teacher leadership and other school staff in achieving educational goals, which includes guidance, encouragement, and opportunities for developing teacher expertise and skills (Rahman, 2021).

Educational supervision encompasses two complementary dimensions: administrative supervision and academic supervision. Administrative supervision is an activity provided by supervisors to observe or review equipment, such as learning administration and school equipment management, while academic supervision is a planned activity aimed at qualitative aspects of schools that helps teachers through support and evaluation of the learning and teaching process (Hekin, 2022). According to Sagala, academic supervision is a form of effort given to teachers to improve teaching and learning conditions and teaching quality, which ultimately helps improve student learning outcomes (Maria et al., 2023).

Teacher performance can be seen in aspects of activities and methods or quality in carrying out tasks. Teacher performance can be seen from the behavior given by teachers in carrying out their duties as educators and teachers according to certain criteria (Napis & Noor, 2021). According to Asterina and Sukoco, teacher performance is the ability of a teacher to carry out tasks according to predetermined goals, which includes planning teaching and learning programs, implementing teaching and learning processes, optimal classroom management, controlling effective learning conditions, and assessing learning outcomes (Siemze et al., 2022).

Performance is said to be good and satisfactory if the goals achieved are in accordance with predetermined standards. Educational quality is generally defined as an overall description of characteristics from a field or service that shows its ability to meet required needs (Halawa & Mulyanti, 2023). According to Haryati, the implementation of education in schools greatly determines educational quality, which includes results and processes passed to achieve those results, where the school's ability to produce achieving students and best graduates can improve educational quality (Zulqaidah et al., 2023).

Several previous studies have examined the relationship between educational supervision and teacher performance and educational quality. Research conducted by Paulus Beru Aran (2022) entitled "Implementation of Principal Supervision in Improving Teacher Performance at SDK Koliwutun" shows that the principal at SDK Koliwutun has not been optimal in carrying out duties and responsibilities as an educational supervisor, so administrative and academic supervision activities need to be carried out to improve teacher performance and educational processes. Diana Ratna Sari and Asmendri (2022) in their research entitled "The

Role of Educational Supervision in Improving Educational Quality" found that supervision is conducted to improve and develop teacher professionalism and help teachers develop in their work.

Didik Budi Wibowo et al. (2019) in the research "The Role of Principal Supervision in Improving Teacher Performance at SMP Tawakkal Denpasar" found that the role of principal supervision in improving teacher performance has been optimal, and obstacles and solutions in improving teacher performance are in accordance with applicable teacher performance standards. Andriani Maria et al. (2023) in the research "Principal Academic Supervision on CRE Teacher Performance in Improving Learning Outcomes" shows that the principal at SDK Hurabala has conducted academic supervision well, but consistency must be improved, and CRE teachers are assessed as good in learning planning but teaching methods need improvement. Sherly Yasinta Manalu and Johannes Sohirimon Lumbanbatu (2023) in the research "Improving Catholic Religious Education Teacher Performance through Implementation of Academic Supervision by School Principals at Private Catholic Elementary School Delitua" conclude that teacher performance, especially in terms of planning, implementation, and evaluation of learning, can improve if school principals implement academic supervision optimally.

Although various studies have examined aspects of educational supervision, there is a significant research gap in the context of implementing educational supervision in elementary schools, particularly for Catholic Religious Education (CRE) teachers. First, previous research tends to focus on only one aspect of supervision, either administrative supervision or academic supervision, but has not comprehensively explored the integrative relationship between both types of supervision in one research context. Second, most research was conducted in urban schools with relatively adequate infrastructure, while conditions in remote schools with facility limitations have not been widely explored. Third, specific research on educational supervision for CRE teachers at the elementary level is still very limited, even though CRE learning has unique characteristics that require different supervision approaches. Fourth, the causal relationship between educational supervision, teacher performance, and educational quality in one integrated research model has not been studied in depth.

The novelty of this research lies in several innovative aspects. First, this research integrates analysis of administrative supervision and academic supervision in one comprehensive research framework to understand their impact on CRE teacher performance. Second, this research was conducted in the context of a remote elementary school (SDI Natarita, East Nusa Tenggara) which has unique characteristics with infrastructure limitations, thus providing a new perspective on implementing educational supervision in marginal areas. Third, the focus on CRE teachers provides a special contribution to the literature on religious education supervision, which has received less attention in educational research. Fourth, this research develops a theoretical model of the relationship between educational supervision, teacher performance, and educational quality that can serve as a reference for developing more effective supervision systems.

The significance of this research lies in multidimensional contributions to the development of science and educational practice. Theoretically, this research will enrich literature on implementing educational supervision, particularly in the context of CRE learning in elementary schools, and provide new perspectives on teacher performance improvement strategies through integrative supervision approaches. Practically, the research results are expected to serve as a reference for CRE teachers in optimizing learning performance, provide strategic input for school principals in developing effective supervision systems, and provide policy recommendations for educational institutions in developing technology-based supervision infrastructure. Methodologically, this research contributes to developing contextual educational supervision research approaches that can be adapted for various similar research settings.

The specific phenomenon that is the focus of this research occurs at Inpres Natarita Elementary School, Darat Gunung Village, Talibura District, Sikka Regency, East Nusa Tenggara Province. Based on initial observations conducted by researchers, it is known that the performance of Catholic religious education (CRE) teachers at the school is not optimal due to lack of follow-up by the school principal regarding the implementation of supervision, both academic supervision and administrative supervision. This is supported by statements made by CRE teachers that at SDI Natarita so far, the principal has conducted supervision but the supervision conducted is only limited to administrative supervision and has not entered academic supervision, even in one semester it is only done once (Mitan, 2024). This condition results in CRE learning still being dominated by lecture methods, question and

answer, assignment giving, and simple discussions, while the utilization of available learning media such as laptops and projectors is still very limited. As a result, most fourth-grade students show signs of boredom, lack of enthusiasm, and low active participation during CRE learning activities.

Based on the background of problems that have been outlined, this research aims to analyze the implementation of educational supervision by school principals to improve the performance of Catholic religious education teachers in enhancing educational quality at Inpres Natarita Elementary School. Specifically, this research will explore current conditions of administrative supervision and academic supervision implementation, analyze the impact of educational supervision on various dimensions of CRE teacher performance, and evaluate the relationship between educational supervision and the resulting educational quality. Through this research, it is hoped that strategic recommendations can be produced to optimize educational supervision systems that can improve teacher performance and learning quality sustainably.

2. Literature Review

Educational supervision is a fundamental concept in educational management systems that has evolved from administrative control perspectives toward collaborative approaches and professional empowerment. Etymologically, supervision comes from "super" and "vision" which means seeing work as a whole carefully (Zulqaidah et al., 2023). According to Purwanto, supervision is any form of assistance from school leaders to develop teacher leadership in achieving educational goals (Rahman, 2021). Mulyasa explains that supervision is a process specifically designed to help teachers understand daily tasks at school (Rahman, 2021). These definitions show a paradigm shift in supervision from inspective functions toward supportive and developmental functions.

Educational supervision has complex functions and purposes in modern education systems. According to E. Mulyasa, supervision functions include coordinating school efforts, enriching teacher insights, providing creative ideas, facilitating and assessing, and equipping knowledge and skills (Faujiah et al., 2023). Supervision purposes according to Glickman include helping teachers develop competencies, developing curriculum, and guiding Classroom Action Research (Azam et al., 2023). Risnawati mentions that supervision aims to help teachers improve their ability to manage better teaching programs (Addini et al., 2022).

In its implementation practice, educational supervision is divided into two main dimensions that are mutually complementary: administrative supervision and academic supervision. Administrative supervision involves monitoring the completeness of teaching materials such as syllabus, lesson plans, annual programs, semester programs as learning support (Hekin, 2022). Administrative supervision indicators include adherence to procedures, timeliness, and resource management (Aran, 2022). Academic supervision is defined as efforts to encourage and guide teachers with effective pedagogical actions (Azam et al., 2023). According to Daryanto, academic supervision is assistance to develop better educational processes (Budiarti et al., 2015). Academic supervision indicators include teaching skills, material understanding, interaction with students, and evaluation and assessment (Rawung et al., 2022).

Teacher performance as an output of the supervision process is a multidimensional construct that includes various aspects of professional competence. Teacher performance is defined as the ability to carry out tasks and responsibilities in education effectively and efficiently (Siemze et al., 2022). According to Asterina and Sukoco, teacher performance includes planning teaching and learning programs, implementing learning processes, classroom management, controlling learning conditions, and assessing learning outcomes (Siemze et al., 2022). Teacher performance indicators according to Uno & Lamatenggo consist of work quality, work speed or accuracy, work initiative, work ability, and effective communication (Iriani et al., 2021).

Educational quality as the final outcome of supervision systems and teacher performance is a multifaceted concept that reflects the effectiveness of the entire educational process. Educational quality is defined as a description of characteristics that show the ability to meet needs, which includes educational input, process, and output (Halawa & Mulyanti, 2023). Daryanto argues that educational quality can create graduates who have academic and vocational competencies based on personal and social competencies (Nurfatimah et al., 2022).

Educational quality indicators include students, graduation rates, learning processes, teacher availability and qualifications, and curriculum and teaching methods (Halawa & Mulyanti, 2023).

The theoretical relationship between educational supervision, teacher performance, and educational quality has been the focus of various empirical studies showing positive and significant correlations. Research by Paulus Beru Aran (2022) found the need for optimization of administrative and academic supervision to improve teacher performance. Diana Ratna Sari and Asmendri (2022) revealed that supervision improves teacher professionalism. Andriani Maria et al. (2023) showed that academic supervision positively affects CRE teacher performance, although implementation consistency needs improvement. Sherly Yasinta Manalu and Johannes Sohirimon Lumbanbatu (2023) concluded that teacher performance can improve if school principals implement academic supervision optimally. These empirical findings confirm that effective educational supervision positively impacts teacher performance improvement and overall educational quality.

3. Methods

This research uses a qualitative approach with descriptive research type to analyze the implementation of educational supervision and its impact on teacher performance and educational quality. The qualitative approach was chosen because this research aims to understand educational supervision phenomena deeply and comprehensively in natural contexts (Fadli, 2021). The descriptive type allows researchers to provide detailed and accurate descriptions of actual conditions of educational supervision and its impact on teacher performance and educational quality at the research location. The justification for choosing descriptive qualitative methods is based on research characteristics that explore perspectives and experiences of research subjects holistically, and is suitable for analyzing complex relationships between educational supervision, CRE teacher performance, and educational quality that require contextual and interpretive understanding.

The research was conducted at Inpres Natarita Elementary School, Darat Gunung Village, Talibura District, Sikka Regency, East Nusa Tenggara Province. The location selection was based on considerations that research with similar titles had never been conducted at the school, thus providing new contributions to educational supervision development in the region. The research location has unique characteristics as an elementary school in a remote area with infrastructure limitations, providing different perspectives on educational supervision implementation. Research time was conducted from January to June 2024, with adequate duration for in-depth data collection through continuous observation and intensive interviews.

Research subjects consisted of two people selected purposively, namely one school principal and one Catholic religious education teacher at SDI Natarita. The selection of the school principal as a subject aims to obtain data about educational supervision implementation and supervisor perspectives on teacher performance. CRE teachers were selected to obtain data related to supervision impact on performance and learning experiences. Subject selection criteria include: school principals who actively implement educational supervision, CRE teachers who have taught for at least two years, and willingness to participate in research voluntarily.

Data collection was conducted through three main techniques: unstructured interviews, participatory observation, and documentation. Unstructured interviews were chosen to provide freedom for informants to express thoughts, experiences, and opinions without being bound by rigid guidelines (Sugiyono in Petra et al., 1979). Observation techniques were used to directly observe CRE learning processes and educational supervision implementation, and obtain data about student learning motivation reflected in their behavior and participation during learning. Documentation was conducted to strengthen data obtained through written field notes and other supporting documents.

Research instruments in this study are researchers as key instruments (human instrument), equipped with supporting instruments in the form of interview guides and observation sheets. Research instruments were designed based on educational supervision variable indicators including skills in using media, media utilization for learning communication, and media ability to attract student attention. Teacher performance

indicators include work quality, work speed or accuracy, work initiative, work ability, and communication. While educational quality indicators include students, graduation rates, learning processes, teacher availability and qualifications, curriculum and teaching methods, and learning materials.

Data analysis used the interactive model of Miles and Huberman consisting of three stages: data reduction, data presentation, and conclusion drawing. Data reduction was conducted by selecting, summarizing, and focusing data obtained from the field according to research objectives. Data presentation was conducted in systematic narrative form to facilitate understanding of studied phenomena. Conclusion drawing was conducted gradually starting from preliminary conclusions that were continuously verified until credible and accountable final conclusions were obtained.

Research stages consisted of three main phases: preparation stage, implementation stage, and writing stage. The preparation stage included determining research themes, identifying problems, formulating research questions, selecting methods, determining data collection techniques, and designing research plans. The implementation stage included data collection through interviews, observation, and documentation, and data analysis conducted simultaneously with the data collection process. The writing stage included formulating conclusions based on collected data, evaluation and reflection of research processes, and written reporting of research results that can be academically accountable. Data validity was ensured through source and method triangulation, and member checking to ensure accuracy of data interpretation.

4. Results
4.1 Implementation of Administrative Supervision and Academic Supervision

The implementation of educational supervision at SDI Natarita reveals significant disparities between administrative supervision and academic supervision. Administrative supervision has been implemented with relative consistency, but still remains procedural-mechanistic rather than substantive-developmental. The school principal routinely checks the completeness of learning devices including lesson plans, annual programs, semester programs, and teaching modules before learning activities are implemented.

CRE teacher compliance with administrative procedures shows adequate compliance levels, but is more driven by external pressure than internal motivation. Empirical data shows that "some teachers submit teaching completeness when supervision activities are implemented" (Ento, 2024). This phenomenon indicates that administrative supervision has not succeeded in internalizing proactive professional culture.

The timeliness aspect in administrative supervision reveals complex problems. Although CRE teachers show discipline in preparing learning devices, there are structural constraints in the lesson plan preparation process. The CRE teacher's statement that "preparing lesson plans is one of the main duties of teachers, but there are obstacles to lesson plan preparation" (Mitan, 2024) shows that administrative supervision has not been effective in building teacher capacity sustainably.

Conversely, the condition of academic supervision at SDI Natarita reveals worrying systematic deficits. The frequency of academic supervision which is only "once per semester or even never conducted" (Mitan, 2024) reflects fundamental misunderstanding of the essence of academic supervision as a continuous development process. This condition is very contradictory to the principles of academic supervision proposed by Glickman, that academic supervision should help teachers develop competencies continuously (Azam et al., 2023).

This academic supervision deficit creates a vacuum in the professional development ecosystem that has cascading impacts on all learning dimensions. The absence of structured academic supervision results in CRE teachers not receiving professional feedback about teaching skills, material understanding, student interaction, and evaluation and assessment. This condition creates professional stagnation that affects innovation capacity and teacher adaptability in facing dynamic learning challenges.

The minimal academic supervision indicates weak leadership capacity of school principals in carrying out instructional leadership functions. This contradicts the concept of supervision proposed by Daryanto, that academic supervision is assistance to develop better

educational processes (Budiarti et al., 2015). The absence of systematic academic supervision creates missed opportunities for transformative learning experiences.

4.2 Impact of Educational Supervision on CRE Teacher Performance

Analysis of CRE teacher performance reveals significant competence-performance gap phenomena. Although CRE teachers have adequate academic qualifications and "teaching skills are definitely mastered by teachers due to having educational backgrounds" (Ento, 2024), actual performance is still limited to conventional approaches. The dominance of lecture methods in CRE learning indicates that competency potential has not been transformed into performance excellence.

The work quality of CRE teachers shows limitations in pedagogical innovation and creative adaptation. Although "CRE teachers use lecture methods but before starting learning by telling stories about the material and using language that is easy to understand" (Ento, 2024), learning methodology repertoire is still very limited. This condition indicates that educational supervision has not succeeded in facilitating professional growth that encourages exploration of varied learning approaches.

The aspect of work initiative shows the most concerning results in the spectrum of CRE teacher performance. Limited initiative is clearly visible in minimal utilization of available resources, where "CRE teachers do not use learning media because learning media such as LCD are not available" (Ento, 2024). Deeper analysis shows that infrastructure limitations are not the only factor, but also minimal stimulation through effective academic supervision.

Stagnation in professional initiative development reflects systematic impacts of prolonged academic supervision deficits. Without regular feedback, professional coaching, and constructive challenges through academic supervision, CRE teachers tend to be in comfort zones that hinder innovation and creative problem-solving. This condition aligns with findings by Frese and Doris that personal initiative requires supportive and challenging environments (Putri & Dirgantoro, 2018).

CRE teacher communication abilities show strengths in student interaction but weaknesses in professional collaboration. CRE teachers can "provide motivation to students through encouraging words and show enthusiasm for the material being taught" (Ento, 2024), indicating competence in pedagogical communication. However, professional communication with school principals regarding instructional improvement is still very limited due to minimal structured professional dialogue.

This professional communication limitation creates isolation in professional practice that hinders collaborative learning and peer mentoring. This condition contradicts the principle of supervision as a collaborative process proposed by Mulyasa, that supervision should facilitate professional dialogue and collaborative problem-solving (Rahman, 2021).

4.3 Relationship Between Educational Supervision and Educational Quality

Evaluation of educational quality at SDI Natarita reveals disparities between human capital adequacy and infrastructure limitations. From human resources aspects, the teacher-student ratio of 8:45 creates ideal conditions for personalized learning and intensive mentoring. However, human capital quality in terms of professional competence is still suboptimal due to minimal systematic professional development through effective academic supervision.

Infrastructure limitations, particularly "available books and learning media are inadequate" (Ento, 2024), create significant constraints on learning innovation. However, deeper analysis shows that these infrastructure constraints are exacerbated by minimal creative adaptation and resourcefulness that should be stimulated through challenging and supportive academic supervision.

Process quality of CRE learning shows adherence to procedural standards but has not achieved pedagogical excellence. Although "CRE teachers have followed procedures optimally marked by starting learning with introducing teaching materials and providing ice breaking" (Ento, 2024), process quality is still routine-based rather than innovation-driven. This process quality limitation reflects direct impacts of prolonged academic supervision deficits.

Without regular observation, constructive feedback, and professional coaching through academic supervision, learning processes tend to become ritualistic rather than transformative. This condition indicates that educational supervision has not succeeded in facilitating transition from teaching as routine practice to teaching as reflective and innovative professional practice.

Output quality of education shows acceptable results in graduation rates but has not been optimal in potential realization. Although "graduation rates are categorized as good which can be seen from students who continue to the next level of education and are able to produce bachelor graduates" (Ento, 2024), deeper analysis shows that this achievement more reflects natural progression than educational value-added.

Limitations in output quality that reflect full potential realization indicate that educational supervision systems have not succeeded in optimizing learning ecosystems to achieve educational excellence. This condition aligns with the concept of educational quality proposed by Daryanto, that quality education should produce graduates who have academic and vocational competencies based on personal and social competencies (Nurfatimah et al., 2022).

The integrative relationship between educational supervision, CRE teacher performance, and educational quality shows clear patterns. Minimal academic supervision directly impacts limited teacher professional development, which in turn affects learning process quality and student learning outcomes. This condition confirms findings by Sherly Yasinta Manalu and Johannes Sohirimon Lumbanbatu (2023) who concluded that teacher performance can improve significantly if school principals implement academic supervision optimally.

5. Discussion

The findings of this research reveal the complexity of educational supervision implementation at the elementary school level that reflects systemic challenges in efforts to improve educational quality. The striking disparity between administrative supervision and academic supervision implementation at SDI Natarita is not merely a technical operational phenomenon, but a manifestation of understanding that is not yet comprehensive regarding the essence of educational supervision as a transformative instrument in teacher professional development. This condition indicates that supervision paradigms still developing in the field tend to be compliance-oriented rather than development-oriented, which in turn limits the potential of supervision as a catalyst for educational quality change.

The phenomenon of administrative supervision that is relatively consistent but procedural-mechanistic in nature reflects narrow interpretation of educational supervision concepts. Although CRE teacher compliance with administrative procedures shows adequate compliance levels, findings that compliance motivation is more driven by external pressure than internal motivation indicate that administrative supervision has not succeeded in achieving fundamental goals, namely internalization of sustainable professional culture. This condition contradicts supervision principles proposed by Purwanto, that supervision should develop teacher leadership and provide opportunities for skill development (Rahman, 2021). Reflection on these findings shows the need for reorientation of administrative supervision approaches from control paradigms toward empowerment paradigms that encourage teachers to develop professional autonomy and accountability synergistically.

More concerning is the condition of academic supervision experiencing systematic deficits with very minimal implementation frequency. The finding that academic supervision is only conducted "once per semester or even never conducted" reveals fundamental gaps in school principal understanding of the crucial role of academic supervision in teacher professional development ecosystems. This condition is very contradictory to the essence of academic supervision proposed by Daryanto, that academic supervision is assistance to develop better educational processes (Budiarti et al., 2015). This academic supervision deficit creates a vacuum in professional development ecosystems that has cascading impacts on all learning dimensions, from learning methodology stagnation to limited teacher innovation capacity in facing dynamic learning challenges.

Deep reflection on academic supervision conditions reveals interesting irony: although academic supervision is the dimension most directly related to education's core business,

namely learning, this dimension is the most neglected in supervision practices at SDI Natarita. This phenomenon indicates misprioritization in educational supervision systems that prioritize administrative aspects over substantive learning aspects. This condition aligns with previous research findings by Paulus Beru Aran (2022) who identified that school principals at SDK Koliwutun were also not optimal in carrying out educational supervision, particularly academic supervision.

Analysis of the impact of suboptimal educational supervision on CRE teacher performance reveals complex competence-performance gap phenomena. Although CRE teachers have adequate academic qualifications and relevant educational backgrounds, transformation of theoretical competencies into performance excellence in learning practice still experiences systemic obstacles. The dominance of lecture methods in CRE learning is not merely methodological choice, but reflection of minimal guidance and constructive feedback through academic supervision that should facilitate diversification of learning approaches. This condition confirms theory proposed by Asterina and Sukoco, that teacher performance includes the ability to carry out tasks according to predetermined goals, including implementing effective teaching and learning processes (Siemze et al., 2022).

Stagnation in CRE teacher professional initiative development reflects systematic impacts of prolonged absence of systematic academic supervision. Limitations in utilizing available learning media are not only caused by infrastructure constraints, but also minimal stimulation and encouragement for creative exploration through challenging and supportive academic supervision. This phenomenon indicates that without regular feedback, professional coaching, and constructive challenges, teachers tend to be in comfort zones that hinder innovation and creative problem-solving. This condition aligns with findings by Frese and Doris that personal initiative requires supportive and challenging work environments to develop optimally (Putri & Dirgantoro, 2018).

Evaluation of educational quality at SDI Natarita reveals the complexity of relationships between input, process, and output quality in contexts of systemic limitations. Although ideal teacher-student ratios create conducive conditions for personalized learning, human capital quality in terms of professional competence is still suboptimal due to minimal systematic professional development. Process quality of learning that is still routine-based rather than innovation-driven reflects direct impacts of prolonged academic supervision deficits. Although CRE teachers have followed learning procedures well, absence of regular observation, constructive feedback, and professional coaching causes learning processes to tend to become ritualistic rather than transformative.

Integrative reflection on relationships between educational supervision, CRE teacher performance, and educational quality reveals clear but concerning systematic patterns. Minimal academic supervision directly impacts limited teacher professional development, which in turn affects learning process quality and student learning outcomes. This pattern creates a vicious circle that is difficult to break without comprehensive systemic intervention. This condition confirms previous research findings by Sherly Yasinta Manalu and Johannes Sohirimon Lumbanbatu (2023) who concluded that teacher performance can improve significantly if school principals implement academic supervision optimally.

The significance of this research's findings lies in revealing substantial gaps between conceptual ideality of educational supervision and implementation reality in the field. The disparity between administrative supervision and academic supervision is not only a technical operational problem, but reflection of supervision paradigms that are not yet holistic and transformative. This condition indicates the need for fundamental reorientation in understanding and implementing educational supervision, from compliance-oriented paradigms toward development-oriented paradigms that emphasize professional growth and continuous improvement. These findings provide important contributions to developing more effective and contextual educational supervision models, particularly for schools in remote areas with similar characteristics and limitations.

Limitation

This research has several limitations that need to be acknowledged transparently to provide balanced perspectives on the generated findings. First, the research scope limited to one location with specific geographical and socioeconomic contexts limits generalization of findings to broader contexts. The characteristics of SDI Natarita as an elementary school in a remote area with significant infrastructure limitations may not represent elementary school conditions in other areas with different characteristics.

Second, the relatively limited research duration from January to June 2024 limits the ability to observe long-term impacts of educational supervision implementation on teacher performance and educational quality. Changes in teacher performance and educational quality require longer time to be observed comprehensively, so this research's findings more reflect snapshot conditions rather than long-term trends.

Third, the research focus limited to CRE teachers as one specific subject limits understanding of educational supervision impacts on teachers of other subjects. CRE learning characteristics that have uniqueness in spiritual and moral approaches may not be fully generalizable to other subjects with different characteristics.

Fourth, the limited number of research subjects, namely only one school principal and one CRE teacher, limits variation in perspectives and experiences that can be explored. This limitation potentially reduces the depth and diversity of obtained data, although intensive data collection through multiple methods has been attempted.

Fifth, uncontrolled external factors such as regional policies, community social conditions, and internal school dynamics that were not explored deeply in this research may affect educational supervision implementation and teacher performance. The complexity of these contextual factors requires more comprehensive analysis to provide holistic understanding.

For future research, it is recommended to conduct multi-site comparative studies involving various elementary school characteristics to obtain more comprehensive understanding of educational supervision implementation. Longitudinal research with longer duration is also needed to observe long-term impacts of educational supervision on teacher professional development and educational quality achievement. Additionally, mixed-methods research combining qualitative and quantitative approaches can provide stronger data triangulation and deeper understanding of educational supervision effectiveness in diverse contexts.

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