

# Development of Christian Religious Education Learning Innovations Through the Implementation of the C3ME Model Academic Supervision

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## ABSTRACT

*This research explores the idea that the C3ME model of academic supervision can help teachers increase their potential to develop learning innovations. It was concluded that the implementation of academic supervision plays an important role in improving the performance of Christian Religious Education teachers. The stages of the C3ME academic supervision model have a major impact on student learning progress. Through the application of the C3ME model, teachers can explore and increase the potential of teachers to develop their learning innovations. Model stages C3ME guides supervisors in collecting and analyzing learning conditions and weaknesses, which then becomes the basis for providing coaching for teachers. By following systematic steps, Class Visits, Coaching, Commitment, Monitoring, and Evaluation supervision can have a positive impact on teacher development and student learning. With feedback and support, the entire education ecosystem can experience significant improvements.*

**Keywords:** *learning innovation; christian religious Education; academic supervision; C3ME model.*

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## I. INTRODUCTION

Education is a way to shape humans into individuals with noble character, knowledge, culture, and faith in God. This means that humans whose daily lives show attitudes or behavior that are polite, and intelligent uphold cultural values as applied in society, and are obedient to their Creator, can be interpreted as the result of an educational process. The educational process cannot be separated from the

responsibilities of schools, families, communities, and government.

The government is currently continuously trying to improve the quality of education. Improving the quality of education has been carried out through increasing teacher competency, managing education delivery, developing teaching materials, curriculum development, and so on. Achieving the quality of education and learning implementation is closely related to increasing the competence and

professionalism of educators and education personnel. Teachers as educators play a major role in educational development, determine the success of students, especially in the learning process, and are one of the components that most influence the creation of quality educational processes and outcomes (Wardan, 2019). This means that everything related to increasing and improving the quality of education and learning is influenced by the ability of the teacher as the main role holder.

In the learning management process, a teacher is required to have professionalism, because the tasks carried out are faced with individuals who are growing and developing, both physically and psychologically, as well as individuals who need guidance. Professional Christian Religious Education skills are used to carry out duties in the profession. Syafaruddin & Nasution said that teaching is a profession because; (1). The teacher's field of work requires careful planning, solid implementation, and good control, (2). The field of teaching work requires theoretical knowledge of education and teaching, (3). This field of education requires a long period of education and training, from basic education to teacher training. So it can be explained that as a profession, teachers in carrying out their duties require expertise,

and this expertise is obtained through education and training over a long period of time, from planning, and implementation to completion of their duties and responsibilities as teaching staff they can be enjoyed by their students. (Hanafi & Muzakkir, 2018).

The implementation of learning cannot be separated from various problems. All problems that occur must be resolved immediately, in this case, they can be assisted through supervision activities. Supervision is the view of people who are more expert towards people who have expertise below them, and supervisor is a term for the person who supervises who is a professional when carrying out their duties (Kristiawan et al., 2019). KSupervision activities consist of three types, namely academic supervision, administrative supervision, and institutional supervision, (Deep Suhardan Soro S.H et al., 2023). Of the three supervision activities, academic supervision of Christian Religious Education is an activity that has the potential to improve teacher professional competence, and supervision of the scope of educational activities is direct. The focus of academic supervision is to study, evaluate, improve, increase, and develop the quality of learning carried out by teachers with a nuanced approach to

guidance and advice in professional dialogue (Arikunto.S, 2006:5). The elements of supervision carried out by supervisors should be more focused on academic supervision in order to increase the professional capacity of teachers, (Rahabav, 2016). *Academic supervision programs occupy a very important position. One of them is the application of knowledge about providing assistance and guidance to teachers in planning and implementing job and professional advancement*, (Adib et al., 2021). This means that the academic supervision program holds a very important position, including providing assistance and directing teachers in preparing plans and carrying out work and professional improvement.

Academic supervision is teacher coaching to improve the quality and improve learning in the classroom, (Munawarah, 2022). Supervision does not mean looking for teacher weaknesses or deficiencies in implementing learning, but rather helps teachers to develop their ability to manage learning. Achieving the goal of improving teacher performance ensures that the quality of national education is achieved (Nurabadi et al., 2021). In this case, the supervisor's role is highly expected to provide guidance, especially to teachers whose performance is weak.

Several studies claim that as far as observed, Christian Religious Education learning does not develop students' reasoning power, including in the area of teaching. They are forced to accept ready-to-eat food, without being invited to process it. (Sunday, 2023; Yulianingsih & Lumban Gaol, 2019). Such a learning situation clearly contradicts the personalities of students who grow and develop in today's digital culture. This inspired the author to conduct research by implementing a supervision model *C3ME* (class visits, coaching, commitment, monitoring, evaluation). To develop innovation in Christian Religious Education learning. Christian religious education referred to in the research is a subject in every school that must be studied by Christian students.

Academic supervision is closely related to quality learning because quality learning requires professional teachers and professional teachers can be formed through effective academic supervision (Siswanto et al., 2021). This research aims to develop learning innovations to increase student activity in Christian Religious Education subjects through the application of academic supervision *C3ME*.

## II. METHODS

This research uses qualitative research methods by trying to find subjects and their descriptions by referring to the approaches of educational experts and can be scientifically justified. Data was collected using interview, observation, and documentation methods. Furthermore, the data sources in this research were 10 PAK teachers, consisting of 4 elementary school teachers, 3 middle school teachers, and 3 high school teachers.

## III. DISCUSSION

The C3ME model is Class Visits, Coaching, Commitment, Monitoring and Evaluation. The C3ME model is an academic supervision model that aims to develop learning innovation. Learning innovation is the interaction of a complex collection of practices, strategies, and designs used in learning to improve teaching and student learning (Kim & Maloney, 2020). Foxon & Pearson, (2008) emphasize that the goal of learning innovation is to help students who lack the necessary pedagogical skills and who want to use effective teaching strategies and designs, and then continuously explore innovative challenges. This means that learning innovation aims to help students improve their learning progress. In this research, learning innovation is realized

through the application of the C3ME model. This model can be carried out in the following stages.

The first step of the academic supervision model C3ME is *class visits*. Activities and *class visits* are carried out to help teachers find problems in the learning process. *Class Visits* are scheduled and agreed upon by the supervisor with the Christian Religious Education teacher. In this step, the supervisor acts as an observer and is not involved in learning activities. Supervisors make observations, collect data, and identify learning problems for both teachers and students. After the in-class learning activities are continued with meetings outside the class, namely activities *coaching*.

The second step is doing *coaching* namely an activity in the form of a conversation between the supervisor and the teacher. The topic discussed was the findings (learning weaknesses) as a result of the supervisor's observations *and class visits*. The conversation is conducted in the form of questions. The question is not intended to interrogate the teacher, but rather to optimize the teacher's thinking ability to create a change, namely improving the class (maximizing conditions). Example: the finding is that some students do not bring the Bible to Religion lessons, then question *coaching* is:

What is the strategy for Christian Religious Education teachers so that all students in every religious lesson bring a Bible? For a moment the teacher thinks and answers, conveying ideas for the question. An important thing for supervisors to remember in activities *coaching* is to apply interpersonal communication and carried out in a mutually respectful and collegial environment.

The third step is *commitment*. After the Christian Religious Education teacher knows the weaknesses in his learning and finds solutions to these weaknesses, the supervisor's role is to build *commitment* teacher by presenting, explaining, listening, solving problems, and negotiating so that the teacher can wheezeself-identification the goals to be achieved, having a sense of loyalty to work, and involved, behaving or acting decisively and being responsible for managing and implementing innovative learning.

The fourth step is monitoring, namely recording methods for performance elements that indicate whether an activity is proceeding as planned. This allows supervisors to track teacher improvement, as well as identify areas that require special attention regarding their learning, emphasizing the importance of observation, behavior modification, and positive reinforcement. Monitoring is carried out in

the following week after step 1,2,3 in the model *C3ME*. Monitoring is carried out by the supervisor in class, the same as activities in *class visits*, The difference is that the activities being monitored are innovative learning activities as envisioned at the time *coaching* as existing by a committed teacher towards his work.

The fifth step is *evaluation*. Evaluation is carried out to help management improve programs and make decisions. The supervisor's task in the evaluation stage is to analyze data to improve learning, and also assess teacher performance obtained through the monitoring stage. Since starting the model stage *C3ME* the Christian Religious Education teacher has understood and agreed with the supervisor, so the teacher's fear and worry about evaluation no longer exists. Teachers' fear of evaluation no longer gets in the way of the inherent goal of the monitoring and evaluation process, which is "to activate the voice inside every teacher's head that guides them as they work with students.

Based on the results of implementing the *C3ME* model, it is known that the development of learning innovations carried out by PAK teachers includes:

| <i>Source Data</i> | <b>Class Visits</b>   | <b>Coaching</b>  | <b>Commitment</b>   |
|--------------------|---|--|---|
| <b>GP-Ris</b>      | Students do not know the competencies they will achieve in the material studied | What is the right way so that each student knows the competencies that will be achieved in each material studied | Before presenting teaching material, the teacher first explains the competencies to be achieved after studying the material presented by the teacher. |
| <b>GP-TI</b>       | Students cannot answer when the teacher does the post test                      | What strategies can teachers use so that students can answer the teacher's questions?                            | Teachers integrate the use of learning methods, media, and strategies, so that students' attention focuses on the lesson                              |
| <b>GP-RAS</b>      | The teacher dominates   | How can teachers minimize  | Teachers involve students in  |

|               |  |  |  |
|---------------|--|--|--|
|               | the class (lecturing)                                  | their role in learning?  | learning using problem-based problem methods.  |
| <b>GP-NOv</b> | Students lack respect (attention) to learning          | What does the teacher do to attract students' attention to learning? | Teachers use video media to attract students' attention to learning and choose videos that are appropriate to the teaching material being studied. |
| <b>GP-HI</b>  | Not facilitating students to ask questions in learning | How to facilitate students to always ask questions in learning?      | Teachers provide space for students to imagine and explore ideas.  |
| <b>GP-RA</b>  | Less able to provoke students'                         | How do teachers provoke students'                                    | The teacher gives good questions   |

|               |  |   |   |
|---------------|--|---|---|
|               | questions in learning                                      | questions in learning?  | along with examples of questions, then students are asked to ask questions about the teaching material being studied. |
| <b>GP-EL</b>  | Less can facilitate students to summarize/conclude lessons | How to facilitate students to draw lesson conclusions?                              | The teacher gives time and invites students to think creatively, then uses learning media to deliver the material,    |
| <b>GP-MUR</b> | Did not present the learning plan at the next meeting      | How does the teacher ensure that students know the lesson plan at the next meeting? | 1. Explain the learning experiences that have occurred in the material to   |

|              |   |  |   |
|--------------|---|--|---|
|              |   |  | be discussed,<br>2. Schedule student assignments outside of PAK learning hours,<br>3. Explaining learning and assessment objectives,                          |
| <b>GP-WI</b> | Teachers cannot facilitate students' communication activities | What techniques are appropriate for students to communicate in learning? | The teacher applies the discussion method, applies a multi-directional teaching interaction pattern so that communication occurs not only between the teacher |

|              |   |   |  |
|--------------|---|---|--|
|              |   |   | and students but between students and other students and so on.  |
| <b>GP-Eb</b> | Not being able to create a pleasant learning atmosphere | How to create a pleasant learning atmosphere. | <ol style="list-style-type: none"> <li>1. Give students the confidence to lead themselves.</li> <li>2. Give praise or appreciation to students who demonstrate</li> <li>3. Create good interactions</li> </ol> |

The commitment that has been built is a number of teacher plans for managing learning, the results of which are learning innovations that have been implemented in learning by Christian Religious Educator

teachers. Data learning innovations are known through monitoring activities, namely the fourth stage of the C3ME academic supervision model.

After monitoring, the supervisor evaluates the learning process that has been observed. This evaluation includes the final decision taken by the supervisor to determine that the teacher has improved his or her performance. The good performance of a teacher should be appreciated with praise and motivation by the supervisor, so it is believed that the teacher will become more professional in his learning.. Next, teachers are guided and motivated to maintain good performance and even improve it further so that students can achieve maximum learning progress. Model stages *C3ME* guide the supervisor to gather, and analyze the situation, and learning weaknesses, which is the basis for doing construction for teachers.

#### IV. CONCLUSION

Based on the research results, it was concluded that the implementation of academic supervision plays an important role in improving the performance of Christian Religious Education teachers. Both teachers and students benefit from effective academic supervision. Teachers feel more guided and supported as they hone their teaching skills under



supervision. Additionally, this will raise the standard of classroom teaching, which will impact students' academic performance. Glickman also has the same view, stating that academic supervision is a series of activities designed to help educators strengthen their ability to control the learning process to achieve learning goals (Glickman et al., 2017). This means that academic supervision is a series of processes that are very important in improving the quality of education. By following systematic steps, Class Visits, Coaching, Commitment, Monitoring, and Evaluation supervision can have a positive impact on teacher development and student learning. With feedback and support, the entire education ecosystem can experience significant improvements.

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