

Dukungan Administratif, Pengembangan Profesional Guru, dan Umpan Balik Kinerja: Tinjauan Pustaka tentang Kualitas Pengajaran Pendidikan Agama Kristen

Administrative Support, Teacher Professional Development, and Performance Feedback: A Literature Review on Christian Religious Education Teaching Quality

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Abstrak:

Kualitas pengajaran dalam Pendidikan Agama Kristen (PAK) di tingkat perguruan tinggi secara fundamental dibentuk oleh interaksi antara dukungan administratif, peluang pengembangan profesional, dan mekanisme umpan balik kinerja. Tinjauan pustaka ini mensintesis temuan dari dua puluh empat sumber akademis yang diterbitkan antara tahun 2014 dan 2026 untuk mengkaji bagaimana ketiga pilar administratif tersebut memengaruhi kualitas mengajar dosen di lembaga pendidikan tinggi Kristen di Indonesia. Analisis mengungkapkan bahwa administrasi pendidikan yang efektif berfungsi sebagai sistem penggerak yang menciptakan lingkungan belajar terstruktur, memfasilitasi pertumbuhan profesional berkelanjutan, dan membangun kerangka evaluasi yang kokoh. Temuan menunjukkan bahwa supervisi akademis yang sistematis, kelengkapan administrasi pengajaran yang komprehensif, dan umpan balik kinerja yang konstruktif secara signifikan meningkatkan kompetensi dosen dan efektivitas pengajaran. Studi ini mengidentifikasi bahwa kompetensi kepribadian muncul sebagai dimensi yang paling dominan dalam implementasi kompetensi dosen, sementara supervisi akademis yang berkelanjutan terbukti efektif dalam meningkatkan kompetensi guru dalam perencanaan pembelajaran. Tinjauan ini menyimpulkan bahwa model administratif yang terintegrasi, suportif, dan fleksibel sangat penting untuk mempertahankan peningkatan kualitas pengajaran dalam konteks PAK. Penelitian ini berkontribusi pada kerangka teoretis yang menghubungkan fungsi administratif dengan keunggulan pedagogis, menawarkan implikasi praktis bagi para pemimpin lembaga, pembuat kebijakan, dan administrator pendidikan yang berupaya meningkatkan kualitas pengajaran PAK di Indonesia.

Kata Kunci:

dukungan administratif; pengembangan profesional guru; umpan balik kinerja; pendidikan agama Kristen; kualitas pengajaran; tinjauan pustaka.

Abstract:

The quality of teaching in Christian Religious Education (CRE) at the higher education level is fundamentally shaped by the interplay of administrative support, professional development opportunities, and performance feedback mechanisms. This literature

review synthesizes findings from twenty-four scholarly sources published between 2014 and 2026 to examine how these three administrative pillars influence lecturer teaching quality in Indonesian Christian higher education institutions. The analysis reveals that effective educational administration functions as a driving system that creates structured learning environments, facilitates continuous professional growth, and establishes robust evaluation frameworks. Findings demonstrate that systematic academic supervision, comprehensive teaching administration completeness, and constructive performance feedback significantly enhance lecturer competence and instructional effectiveness. The study identifies that personality competence emerges as the most dominant dimension in lecturer competency implementation, while continuous academic supervision proves effective in improving teacher competence in instructional planning. The review concludes that an integrated, supportive, and flexible administrative model is essential for sustaining teaching quality improvement in CRE contexts. This research contributes a theoretical framework that connects administrative functions with pedagogical excellence, offering practical implications for institutional leaders, policymakers, and educational administrators seeking to enhance CRE teaching quality in Indonesia.

Keywords:

administrative support; teacher professional development; performance feedback; Christian religious education; teaching quality; literature review.

INTRODUCTION

Educational administration serves as the foundational pillar upon which effective teaching and learning processes are built within higher education institutions. In the context of Christian Religious Education (CRE) in Indonesia, the quality of lecturer teaching is not merely a matter of individual pedagogical competence but is significantly influenced by the administrative systems that support, evaluate, and develop instructional practices. The increasing demands for quality assurance in Indonesian higher education, as articulated in various national regulations including Law No. 14 of 2005 concerning Teachers and Lecturers, necessitate a comprehensive understanding of how administrative functions contribute to teaching excellence (Kusmantoro et al., 2020). Educational institutions are now challenged to move beyond traditional bureaucratic approaches toward more dynamic, supportive, and responsive administrative models that genuinely enhance lecturer performance and student learning outcomes.

The contemporary landscape of Indonesian higher education reveals complex challenges that underscore the urgent need for effective educational administration. Research indicates that lecturer competency levels remain suboptimal, with studies showing that a significant percentage of educators still struggle to meet established professional standards (Alpian et al., 2020). The decline in lecturer competence observed

at institutions such as Universitas PGRI Semarang reflects broader systemic issues that require immediate attention through improved administrative practices (Kusmantoro et al., 2020). Furthermore, the rapid advancement of educational technology and evolving pedagogical approaches demand that administrative systems become more adaptive and supportive of continuous professional development. The complexity of managing diverse educational components—including curriculum implementation, resource allocation, faculty development, and quality assurance—necessitates sophisticated administrative strategies that can effectively coordinate these interrelated elements.

Despite the recognized importance of educational administration, significant questions remain regarding its specific influence on CRE teaching quality in Indonesian higher education. While numerous studies have examined general educational administration principles and their applications across various educational contexts, limited attention has been devoted to understanding how administrative support specifically impacts the unique pedagogical and theological dimensions of CRE instruction (Anastasya et al., 2026). The existing literature often treats administration as a generic function without adequately addressing the distinctive characteristics of religious education, including the integration of faith and learning, the development of spiritual formation, and the cultivation of Christian character in students. Moreover, the relationship between administrative practices and the four core competencies of educators—pedagogical, professional, personality, and social—remains insufficiently explored in the CRE context, creating a gap between administrative theory and instructional practice.

This literature review aims to synthesize and analyze existing research on the role of educational administration in enhancing CRE teaching quality, with particular focus on three administrative pillars: administrative support, teacher professional development, and performance feedback mechanisms. The specific objectives of this study are to examine how administrative support functions as a driving system for effective learning processes, to explore the relationship between professional development opportunities and lecturer competence improvement, and to analyze the role of performance feedback in sustaining teaching quality enhancement. By systematically reviewing twenty-four scholarly sources, this research seeks to identify patterns, themes, and best practices that can inform administrative decision-making in CRE institutions. The contribution of this study lies in its development of an integrated administrative model that connects support

systems, professional growth opportunities, and evaluative feedback into a coherent framework for improving CRE teaching quality in Indonesian higher education.

RESEARCH METHODS

This study employs a qualitative literature review approach to synthesize and analyze existing research on the role of educational administration in enhancing Christian Religious Education teaching quality. The literature review methodology was selected because it enables comprehensive examination of diverse scholarly sources, identification of patterns and themes across studies, and synthesis of findings to develop theoretical frameworks that can inform practice (Tanasyah et al., 2021). This approach is particularly suitable for examining complex educational phenomena where multiple variables interact, as it allows researchers to integrate findings from various methodological traditions and contextual settings. The qualitative nature of this review facilitates deep engagement with conceptual arguments and theoretical propositions presented in the literature, enabling nuanced understanding of how administrative practices influence teaching quality in CRE contexts.

The application of this literature review method involved systematic identification, selection, analysis, and synthesis of relevant scholarly sources following established procedures for qualitative research synthesis. The initial phase involved comprehensive searching of academic databases and repositories using keywords related to educational administration, teacher professional development, performance feedback, and Christian religious education. Twenty-four sources were ultimately selected for inclusion, consisting of empirical research articles, theoretical papers, and textbook chapters published between 2014 and 2026 that directly addressed aspects of educational administration and teaching quality in Indonesian educational contexts. Data extraction focused on identifying key themes, theoretical frameworks, empirical findings, and practical recommendations related to administrative support, professional development, and performance feedback mechanisms. The synthesis process involved thematic analysis whereby recurring patterns and concepts were identified across sources, categorized into coherent themes, and integrated to develop the three-pillar administrative model presented in the results section. This systematic approach ensures that the findings and discussion are grounded in the existing evidence base while offering novel theoretical contributions to the field.

THREE PILLARS OF ADMINISTRATIVE INFLUENCE ON CRE TEACHING QUALITY

Administrative Support in Educational Contexts

The analysis of literature reveals that administrative support functions as a comprehensive system that structures and facilitates effective teaching and learning processes in higher education institutions. Research consistently demonstrates that well-organized educational administration creates the foundational conditions necessary for quality instruction by coordinating human resources, facilities, curriculum implementation, and financial management (Hadi, 2023; Syumardi & Arismundar, 2025). Administrative support encompasses not only routine clerical functions but also strategic activities including planning, organizing, directing, coordinating, and evaluating educational programs to ensure alignment with institutional objectives. Studies indicate that when administrative support is effectively implemented, it significantly enhances teacher motivation, reduces non-academic burdens, and enables educators to focus their energy on pedagogical excellence (Anastasya et al., 2026; Suriani et al., 2025). The scope of administrative support extends across multiple domains including student administration, personnel management, curriculum administration, facility management, financial administration, and public relations, all of which collectively contribute to creating conducive learning environments.

Empirical findings from multiple studies underscore the critical role of administrative support in determining teaching quality outcomes. Research conducted at SMA Negeri Pemulutan revealed that completeness of teaching administration significantly influences teacher teaching quality, with systematic administrative practices correlating with improved instructional effectiveness (Alpian et al., 2020). Similarly, studies at MIS Hanif Al Fikri demonstrated that effective implementation of student administration, curriculum management, school committee coordination, and facility management positively impacts student development and overall school quality (Aziz et al., 2024). The research by Kusmantoro et al. (2020) at Universitas PGRI Semarang identified that personality competence emerged as the most dominant dimension in lecturer competency implementation, suggesting that administrative support systems that nurture personal and professional growth are particularly effective. Furthermore, investigations into principal strategic management in vocational high schools in Sukabumi Regency revealed that environmental analysis and systematic planning based on internal and external assessments significantly contribute to educational quality

improvement (Palah et al., 2022). These findings collectively indicate that administrative support is not merely a passive framework but an active driver of teaching quality enhancement.

The characteristics of effective administrative support in educational contexts have been extensively documented in the literature. Research emphasizes that successful administration requires clear vision and mission formulation, systematic planning processes, transparent resource allocation, and consistent evaluation mechanisms (Nurhandayani & Munandar, 2025; Rahmawati, 2025). Studies highlight the importance of participatory decision-making that involves all stakeholders including teachers, students, parents, and community members in administrative processes (Syumardi & Arismundar, 2025). The implementation of technology-based administrative systems, such as educational management information systems (EMIS), has been shown to improve data accuracy, streamline processes, and enhance communication between administrators and educators (Anastasya et al., 2026). Research also emphasizes the significance of building a positive organizational culture characterized by trust, collaboration, and mutual respect between administrators and teaching staff (Hadi, 2023). These characteristics collectively create an administrative environment that supports rather than hinders teaching excellence, enabling educators to perform their professional duties with optimal effectiveness.

However, the literature also identifies significant challenges that impede effective administrative support in Indonesian educational institutions. Studies document persistent issues including limited infrastructure, inadequate administrative staffing, insufficient technological integration, and bureaucratic inefficiencies that undermine the quality of administrative services (Anastasya et al., 2026; Rahmawati, 2025). Research reveals that many institutions still struggle with incomplete teacher databases, ineffective communication channels, and weak evaluation mechanisms that prevent systematic quality improvement (Alpian et al., 2020). The findings indicate that administrative support often remains focused on procedural compliance rather than pedagogical enhancement, with supervisory activities frequently emphasizing administrative documentation over professional development (Zauabi et al., 2025). Moreover, studies highlight the tension between administrative accountability requirements and the flexibility needed for creative and responsive teaching practices (Efendi & Sholeh, 2024). Comparative research from international contexts confirms that corruption and

examination malpractice further undermine administrative effectiveness, with the proliferation of substandard goods and services due to weak quality assurance mechanisms creating systemic barriers to sustainable educational development (Ankeli, 2023).

Teacher Professional Development for Christian Religious Education

Professional development emerges as a crucial mechanism through which educational administration enhances CRE teaching quality by systematically improving lecturer competencies. The literature consistently demonstrates that structured professional development programs significantly contribute to teacher effectiveness by addressing pedagogical knowledge, instructional skills, and professional attitudes (Lumempouw & Jayadi, 2023; Sugiri, 2025). Research indicates that effective professional development in CRE contexts must attend to the distinctive theological and pedagogical dimensions of religious education, integrating faith formation with instructional excellence. Studies show that professional development opportunities that are sustained, collaborative, and contextually relevant produce more substantial improvements in teaching quality compared to isolated, one-time training events (Efendi & Sholeh, 2024; Wallangara et al., 2023). The administration of professional development involves careful planning, resource allocation, needs assessment, and evaluation to ensure that programs effectively address identified competency gaps and institutional priorities.

Empirical research provides compelling evidence for the effectiveness of various professional development approaches in improving CRE teaching quality. The implementation of continuous academic supervision at MTsN 1 Kendal demonstrated significant improvements in teacher competence, with the percentage of teachers developing quality Learning Objectives Flow (ATP) increasing from 31% to 83% and quality Teaching Modules increasing from 31% to 89% following systematic supervision interventions (Alfan, 2025). These findings highlight the transformative potential of sustained professional support that combines guidance, feedback, and reflective practice. Research on the application of behavioristic theory in CRE lesson planning at the elementary level reveals that systematic stimulus-response approaches, reinforcement strategies, and observable behavior changes effectively help young learners develop Christian faith and character progressively (Lumempouw & Jayadi, 2023). Studies examining the influence of Ki Hadjar Dewantara's character education and Christian

Religious Education on building student character demonstrate that integrated approaches combining national character values with Christian principles produce significant positive outcomes for student development (Wallangara et al., 2023). These findings collectively indicate that professional development initiatives grounded in sound educational theory and responsive to specific contextual needs yield measurable improvements in teaching quality.

The literature identifies several key components that contribute to effective professional development in CRE contexts. Research emphasizes the importance of needs assessment processes that identify specific competency gaps and tailor professional development accordingly (Efendi & Sholeh, 2024). Studies highlight the value of collaborative learning approaches, including peer observation, lesson study, professional learning communities, and mentoring relationships that facilitate knowledge sharing and collective improvement (Alfan, 2025; Zauabi et al., 2025). Strategic development of educational administrative personnel through organizational analysis, task analysis, and person analysis has been shown to enhance the quality and skills of administrative staff, with significant benefits including improved decision-making abilities, increased competitiveness, and strengthened work culture (Dianis Sviri, 2023).

The integration of technology in professional development, including online learning platforms, virtual workshops, and digital resources, has been shown to increase accessibility and flexibility of professional growth opportunities (Sugiri, 2025). Research also underscores the importance of leadership support in creating institutional cultures that value and prioritize professional development, with effective principals serving as instructional leaders who model continuous learning and encourage teacher growth (Palah et al., 2022). Furthermore, studies emphasize the significance of aligning professional development with institutional vision, mission, and strategic priorities to ensure coherence and sustainability of improvement efforts."

Despite the recognized importance of professional development, significant challenges persist in its effective implementation in CRE contexts. Research documents barriers including limited funding, inadequate time allocation, insufficient trainer expertise, and lack of follow-up support that undermine the effectiveness of professional development initiatives (Alpian et al., 2020; Rahmawati, 2025). Studies reveal that many professional development programs remain disconnected from actual classroom practice, failing to translate theoretical knowledge into practical teaching improvements (Efendi &

Sholeh, 2024). The literature also identifies challenges related to teacher motivation and engagement, with some educators viewing professional development as burdensome rather than beneficial (Anastasya et al., 2026). Research highlights the need for more differentiated professional development approaches that recognize the diverse needs, experience levels, and learning preferences of educators (Lumempouw & Jayadi, 2023). Moreover, studies indicate that professional development in CRE contexts often neglects the spiritual and theological dimensions of teacher formation, focusing primarily on pedagogical skills while overlooking the deeper faith development that underpins authentic Christian education (Maranatha & Butar-butur, 2020). These challenges suggest that more strategic, holistic, and contextually sensitive approaches to professional development are needed to maximize their impact on CRE teaching quality.

Performance Feedback and Evaluation Mechanisms

Performance feedback and evaluation mechanisms constitute essential administrative functions that drive continuous improvement in CRE teaching quality through systematic assessment and constructive guidance. The literature indicates that effective evaluation systems provide teachers with clear information about their strengths and areas for development, enabling targeted professional growth and enhanced instructional effectiveness (Maetouq, 2024; Syumardi & Arismundar, 2025). Research demonstrates that feedback mechanisms that are timely, specific, and constructive significantly influence teacher motivation, self-efficacy, and instructional practices (Alfan, 2025; Zauabi et al., 2025). Evaluation in CRE contexts serves multiple purposes including assessing teacher competence, supporting professional development, ensuring accountability, and informing institutional decision-making about resource allocation and program improvement. The administration of performance feedback involves designing appropriate evaluation instruments, implementing systematic observation and assessment procedures, providing meaningful feedback conversations, and developing action plans for improvement.

Empirical research provides substantial evidence for the effectiveness of various evaluation and feedback approaches in improving teaching quality. Studies on academic supervision demonstrate that clinical supervision models incorporating pre-observation conferences, classroom observation, and post-observation feedback significantly enhance teacher instructional competence (Alfan, 2025; Zauabi et al., 2025). Research reveals that

performance feedback that is grounded in concrete observation data and focused on specific teaching behaviors produces more substantial improvements compared to general or vague feedback (Maetouq, 2024). Investigations into lecturer competency at Universitas PGRI Semarang found that systematic evaluation of the four competencies—pedagogical, professional, personality, and social—provides comprehensive insights into teaching quality and identifies priority areas for development (Kusmantoro et al., 2020). Studies on the relationship between academic supervision and teaching administration completeness indicate that evaluation mechanisms that address both instructional practices and administrative responsibilities produce more holistic improvements in teaching quality (Alpian et al., 2020). These findings collectively demonstrate that well-designed evaluation and feedback systems are powerful tools for driving continuous improvement in CRE teaching.

The literature identifies several characteristics of effective performance feedback and evaluation mechanisms in educational contexts. Research emphasizes the importance of evaluation criteria that are transparent, consistently applied, and aligned with institutional goals and professional standards (Syumardi & Arismundar, 2025). Studies highlight the value of multi-source feedback approaches that incorporate input from supervisors, peers, students, and self-assessment to provide comprehensive perspectives on teaching performance (Anastasya et al., 2026). Research underscores the significance of feedback that is constructive rather than critical, focusing on specific behaviors and offering concrete suggestions for improvement (Zauabi et al., 2025). The literature also emphasizes the importance of follow-up and support following evaluation, including coaching, mentoring, and professional development opportunities that enable teachers to address identified areas for growth (Alfan, 2025; Efendi & Sholeh, 2024). Furthermore, studies indicate that evaluation systems should be designed to recognize and celebrate teaching excellence, not merely identify deficiencies, to maintain teacher motivation and engagement (Palah et al., 2022). These characteristics collectively contribute to evaluation systems that genuinely support teacher development rather than merely documenting performance.

Despite the recognized importance of performance feedback, significant challenges persist in its effective implementation. Research documents issues including evaluator bias, inadequate training of supervisors, resistance to evaluation from teachers, and insufficient follow-up on evaluation findings (Alpian et al., 2020; Maetouq, 2024). Studies

reveal that many evaluation systems remain focused on administrative compliance rather than genuine professional development, with teachers viewing evaluation as a bureaucratic requirement rather than a growth opportunity (Rahmawati, 2025). The literature also identifies challenges related to the subjectivity of evaluation judgments, particularly in assessing complex teaching behaviors and the spiritual dimensions of CRE instruction (Zauabi et al., 2025). Research highlights the need for more objective, data-driven evaluation approaches that reduce personal bias and increase the reliability and validity of assessment findings (Syumardi & Arismundar, 2025). Moreover, studies indicate that feedback conversations often lack the interpersonal skills necessary for productive dialogue, with supervisors struggling to balance honesty with encouragement (Efendi & Sholeh, 2024). These challenges suggest that significant improvements in evaluation practices are needed to maximize their contribution to teaching quality enhancement in CRE contexts.

TOWARD AN INTEGRATED, SUPPORTIVE, AND FLEXIBLE ADMINISTRATIVE MODEL

Integrating Administrative Support with Professional Development

The synthesis of literature findings reveals that administrative support and professional development are deeply interconnected and mutually reinforcing elements of effective educational administration. Research consistently demonstrates that administrative systems that prioritize professional development create conditions for sustained teaching quality improvement, while professional development initiatives that are well-supported by administration achieve more substantial and lasting outcomes (Alfan, 2025; Efendi & Sholeh, 2024). The integration of these two pillars requires administrative leaders to view professional development not as an additional burden but as a core institutional priority that deserves systematic planning, adequate resourcing, and consistent follow-through. Studies indicate that when administrators actively participate in professional development activities alongside teachers, they model the importance of continuous learning and build stronger relationships with instructional staff (Palah et al., 2022). Furthermore, research suggests that administrative support for professional development should extend beyond providing training opportunities to include creating time for collaboration, reducing non-teaching burdens, and recognizing and rewarding professional growth (Anastasya et al., 2026; Suriani et al., 2025).

The theoretical framework emerging from this review positions administrative support as the enabling condition that makes effective professional development possible. Findings indicate that administrative systems that are flexible, responsive, and teacher-centered create environments where professional development can flourish (Hadi, 2023; Rahmawati, 2025). Research reveals that administrative practices that involve teachers in decision-making about professional development content and delivery increase teacher ownership and engagement with learning opportunities (Lumempouw & Jayadi, 2023). Studies highlight the importance of aligning professional development with institutional vision, mission, and strategic goals, ensuring that individual teacher growth contributes to broader organizational improvement (Nurhandayani & Munandar, 2025). The literature also emphasizes that administrative support should extend to creating collaborative structures such as professional learning communities, mentoring programs, and peer observation networks that facilitate ongoing professional growth beyond formal training events (Zauabi et al., 2025). These findings suggest that the relationship between administrative support and professional development is synergistic, with each element strengthening the effectiveness of the other.

This integration are significant for CRE institutions seeking to enhance teaching quality. Research indicates that institutions that successfully integrate administrative support with professional development achieve more substantial improvements in teaching quality compared to those that treat these elements separately (Alpian et al., 2020; Syumardi & Arismundar, 2025). Studies demonstrate that administrative leaders who prioritize professional development create institutional cultures that value learning, innovation, and continuous improvement (Efendi & Sholeh, 2024). Findings suggest that effective integration requires administrators to understand the specific professional development needs of CRE teachers, including both pedagogical and theological dimensions of their work (Maranatha & Butar-butur, 2020). Research also highlights the importance of evaluating the impact of professional development on teaching quality and using evaluation findings to refine and improve administrative support strategies (Alfan, 2025). These practical insights provide guidance for institutional leaders seeking to strengthen the connection between administrative systems and professional growth opportunities.

However, challenges to effective integration persist and require strategic attention. Research documents institutional barriers including budget constraints, competing priorities, and traditional bureaucratic cultures that resist change (Anastasya et al., 2026; Rahmawati, 2025). Studies reveal that some administrative systems inadvertently undermine professional development by creating excessive paperwork requirements, rigid scheduling, or evaluation practices that discourage innovation (Alpian et al., 2020). Findings indicate that the tension between administrative accountability and professional autonomy requires careful management to ensure that support systems enable rather than constrain teacher creativity (Suriani et al., 2025). Research also highlights the need for more sophisticated understanding of how administrative support can address the distinctive challenges of CRE teaching, including integrating faith and learning, nurturing spiritual formation, and developing Christian character in students (Wallangara et al., 2023). These challenges suggest that achieving effective integration requires ongoing dialogue between administrators and teachers, continuous refinement of support systems, and commitment to creating genuinely supportive institutional cultures.

The Feedback Loop between Evaluation and Continuous Improvement

The analysis of literature reveals that performance feedback and evaluation mechanisms function as critical drivers of continuous improvement when they are embedded within systematic feedback loops that connect assessment to action. Research demonstrates that evaluation systems that include clear feedback mechanisms, follow-up support, and opportunities for reflection and revision produce more substantial improvements in teaching quality compared to evaluation systems that simply document performance without providing pathways for growth (Alfan, 2025; Maetouq, 2024). The theoretical framework emerging from this review positions evaluation not as an endpoint but as a beginning point for professional development, with feedback serving as the catalyst for targeted improvement efforts. Studies indicate that effective feedback loops require multiple components including systematic data collection, meaningful feedback conversations, collaborative goal setting, implementation of improvement strategies, and subsequent evaluation to assess progress (Zauabi et al., 2025). The integration of these components creates a cycle of continuous improvement where each evaluation cycle builds upon the previous one, generating cumulative progress in teaching quality.

The findings suggest that feedback loops are most effective when they incorporate multiple sources of information and multiple perspectives on teaching performance. Research indicates that evaluation systems that include self-assessment, peer observation, student feedback, and supervisor evaluation provide more comprehensive and balanced assessments than single-source approaches (Anastasya et al., 2026; Syumardi & Arismundar, 2025). Studies reveal that feedback from multiple sources helps teachers develop more accurate self-perceptions and identify blind spots in their practice that might otherwise remain unaddressed (Efendi & Sholeh, 2024). The literature emphasizes the importance of feedback that is specific, timely, and actionable, enabling teachers to translate evaluation findings into concrete improvement strategies (Alpian et al., 2020). Research also highlights the value of collaborative goal setting where teachers and supervisors jointly identify development priorities and design improvement plans that are realistic and achievable (Palah et al., 2022). These multiple perspectives and collaborative approaches enhance the effectiveness of feedback loops in driving continuous improvement.

The practical implications of feedback loop theory for CRE institutions are substantial. Research indicates that institutions that implement systematic feedback loops achieve more consistent quality improvement and better outcomes for students (Alfan, 2025; Sugiri, 2025). Studies demonstrate that feedback loops that are integrated with professional development systems create coherent pathways for teacher growth, with evaluation findings directly informing professional development content and delivery (Lumempouw & Jayadi, 2023). Findings suggest that effective feedback loops require administrative systems that support ongoing data collection, analysis, and reporting, as well as structures for feedback conversations and follow-up support (Rahmawati, 2025). Research also highlights the importance of creating institutional cultures that value feedback and view evaluation as a positive opportunity for growth rather than a punitive assessment of performance (Zauabi et al., 2025). These practical insights provide guidance for institutional leaders seeking to strengthen the connection between evaluation and improvement in their institutions.

Challenges to effective feedback loop implementation persist and require strategic attention. Research documents issues including the difficulty of providing constructive feedback in hierarchical organizational cultures, the tendency for evaluation to focus on compliance rather than growth, and the challenge of maintaining momentum for

improvement over time (Alpian et al., 2020; Maetouq, 2024). Studies reveal that many evaluation systems fail to provide adequate follow-up support, leaving teachers without the guidance and resources needed to address identified areas for development (Anastasya et al., 2026). Findings indicate that the time and resource demands of comprehensive evaluation systems can be burdensome, particularly in institutions with limited administrative capacity (Rahmawati, 2025). Research also highlights the challenge of evaluating complex teaching behaviors and the spiritual dimensions of CRE instruction, which may not be easily captured by conventional evaluation instruments (Maranatha & Butar-butur, 2020). These challenges suggest that effective feedback loop implementation requires ongoing refinement of evaluation approaches, investment in supervisor training, and commitment to creating supportive rather than punitive evaluation cultures.

Overcoming Administrative Burdens and Enhancing Flexibility

The synthesis of literature findings reveals that excessive administrative burdens and rigid bureaucratic structures significantly undermine teaching quality and teacher motivation in educational institutions. Research consistently demonstrates that teachers who are overwhelmed by administrative paperwork, reporting requirements, and procedural compliance have less time and energy for instructional preparation, student interaction, and professional development (Anastasya et al., 2026; Suriani et al., 2025). Studies indicate that the burden of non-teaching responsibilities contributes to teacher stress, burnout, and reduced job satisfaction, ultimately affecting the quality of instruction students receive (Rahmawati, 2025). The literature suggests that effective educational administration must strike a balance between accountability requirements and the flexibility needed for creative, responsive teaching practices (Syumardi & Arismundar, 2025). This balance requires administrative systems that are streamlined, efficient, and focused on supporting rather than constraining teaching excellence.

The findings suggest that enhancing administrative flexibility involves redesigning systems to reduce unnecessary burdens while maintaining essential accountability mechanisms. Research indicates that technology integration can significantly reduce administrative burdens through automation of routine tasks, streamlining of reporting processes, and improved data management (Anastasya et al., 2026; Sugiri, 2025). Studies reveal that institutions that have implemented comprehensive educational management

information systems have achieved substantial reductions in administrative workload while improving data accuracy and accessibility (Rahmawati, 2025). The literature emphasizes the importance of simplifying administrative procedures, eliminating redundant requirements, and focusing documentation on what is genuinely necessary for quality assurance (Alpian et al., 2020). Research also highlights the value of participatory approaches to administrative redesign, where teachers are involved in identifying burdensome requirements and developing more efficient alternatives (Palah et al., 2022). These findings suggest that enhancing flexibility requires systematic review and redesign of administrative systems with teacher input and technological support.

The practical implications of reducing administrative burdens for CRE institutions are significant. Research indicates that institutions that successfully reduce administrative burdens achieve higher levels of teacher satisfaction, retention, and instructional quality (Efendi & Sholeh, 2024; Wallangara et al., 2023). Studies demonstrate that teachers who have more time and energy available for teaching and professional development are more likely to implement innovative pedagogies, engage in reflective practice, and build stronger relationships with students (Lumempouw & Jayadi, 2023). Findings suggest that administrative leaders should regularly review and streamline administrative requirements, eliminating practices that do not contribute meaningfully to educational quality (Nurhandayani & Munandar, 2025). Research also highlights the importance of providing administrative support staff who can handle routine tasks, freeing teachers to focus on their core instructional responsibilities (Aziz et al., 2024). These practical insights provide guidance for institutional leaders seeking to create more supportive and less burdensome administrative environments.

Challenges to reducing administrative burdens persist and require ongoing attention. Research documents institutional resistance to change, particularly when streamlined processes challenge established routines and power structures (Anastasya et al., 2026; Rahmawati, 2025). Studies reveal that accountability requirements from external bodies, including government regulations and accreditation standards, often create administrative burdens that institutions cannot easily eliminate (Alpian et al., 2020). Findings indicate that technology implementation requires significant investment in infrastructure, training, and ongoing support, which may be challenging for institutions with limited resources (Sugiri, 2025). Research also highlights the need for cultural change, as both administrators and teachers may be accustomed to traditional

bureaucratic practices and resistant to new approaches (Syumardi & Arismundar, 2025). These challenges suggest that reducing administrative burdens requires sustained commitment, strategic investment, and cultural transformation that values efficiency and teacher support alongside accountability and quality assurance.

CONCLUSION

This literature review has demonstrated that educational administration plays a fundamental role in enhancing the quality of Christian Religious Education teaching through three interconnected pillars: administrative support, teacher professional development, and performance feedback mechanisms. The synthesis of findings from twenty-four scholarly sources reveals that effective administrative systems create the foundational conditions necessary for quality instruction by structuring learning environments, facilitating professional growth, and establishing robust evaluation frameworks. The analysis confirms that administrative support is not merely a bureaucratic necessity but a strategic driver of teaching quality that significantly influences lecturer competence, instructional effectiveness, and student learning outcomes. The identification of personality competence as the most dominant dimension in lecturer competency implementation underscores the importance of administrative systems that nurture personal and professional development holistically. Furthermore, the evidence demonstrating the effectiveness of continuous academic supervision in improving teacher competence in instructional planning validates the critical role of sustained professional support in achieving measurable quality improvements.

The findings of this review carry significant implications for institutional leaders, policymakers, and educational administrators seeking to enhance CRE teaching quality in Indonesian higher education. The integrated administrative model proposed in this study suggests that effective quality improvement requires simultaneous attention to creating supportive administrative environments, providing meaningful professional development opportunities, and implementing constructive performance feedback systems. The research emphasizes the importance of reducing administrative burdens and enhancing flexibility to enable teachers to focus their energy on instructional excellence and professional growth. The feedback loop between evaluation and continuous improvement highlights the need for evaluation systems that are not merely administrative requirements but genuine catalysts for teacher development. Moving

forward, CRE institutions should prioritize the development of administrative systems that are supportive rather than constraining, that value teacher professionalism and autonomy, and that create cultures of continuous improvement grounded in evidence-based practice. Future research should explore the specific mechanisms through which administrative support influences CRE teaching quality in diverse institutional contexts and should examine the effectiveness of innovative administrative approaches in addressing the distinctive challenges of Christian higher education in Indonesia.

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