| RESEARCH ARTICLE

Academic School Supervision of Teachers' Performance: Independent Learning Paradigm for Student Learning Achievement

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| ABSTRACT

Based on a literature review from various article sources, the results of this study are supported by previous research on academic supervision of teacher performance to Realize Student Learning Achievement. This study uses a document study based on the results of previous research. Searching journals gathered data. Thirty journals were chosen for meta-analysis from the search results. The problem in this study relates to the effectiveness of the supervision program carried out by school supervisors and is formulated as: "How is supervision carried out by school supervisors?" Furthermore, how is the performance-based learning model applied by the teacher to students? The results related to supervision actions carried out by programmed, structured school supervisors paying attention to partner schools' vision, mission, goals and regulations, including academic supervision, carried out by applying individual and group techniques. The results of the evaluation of the supervision program obtained varied, ranging from low, medium, and very good.

1. Introduction

In an effort to help teachers solve problems, provide the best solutions for carrying out learning activities, and develop the ability of teachers to achieve the learning objectives planned for their students, school supervisors must be able to carry out their obligations. Supervision is designed to promote an effective teaching and learning process in schools. Lack of supervision can result in inadequate teacher readiness by students' negative attitudes towards school and a non-conducive school climate. It requires the involvement of all parties in general, supervisors and mentors in particular so that effective supervision can be the key to delivering positive results.

One of the important things in order to improve the quality or performance of teachers so as to improve the quality of educational output is the teacher's work motivation. According to A.W. Widjaya, all organizational, institutional and corporate activities are of no use if the members in them are not willing to contribute their efforts to fulfill the tasks assigned to them. The desires that arise from within as the desire to do the best work, are work motivation. However, in another way, each individual must carry out their duties actively (Anoraga, 1995: 43). Buchari Zainun (in Anoraga, 1995: 43) describes that motivation can be seen as a fundamental part of management activities so that things can be aimed at the direction, potential and human resources by generating, animating and growing a high level of desire and togetherness in carrying out individual tasks and groups within the organization. According to these perspectives, the teacher's work motivation is the key to achieving optimal teacher performance because motivation is the initial impetus for the teacher to do the best work. Without work motivation, all programs developed by schools will not be able to succeed in encouraging the creation of teachers who are able to carry out their educational functions properly, so school output will be destroyed.

The importance of school supervisors as the spirit of education The role of the school supervisor is to guarantee the implementation of education in accordance with national education goals. This is stated in Permendikbud No. 28 of 2018. Supervisors have a function, both academic and managerial. In accordance with the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 21 of 2010, article 5, the main task of the school supervisor is to carry out academic supervision and managerial supervision in educational units, which includes program preparation, implementation of coaching, monitoring of the implementation of 8 (eight) National Education Standards, assessment, guidance, and professional training of teachers, evaluation of the results of the supervision program's implementation, and the implementation of the supervision program in special areas.

Good supervision establishes a kind of model that should exist throughout the organization. Supervisors who understand their job treat all staff and employees with respect, focus on the professional and personal needs and competency development of the people they supervise, and inspire enthusiasm for the job and loyalty to the vision and mission of the organization. And supervisors need to be able to work together on problem solving for education and community service quality improvement organizations. This type of supervision makes sense not only practically but also philosophically. A supportive partnership and oversight relationship that reflects democratic and humanistic ideals exemplifies and promotes the kind of relationship staff and volunteers should develop with each other and with the program. At the same time, supervisors in most organizations have responsibilities that go beyond support and advice.

In an effort to improve the quality of educational resources, teachers are a component of human resources that must be nurtured and developed continuously. Not all teachers who are educated in educational institutions are properly trained. The potential of teacher resources needs to continue to grow and develop so that they can carry out their functions and be nurtured and developed continuously. Not all teachers who are educated in educational institutions are properly trained. The potential of teacher resources needs to continue to grow and develop so that they can carry out their functions. In addition, the influence of fast-paced change encourages teachers to continuously learn to adapt to the development of sophisticated science and technology in today's digital era.

One of the most important aspects to improve in order to improve the quality of educational output is the motivation of teachers. Work motivation is the desire to do the best work that arises from within. According to these perspectives, the teacher's work motivation is the key to achieving optimal teacher performance because motivation is the initial impetus for the teacher to do the best work. Without work motivation, all programs developed by schools will not be able to succeed in encouraging the creation of teachers who are able to play their educational functions properly, so school output will decline.

The implementation of supervision can be part of efforts to increase teacher motivation. The purpose of academic supervision is to help teachers develop their ability to achieve the learning goals set for their students. Through academic supervision, it is hoped that the academic quality carried out by teachers will also increase motivation as one of the goals of academic supervision or learning supervision, where it is explained that academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their own abilities, and encourage teachers so that they have serious attention (commitment) to their duties and responsibilities.

1.1 Supervision of Learning in the Independent Learning Paradigm
Basically the same as supervision in general. Freedom to learn is simply a spirit that encourages independent learning for both teachers and students. Teachers are independent in designing learning scenarios, independent in conducting learning in class, and independent in assessing student learning outcomes. As for students, they are independent in learning from a variety of sources, independent in learning according to their interests and learning styles, independent in expressing ideas or opinions, independent in asking questions of the teacher, and independent in responding to teacher explanations. (Idris Apandi, 2021)

1.1.1 Performance-Based Learning
Performance-based learning is a student-centered learning model, namely, a learning model that emphasizes students' ability to achieve concrete knowledge. Students are able to apply the knowledge gained, not just understand the information. In addition, students are able to apply the knowledge and skills acquired in real-life situations. For this reason, the learning process does not only emphasize how students are taught but also how students are evaluated in relation to the achievement of their learning outcomes. Learning assessment is carried out through listening, observing, and talking to students when completing assignments. Students can learn from assessments and develop their knowledge and skills through self-evaluation. Teachers adapt their teaching practices according to student performance. Performance-based learning models have not been widely studied. A study by Baughman et al. (2012) on an examination of competency-based learning and assessment demonstrated that self-assessment resulted in greater student professional development compared to peer assessment. In shaping actual performance, performance-based learning emphasizes self-assessment. The five basic competencies that are measured are analysis and assessment, communication, initiative, continuous learning, and teamwork.

Bora's research (2020) shows that there is no difference between the use of a text-based approach and a performance-based approach for students that is fun, interesting, useful, meaningful, easy, and satisfying. The difference is only in the perceived aspect of increasing the use of textbooks and performance-based approaches. This shows that performance-based learning is effective in achieving student learning outcomes but has not been fully proven to have a major impact on student learning achievement. Performance-based learning is a modern learning model in the development of learning models. Based on the research results, it also appears that the modern learning model is not fully effective in improving student learning outcomes. Hidalgo-Cabrillana and Lopez-Mayan (2018) demonstrate that it can improve student learning achievement in reading and mathematics in some aspects of modern learning but not in others. Cordero and Gil-Izquierdo (2018), in their research, also proposed that traditional learning strategies can have a positive effect on student achievement, while learning strategies that emphasize innovative active learning actually have a negative impact on student achievement. Therefore, performance-based learning, as a modern learning model, requires a more in-depth study of its effectiveness on student learning outcomes.

2. Methods

This research uses a document study based on the results of previous research. Data collection in this study was carried out by browsing journals on several electronic media, such as digital libraries, the internet, and collections of library journals. From the search results, I obtained 30 articles.

3. Result and Discussion

Supervision is an activity carried out by a supervisor to see, observe, and assess the implementation process of an activity to then be used as material for giving considerations, suggestions, or recommendations for quality improvement.

In the context of learning, learning supervision is an activity carried out by supervisors, school principals, or also assisted senior teachers with the aim of helping teachers improve the quality of learning. Supervision is not intended to find teacher mistakes or judge teachers, let alone embarrass teachers.

The supervisor makes a supervision schedule for one semester or one school year. Before supervising, first, make an agreement between the supervisor and the teacher regarding the schedule for supervising. A professional supervisor not only arranges supervision schedules but also openly conveys and discusses with teachers regarding matters to be supervised and instruments to be used in supervision. Supervisors should also help teachers prepare lesson plans that will be used by teachers when supervised. Supervisors are not justified in carrying out supervision suddenly or forcing supervision on teachers who are not ready to be supervised because it is almost certain that teachers will not be comfortable and under pressure when carrying out learning without prior preparation. Moreover, they will be supervised, and in addition to observing how they teach, it is also undeniable that, in the end, they will be assessed by the supervisor.

In the learning supervision activity, the supervisor enters the class and then observes the teacher teaching using the observation sheet. While observing the teacher teach, the supervisor also looks at the lesson implementation plan (RPP) made by the teacher to ensure the conformity of the learning implementation with the RPP he has made.

After supervision, the supervisor conveys the results of supervision in the form of things that have been good and things that still need to be improved by the teacher. Supervisors and teachers discuss alternative solutions to improve the quality of learning. As a follow-up, supervisors must guide and ensure that teachers do various things to improve the quality of learning.

3.1 Supervision of Learning in the Independent Learning Paradigm

Independent learning is a spirit that encourages learning to be carried out independently, both for teachers and for students. Teachers are independent in designing learning scenarios, independent in conducting learning in class, and independent in assessing student learning outcomes. Meanwhile, students are independent in learning from various learning sources, independent in learning according to their interests and learning style, independent in expressing ideas or opinions, independent in asking questions of the teacher, and independent in responding to the teacher's explanation.

Performance-based learning models have not been widely studied. A study by Baughman et al. (2012) on an examination of competency-based learning and assessment demonstrated that self-assessment resulted in greater student professional development compared to peer assessment. In shaping actual performance, performance-based learning emphasizes self-assessment. The five basic competencies that are measured are analysis and assessment, communication, initiative, continuous learning, and teamwork.

According to the findings of various journals on teacher supervision in improving educational quality, there are;

1. Implementation of supervision by school supervisors based on plans or programs that have been prepared; includes the stages of preparation, implementation, and assessment or reporting that have been carried out properly in accordance with existing rules and guidelines and are more oriented towards coaching. Types of activities that foster academic supervision are program creation, program implementation, assessment and reporting, and follow-up plans. Academic supervision activities are carried out to assist teachers in managing learning, while managerial supervision is carried out to assist school principals in managerial activities;

2. The techniques used by school supervisors in supervising schools are in the form of individual techniques and group techniques. Individual techniques include (a) class visits and observations, (b) individual meetings or conversations, and Group techniques include: group discussions, holding class visits, involving teachers in MGMP, workshops, training, seminars, and teacher meetings. All of this seems to be general in nature, just carrying out tasks and not yet geared toward increasing teacher professionalism.

The evaluation of mentoring and training carried out by supervisors turned out to show positive results from the school, teachers, and students. There is one research result that states that based on the Five Whys technical drawing, it can be seen that the reason for the lack of academic supervision by the school principal is that the principal does not know what academic supervision is because during his Bachelor of Non-Educational PAUD studies he has not learned about academic supervision and the function of the principal; whatever the reason, one can predict the professional quality of the supervisors as well as the quality of the schools they have built. One of the principal's duties is to carry out academic supervision. To carry out academic supervision effectively, one requires conceptual, interpersonal, and technical skills (Glickman et al., 2007). The implementation of supervision can be part of efforts to increase teacher motivation. Implementation of supervision in PP No. 19 of 2005, article 1 paragraph (25) is explained as part of efforts to ensure the quality of education units to achieve national education standards. Article 19 paragraph (3) PP No. 19 of 2005 indicates that supervision is part of the effort to implement an effective and efficient learning process, while Article 23 indicates that supervision is a part of supervision. According to Sagala (2010: 89), to increase teacher motivation in the learning process, it is necessary to have learning supervision. The school principal's supervision program includes an annual and semester program that is designed around the academic calendar. The substance of the academic supervision planning program includes important elements, such as objectives. In formulating the goals of academic supervision, the principal pays attention to the scope of academic supervision, such as the implementation of the education unit level curriculum and the preparation, implementation, and assessment of learning by the teacher achievement of graduate competency standards, process standards, content standards, and implementing regulations. Improving the quality of learning through the development and its principles Planning for an academic supervision program is the preparation of a monitoring plan document for a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. The benefits of planning an academic supervision program are that it serves as a guideline for implementation and academic supervision, equating the perceptions of all school members about the academic supervision program, and guarantees savings and the effective use of school resources (personnel, time, and costs). The planning principles for the academic supervision program are objective (data as is), responsible, sustainable, based on the National Education Standards, and based on the needs and conditions of the school or madrasah.

3. The role of the school supervisor

According to Sagala, the role of school supervisors is so important that they provide guidance, assessment, and assistance starting from program plans, processes, and results in school management to improve school performance. While their primary responsibility as supervisors is to help improve the quality of education delivery (managerial supervision), school supervisors are also tasked with helping improve the quality of the teaching and learning process or guiding the results of student learning achievement in order to achieve educational goals. The supervisory role of the school supervisor as a supervisor in improving the quality of education, seen from the planning aspect of academic supervision, shows that the supervisor has prepared: 1) has supervision objectives and understands the scope and principles of academic supervision; 2) identifies and establishes an effective academic supervision approach that is appropriate to the problems developed; 3) Establish mechanisms and operational plans for academic supervision. 4) Identify and determine resources (human, information, equipment, and funds) for academic supervision. 5) Arrange schedules for the implementation of academic supervision, 6) Develop procedures and mechanisms for monitoring and evaluating academic supervision. 7) Selecting and stipulating steps to ensure the continuity of academic supervision activities Then, seen from the aspect of implementation of academic supervision, it shows that the supervisory role in improving the quality of education has: 1) implemented the principles of continuous, objective, constructive, humanistic, and collaborative supervision; 2) carried out continuous academic supervision of long-term, medium-term, and short-term plans; 3) carried out academic supervision based on real needs and problems faced by teachers; 4) placed the growth of teacher competence and improving the quality of learning as the main goal of academic supervision; 5) built relationships with teachers and all parties involved in supervision activities that are open, informal, and based on helping, understanding, open, honest, steady, patient, enthusiastic 6) carrying out democratic supervision, involving active sharing of responsibility for developing learning with teachers and other parties as relevant. Furthermore, seen from the aspect of follow-up supervision shows that the supervisory role of school supervisors in improving the quality of education has: 1) Prepared criteria for the success of academic supervision; 2) Formulated

criteria for the effectiveness of the process of implementing academic supervision; 3) Formulated criteria for achieving the goals of academic supervision (output); 4) Formulated criteria for achieving the impact of academic supervision (outcomes); 5) develop instruments for academic supervision, 6) Develop instruments for collecting data and information in the context of identifying and analyzing problems and needs for learning development. 7) Develop instruments for measuring the effectiveness of the process of implementing academic supervision according to the areas worked on, approaches taken, and academic supervision techniques applied; 8) Develop instruments to measure the achievement of direct results (output) of academic supervision in accordance with the areas worked on; 9) Develop instruments to measure the effectiveness of the achievement of supervision outcomes (outcomes) in the academic setting according to the area worked on. From the standpoint of academic supervision planning, the supervisor is the supervisor of the supervision program, which includes both academic and managerial supervision.

4. Factors inhibiting and supporting the implementation of academic supervision
The inhibiting factors for the implementation of supervision carried out by supervisors are geographical conditions (in archipelagic areas) and inadequate public facilities and infrastructure, the lack of supervisors, the number of teachers who must be fostered, and the lack of intensity of supervision. Because of the lack of supervisors, the large number of teachers who must be fostered, and the lack of intensity of supervision, the implementation of visits to schools cannot be according to a predetermined schedule. School supervisors' inability to prepare supervision programs. The presence of supervisors, as a supporting factor for the implementation of supervision by supervisors, motivates school principals and teachers to implement learning programs; there is teacher motivation to learn how to make good lesson plans and train various teaching methods, and so on.

5. In relation to independent learning, the supervisor, in addition to observing the stages of learning such as preliminary activities, core activities, and closing activities, in my opinion, also observes several things such as: (1) the teacher creates a pleasant learning environment for students; (2) the teacher respects the individual differences of students; and (3) the teacher conducts learning according to the interests and abilities of students. (8) The teacher contextualizes the material; (9) the teacher encourages students to think critically; and (10) the teacher evaluates the learning process. The supervisor is free to arrange instruments to be used for supervision. The point is to cover or assess the things mentioned above. However, in supervision activities, the supervisor himself is the "main instrument" of learning observation. Body senses such as eyes and ears can be used as observation instruments. Therefore, in addition to using instruments that are usually standard and quantitative in nature (for example, using numbers or rating scales), supervisors also make notes or journals of observation or supervision that will support the objectivity and accuracy of the supervision results.

6. The performance-based learning model applied by the teacher to student learning outcomes The more the teacher applies the performance-based model, the greater the learning outcomes achieved by students. The results of this study are consistent with the findings of Hussain et al. (2018), which show that problem-based learning is effective in increasing student academic achievement, both directly and indirectly, and understanding of the material being taught. Problem-based learning emphasizes a lot of effort to shape student performance. The results of this study are also in line with the results of Matzembacher et al. (2019), which show that practice-based learning can increase student engagement. Practice-based learning has characteristics similar to performance-based learning, emphasizing practice to shape student performance. The findings of this study also clarify the research results of Hidalgo-Cabrillana and Lopez-Mayan (2018), which show that modern learning is better for improving student achievement compared to traditional learning models. This finding is also in line with the results of Rasyad et al. (2019), which show that the quality of the instructor is the main determining factor in the learning outcomes of trainees.

3.2 School Superintendent
Regulation of the Minister for Empowerment of State Apparatuses and Bureaucratic Reform (Permanent PAN-RB) Number 21 of 2010 concerning the Functional Positions of School Supervisors and their credit scores, Chapter 2, Article 4 No. 1, states that school supervisors have the position of functional technical implementers in the field of academic and managerial supervision in a certain number of educational units. School supervisors, in their duties as educational staff, play an important role in improving the quality of teacher professionalism. Teachers and principals have different abilities than school supervisors. There are six competencies that must be possessed by a school supervisor: personality competence, social competence, academic supervision competence, educational evaluation competence, and research and development competence (Permendiknas No. 12 of 2007). School supervisors, in their duties as educational staff, play an important role in improving the quality of teacher professionalism. Teachers and principals have different abilities than school supervisors.

Implementation of academic supervision by school supervisors is carried out through monitoring, assessment, mentoring and training activities (Sudjana, 2012: 108). Of the three activities in the implementation of academic supervision in schools, it was found that conditions were not optimal. This happens because there is still a discrepancy in the stages of the procedure that must be carried out by the supervisor in carrying out supervision. The school supervisor's knowledge of the implementation of academic

supervision is also an obstacle. In addition, the existence of supervisors, specifically in education units, is to provide encouragement and assistance to teachers in resolving problems that arise, especially in terms of teaching implementation, because supervisors are actually teachers' partners in implementing quality improvement learning (Siahaan, Rambe, & Mahidin, in Hendarman, 2015:17).

Supervision activities by supervisors are important because, in the field, there are still other facts related to irregularities committed by teachers in the implementation of learning. The deviation is that there are still teachers who do not prepare lesson plans properly before entering class; often, in teaching, the teacher does not bring media or learning tools, and the methods used by teachers become obstacles because these methods are not fun. Academic supervision is needed as a service for teachers making changes to or updating the teaching system. Various problems that occur in schools related to the condition of teachers and the implementation of academic supervision will have an impact on the development of teacher professionalism, which will ultimately affect the quality of learning from students.

Regulation of the Minister of Education and Culture Number 143 of 2014 concerning technical instructions for the implementation of functional positions of school supervisors and their credit scores clarifies the application of Permanent PAN-RB No. 21 of 2010, which explains that school supervisors are a school or madrasa supervisors united as civil servants who are appointed and given duties and responsibilities and are fully authorized by authorized officials to carry out academic supervision and managerial supervision in educational units. Broadly speaking, it can be understood that school supervisors are teachers who are active as state apparatuses with the title of a civil servant and who are then appointed as school supervisors with the aim of providing supervision, both academic and managerial, within the scope of the school so that teaching and educational staff can work effectively maximum and as professionally as expected. The supervisor's position in educational institutions is very clear and firm as educational staff. According to Masaong (2013: 3), "supervision is a service that involves guiding, facilitating, motivating, and assessing teachers in the effective implementation of learning and professional development." The most fundamental aspect of academic supervision is not only measuring teacher abilities but also providing assistance and services aimed at continuing to hone teachers' abilities as professional teachers. This academic supervision can be carried out by school supervisors or subject group supervisors as well as school principals. According to Aedi (2014: 184), "academic supervisory supervision is a series of activities that help teachers develop their abilities in managing the teaching and learning process in order to achieve predetermined learning objectives."

In the implementation of academic supervision, the supervisor is directed to foster and assist educators (teachers) in improving the quality of the learning process or guidance and the quality of student learning, starting from planning, monitoring, and assessing by providing guidance to teachers, which also leads to improving their performance and students' academic achievements, which are expected to have an impact on the quality of education in schools. At the planning stage, supervisors are expected to develop plans with the aim of strengthening the implementation of the four competencies that must be possessed by a teacher, namely pedagogical competence, personal competence, social competence, and professional competence. At the stage of implementation of academic supervision, the role of the supervisor is that of a teacher, whose job it is to monitor and assist teachers in the class to develop their competencies. The supervisor's role is considered urgent, so supervisors must have broad skills and knowledge about the process of academic supervision. Teacher development in carrying out their main tasks and responsibilities is the main target of school supervisors in carrying out academic supervision. At this stage, the supervisor monitors and evaluates the implementation of the main tasks and responsibilities of the teacher and discovers the advantages and disadvantages, both in terms of working methods and in the mastery of the science they are in charge of.

In addition to teacher performance motivation, according to Rusyan et al. (2000), the factors that support teacher performance are as follows:

1. Teacher performance ethics Teachers who are supported by a performance ethos have a stronger work ethic to succeed in carrying out the teaching and learning process. In carrying out their duties, teachers have different ethologies. The work ethic needs to be developed by the teacher
2. Teacher Performance Environment A work environment that can support teachers in carrying out their duties effectively and efficiently includes the following:
   a) The psychological and social environment, namely a harmonious and cooperative environment between teachers, teachers and principals, and teachers, principals, and TU staff, can support the success of teacher performance.
   b) Physical environment, teacher performance space
3. Duties and responsibilities of teachers The duties and responsibilities of the teacher include:
   a) Moral responsibility: teachers must have the ability to internalize behavior and ethics that are in accordance with Pancasila morality.

b) Responsibilities and learning processes in schools, namely that each teacher must master effective learning methods, be able to make teaching preparations, and understand the curriculum well.
c) The teacher's social responsibility, namely contributing to the success of community development; as a result, the teacher must be able to guide, serve, and serve the community.
d) The responsibility of the teacher in the scientific field, namely, the teacher, participates in advancing knowledge by carrying out research and development.
e) Optimization of teacher work groups
From the description of the results of the research and the discussion above, the researchers concluded that applying academic supervision succeeded in increasing teacher motivation.

4. Conclusion

Based on a literature review from various article sources, the results of this study are supported by previous research, which reviewed 30 articles on "Academic Supervision of School Supervision on Teacher Performance in Realizing Learning Achievement."

Lack of supervision can result in inadequate teacher readiness due to students' negative attitudes towards school and a non-conducive school climate. It requires the involvement of all parties in general, and supervisors and mentors in particular so that effective supervision can be the key to delivering positive results.

The importance of school supervisors as the spirit of education The role of the school supervisor is the guarantor for the implementation of education in accordance with national education goals. This is stated in Permendikbud No. 28 of 2018. Supervisors have a function, both academic and managerial. In accordance with the Regulation of the Minister of Administrative Reform and Bureaucratic Reform No. 21 of 2010, article 5, the main task of the school supervisor is to carry out academic supervision and managerial supervision in educational units, which includes program preparation, implementation of coaching, monitoring of the implementation of eight (eight) National Education Standards, assessment, guidance, and professional training of teachers, evaluation of the results of the supervision program's implementation, and the implementation of the supervision program in special areas.

Supervisors need to be able to work collaboratively on problem solving for education and community service quality improvement organizations; this type of supervision makes sense not only practically but also philosophically. A supportive partnership and oversight relationship that reflects democratic and humanistic ideals exemplifies and promotes the kind of relationships staff and volunteers should develop with each other and with the program. At the same time, supervisors in most organizations have responsibilities that go beyond providing support and advice.

Benefits of research

➢ Theoretical Benefits. This research can contribute ideas and knowledge and be used as study material for readers regarding the implementation of supervision by school supervisors.
➢ Practical Benefits

1. For school superintendents. As input material for improving the performance of school supervision for further study and making policies related to school supervision
2. Principals and teachers can add knowledge and insight regarding the implementation of supervision.
3. For writers to add and expand knowledge regarding the implementation of supervision by supervisors, which can be used as a guide for similar research activities in the future.

The techniques used by school supervisors are in the form of individual techniques (class visits and observations, individual meetings or conversations) and group techniques (involving teachers in MGMP, workshops, training, seminars, and teacher meetings). Evaluation of the monitoring program obtained various results, ranging from moderate to positive.

Obstacles faced by school supervisors in carrying out their duties and functions are related to geographical conditions, inadequate public facilities and infrastructure, a lack of supervisors, the number of teachers who must be fostered, and the lack of intensity of supervision, the lack of ability of school supervisors in preparing supervision programs, the qualifications of supervisors that are not in accordance with the qualifications of teachers in each field of study, the lack of ICT knowledge and skills by supervisors, the lack of supporting infrastructure, as well as dishonesty and a lack of information delivery by teachers and school principals to the superintendent of schools during supervision. The presence of supervisors, as a supporting factor for the implementation of supervision by supervisors, motivates school principals and teachers to implement learning programs; there is teacher motivation to learn how to make good lesson plans and train various teaching methods, and so on.

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