

Implementation of Principal Supervision at SMP Negeri 4 Gerung, West Lombok District, Indonesia

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Abstract. This research describes the implementation and constraints of principal supervision at SMP Negeri 4 Gerung, West Lombok Regency. This qualitative research has respondents from school principals, deputies, curriculum areas, and several teachers and administrative staff. The place of this research is SMP Negeri 4 Gerung, West Lombok Regency. Data collection techniques include observation, interviews, and document study. Test the validity of the data using a credibility test with triangulation of data sources and data collection techniques, as well as a confirmability test. Data analysis using Miles, Huberman. The research results show that learning supervision is implemented through the planning, implementation, evaluation, and follow-up stages every semester. Overall, the implementation of supervision by the Head of SMP Negeri 4 Gerung is exemplary. There are several technical and non-technical obstacles to implementing supervision.

Keywords: Implementation of Supervision; Supervision of Learning; Education.

INTRODUCTION

Teachers play a vital role in improving the quality of education. According to Law No. 14 of 2005, article 1, paragraph 1, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal, primary, and secondary education. Because the teacher's position is essential, it must be accompanied by appropriate competencies. Paragraph 10 states that competency is a set of knowledge, skills and behaviours teachers must possess, internalise and master in carrying out their professional duties [1]. One of the competencies that teachers must have is pedagogical competence.

However, in reality, in the field, many problems are found in the learning process, one of which is that some teachers experience problems implementing learning strategies. This causes the teacher to be less able to carry out learning effectively and efficiently, so it has an impact on the less-than-optimal learning process that takes place in school. In learning, a teacher is required to be able to develop the various competencies

he has. So it will create a more exciting learning atmosphere [2]. Teachers must be able to apply varied learning methods so that students do not get bored and can enjoy learning.

The success of the learning process depends on the teacher's teaching ability. Therefore, the principal must monitor, coach, supervise, and evaluate. As a manager and leader, the school principal supervises and oversees the teachers he leads [3]. One of the supervision carried out by the principal is learning supervision.

The learning supervision carried out aims to control and supervise the learning process that occurs. Learning supervision focuses on improving teachers' learning abilities, especially pedagogical competence, which seeks to improve the quality of the teaching and learning process and improve student learning outcomes. In supervision activities, the school principal acts as a supervisor. As an internal supervisor, the principal must monitor, supervise, evaluate, and coach and help provide solutions to problems and obstacles encountered during the learning process. Learning supervision must be carried out regularly and on a schedule so that as early as

possible, there are no lasting problems and continuous improvements are made.

The principal, as a supervisor, apart from knowing the types and techniques of supervision and supervisory techniques from a managerial aspect, must also be responsible for improving and increasing the school's academic quality. Academic supervision is a school strategy for developing teachers to enhance the quality of the learning process [4].

SMP Negeri 4 Gerung is one of the favourite schools in West Lombok Regency. Based on information from the interview results, it is stated that SMP Negeri 4 Gerung has advantages in terms of strategic location, adequate infrastructure, a large number of students and diversity in terms of culture and religion, with the competence of teaching staff and educational staff, most of whom are instructor, and received many awards and achievements.

METHOD

This was conducted at SMP Negeri 4 Gerung in the West Lombok Regency area. The research was conducted on State Junior High School (SMP) 4 Gerung, West Lombok Regency teachers. This type of research uses qualitative research, which aims to understand the phenomena experienced by the subjects and forms a qualitative descriptive study. The data sources in this research are: 1) The Principal is a very valid data source because he is the head and manager of the school who is also a supervisor; 2) Deputy Principal for Curriculum; 3) School Supervisor; 4) Deputy Principal Curriculum Field.

In this research, to obtain information, researchers used data collection procedures proposed by [5], namely interviews, observation and documentation. Data analysis was done by data reduction, presentation, and conclusion. Data collected through observation, interviews, and documentation will then be collected in data reduction steps, presenting data and drawing conclusions.

RESULTS AND DISCUSSION

Implementation of Learning Supervision

Implementing the Learning Supervision program leads to the planned Learning Supervision program, which, in this case, is related to

Learning Supervision services and other Learning Supervision supporting activities.

Implementation of Learning Supervision is called a service if the activity is carried out through direct contact with the target, in this case, students. It is directly related to student problems or interests as felt by the students. Various types of services need to be provided as a concrete form of implementing Learning Supervision for the service targets, namely students.

In the interviews with the supervising teacher coordinator, he said he had implemented Learning Supervision services. This is illustrated in the following narrative:

"The implementation of Learning Supervision follows the service unit program that we have compiled in the planning. There are two ways of implementing it, namely classical and individual. In classical, we must go to class every 2 hours per week. The difference between supervising teachers and teachers in other subjects is the number of students served. In classical, we carry out learning supervision by entering the class. While individually, we conduct individual/personal counselling services, such as interviews with students who fight, smoke, don't want to study, play truant, smoke and are naughty, etc."

Similar expressions were also conveyed by other supervising teachers as follows:

"Learning Supervision has determined the time allocation: two hours per class weekly. Learning supervision is also carried out indoors, such as group and individual guidance. We also collaborate with external parties such as the Police and Community Health Centers. "The implementation of Learning Supervision is by the planned program even though it is not optimal."

Implementation of Learning Supervision at SMP Negeri 4 Gerung

The implementation of learning supervision carried out by the principal at SMP Negeri 4 Gerung is carried out in 4 stages, namely.

Learning Supervision Planning. Academic supervision planning activities are the process of determining the achievement of the direction and objectives of the planned program by academic objectives by referring to problem identification activities, namely identifying

aspects that need to be supervised. Identification is carried out by analysing the advantages, disadvantages, opportunities and obstacles of learning activities teachers carry out so that supervision is more effective and on target. The steps taken in planning supervision are

- 1) Head analysing the results of last year's supervision;
- 2) Developing programs, schedules and instruments;
- 3) Conducting outreach to teachers;
- 4) Carrying out managerial and academic supervision;
- 5) Carry out follow-up (reflection, guidance and preparation of reports);
- 6) Preparation is carried out at the beginning of the new academic year. This is intended because at the start of the semester, in the second month of learning, supervision will or must be used;
- 7) Analysing the results of last year's implementation;
- 8) Hold a meeting with the teacher to discuss;
- 9) Prepare a program or plan;
- 10) The head asks the teacher about the aspects or materials needing supervision.

This learning includes managerial aspects, namely class administration and education, and academic aspects, namely planning, implementation and learning assessment. In addition, the head must create a friendly and collegial atmosphere with teachers. With the expected conditions, teachers can carry out the learning process comfortably without feeling watched. From the planning aspect, there are several stages of planning for learning supervision. It can be seen that the head has a vital role in planning academic supervision, namely, from planning, implementation schedule, and discussing with teachers regarding the contents of the instruments that will be used during carrying out learning supervision so that teachers can carry out their duties without feeling anxious supervised during the implementation of supervision.

The research data processing results show that the principal's academic supervision planning has been implemented well. Therefore, the learning supervision planning prepared by the Head of SMP Negeri 4 Gerung, West Lombok Regency, is very appropriate because access to increasing teacher abilities in learning is open and gets attention — a good learning supervision plan if it contains the steps and timing for implementing supervision.

Thus, at SMP Negeri 4 Gerung, West Lombok Regency, the learning supervision plan was prepared based on procedures, techniques, and implementation schedules. The learning supervision procedure is a series of supervision activities that provide assistance and guidance to teachers to motivate them to make necessary improvements in the academic field by choosing appropriate supervision approaches, methods, and techniques according to the goals to be achieved. The procedure for implementing learning supervision consists of 1) the Preparation stage, including a) preparing instruments and b) preparing a joint schedule; 2) the Implementation stage, namely carrying out supervision observations both directly and indirectly; 3) the Reporting stage, including a) identify the results of observations during the observation, b) analyse the results of supervision, c) jointly evaluate the supervisor with the school principal and teacher, d) make notes on the results of supervision which are documented as a report, 4) Follow-up Stage, including a) discussing and creating solutions together, b) communicating the results of the implementation of learning supervision, and c) communicating the results of the implementation of learning supervision between the principal and teachers.

Based on the description above, it can be explained that the Head of SMP Negeri 4 Gerung, West Lombok Regency, in planning learning supervision by determining the components and steps for learning supervision that will be taken accompanied by an implementation schedule is appropriate so that teacher development services can run well.

Implementation of Learning Supervision.

Implementation activities are actual activities carried out to improve or enhance teacher abilities. Implementation activities assist supervisors and teachers so that the implementation of supervision can be effective by establishing plans. Supervision does not stop after providing assistance and implementing supervision techniques. Still, there is follow-up to see the success of the process and results of implementing supervision, so evaluation activities need to be carried out. Implementation is an activity to turn plans into concrete actions to achieve goals effectively and efficiently. The plans that have been prepared will have value if they are implemented effectively and efficiently. In an implementation, every organisation must have strong and convincing strengths because

the desired educational process will be complicated if it is not strong.

The implementation of the principal's learning supervision regarding learning at SMP Negeri 4 Gerung, West Lombok Regency is 1) preparing an implementation schedule, 2) coordinating an agreement with the teacher, 3) carrying out supervision according to schedule, 4) analysing the results of supervision, 5) preparing a report, 6) hold an initial meeting with the teacher, 7) submit instruments for approval, 8) monitor learning documents or class administration, 9) carry out learning observations, and 10) provide feedback to reflect.

The implementation of learning supervision at SMP Negeri 4 Gerung, West Lombok Regency, is carried out in three stages: Pre-, Observation and Post-Observation. All subject teachers implement learning supervision at SMP Negeri 4 Gerung, West Lombok Regency. During the implementation of learning supervision, it was found that there were several teachers whose administration was incomplete, so it was necessary to carry out follow-up actions to be able to improve the completeness of the equipment used as a reference for the learning process so that additional facilities and infrastructure were needed, as well as a follow-up supervision process for the teachers concerned. Meanwhile, during the implementation of mathematics teacher learning supervision, it was discovered that learning went well using teaching aids and learning media so that some students felt active and enthusiastic in enjoyable learning that did not make them bored.

Implementing learning supervision by the school principal provides many benefits for improving learning and increasing teacher competency. The school principal already understands the functions, objectives, principles, and techniques and the supervision approach used in school supervision. Learning supervision aims to provide services and assistance to improve the learning process and increase teacher competence. Through these supervision activities, it is hoped that the teaching and learning process involving teachers and students will be good through a series of actions, guidance and direction. The teaching and learning process will be achieved well, among other things, by increasing the professional abilities of teachers. It is hoped that this will contribute to improving the quality of education.

The role of the educational supervisor, as carried out by the principal, in carrying out learning supervision must avoid instructive or condescending actions. Still, it should be carried out with a partnership approach by supporting, assisting, and distributing tasks and work to all educational components. Imam Wahyudi (2012) put forward eight principles that can be used in carrying out supervision actions. These principles include systematic, objective, realistic, anticipatory, constructive, creative, cooperative and family. Systematic means that supervision is developed with careful planning per the desired targets. Objective, meaning that supervision provides input according to the aspects contained in the instrument. Realistic means that supervision is based on actual reality, namely on conditions or things that school staff have understood and implemented. Anticipatory means that supervision is directed at dealing with difficulties that may occur. Constructive means that supervision provides suggestions for improvement to those supervised to continue developing according to applicable provisions or rules. Creative, meaning that supervision develops teacher creativity and initiative in developing the learning process. Cooperative means that supervision develops a feeling of togetherness to create and develop a good learning situation. Kinship means supervision, which considers mutual nurturing and compassion between school members, often known as *Tutwuri Handayani*.

Supervision carried out traditionally tends to be unpleasant, so interactions between teachers and supervisors tend to be avoided and reduced. The head's ability to carry out his duties as an educational supervisor is also reflected in the determination of supervision materials, which consist of program planning, including supervision programs/materials related/related to teacher administration, namely: annual program, semester program, syllabus, Learning Implementation Plan (RPP), educational calendar, face-to-face schedule, daily agenda, list of grades, maximum completion criteria (KKM), and student attendance. The material regarding teaching and learning implementation material is directed at class management material, starting from opening activities, core activities, and learning evaluation. Meanwhile, follow-up material for supervision activities is directed at improving the quality of learning outcomes.

Apart from that, the implementation of learning supervision by school principals is also quite varied. This shows that the school principal has the knowledge and skills to implement supervision patterns so that their supervision activities can attract attention and are not dull for teachers. As stated, starting from the stages of supervision activities, the time chosen for supervision activities, the media or tools used in carrying out supervision, and the evaluation of supervision activities are carried out in various ways.

The aspects supervised by the head are planning, implementation of teaching and learning activities, and follow-up activities. Aspects of learning planning, namely supervision programs/materials /related to teacher administration, include the annual program, semester program, syllabus, RPP, KKM, educational calendar, face-to-face schedule, daily agenda, list of grades, and student attendance. Supervision activities in the learning implementation component are directed at the teacher's ability to manage the class, starting from preliminary, core, and closing activities. At this stage, the teacher teaches in class guided by the instruments that have been mutually agreed upon. Several things that need to be considered are:

- 1) The principal waits for the teacher to teach until the end,
- 2) The principal carries out learning supervision according to the agreed schedule,
- 3) The principal in carrying out learning supervision must always use learning supervision instruments,
- 4) The principal making notes (fieldnotes),
- 5) The principal pays close attention when the teacher delivers lesson material,
- 6) The principal carries out learning supervision, not just carrying out administrative functions,
- 7) The principal, in carrying out learning supervision, observes the teacher in using tools,
- 8) In carrying out learning supervision, the principal observes the assessment carried out by the teacher,
- 9) In carrying out learning supervision, the school principal has a sense of self-confidence.

Observation notes must be detailed and complete, if necessary, using recordings. There are several stages of implementing learning supervision. It can be seen that the principal is obliged to follow the learning process carried out by the teacher from start to finish by observing

the activities while the teacher is carrying out his duties. The principal also makes notes while supervising teachers so that they can help during evaluation and serve as input for supervised teachers.

Based on the results of research and discussions on aspects of implementing learning supervision, the principal of SMP Negeri 4 Gerung has carried out supervision well because he has implemented it according to the schedule formulated at the beginning and end of each semester and by the principles of learning supervision, oriented to the problems and needs of teachers, to improve learning abilities and quality approach according to goals and concerns. This is done using various techniques such as class visits, personal meetings, and group meetings, as well as by utilising information from other teachers, students, and parents.

The head applies or carries out supervision activities using quite varied techniques. School principal supervision activity techniques that can be identified include group discussion or supervision meeting techniques, individual meeting techniques, and class/field visit techniques. This situation shows that the head has quite good skills in carrying out his duties as a supervisor to improve the teacher's ability to manage learning to enhance the quality of the learning process and outcomes.

The efforts made by the Head of SMP Negeri 4 Gerung to carry out learning supervision can run well and smoothly thanks to the head's ability to always foster or build good communication with the teachers. This always gets a good response from the teachers because this is communicated with the teacher. Teachers are always welcome and ready when supervised by the school principal. Teachers always show a friendly attitude and feel that the principal's presence in class helps their duties and activities. This is all due to good communication. They always respond positively because they have the same perception regarding the program and schedule for implementing learning supervision. More frequent visits by the principal can help teachers more through coaching, monitoring, assessment, mentoring, and training activities.

Based on the research results, the follow-up learning supervision by the Head of SMP Negeri 4 Gerung, West Lombok Regency, has gone well. This can be seen from the activities of the elementary school principal in implementing his

pre-class visit program. Pre-class visit activities are carried out by interviewing and examining the learning tools used by the teacher.

Evaluation of Learning Supervision. Evaluation activities are activities to review the success of the process and results of implementing supervision. Evaluation is carried out comprehensively. The targets of supervision evaluation are aimed at everyone involved in the supervision implementation process. The results of the supervision evaluation will be used as guidelines for preparing the next planning program. The evaluation results will then be analysed and reflect on the teacher being supervised to determine the teacher's strengths and weaknesses and identify the problems faced. After the principal conducts class visits and observes the learning process, the supervisor can determine whether the ongoing learning process has been achieved according to the expected goals or not based on the RPP. Supervisors can also discover obstacles and barriers if goals are not achieved and provide solutions on how efforts will be made to overcome these obstacles so that the quality of learning can improve.

Follow-up Learning Supervision. Supervising follow-up activities is directed at mentoring and professional assessment of teachers, and efforts are made to improve the quality of education by overseeing the administration of learning assessments by mentoring teachers as reflection and feedback on performance assessment results. The results of the analysis of supervisors' notes can be used to develop teachers' ability to implement learning and to improve teachers' pedagogical competence.

The follow-up to the learning supervision of the principal of SMP Negeri 4 Gerung, West Lombok Regency, is to provide feedback to the teacher both in instrument notes and direct or indirect guidance to the teacher, as well as guidance through school meetings and reflection. Follow-up on the implementation of the principal's learning supervision is carried out to complete the deficiencies in the supervision that has been carried out previously. The follow-up process is carried out in learning supervision at SMP Negeri 4 Gerung, West Lombok Regency, by holding training/workshops for supervised teachers. The principal provides direction to supervised teachers at the end of each semester or the end of the month, which improves the teacher's abilities

in implementing the teaching and learning activities.

Thus, based on research and theoretical studies, the follow-up aspect of learning supervision carried out by the Head of SMP Negeri 4 Gerung, West Lombok Regency, is perfect.

Obstacles in Implementing Learning Supervision at SMP Negeri 4 Gerung

In every activity implementation, there are undoubtedly inhibiting factors/obstacles faced, including in the learning supervision activities carried out by the Head of SMP Negeri 4 Gerung, West Lombok Regency. Principals cannot be separated from internal and external obstacles in their educational supervisor functions. Internally, obstacles to supervision activities can be identified as technical-related and non-technical. Technically, the Headmaster's obstacles in carrying out supervision activities relate to his ability or skills as a supervisor. In contrast, non-technical obstacles include the principal being sick/unavailable while the other teachers are less responsive and the schedule of supervision activities will be disrupted.

One of the most challenging obstacles in implementing Learning Supervision at SMP Negeri 4 Gerung, West Lombok Regency, is the lack of motivation from the teachers themselves regarding the importance of supervision. This minimal motivation is also caused by the assumption that supervision is only about finding teacher mistakes. Even though sometimes the implementation of supervision has been notified in advance to the school or the teacher who will be supervised, the teacher who will be supervised still has not prepared themselves thoroughly.

As a professional activity to help teachers become better at implementing learning supervision, school principals face various problems when implementing the supervision work program. Supporting factors include the maximum performance of teachers, employees, and experts in their fields and some of these obstacles are not considered too severe. Based on what the author found, the problems faced in implementing learning supervision in West Lombok Regency, especially the problem of available time, media, or adequate facilities and infrastructure, are that teachers who are the head will supervise are not necessarily ready,

and vice versa. The supervisor has insufficient time for supervision. Based on the schedule, class visits are held twice a semester.

Meanwhile, it is only implemented once a semester. There are even some teachers who have never had a class visit. Learning supervision will be successful if it is carried out regularly, namely at the beginning and end of the semester. However, this has not been seen in the supervision carried out at SMP Negeri 4 Gerung, West Lombok Regency, which supervises class visits only once in the semester.

The intensity of the implementation of learning supervision carried out by the head of teachers at SMP Negeri 4 Gerung, West Lombok Regency, will significantly influence the increase in professional and pedagogical competence of teachers and improve the quality of learning. The higher the intensity of learning supervision carried out by the principal, the greater the likelihood that his competence will increase, and vice versa.

The Learning Implementation Plan (RPP) is a program prepared as a guide for implementing learning for each learning process activity. Ideally, the implementation of learning must be by the RPP that has been prepared because, in the RPP, the entire series of activities in the implementation of the learning that will be carried out are listed. However, in reality, in schools, many teachers use lesson plans only as administrative material that must be made and collected by the school principal, not as a guide for the learning process so that the preparation process is not severe/copy-pasted.

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CONCLUSIONS

Based on the research results, it was concluded that the implementation of Principal Supervision at SMP Negeri 4 Gerung was carried out through planning, implementation, evaluation and follow-up. Planning for Supervision Activities at SMP Negeri 4 Gerung is made at the beginning of the school year through a meeting and included in the principal's annual program, RKAS, and curriculum work program, the formation of a Supervision Implementation Team (a Supervision SK) which is equipped with an implementation schedule and instrument preparation. Furthermore, supervision is carried out every semester (2 times a year) with pre-observation, observation and post-observation stages, and uses collaborative techniques with individual and group approaches. Next, the principal evaluates the supervision results to assess the teacher's learning activities. The principal makes a follow-up plan, which the teachers implement. The obstacles faced during the implementation of supervision at SMP Negeri 4 Gerung are due to technical and non-technical factors, including the implementation of supervision not according to the schedule for other reasons, the presence of teachers who do not have complete learning tools, the supervisor/teacher's abilities are lacking due to not appropriate to the background, inappropriate technicalities used, lack of variety in learning carried out, and lack of learning media used by teachers when teaching.

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