

The Influence of School Principal Supervision and School Committee Participation on the Quality of Junior High School Education

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Abstract – This study analyzed the effect of principal supervision and school committee participation on the quality of education at SMP Negeri in Prabumulih Barat. The method in this research was a quantitative method with a survey approach. The sample used in this study were teachers in 2 State Junior High Schools in Prabumulih Barat. The data analysis technique was carried out with the help of the SPSS For Windows Version 21 program. The results showed that 1) there was a significant effect of school principal supervision on the quality of education at the State Junior High Schools in Prabumulih Barat District, the contribution of the influence was 11.7%; 2) there is a significant effect of school committee participation on the quality of education of the State Junior High Schools in Prabumulih Barat District, the contribution of the influence is 5.5%; 3) there is a significant effect of the supervision of the principal and the participation of the school committee together on the quality of education of the State Junior High School in Prabumulih Barat District, the contribution of the influence that is contributed is 11.7%, 16.7%, while 83.3% is influenced by factors which were not included in this study.

Keywords – School Principal Supervision, School Committee Participation, Quality of Education

I. INTRODUCTION

In Indonesia, the low quality of education is one of the four main problems of education identified since the 60s. The attention to education is quite high, but despite various efforts, it seems that until now the problem of education quality has not been resolved. Complaints about the low quality of graduates continue to resonate. Elementary, junior high and senior high school graduates have not been able to reason and think critically, and are still dependent on teachers. The ability of students to be independent has not yet been realized, so students' initiatives to start something are not too often found. Student mastery is more focused on factual knowledge because that is what is required in the final exam.

The root causes of all this are of course very many, but the main accusation is mostly aimed at teachers because it is the teacher who is the spearhead in the field who meets students programmatically. Therefore, teachers are considered to be the party most responsible for the results achieved by students (Kurniasih, 2017; Hartiwi et al, 2020).

The quality of education is one of the benchmarks that determine the dignity or progress of a nation. By looking at the quality of education of a nation, one will be able to estimate the country's ranking among countries in the world. Therefore, a developed nation will always pay great attention to the world of education, by making various efforts to improve the quality of education, such as increasing the education budget, holding various competitions in various

aspects of education, or sending the nation's buds to study in other countries (Ivanova et al, 2020; Septiani and Cahyono, 2019; Soleh et al, 2019).

These various efforts are made because of the awareness of the importance of education, and the belief that a nation that neglects education will become a nation that is left behind, which will be unable to compete with other nations (Kurniasih, 2017). Improving the quality of education is an integral part of the human resource development process. These efforts must be carried out in a planned, directed and intensive manner, so as to prepare the nation to enter the era of globalization which is full of competition.

The quality of education is directed by the Law on the National Education System Number 20 of 2003, namely the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. a democratic and responsible country. Quality education is believed to be the right way to improve the quality of human resources. However, education in Indonesia has not been able to lead to quality improvement, on the contrary it is still focused on quantity alone (Mangkunegara, 2011).

School is a formal educational institution that organizes teaching and learning process activities as an effort to achieve educational goals. The high and low quality of education is largely influenced by the quality of the learning process carried out by the teacher, because the teacher directly provides guidance and assistance to students in an effort to achieve educational goals (Ekosusilo, 2013).

The principal is a center of leader who regulates and manages activities to be focused, focused and experience significant improvement. Therefore, the principal plays an important role in improving teacher performance to be more enthusiastic and professional in teaching and develop themselves in transferring knowledge to students (Hartiwi et al, 2020; Abdullah, 2020).

The principal of the school leads the institution with a very large role for improving school progress. This is because the principal's job is to supervise the activities that have been programmed so that they are focused, focused and successful (Mulyasa, 2017). Headmaster as the leader has the authority and policy to improve the quality of education (Tobari et al, 2018).

The principal also plays an important role in improving teacher performance to be more enthusiastic and professional in teaching. With very basic reasons that teachers have a very

important role in determining the quality of teaching carried out, therefore they must think and plan carefully in increasing student learning opportunities by improving the quality of teachers (Moeljono, 2015).

This shows that teachers are expected to be able to play an active role as managers of the teaching and learning process, act as facilitators who always try to create class organizations, use teaching methods and teacher attitudes and characteristics in managing the teaching and learning process (Suharsaputra, 2018).

School apparatus such as school principals, teacher councils, students, employees / employees must support each other to work together to achieve predetermined goals. Therefore it can be said that the success or failure of an organization in achieving predetermined goals is highly dependent on the ability of its leaders to foster a climate of cooperation so that it can easily mobilize existing human resources, so that their utilization can run effectively and efficiently (Mulyasa, 2013).

The principal as a leader must also have these characteristics. The principal as a leader is a person who is able to influence the behavior of school personnel so that they are willing to work together to achieve educational goals in school. Principal leadership is the principal's effort to influence, encourage, guide, direct and mobilize teachers, staff, students, parents and other related individuals to work together in achieving the stated goals. The role of the principal as a leader is especially emphasized on how the principal is able to make other people work in order to achieve the goals set by the school (Hendarman and Rohanim, 2018).

Good school principals are principals who have good leadership characteristics and behaviors and can provide balanced compensation to teachers so as to generate motivation to excel among them. The principal should have a clear institutional vision of conceptional abilities, and have skills and art in human relations, mastery of technical and substantive aspects, have a passion for progress and a spirit of service and character that is accepted by the community (Mulyasa, 2017).

One of the efforts to improve the quality of education in schools is through the supervision of the principal in collaboration with the participation of the school committee as an effective alternative to improve the quality of education as well as the quality of human resources. School performance will run well in accordance with what is expected to produce superior human beings who are very useful for developing this country. It is undeniable that every

parent wants their child to be a superior human being. This can be seen from the public interest in registering their children to top schools. Every new school year, the top schools are flooded with prospective students, because of the belief that they can give birth to superior humans (Daryanto, 2017).

Mulyasa (2013) states that supervision is a process specifically designed to assist teachers and supervisors in learning various kinds of daily tasks at school, in order to use their knowledge and abilities to provide better service to parents of students and schools as effective learning societies.

Suharsaputra (2018) suggests that the involvement of school principals and teachers in the development of learning effectiveness in schools also encourages a higher sense of ownership of their schools, which in turn encourages them to use existing resources as efficiently as possible to achieve maximum results. Principal leadership is an interesting thing to study and study as an effort to get a good and quality school.

Furthermore, Atmojo (2018) explains that the principal as a supervisor has the responsibility for increasing the ability of teachers to manage learning activities at school and has a very important role in the development and progress of the school. Therefore, the principal must supervise properly and correctly according to the principles and techniques as well as the right approach.

Coaching carried out by school principals to teachers can improve teacher performance and dedication in education. The task of a supervisor is to help, encourage and give confidence to the teacher that the teaching and learning process can provide the development of various experiences, knowledge, attitudes and skills of the teacher and the teaching and learning process carried out by the teacher must be assisted professionally so that the teacher can develop in his work, namely to improve effectiveness and efficiency of the teaching and learning process. Supervision is carried out by the principal, namely to increase the competence of teachers in teaching and learning activities, so that they are expected to fulfill the teaching mission they carry or the national education mission in a wider scope (Hamalik, 2014).

As we all know, the problem of the teaching profession in carrying out teaching and learning activities will always and continue and the assistance of supervision from the principal is very important in developing teacher professionalism in carrying out their duties optimally. The principal wants the support of teacher performance, which is always a consistent increase in implementing learning in school (Burhanuddin, 2015).

Furthermore, Sagala (2013) argues that the purpose of supervision is to develop a better teaching and learning situation through coaching and improvement of the teaching profession, in detail as follows: (1) Increasing the efficiency and effectiveness of teaching and learning; (2) Controlling the implementation of technical educational fields in schools in accordance with the stipulated provisions and policies; (3) Ensuring that teaching and learning activities take place in accordance with applicable regulations, so that they run smoothly and obtain optimal results; (4) Assessing the success of the school in carrying out its duties; and (5) Providing direct guidance to fix problems, shortcomings and mistakes and help solve problems faced by schools so that further errors can be prevented.

This is reinforced by Permendiknas Number 13 of 2007 regarding the standards of school / madrasah principals which have listed 5 competencies that must be possessed by school principals, namely personality competence, managerial competence, entrepreneurial competence, supervisory competence and social competence. The signs for evaluating the performance of the principal of the Directorate General of Primary and Secondary Education in 2000 are: 1) Ability to compile a teaching supervision program, 2) Ability to implement a teaching supervision program, 3) Ability to utilize the results of supervision. Therefore, the subject of the study in this research is supervision which includes: 1) The elements that are supervised by the principal towards teachers in improving teacher performance, 2) The right strategy for improving teacher performance, 3) Feedback and follow-up supervision of school principals in order to improve teacher performance (Samsudin, 2016).

A teacher is required to make a very large contribution to education in the school environment, especially in the implementation of teaching and learning because the teacher plays a central role in teaching and learning activities. Teacher performance cannot be separated from the influence of the principal's leadership. The main priority is to improve and improve the quality of learning by improving the performance of teachers who handle it (Kurniasih, 2017).

Furthermore, Zahroh (2015) argues that teachers have great potential in themselves, but this potential has not been stated in full teaching activities because they have not received stimulation and motivation from supervisors as school leaders and seniors. Principal supervision is the principal's ability to influence teachers as subordinates to be able to work together to carry out their work activities in order to improve performance by providing motivation and awareness so that teachers work fully according to their

capacity. Principals are required to be able to work together with subordinates, in this case, of course, teachers.

According to Nawawi (2016), it explains that the School Committee has a role and functions as (1) giving consideration in determining and implementing educational policies in educational units, (2) supporting both financial, thought and energy in the delivery of education in educational units, (3) controlling in the context of transparency and accountability of education delivery and educational output in educational units, (4) mediator between the government or executive and the community in education units.

The learning process carried out in schools cannot be separated from the participation of the school committee, so that in the implementation of better education in schools, it always involves the participation of the school committee and cannot be separated from the leadership of the school principal. Thus, leadership through the supervision of school principals and good school committee participation will be able to realize successful performance in elementary schools (Siagian, 2017).

The description above, means that the supervision of the principal is very important in determining the success or failure of the school in carrying out its duties as school leader to educate the nation's life and develop the whole human being. Good or bad a school is more determined by the professional ability of the principal as the manager.

Apart from being a manager, the principal functions as a thinker and developer or brain power whose main task is to think about the progress of the school. The principal is required to be able to act as a professional leader. The characteristics of a professional school principal are mastering their work well beyond the average of other personnel in the school, and having high moral commitment to their work in accordance with their professional code of ethics (Suparno, 2014).

Most of the parents who are part of the school committee, they think that education is entirely the responsibility of the school and the government. Whereas in fact education begins and is based at home in the form of rules, regulations and manners as well as norms and values. After schools experience difficulties in dealing with students' educational problems due to differences in the socio-cultural, ethnic and economic backgrounds of parents, it is realized that there is a need for a relationship with each other to discuss this matter (Syafaruddin, 2016).

At the next level, this relationship is not only caused by the emergence of difficulties as above, but is driven by each

other's curiosity, both about education at school and at home. The curiosity urge increased to the involvement of each one even to the point of wanting to participate. This participation has led to the participation of the school committee which can accommodate the aspirations of both parties (Bakar and Nurjan, 2014).

This level of relationship needs to be developed by schools, so that ultimately the nature of the school's relationship with parents and the community reaches a good level of cooperation in order to create primary school performance which can be used as a reference for students to continue their education to the high school level as a provision for the knowledge gained at elementary school (Wahyudi, 2012).

In Prabumulih Barat Subdistrict, Prabumulih City, there are 2 State Junior High Schools or SMP, namely SMP Negeri 4 Prabumulih and SMP Negeri 9 Prabumulih. In the learning process of the two State Junior High Schools in Prabumulih Barat District, it was solid and scheduled. The learning process is carried out from 07.00 WIB to 14.00 WIB, while extracurricular activities are carried out at 15.00 WIB until 17.15 WIB. The results of the preliminary observations of researchers at SMP Negeri 4 Prabumulih and SMP Negeri 9 Prabumulih Barat Subdistrict in Prabumulih, the school is on the side of the road, the loud noise that can be heard can be said to be a bit disturbing the learning process, but because this is considered normal, gradually the learning process can be said to be mediocre.

According to information obtained from each school principal, that in accordance with the vision, mission and goals of the school, as the leader seeks to improve the quality of education, especially improving teacher professionalism first, sending teachers to attend seminars and education and training, also improving teacher performance in the process learning. In addition, schools also strive to improve student learning outcomes and achievements. Given the varying abilities of students, so that learning outcomes and student achievement are also different. Several non-academic achievements have also been achieved by SMP Negeri 4 Prabumulih and SMP Negeri 9 Prabumulih in Prabumulih Barat District, such as participating in scouting activities, junior high school level poetry reading competitions and other competitions. Facilities and infrastructure are other supporting factors for the success of a school, as conveyed by each principal that the infrastructure is currently considered inadequate for the learning process, learning resources and learning tools are still considered lacking, given the current

developments and progress. requires schools to always innovate and adapt to existing conditions.

Seeing the existing reality, the researcher wishes to conduct further research on how the supervision is carried out by the principal and the participation of the existing school committee so that the quality of education in the school can be improved and better through the research title: "The Effect of Principal Supervision and School Committee Participation on the Quality of Junior High School Education in Prabumulih Barat District". The reason the researcher did this title, because the researcher himself as a teacher hopes that the quality of education in schools can improve, and as long as the researcher teaches no other researchers have conducted research with a similar title.

In addition, the researcher saw some research results that were considered relevant, such as that conducted by Purwandari (2011) through his research entitled: "The Effect of Principal Leadership and the Role of School Committees on the Success of School-Based Management at Public Elementary Schools in Batang Regency" Furthermore, Supriono's research (2014) in the title of his research entitled, "The Effect of Principal Supervision on the Performance of SD Teachers in the Sewon Bantul District of Yogyakarta", as well as several other studies that are considered relevant are references for researchers to further examine the supervision and school participation of schools. the quality of education of State Junior High Schools in Prabumulih Barat District.

II. METHODS

The method in this research is a quantitative method with a survey approach. In line with this research, according to Sugiyono (2015), the survey method is used to obtain data on certain natural places or not artificial, but researchers treat data collection, for example by distributing questionnaires, tests, structured interviews and so on or treatment unlike in the experiment.

The population in this study were the teachers who taught at SMP Negeri 4 Prabumulih and SMP Negeri 9 Prabumulih, Prabumulih Barat District with a total of 122 teachers. Meanwhile, the sample used in this study was purposive sample, because there are only 2 State Junior High Schools in Prabumulih Barat Subdistrict, so this research uses all of them to be used as samples in this study. Data collection techniques in this study were: 1) questionnaire; 2) observation; and 3) documentation. The questionnaire was tested for validity and reliability first before being distributed to research respondents.

The data analysis technique in this study used simple correlation and multiple regression data analysis techniques with the help of the SPSS For Windows Version 21 program. The analysis implementation stage includes: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis testing.

III. RESULTS AND DISCUSSION

1. First Hypothesis (Variable Partial Hypothesis X_1 to Y)

Table 1. Results of the Analysis of the Variable Determination Coefficient of X_1 to Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.341 ^a	.117	.109	.16707

a. Predictors: (Constant), School Principal Supervision

b. Dependent Variable: Quality of Education

Table 2. Results of the Simple Linear Regression Analysis Coefficient

Partially Variable X_1 to Y					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,172	,267		8,142	,000
School Principal Supervision	,300	,076	,341	3,979	,000

a. Dependent Variable: Quality of Education

2. Second Hypothesis (Partial Hypothesis of X₂ to Y Variables)

Table 3. Results of the Analysis of the Variable Determination

Coefficient of X₂ on Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235 ^a	.055	.047	.17278

a. Predictors: (Constant), School Committee Participation

b. Dependent Variable: Quality of Education

Table 4. Results of the Simple Linear Regression Analysis

Coefficient Partially the Variable X₂ to Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,658	,233		11,258	,000
School Committee Participation	,201	,076	,235	2,647	,009

a. Dependent Variable: Quality of Education

3. Third Hypothesis (Simultaneous Hypothesis of X₁ and X₂ to Y Variables)

Table 5. Results of Multiple Linear Regression Coefficient Analysis

The variables X₁ and X₂ simultaneously to Y

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,602	,335		4,778	,000
School Principal Supervision	,295	,074	,335	4,005	,000
School Committee Participation	,193	,072	,226	2,696	,008

a. Dependent Variable: Quality of Education

Table 6. Results of the Analysis of the Variable Determination Coefficient of X1 and X2 Simultaneously against Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409 ^a	.167	.153	.16287

a. Predictors: (Constant), School Principal Supervision, School Committee Participation

b. Dependent Variable: Quality of Education

Table 7. Simultaneous Multiple Linear Regression Analysis Results (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	,635	2	,317	11,962	,000 ^b
	Residual	3,157	119	,027		
	Total	3,791	121			

a. Dependent Variable: Quality of Education

b. Predictors: (Constant), School Committee Participation, School Principal Supervision

Based on the results of the study, it is known that: 1) there is a significant effect of school principal supervision on the quality of education at the State Junior High School in Prabumulih Barat District; 2) there is a significant effect of school committee participation on the quality of education of SMP Negeri in Prabumulih Barat District; 3) there is a significant effect of school principal supervision and school committee participation together on the quality of education of SMP Negeri in Prabumulih Barat District.

The magnitude of the influence of school principal supervision on the quality of education at the State Junior High School in Prabumulih Barat Subdistrict contributed 11.7%, the magnitude of the influence of school committee participation on the quality of education at SMP Negeri in Prabumulih Barat Subdistrict contributed 5.5%, then the magnitude of the effect of supervision The principal and the school committee's participation together on the quality of education of the State Junior High School in Prabumulih Barat Subdistrict contributed 16.7%, while 83.3% was influenced by factors not included in this study.

Based on the results of this study, it is supported and strengthened by relevant research conducted by Istyarini (2008) with the title, "The Influence of Principal Leadership and Organizational Culture on the Excellence of a School in an Elementary School in Blora Regency". The results of the research stated that: (1) The results showed that in general, SD Negeri Blora Regency had a fairly good school advantage. This is indicated by the principal leadership score of 78.00; (2) There is a significant effect of principal

leadership with the superiority of a public elementary school in Blora district with a correlation coefficient of 19%; (3) There is a significant influence of school organizational culture on the excellence of public elementary schools in Blora district with a correlation coefficient of 22.5%; (4) There is a simultaneous (jointly) significant influence of school principal leadership and school organizational culture on the excellence of public elementary schools in Blora Regency with a correlation coefficient of 29.70%.

Further research conducted by Purwandari (2011) with the title, "The Influence of Principal Leadership and the Role of School Committees on the Success of School-Based Management at Public Elementary Schools in Batang Regency". The results of his research state that there is a positive and quite significant effect of school principal leadership and the role of the school committee on the success of school-based management at public elementary schools in Batang Regency.

Next, research by Renata et al (2018) found that 1) there was significant influence of headmaster's supervision on effective teachers with $t_{obtained}$ 2,452 and t_{table} was 1,980; 2) there was significant influence of achievement motivation on effective teachers with $t_{obtained}$ 5,627 and t_{table} was 1,980; and 3) there was significant influence of headmaster's supervision and achievement motivation on effective teachers with $f_{obtained}$ 23.618 and f_{table} was 3,267. This research contributed to the headmaster should upgrade the supervision of teachers and achievement motivation where they would actualize the effective teachers.

Based on the relevant research stated above, it also contributed to this research, where the results obtained had a significant effect on the supervision of the principal and school participation on the quality of education at SMP Negeri in Prabumulih Barat District, both partially and simultaneously. However, the differences between the studies relevant to this study are: 1) Istyarini (2008), "The Influence of Principal Leadership and Organizational Culture on School Excellence in Primary Schools in Blora Regency"; 2) Purwandari (2011) examined, "The Influence of Principal Leadership and the Role of School Committees on the Success of School-Based Management in Public Elementary Schools in Batang Regency"; 3) Renata et al (2018) examined "The Effect of Principal Supervision and Achievement Motivation on Effective Teachers". Meanwhile, this study examines the effect of the supervision of the principal and school committee on the quality of education of the State Junior High Schools in Prabumulih Barat District.

Based on theoretical descriptions also support this study, as stated by Burhanudin (2015), that supervision is assistance in developing teaching and learning situations in a better direction, by providing guidance and direction to teachers and other employees to improve the quality of their work in the teaching sector with various aspects. Furthermore, Sahertian (2016) suggests that the functions and roles of supervision carried out by the principal are: 1) coordinating all school businesses; 2) leadership of the principal itself; 3) expanding teacher experience; 4) stimulate creative school efforts; 5) providing facilities and continuous assessment; 6) analyze teaching-learning situation; 7) equip each member or staff with new knowledge and skills; 8) integrate and align educational goals and shape the abilities of school members.

Improving the quality of education is an integral part of the human resource development process. These efforts must be carried out in a planned, directed and intensive manner, so as to prepare the nation to enter the era of globalization which is full of competition.

The quality of education is directed by the Law on the National Education System Number 20 of 2003, namely the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. a democratic and responsible country. Quality education is believed to be the right way to improve the quality of human resources. However, education in Indonesia has not been able to lead to quality improvement, on the contrary, it is still struggling with quantity alone (Mulyasa, 2013).

The principal of the school leads the institution with a very large role for improving school progress. This is because the principal's job is to supervise the activities that have been programmed so that they are focused, focused and successful (Mulyasa, 2017).

The principal also plays an important role in improving teacher performance to be more enthusiastic and professional in teaching. For the very basic reason that teachers have a very important role in determining the quality of teaching carried out, therefore it is necessary to think and plan carefully in increasing student learning opportunities by improving the quality of teachers.

One of the efforts to improve the quality of education in schools is through the supervision of the principal in collaboration with the participation of the school committee as an effective alternative to improve the quality of education as well as the quality of human resources.

School performance will run well in accordance with what is expected to produce superior human beings who are very useful for developing this country. It is undeniable that every parent wants their child to be a superior human being. This can be seen from the public interest in registering their children to top schools. Every new school year, the top schools are flooded with prospective students, because of the belief that they can give birth to superior humans (Daryanto, 2017).

Mulyasa (2013) states that supervision is a process specifically designed to assist teachers and supervisors in learning various kinds of daily tasks at school, in order to use their knowledge and abilities to provide better service to parents of students and schools as effective learning societies.

IV. CONCLUSION

Based on the results of the study, it can be concluded that: 1) there is a significant effect of principal supervision on the quality of education of the State Junior High Schools in Prabumulih Barat District, the contribution of the influence is 11.7%; 2) there is a significant effect of school committee participation on the quality of education of the State Junior High Schools in Prabumulih Barat District, the contribution of the influence is 5.5%; 3) there is a significant effect of the supervision of the principal and the participation of the school committee together on the quality of education of the State Junior High School in Prabumulih Barat District, the contribution of the influence that is contributed is 11.7%, 16.7%, while 83.3% is influenced by factors not included in this study.

V. IMPLICATION

The quality of education is one of the benchmarks that determine the dignity or progress of a nation. By looking at the quality of education of a nation / country, one will be able to estimate the country's ranking among countries in the world. These various efforts are made because of the awareness of the importance of education, and the belief that a nation that neglects education will become an underdeveloped nation, which will be unable to compete with other nations.

Improving the quality of education is an integral part of the human resource development process. These efforts must be carried out in a planned, directed and intensive manner, so as to prepare the nation to enter the era of globalization which is full of competition. School is a formal educational institution that organizes teaching and learning process activities as an effort to achieve educational goals. The level of quality of education is much influenced by the quality of the learning process carried out by the teacher, because the teacher directly provides guidance and assistance to students in an effort to achieve educational goals.

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