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STUDY OF GUIDANCE AND COUNSELING TEACHER PERFORMANCE ANALYSIS IN OVERCOMING SOCIAL INTERACTION PROBLEMS AT MA DARUL HUDABANYUWANGI REGENCY CITY EAST JAVA INDONESIA

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STUDY OF GUIDANCE AND COUNSELING TEACHER PERFORMANCE ANALYSIS IN OVERCOMING SOCIAL INTERACTION PROBLEMS AT MA DARUL HUDABANYUWANGI REGENCY CITY EAST JAVA INDONESIA

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ABSTRACT

Guidance and counseling is a profession, the supervisor as the main implementer of guidance and counseling service activities is required to work professionally with the main task of the profession, namely implementing counseling services that support the implementation of counseling functions and management activities for students in schools. The form of research used in this research is descriptive qualitative research. Descriptive research is research made to collect information about the current state, the aim of which is to describe the nature of a situation that was currently running at the time the research was carried out and to examine the causes of a certain symptom which resulted in the counseling teacher at Ma Darul Huda being unable to carry out the technique. Go to guidance and counseling (BK) because the teacher is not a graduate of guidance and counseling. Schools still have not accepted new teachers even though the role of Guidance and Counseling teachers already exists but they cannot be maximized and are not appropriate in providing guidance and counseling services. All the techniques given to students who experience problems with social interaction are not correct so that the results cannot be predicted

Keywords : Teacher performance, guidance and counseling, social interactions

INTRODUCTION

Background the problem

³⁵ Guidance and counseling (BK) consists of the words **guidance and counseling**. Guidance is a translation of the word guidance in English, which means help given to guide an individual or group to achieve a more prosperous life. Guidance as an educational effort means an effort to help students so

that they can achieve an optimum and independent level of self-development (Bhakti, 2015). The word comes from the word counseling, counseling which means assistance given to individuals to solve the problems of life in a way that

in accordance with the circumstances he faced. Thus, Guidance and Counseling is a systematic, objective, logical, and sustainable effort to help students (counselees) so that they develop fully and optimally (Sari, 2016).

The rationale for providing guidance and counseling in schools does not solely lie in the presence or absence of a legal basis (legislation) or provisions from above, but more importantly concerns efforts to facilitate students, hereinafter referred to as counselees, in order to be able to develop their self-defense. or achieve developmental tasks (involving physical, emotional, intellectual, social and spiritual aspects). (Kamaludin, 2019).

Social interaction is the most unique problem that arises in humans. Interactions are caused by various things which are the basis of broader social events. The events in society are basically based on the interaction of individuals with individuals. It can be said that each person in society is the source and center of the psychological effects that take place on the lives of others (Ahmadi, 2007).

Interaction in the school environment is a reciprocal relationship that occurs within the school environment. Interaction in the school environment involves the relationship between students and students, students and teachers and students with school administrative staff. This indicates that children are expected to be able to build good relationships with their peers, teachers, and school administration staff. The ability of students to build social relationships will cause students to feel comfortable in the school environment so that it will be easy to get various information needed.

MA Darul Huda is one of the madrasa schools in Banyuwangi which has multiple students. The various backgrounds and characteristics of the students at the school have an impact on several problems experienced. One of the problems that concern the teachers is the low level of social interaction among the students. Based on the results of interviews conducted by researchers with BK teachers

at MA Darul Huda, many students experienced problems related to social interaction skills. This fact is based on the reports of several teachers who taught in that class. The form of counseling services provided to students is not optimal. This is because the BK teachers at MA Darul Huda are student teachers who are seconded to become BK teachers. The lack of competence related to counseling guidance becomes an obstacle when providing counseling services to students in solving low social interaction problems.

The symptoms of low social interaction skills at MA Darul Huda are indicated by the presence of indicators, among others; The attitude of students who seem passive during class hours, many students are afraid to communicate with teachers during the teaching and learning activities, in group activities the students have not been able to show dynamics in the group, students at MA Darul Huda are not able to mingle with other class students during school recess. From some of the visible symptoms it can hinder the student's social process and the process of adjusting to their environment.

One of the efforts that can be made to overcome the problems experienced by students at MA Darul Huda related to social interaction problems is to analyze the counseling guidance services provided to students. Guidance and counseling services are services provided by counselors in the form of assistance or assistance as well as direction to individuals or groups of individuals in avoiding or overcoming difficulties in their lives (Munawar, 2016).

Performance of Guidance and Counseling Teachers

Definition of Performance

According to Mangkunegara (2011), performance (work performance) is the result of work in quality and quantity achieved by an employee in carrying out his duties according to the responsibilities given to him. Wirawan (2009) suggests that performance is the output produced by functions or indicators of a job or a profession within specific times. The level of performance of workers is closely related to the reward system implemented by the institution / organization where they work. Giving an inappropriate award can have an effect on improving one's performance.

Furthermore, Suharsaputra (2012) argues that performance means that there is an action or activity displayed by a person in carrying out certain activities. A person's performance will be seen in daily work situations and conditions. Activities carried out by a person in carrying out his job describe how he tries to achieve the goals that he has set.

According to Nawawi (2006), performance is a combination of three factors consisting of:

1. Knowledge, especially those related to work which is the responsibility of the work. This factor includes the type and level of education and training that has been attended in the field.
2. Experience, which does not just mean the amount of time or length of work, but also with regard to the substance being done which, if carried out for a long time, will increase the ability to do something in a certain field.
3. Personality, in the form of conditions within a person in dealing with his / her field of work, such as interests, talents, ability to cooperate / openness, persistence, honesty, work motivation, and attitudes towards work.

Then performance is the result or level of success of a person as a whole during a certain period in doing the task compared to various possibilities, such as standard work results, targets or targets or predetermined criteria that have been mutually agreed upon.

Definition of Guidance and Counseling Teacher Performance (BK)

The performance of guidance and counseling teachers is the implementation of their duties as a supervisor. These tasks have been regulated by the government in this case the Ministry of National Education in the form of Government Regulations, Ministerial Decrees and Technical Guidelines for its implementation, as well as Professional Counseling Standards. In the Joint Decree of the Ministry of Education and Culture and the Head of BAKN No. 0433 / P / 1993 and No. 25 of 1993 concerning Instructions for Implementing Teacher Functional Positions and Credit Score Article 1, paragraphs 11 to 14 (in Lubis, 2011) states that: Supervising teachers are teachers who have full duties, responsibilities, authority, and rights in guidance and counseling the number of students, compiling guidance and counseling programs, implementing guidance and counseling, evaluating the implementation of guidance and counseling, analyzing results of the evaluation of the implementation of guidance and counseling, and follow-up on the implementation of guidance and counseling.

In line with the change in the curriculum in the Ministry of National Education (2004), it is explained that the duties of BK teachers are: 1) socializing guidance and counseling services, 2) planning programs, 3) implementing all guidance and counseling service unit programs, 4) implementing all guidance support activity unit programs and counseling, 5) assessing the process and results of the implementation of the units and activities to support guidance and counseling, 6)

analyzing the results of the assessment of ¹³ services and supporting activities for guidance and counseling, 7) carrying out follow-up actions based on the results of the assessment of services and supporting activities for guidance and counseling, 8) administering activities of the service unit and activities to support guidance and counseling that it carries out, 9) to be accountable for its duties and activities in the guidance and counseling services as a whole to the guidance and counseling coordinator and the principal, 10) to prepare, receive and actively participate in Kepeng activities supervision by school supervisors in the field of guidance and counseling, and 11) Actively participating in MGMP activities.

Guidance and counseling is a profession, the guiding teacher as the main implementer of guidance and counseling service activities is required to work professionally with the main task of the profession, namely carrying out services counseling that support the implementation of counseling functions and management activities. Broadly speaking, these tasks can be grouped into five categories of service activities, namely: 1) counseling service activities that support the understanding function, 2) support the prevention function, 3) support the alleviation function, 4) support the maintenance and alleviation functions, and 5) activities counseling services that support the advocacy function. Meanwhile, management activities include: 1) service program planning, 2) program implementation, 3) evaluation of service outcomes and processes, 4) follow-up activities, and 5) reporting. (Depdiknas, 2004).

According to Lubis (2011) the types of guidance and counseling services consist of:

- 21 Orientation Services
2. Information
3. Placement and Distribution
4. Learning
5. Individual Counseling
6. Group Guidance
7. Group Counseling
8. Consulting Services
9. Mediation Services

Taking into account the description above that ²⁰ what is meant by the performance of counseling teachers can be seen when they carry out the types of guidance and counseling services provided to their students as stated above.

⁴³ Performance Assessment of Guidance and Counseling Teachers (BK)

According to Muis, et al. (2017), "the BK teacher performance appraisal system is an assessment system designed to identify the ability of teachers to carry out their duties through measuring the mastery of competencies shown in their performance". In general, the BK teacher performance appraisal has 2 main functions as follows:

- 1) To assess the teacher's ability to apply all the competencies and skills needed in the learning process, mentoring, or the implementation of additional tasks relevant to the school / madrasah function.
- 3) To calculate the credit score obtained by the teacher for learning performance, guidance, or the implementation of additional tasks that are relevant to the school / madrasah function that was carried out in that year, teacher performance appraisal was carried out on teacher competence in accordance with the learning task, then
- 3) the main principle in implementing performance appraisal BK teachers as follows:

- 4) Based on the provisions: teacher performance appraisal must be carried out in accordance with procedures and refers to applicable regulations.
- 5) Based on performance: Aspects considered in the assessment of teacher performance is the performance that can be observed and monitored, the teachers in his duties a day-day, that is in implementing the learning activities, mentoring, or additional tasks that are relevant to the functioning of the school / madrasah.
- 6) Based on the teacher performance appraisal document: The assessor, the teacher being assessed, and the elements involved in the teacher performance appraisal process must understand all the documents related to the teacher performance appraisal system. Teachers and assessors must understand the competency statement and performance indicators in their entirety, so that they both know about the aspects being assessed and the basis and criteria used in the assessment.
- 7) Implemented consistently: teacher performance appraisals are carried out regularly every year starting with formative assessments at the beginning of the year and summative assessments at the end of the year by paying attention to the following:
 - ✓ Objective: Teacher performance assessments are carried out objectively in accordance with the real conditions of teachers in carrying out daily tasks-day.
 - ✓ Fair: Teacher performance assessors impose standard terms, conditions and procedures on all teachers being assessed.
 - ✓ Accountable: The results of teacher performance appraisals can be justified.
 - ✓ Useful: Teacher performance appraisal is useful for teachers in order to improve the quality of their performance on an ongoing basis and at the same time develop their professional career.
 - ✓ Transparent: The teacher performance appraisal process allows assessors, assessed teachers, and other interested parties to gain access to information on the implementation of the assessment.
 - ✓ Practical: Teacher performance appraisal can be carried out easily without neglecting other principles.
 - ✓ Goal-oriented: The assessment is carried out with the orientation of the stated goals.
 - ✓ Process-oriented: Teacher performance appraisal is not only focused on results, but also needs to pay attention to the process, namely how teachers can achieve these results.
 - ✓ Continuous: Teacher performance appraisals are carried out periodically, regularly and continuously as long as someone is a teacher.
 - ✓ Confidential: The results of teacher performance appraisals can only be known by interested parties.

Teachers as professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Apart from these main tasks, it is also possible for teachers to have other tasks that are relevant to the functions of the school / madrasah. Therefore, in teacher performance appraisal, several sub-elements that need to be assessed are as follows.

7 Social Interaction

Walgito (2007) suggests that social interaction is a relationship between one individual and another, one individual can influence another individual or vice versa, so that there is a reciprocal relationship. This relationship can occur between individuals and individuals, individuals with groups

or groups with groups. As for Permana (2015), social interaction is a dynamic relationship that brings people together, groups with groups, and people with human groups. The form is not only cooperative, but also in the form of action, competition, dispute and the like.

METHODOLOGY

The research was conducted at MA Darul Huda Banyuwangi. The reason for choosing the school is because the guidance and counseling teacher is a student teacher who is assisted as a counseling teacher so that researchers want to know the quality of the implementation of guidance and counseling services provided to students, especially related to social interaction problems experienced by students. This study, researchers summarize, record, and describe all research results in the form of qualitative data then systematically compiled as material for reporting the results of Mursidi's (2018) research.

RESEARCH RESULTS AND DISCUSSION

Teacher Performance Guidance and counseling MA Darul Huda

Guidance and counseling services can make a significant contribution to teaching. For example, the teaching and learning process will run smoothly and effectively if students are free from problems that interfere with the learning process. Guidance and counseling services reach all students and involve cooperation between staff and professionals in educational units regarding its implementation. The implementation of guidance and counseling in schools / madrasahs, does not merely lie in the presence or absence of a legal basis (legislation) or provisions from above, but more importantly involves efforts to facilitate students, hereinafter referred to as a counselee, in order to be able to develop their potential. himself or achieve his developmental tasks (concerning the physical, emotional, intellectual, social, and moral-spiritual aspects).

As stated by the teacher MA Darul Huda who is concurrently the deputy principal of the school stated that:

Counseling services are inseparable from the role of the school in its implementation, coordinated by representatives of the principal schools in the student hope of being able to reach out and touch all students.

(interview with Mustain, Thursday, July 16, 2020)

Counsel as an individual who is in the process of developing or becoming (on becoming), which is developing towards maturity or independence. To reach this maturity, counsees need guidance because they still lack understanding or insight about themselves and their environment, as well as experience in determining the direction of their lives. In addition there is a necessity that the counselee's development process does not always take place smoothly, or is free of problems. In other words, the development process does not always run in a linear, straight line, or in the direction of the potential, expectations and values adopted. The development of the counselee cannot be separated from environmental influences, both physical, psychological and social. The inherent nature of the environment is change. Changes that occur in the environment can affect the lifestyle of the community.

The convention is in line with Mustai's statement by the BK teacher at MA Darul Huda who stated that:

the role of BK is very important in the development of students at MA Darul Huda because if it is wrong in handling it will push students into the wrong path, this is a challenge for schools especially at MA Darul Huda. who do not have BK teachers.

(Interview on Thursday, July 16, 2020)

From the statement above, it shows that if the Bk teacher is not correct in conducting the counselee, the changes that occur are difficult to predict, or beyond the reach of the ability, it will give rise to gaps in the development of counselee behavior, such as developmental stagnation, personal problems or behavioral deviations. Environmental changes that are thought to affect lifestyles and development gaps, including: rapid population growth, growth of cities, disparities in the socio-economic level of society, information technology revolution, shift in function or family structure, and changes in the structure of society from agrarian to industrial . An unhealthy climate of the environment, such as: rampant viewing of pornography on television and VCDs; abuse of contraceptives, alcohol and illegal drugs / drugs that are not controlled; disharmony in family life; and adult moral decadence greatly affects the counselee's behavior pattern or lifestyle (especially in adolescence) which tends to deviate from moral principles (noble morals), such as: violation of school / madrasah rules, brawls, drinking alcohol, becoming addicts. Drugs or Drugs (Narcotics, Psychotropics, and other Addictive Substances, such as: marijuana, narcotics, ectasi, putau, and shabu-shabu), crime, and promiscuity (free sex).

The appearance of adolescent behavior who violates various rules is highly undesirable, because it is not in accordance with the aspiring Indonesian human personality, as stated in the objectives of National Education (Law No. 20 of 2003), namely: (1) having faith and devotion to God Who is The One and Only, (2) have noble character, (3) have knowledge and skills, (4) have physical and spiritual health, (5) have a solid and independent personality, and (6) have a sense of social and national responsibility. This goal has imperative implications (which require) for all levels of education units to continuously strengthen their educational process in a quality way towards achieving these educational goals (Depdiknas. 2004).

The essence of Teacher

Performance Performance is performance or performance. Performance can also be defined as work performance or work implementation or performance results. Performance is a form of individual or organizational behavior with achievement orientation.

With regard to teacher performance standards, Piet A. Sah Understanding (2008) states that teacher performance standards are related to the quality of teachers in carrying out their duties such as: (1) working with students individually, (2) preparing and planning lessons, (3) using instructional media , (4) involving students in various learning experiences, and (5) active leadership from the teacher.

Teacher performance has certain specifications. Teacher performance can be seen and measured based on the competency specifications / criteria that each teacher must have. In connection with the performance of teachers, a form of behavior in question is the activities of teachers in the learning process that how teachers plan learning, implementing the learning activities, and assess learning outcomes. The implementation of the main duties of teacher cannot be separated from the ability of a teacher in mastering knowledge, application of knowledge and skills, as the required competencies as mandated by the Regulation of the Minister of National Education Number 33 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Assessment of the

performance of guidance and counseling teachers (counselors) in Article 22 paragraph (5) of the Joint Regulation of the Minister of National Education and the Head of the State Civil Service Agency Number 03 / V / PB / 2010 and Number 14 of 2010 concerning the guidelines for the Implementation of Teacher Functional Positions and Credit Score states that the guidance and counseling teacher (counselor) performance assessment is calculated proportionally based on the mandatory workload of at least 150 (one hundred and fifty) students and a maximum of 250 (two hundred and fifty) students per year.

The success of an organization in achieving goals depends on how the personnel carry out their work in accordance with their respective duties and responsibilities. In school organizations, the success or failure of educational goals is largely determined by teacher performance, because the main task of the teacher is to manage learning and teaching. From the results of the interview with the principal of the MA Darul Huda who emphasized the competence of BK teachers:

How can competence be achieved because until today the MA has not had the right to make the teachers who are really BK teachers so that in carrying out services as much as possible ... right or not buying it is not know. (Interview with Umi SupRYin, Friday, July 18, 2020)

From the above statement that teacher performance is a professional job that requires skills from the right knowledge in accordance with the scientific field being taught cannot be expressed in MA Darul Huda which is caused by teachers who handle It is not BK teachers who are graduates.

When viewed more deeply, the counseling relationship is the most intimate encounter between two people, namely the client and the counselor. If this intimacy is indeed built, the two people will open up to each other, open to each other so that each other's humanity will be built. The atmosphere of a meeting like this is a relationship between two human beings with their good possibilities and their possible shortcomings. This was also done by the counseling teacher at MA Darul Huda who stated that:

To solve student problems, we always involve the guardians or parents of students, we do this by visiting the parents' house whose function is besides building communication between the school and the parents of students. as a way to solve student problems hoped (Mustain interview, Thursday July 16 2020)

Considering the above, it is that counseling efforts cannot be carried out by just anyone, but by trained personnel. To be a good counselor requires expertise in counseling. This expertise includes knowledge, skills, attitudes and views which should be accompanied by personal maturity and a strong willingness to undertake counseling efforts.

Thus, the meaning of counseling is the contact between people (namely counselor and counselee) to deal with problems in a harmonious and integrated expertise atmosphere, based on prevailing norms, for purposes that are useful to clients. Therefore, counseling is a special form of guidance effort, which is a service provided by the counselor to an individual or group.

Social interaction of MA Darul Huda students

There is a need for this assistance which is the beginning of the formation of social interactions with other people. Gerungan (2006) states that social interaction is a relationship between individuals or more, where one individual affects, changes or improves another individual or vice versa. Almost the same as the opinion above, according to Walgito (2007) social interaction is the relationship between one individual to another, where one individual can influence the individual according to Ali and Asrori (2004), namely events that influence each other when two or more people

present together, they ⁴⁴ate an outcome with each other, or communicate with each other. While Suranto (2015) ³⁵states that social interaction is a dynamic process of relationships and interplay between humans. Based on the description above, it can be concluded that social interaction is a variety of things related to social, where it is closely related to relationships between individuals, relationships between one group and another.

Forms of Guidance and Counseling Teacher Services in overcoming social interaction problems in students at MA Darul Huda

BK teachers or school counselors are professional officers who are prepared by colleges, universities and institutions that have ³⁶the authority to prepare counselors, they are educated to understand and thoroughly mastering guidance and counseling services so that they can apply the use of services at school properly and correctly theoretically and experience, with the aim of students getting guidance and counseling services that can develop their potential and train them to become independent individuals, who are able to optimize all his ability to survive in the future.

Academically, school counselors are graduates who have a diploma from a college or university from a department or program of guidance and counseling or similar psychology. At school these counselors become counselor officers who have full authority and responsibility for full-time guidance counselor services, full-time counselors who are devoted to their profession as a counselor as a major role in the service process for students at school. (Irmansyah, 2020).

Abu Bakar M. Luddin (2009) provides an opinion that what is meant by a counseling teacher or school counselor is a person who has competence and ability in the field of counseling and is appointed by an authorized institution or agency according to his / her abilities, this is because the counselor is the main key in the implementation of providing services to clients.

Duties of BK Teachers in schools

A counselor handles 150 to 250 children per year, this is ¹⁵in accordance with the regulations of the Minister of National Education, the Minister of Manpower and Transmigration and the Head of the State Civil Service Agency, apart from that the counselor must also evaluate his work including planning, implementation, evaluation, program daily, monthly, yearly and so on, as a counselor should understand all of these things.

The government regulation above is also in accordance ¹⁷with what was formulated by the Ministry of National Education and the Director General for Improving the Quality of Education and Educators in 2009, in the regulations formulated covering the performance of a counselor, namely a counselor only handles 150 to 250 students, not more than one year. in more detail the Minister of Education stated that a counselor should work twenty-four hours each week to provide assistance to students.

Prayitno also underlined that if counselors in schools want to be successful, all parties or staff as well as teachers must support each other in the implementation of the counseling process, especially school principals who have a big share in schools who have the responsibility to develop counseling services. The following is the formula compiled by Prayitno (2012) regarding the overall responsibility of the school:

a. All school staff and staff coordinate ³⁴in the preparation of short-term and long-term programs (daily, monthly, yearly). b. Providing adequate facilities, starting from a comfortable, clean and tidy room and complete equipment for the achievement of counseling goals that can alleviate

student (client) problems. c. To exchange ideas in planning and developing the performance of counselors to improve the performance of BK teachers, supervising every activity carried out by the counselor so that later they can be evaluated and can be improved for further counseling services

Based on the exposure of government regulations and Prayitno (2012) above the duties of the BK teacher arrange various programs run short and long jangka, support and direct the potential of students, counselors also should be responsible for 150 learners and should do the job 24 hours a week. And the most important thing is the role and responsibility of the principal in the development of counseling services in schools, because the principal is the full holder of the rules and authority in the school.

Purpose of Guidance and Counseling The

purpose of counseling in school in general is to help students deal with problems faced by utilizing all the potential of students for their personal development, problems, learning and careers, and students can recognize and understand what their strengths are. and flaws himself. So that students can determine what is good and bad they should do for their future. This is in accordance with what Tohirin said about the objectives of counseling at school, according to him there are at least seven main objectives of counseling carried out in schools:

- a. Students understand more about themselves
- b. Helping students develop optimally according to their abilities.
- c. Can independently solve the problem
- d. Able to accept the conditions experienced by students e. Students can adapt to the environment and themselves effectively so that their happiness in life is achieved.
- e. Achieve maximum self-development in accordance with the potential of students and.
- f. Students can avoid all symptoms that can damage or worry about their life in the future (2011).

From what is described above regarding the goals to be achieved in counseling services in schools, it can be concluded that counseling completely helps students to develop themselves from students. personal, social, learning and environmental aspects.

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Guidance and counseling programs

The implementation of guidance and counseling is based on a pre-arranged program, Winkel states in his book that a counseling program is a process of providing assistance to clients that have been planned, arranged in a programmatic manner and are organized for all aspects needed within a certain period of time. , for example, in schools it is implemented two semesters (Winkel, 1991). Another opinion

argues that a counseling program is a program specially designed to help clients find their identity and help solve problems faced by clients (students) (Soetjipto, 2007). The two opinions provide the same explanation, namely stating that the guidance and counseling program is a program specially designed for handling student problems which is carried out based on services in the counseling discipline.

Thus the preparation and implementation of the program is said to be successful and meets the needs of students, whether or not a program is running can be seen from the results of periodic evaluation and development of students, students develop or become more independent after guidance and counseling are carried out. Students become better able to solve their own problems, both personal

and social problems.

CONCLUSION

Counseling as an effort made by the government to achieve educational goals to advance independent students is in line with what is the duty as a counseling teacher, in the midst of juvenile delinquency in this modern era, the presence of BK teachers at school is felt to be responsible for alleviating the problem - a very complex client problem. The assigned BK teachers are also expected to be graduates of S1 from the scientific discipline of Counseling Guidance to avoid the occurrence of misconceptions that have occurred in schools due to the BK teachers who are less capable in processing the BK program. Schools are also a forum for BK teachers to run various work programs providing time, space and assistance from various school parties in carrying out the work programs designed, BK teacher work programs are applications that can alleviate complex problems that students experience today. With the running of the program compiled by the BK teacher, the achievement of an independent remnant that is able to alleviate the problem of tough students will be realized.

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