

The Role of Tutoring: Is It Enough for Children Only Learning Through School During the COVID-19 Pandemic?

Z. Fatimah¹, D.R. Rizaldi^{2*}

¹Senior High School Nahdlatul Wathan Mataram, West Nusa Tenggara, Indonesia

²Madrasah Aliyah Plus Nurul Islam, West Nusa Tenggara, Indonesia

*Corresponding Author: dedi0313@gmail.com, Tel.: +6282339483147

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Abstract— Learning is a form of activity to acquire knowledge and can be carried out not only formally but also informally in accordance with the National Education System Law Number 20 of 2003. Non-formal education such as tutoring can be applied with the aim of assisting students in supporting or complementing the material provided. obtained through formal education. This study aims to make a decision on the role of tutoring institutions (non-formal) for students while implementing learning in the COVID-19 pandemic and post-pandemic conditions. The research method used is qualitative research that is observational and supported through a literature review process. From the results of the survey conducted, it is found that tutoring has an important role in the follow-up learning process to meet the needs of students in achieving maximum learning outcomes. The importance of tutoring has a positive impact on students, namely, it can make it easier to understand material and can even find new things or new learning experiences that have not been found during learning at school.

Keywords—Tutoring, Non-formal Institutions, Learning Outcomes, COVID-19 Pandemic

I. INTRODUCTION

Learning is an activity to acquire knowledge. Learning will make students experience changes in themselves [1], [2]. Learning is something that is done continuously without a time limit and is not only done formally. This is because there are still many students who have difficulty receiving subject matter at school [3]. One of the factors that cause inhibition or obstacles to the development of thinking and receiving student learning materials at school is the relatively large number of students in a class accompanied by only one teacher in each subject. In addition, the emergence of the COVID-19 pandemic in various countries including Indonesia caused the learning process to experience relatively significant changes [4]. This condition means that children are unable to optimally perform the face-to-face learning process at school. This is certainly a new problem for parents to be able to ensure that their children understand the learning materials at school.

The government provides a solution for parents and students who still find it difficult to understand the learning process in schools, namely by conducting tutoring outside school hours. This alternative is to overcome learning disabilities and assist students in achieving maximum achievement, namely by providing non-formal education According to the National Education System Law Number 20 of 2003 [5], [6]. Nonformal education is a non-formal education path that can be structured and structured and does not comply with fixed and strict regulations. Non-

formal education is meant to assist college students whose characteristic is as an addition or supplement to formal education [7].

The number of non-formal education such as Tutoring or better known to the public as “BIMBEL” is very helpful for students in exploring school subject matter [8]. Tutoring is usually intended for those who need additional lessons other than at school [9]. The material presented is not much different from that obtained at school. The difference between tutoring and school is at the time of deepening the material, where the material obtained by children at school will be dug deeper so that students will easily understand and master the material learned at school. In addition to deepening the material, students will be taught various strategies to work on and solve problems in certain subjects easily and interestingly. Tutoring can be helpful and suitable for students who need extra time outside of school lessons.

Tutoring that is most in demand by the public is known as tutoring. This activity is a learning activity carried out outside of school and outside teaching and learning activities, but still refers to the curriculum provided by the school. Private tutoring activities with flexible study hours [10], [11]. This is certainly an alternative to overcome the problem by referring to the limitations of implementation and learning time provided in schools through the face-to-face process. Additional learning is important for students because students find more information and explore learning experiences to understand a subject matter. In

addition, it can train and familiarize students to become more responsible individuals and can improve understanding so that learning outcomes will increase.

Based on this description, research was carried out in the form of observations, interviews, and supported by a literature review that aims to identify and review the role of tutoring outside of school to overcome student learning problems during the COVID-19 pandemic and post-pandemic period.

II. RELATED WORK

Currently, tutoring or private tutoring institutions are growing rapidly. This is because there are many students who need more lessons or guidance outside of school hours. This opinion is in accordance with the research that has been done that many students want to register for private lessons to assist students in solving problems in learning. These problems can be solved by providing tutors who are able to guide students in the learning process outside of school hours. So that student learning outcomes will increase [12], [13], [14].

The flexibility of the tutor in providing guidance is also very necessary so that students in need get what they want. This is in accordance with the research that has been done that provides special training to tutors accompanying students in order to be able to maximize the guidance process and can create a pleasant learning atmosphere [15].

From several studies that have been carried out, it can be concluded that tutoring can help students who have learning problems, either in terms of missing material, or do not understand the explanations of educators in the classroom. So we need a tutor who is able to assist students in overcoming learning problems and can provide a sense of comfort and fun in every tutoring process.

III. METHODOLOGY

The method used in writing this article is a qualitative research method. Qualitative research is research that is descriptive and tends to use analysis [16]. Qualitative research methods are naturalistic research methods because the research is carried out in natural conditions (Natural Setting). The data in this study consisted of primary and secondary data. Primary data was obtained through the process of observation and interviews with parents and students, while secondary data was obtained through a literature review related to the research topic. The research data that has been obtained are then analyzed descriptively. All research data obtained were presented in the form of descriptive sentences. The purpose of the research is described in as much detail as possible in order to increase the reader's understanding, especially regarding the condition of students in participating in learning at school during the pandemic and post-COVID-19 pandemic.

This research was conducted at a "FARI Tutoring Institute" located on Airlangga Street, Srigati Punia Housing. The research subjects were all children who took tutoring at the "FARI Tutoring Institute" with a total of 27 people consisting of 14 females and 13 males. The research subjects consisted of elementary and middle school levels in Mataram City.

IV. RESULTS AND DISCUSSION

1. Obstacles to Children's Learning in School

Learning is a process of change in human character, and these changes can be seen in the form of increased quality and quantity of behavior, such as increasing skills, knowledge, habits, understanding, and attitude [17], [18]. If someone has not experienced qualitative and quantitative improvements in performance, talk about the inexperienced learning process, and the failure of the learning process.

During the COVID-19 pandemic, which has been running for three semesters, students feel a very significant impact. This is one of the obstacles in the student learning process that has little impact on the learning process [19], [20]. The learning process that should be carried out in the classroom due to COVID-19 makes students required to carry out the online learning process [21], [22]. Learning online, especially for children aged 6-13 years, is a very difficult thing [23]. It is difficult in the sense that they are required to understand the lessons they do not understand, even though the teacher provides an alternative in the form of videos, but this does not have a very good impact on children.

When children are given lessons online, there are positive and negative impacts felt by children, parents, and even teachers. The positive impact is that it makes children more freedom to explore and find the material being studied, and the negative impact is that children will get used to using gadgets even outside of online class hours with the excuse of doing assignments. This is very disturbing for children's learning and concentration and is a very worrying obstacle, especially for those whose parents are active outside the home. The reason why children use school names makes parents sometimes can't stop their children from holding gadgets.

After going through the learning crisis during the COVID-19 period and getting used to using gadgets equipped with the internet and other online media, students are faced again with a transition to the new normal, namely limited face-to-face learning [24]. This allows students to have a transitional phase from fully online learning to a limited offline learning process. This second obstacle certainly makes students need to carry out the adaptation process again.

Not only during the COVID-19 pandemic, when the learning process was normal before the pandemic, but there were also still many students who had difficulties in

learning. This is because the demands of teachers and parents are excessive on children, namely assuming all children have the same ability to understand a subject matter [25]. In addition, it is unavoidable that when the learning process occurs in schools, there are still many teachers who in nature provide a lot of learning material to students so that they indirectly force children to do the rote method. This is certainly not very effective in the child's learning process, due to the different abilities between children.

From the description above, of course, we can conclude that children really find it difficult to learn, so effective learning is needed outside school hours. Effective learning helps students improve their expected skills according to the teaching goals they need to achieve. To improve good learning achievement, it is necessary to pay attention to:

- a. *Internal conditions*, conditions, conditions, or circumstances present to the student, B. Health, skills, and abilities to receive guidance on their own or under supervision.
- b. *External conditions*, are conditions that exist outside of humans. For example, clean learning spaces, suitable learning facilities, and infrastructure such as tutors that can assist you during the learning process.

Learning success is proof of the success someone has achieved. Therefore, learning performance is the greatest result someone will achieve after completing a learning effort. Learning outcomes in education are the result of student measurements, including cognitive, emotional, and psychomotor factors. The measurement is carried out after following the learning process which is measured using a test instrument or relevant instrument.

In helping students to improve learning achievement and solve learning problems that are being faced, more intense tutoring is needed to help understand lessons that are difficult to understand when at school or independent study at home because basically, the tutoring process plays an important role in developing a learning atmosphere at school learners.

2. Characteristics of Tutoring

Tutoring is an independent institution or not institution that has services engaged in education. At this time, the development of student competencies that must be improved makes many parents choose alternatives to support children's learning power with tutoring.

Tutoring has become a necessity for students so many parents use this service to deepen and improve their children's understanding of learning materials at school. Tutoring is a process of providing assistance to someone in making choices and solving problems in their lives [26], [27]. Tutoring is also a help that can be given by someone who has been educated to other people in need.

In its specific function, tutoring is formed to assist students in developing good study habits that are useful for mastering knowledge and skills so that they have satisfactory learning outcomes. By finding the right way of learning, children will find it easier to understand the context of the material from a lesson.

An inappropriate way of learning will certainly have an influence on learning outcomes and student material mastery [28]. Before tutoring activities, usually, the teacher will carry out an introduction process. This process is intended to determine the child's initial abilities and factors that are very influential in the learning process, thus making students get less than optimal results. Several factors affect student learning outcomes including the following [29], [30]:

- a. *Speed in learning*, the situation of students who have high academic talent but need more guidance for high goals.
- b. *Academic delay*, this situation usually occurs in students who are estimated to have high enough intelligence but cannot use them optimally.
- c. *Slow to learn*, have inadequate academic talent and need to receive special teaching.
- d. *Lack of motivation in learning*, lack of enthusiasm for students in learning and tend to be lazy and always feel bored.
- e. *Bad attitude and habits in studying*, the condition of students whose learning activities like procrastination on assignments, hate teachers, don't want to ask questions about things they don't know, and so on.

The several factors above show that every child needs more guidance to help increase their potential, especially in learning. Guidance is provided either to an individual or a group of individuals. So that each individual will be able to optimize his potential and skills in overcoming every problem, and achieve self-adjustment in his life [31].

The purpose of self-study is so that other people can find new knowledge that they do not have and can be applied in their lives. Tutoring really helps students adapt well to their learning situation so that each student can learn efficiently according to their ability to achieve optimal development. The difference in learning situations in tutoring and schools can be seen in Figures 1 and 2 below



Figure 1. Learning Conditions in Tutoring Institutions



Figure 2. Learning Conditions in Schools

In accordance with the above objectives, tutoring is very important for children who have learning difficulties at school. Tutoring indirectly has a positive impact on children who need additional lessons when they are not able to follow the lessons at school properly. The positive impacts of tutoring are [32], [33]:

- a. Able to overcome learning problems, because, during tutoring, mentors provide opportunities for children to ask questions that are difficult to understand so that mentors who teach will easily understand the difficulties that exist in children. This makes it easier for mentors to help solve these problems with techniques that are easy to understand and can solve learning problems that can improve grades and achievement.
- b. Helping children to get new knowledge that was not previously obtained at school.
- c. Helping children to find solutions is not only related to education but also related to other things that can be consulted which is useful for increasing children's learning motivation.

3. Forms of Tutoring Implementation

Tutoring is an alternative to increasing children's achievement motivation. The systematics of implementing tutoring either privately or in class at the FARI Tutoring are:

- a. Identify problems faced by children in the learning process. In this case, the supervisor can usually determine the learning difficulties experienced by the child is receiving and understanding the lesson. This step is very basic and is the beginning of guidance activities for children with problems to determine the problems they are experiencing.
- b. Providing assistance by guiding intensely, guidance provided by using direction, motivation, learning, how to overcome learning difficulties through exercises and appropriate tasks that make it easier for children to understand the material while studying.
- c. Follow-up (follow-up) is carried out such as providing an evaluation that aims to determine the extent of the success of the efforts that have been given by the supervisor during the tutoring process.

From the systematic implementation above, it is found that several age intervals that follow tutoring either privately or in tutoring classes can be seen in the following table.

Table 1. Age Interval and Number of Students

Age Interval	Amount
7 – 10 years	7
10 – 13 years	6
13 – 16 years	12
16 – 19 years	2

From the table above, it can be seen that the age interval and the number of students taking tutoring are dominated by children under 17 years of age. This is because, at the age of 7 to 16 years, students need more intensive guidance. The guidance carried out is also an effort to improve learning outcomes to be able to enter the desired favorite school level, so that students compete to take part in private tutoring or tutoring classes which of course get full motivation from parents.

Table 2. Number of Students by Gender

Gender	Amount
Female	14
Male	13

Based on Table 2, it can be seen that the learning interest of boys and girls in participating in the tutoring process is not much different. This illustrates that all genders currently have the same desire to be able to compete or compete, especially in the school environment. This condition can certainly change the notion that students who usually excel in school and even in class are always dominated by women. In addition, parents who understand more about the importance of education for their children in the future will try their best to train and develop their children's abilities through private tutoring or tutoring classes.

Referring to several reasons parents provide tutoring to their children, it can be seen from Table 3 as follows:

Table 3. Identification of the Reasons for the Need for Tutoring

Factors Reasons Parents provide Tutoring	Amount
Busy parents	9
Difficult to understand children's lessons	5
Parents hope that children can achieve	10
So that children's time is not wasted	2
Knowing children's interests and talents	1

Every parent has very high hopes for their child. As can be seen in table 3 point number four, namely the expectations of parents so that their children have achievements. The desired achievement must of course have maximum learning outcomes. Maximum learning outcomes will make parents feel proud and do not hesitate in providing what motivates children to learn. Many parents want this hope because the majority of parents are busy outside the

home. because of their busyness, parents feel they need a companion tutor for their children in the hope that they can guide their children when their parents are not at home.

Apart from these two factors, other factors such as children's difficulties in understanding lessons at school are also important factors because when children are unable to follow lessons like their other friends, it will make them feel inferior or insecure about themselves. This of course has a negative impact on children. The most fatal negative impact that will be obtained is that children will be lazy to come to school because they feel it is useless to do learning because they do not understand what the teacher explains in class. This will make them better off dropping out of school.

From the factors above, several responses from parents who gave their children tutoring were found, which can be seen in Table 4.

Table 4. Responses of Parents and Students

Category	Parent	Student
Not satisfactory	-	-
Good enough	-	-
Satisfying	16	8
Very satisfactory	11	19

Based on Table 4. it was found that the responses of parents and students were quite good regarding the process of implementing tutoring. This activity is very helpful for parents in supervising the development of their children's abilities and skills in learning, especially in educational conditions during the COVID-19 pandemic. The trust of parents and students regarding tutoring certainly gives a positive picture that the learning process can not only be carried out formally through educational institutions in the form of schools. This condition provides a positive perspective in the community that tutoring is a solution in helping the learning process other than in the school environment.

V. CONCLUSION

Based on the background, methods, results, and discussion, it can be concluded that non-formal tutoring can help students in overcoming learning problems at school. The application of more intensive guidance with fewer members than the number of students in the class can help students focus more on listening and understanding the material presented. Tutoring is also not binding, so it can be done flexibly. Besides that, it can be done anytime and anywhere which makes both parties comfortable between the teacher and students.

Conditions or learning environments where the conditions in tutoring are able to make students tend to be easier to understand and develop their own abilities. In addition to providing opportunities for students to be closer to tutoring teachers, comfort and trust create learning outcomes through out-of-school tutoring processes towards positive

change. So that it will help students in following the learning process when at school.

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AUTHORS PROFILE

Ziadatul Fatimah graduated with a master's degree in science education at Mataram University with a concentration in physics. The author is currently active as a teacher at Senior High School Nahdlatul Wathan Mataram, Senior High School Model Nurul Jannah Ampenan, and founder of FARI Tutoring. Written 20 articles with his team, namely Dedi Riyan Rizaldi and Eris Nurhayati about education and some pure research.



Dedi Riyan Rizaldi is an undergraduate graduate from the Physics Education Study Program at the University of Mataram and a master's degree from the Postgraduate Masters Program in Science Education at the University of Mataram. The author is currently actively working as a teacher at Madrasah Aliyah Plus Nurul Islam Sekarbela Mataram and is the founder of Fari Tutoring with Ziadatul Fatimah. The author is very active in writing articles, especially on educational studies to continue to maximize the educational knowledge.

