

ANALYSIS OF EFFECTIVENESS OF ECONOMICS SUBJECT TUTORING AFTER SCHOOL

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ABSTRACT

Tutoring is an additional learning activity after school to improve students' learning outcomes. Tutoring can be conducted by informal or institution, in small groups, or large groups. This study aims to describe the factors influencing students of tutoring after school and the strategy of after-school tutoring program company for school exams and to test students' outcomes after following after-school tutoring. The participants were 30 students of third grade of senior high school majoring in social sciences. Data collection was conducted using questionnaires, documentation, and observation. The data analysis technique is paired sample t-test. The independent variable is students before taking tutoring and students after following tutoring as the dependent variable. Based on paired sample t-test. It was found that $t\text{-count} > t\text{-table}$ is $-2.066 > -1.699$. The results show a positive influence and significantly showed that tutoring succeeded in improving students' learning outcomes.

Keywords: *tutoring, economic learning, after-school learning*

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INTRODUCTION

Every educational program has a goal that is to improve student learning. As written in Law Number 20 of 2003 concerning the National Education System Article 3 the purpose of national education is to develop the students' potential to become faithful and fear of God, noble, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens. The purpose of education can be achieved if learning has become an earnest will. Learning can be conducted in formal schools or with the assistance of tutoring institutions.

Tutoring is a process to assist students in solving problems related to subjects that they are still lack of so tutoring can help and improve students' test scores (Nafiah & Hartatik, 2018). Tutoring receives instructions as after-school program with basic payment. Tutoring can be delivered one on one, in small groups, in large groups or online. Some forms of tutoring are called shadow education on the grounds that their curriculum mimics the terms in schools (Aurini, Davies, Julian, &

Mcvey, 2013). 18% of students in middle school and 6% of students in elementary school request for help from teachers in tutoring (Safarzynska, 2013). The success of the teaching and learning process can be divided into several levels. Syaiful Bahri Djamarah and Aswan Zain (2006: 107) argue that the levels of success in teaching and learning process are (1) Special/maximum, if all learned material can be mastered by students, (2) Very good/optimal, if students can master 76% - 99% of learned material (3) Good/minimal, if only 60% - 75% of the material is mastered by students, (4) Poor, if students only master 60% of learned material.

Tutoring is a strategy to increase the likelihood of being accepted into top tier colleges through the entrance exam. High school students are more likely to continue to higher education than vocational high school students (Safarzynska, 2013). Tutoring is viewed as an important complement to compulsory schooling and extracurricular activities such as music and sports. The presence of education inequality can be even greater if students from different socioeconomic backgrounds earn benefit from the services in private education (Hille, Spier, & Staneva, 2016).

There are two forms of tutoring, the first is individual teaching by students from prestigious universities or by retired or active teachers. Tutoring is course with expensive payment. Tutors often guarantee the success of their students and are thus able to charge quite high fees. The second form of tutoring takes place in schools and is offered by teachers to earn extra salary, outside of formal teaching to support students to master particular aspects of the curriculum (Tansel, 2013). Providing additional education by formal schools based on required additional fees (Bray, Kobakhidze, Liu, & Zhang, 2016). However, the extra hours that students obtain from school use the "time theft" strategy to steal time from ongoing classrooms and create a "dual context learning situation" to optimize the efficient use of time in their classrooms. This behavior not only damages the teaching in formal schools but also reveals the inadequacy of formal education in fulfilling students' needs for knowledge.

The positive implications of tutoring are to pay attention to students' exam preparation and their academic improvement. Conversely, tutoring is reported to bring mental stress to students and hinder school to some extent (Mahmud & Kenayathula, 2017). Research conducted in Nepal shows that when schools offer additional hours, teachers will teach less during the school day, so at the time of the national high school exams, it brings impact to students with low ability tendencies to enroll in extra hours. The implication is that teachers will teach their students, then third-party tutors cannot enter because schools see that teachers can be more optimal in providing teaching (Jayachandran, 2014).

In addition, according to Agarwal tutoring seems to cause several problems including weakening students' independent learning abilities, lowering students' involvement in classroom activity, and undue pressure on parents and students (financial and psychological). Tutoring also increases inequality in access to highly selective education institutions. Tutoring culture makes education an exam-

oriented activity. Instead of instilling holistic education, it forces students with the knowledge to obtain high grades but not with questions, reasons, or analytical abilities that are very important to life challenges (Agarwal, 2015).

According to Dolman and Diana, the improvement of the test scores in economics as a form of learning achievement in the class is due to regular tutoring students follow for economic subjects. Tutoring can be useful for students as a form of supplementary or extracurricular education organized by schools or tutoring held by non-academic institutions outside the school. Through tutoring, students can deepen the knowledge related to the subjects organized by the school and it explains further additional material following discussions of problems related to subjects in school because the learning system at school has limited face-to-face hours in class. Thus, tutoring can help students in improving test scores as a form of learning achievement (Berkel & Dolmans, 2006).

Throughout time, tutoring has grown wider. The previous study shows that one quarter to one-third of students uses the services of paid tutors at least once during their school career (Hille et al., 2016). Many formal teachers, government employees and members of the general public criticize these mass tutorial schools because of their commercial drawings and their educational approach which emphasizes assessment in examinations rather than the broader educational process (Ngai A, S.C, & Cheung, 2013). Apart from that, tutoring becomes an educational system with a strict student admission process, because students want to participate in the competition in public universities, and especially in prestigious universities (Addi-Racah & Dana, 2015).

So with the positive and negative impacts of after-school tutoring, further research needs to examine the effectiveness of after school tutoring on economics subjects by students. This study will describe the factors that influence students to enroll in tutoring after school, describe strategy of tutoring after school in preparing students for school exams and also analyze students' learning outcomes following tutoring after school.

RESEARCH METHOD

This research used quantitative research method. Quantitative research is a method for testing certain theories by examining the relationships between variables. These variables are measured so that data consisting of numbers can be analyzed based on statistics (Creswell, J., 2012). This study used an ex-post facto quantitative research design. Ex-post facto research is research in which independent variables have occurred when researchers begin the observation of the dependent variables in a study (Hammadi, 2010). Ex-post facto is a systematic empirical investigation in which scientists do not control the independent variables directly because the variable has existed or because the variable basically cannot be manipulated (Kerlinger, 1979).

The techniques of data collection in this study are questionnaires, documentation, and observation. Hypothesis testing used paired sample t-test with

a total sample of 30 students of third-grade social studies senior high school who follow tutoring after school on economics subject. This research was conducted at SMA Negeri 2 Sragen, Central Java, Indonesia.

RESULTS AND DISCUSSION

Factors That Influence Students Enrolling Tutoring After School

In nature, every student has different abilities in the academic field. Some have good achievements and some need improvement. Numerous ways can be taken to achieve good achievement results, such as tutoring (Evi, Nur, & Maskur, 2018). The results of this study show several factors that influence students enrolling tutoring after school, intrinsic and extrinsic factors.

Intrinsic factors that influence students to follow tutoring after school include competencies mastery that was less related to economic subjects, unfit strategy of learning by students, and the desire to improve learning outcomes. Extrinsic factors that influence students to take tutoring after school include the ineffectiveness of economics learning at school during formal teaching and learning process, and the lack of support from parents to provide facilities to achieve good learning outcomes.

In support, the research conducted by Fengki, Yusri and Nurfarhanah shows that students' intrinsic motivations to follow tutoring are 1) students' potentials, 2) way of learning improvement and 3) academic achievement improvement. Students' extrinsic motivations to follow tutoring are 1) factors of learning environment due to lack of encouragement to learn from students' surroundings, 2) learning strategies used (Putra, Yusri, & Nurfarhanah, 2014). In a study conducted by Alwan, Menza and Darmaji show similar results that statement included in subjective factors that encourage students to take lessons after school because they lack competencies mastery than the graduation standard and the eagerness to better their grades and enter favorite universities (Alwan, Hendri, & Darmaji, 2017).

Lee suggests the driving factors to follow private tutoring include micro-level, meso level, and macro level, adopting a hierarchical framework. Micro-level factors include students' motivation and achievement, parents' education and income, grade level, and gender. Meso level factors include school policy, the structure of the transition between school level and the curriculum set by the examination board or other bodies. Macro-level factors include broad economic, cultural, social and political forces (Lee, Park, & Lee, 2009).

Based on the results of the research that has been described, compared to the factors that influence students to take tutoring after school on economics subjects there are several factors in common, for instance, lack of competencies mastery of students, the desire of students to earn good grades or improve learning outcomes, to better learning methods, students' strong motivation and encouragement from surrounding (i.e. family).

Learning Strategies in Tutoring After School

Individual who experiences a learning process must have experienced remarkable changes. The learning and teaching process in tutoring and most schools share similarities. But some tutoring institutes use different methods from school such as the use of cut-the-knot trick to facilitate students in solving problems related to the subject. The strategy applied in the tutoring institute is different but indeed it helps students to be well-prepared for school exams. The results of this study indicate that the strategy of the tutoring after school prepares students for school exams including,

1. Adjusted curriculum with school. Tutoring institutions use the same curriculum as ones in schools with the purpose of helping students in the learning process.
2. Cut-the-knot strategy. This strategy is obtained from a simplified basic concept. The use of this strategy can help students on school exam but cannot be applied to essay questions.
3. Exercise. With many questions being exercised, it can measure how well students understand the material. The exercise method acts as a benchmark for tutoring institutions in determining learning models. The practice questions can help students overcome learning difficulties.

Research conducted by Evi, Nur & Maskur, (2018) shows that the application of the exercise method can help students to answer questions well through the given problem exercises. Moreover, it can help students overcome learning difficulties in school and can improve student understanding. The success of the exercises that have been conducted can be seen from the enthusiasm of students who enroll in tutoring.

Based on the results of research, it compares that the strategies carried out by tutoring institutions in preparing students for school exams are almost identical, which are the exercise method and the use of adjusted curriculum with school. The strategies are more effective according to the results of interviews with tutoring institutions.

Students' Learning Outcomes Following Tutoring After School

The main purpose of students in following tutoring after school is to improve learning outcomes. Tutoring is a process to assist students in solving problems related to subjects they are lack of so tutoring can help and improve students' test scores (Nafiah & Hartatik, 2018). The 1980s and 1990s themes concerning the relationship between learning after school and a higher level of achievement among students became a recurring theme in policy discussions arising from findings of cross-national achievement differences in mathematics (Baker, Akiba, LeTendre, & Wiseman, 2001).

Based on the results of the documentation, researchers obtained documents of social science second-grade students' reports for the second semester (before attending tutoring) and the same participants' reports for first semester of third

grade (after following tutoring). The percentage of learning outcomes before and after following the tutoring is shown in Figure 1.

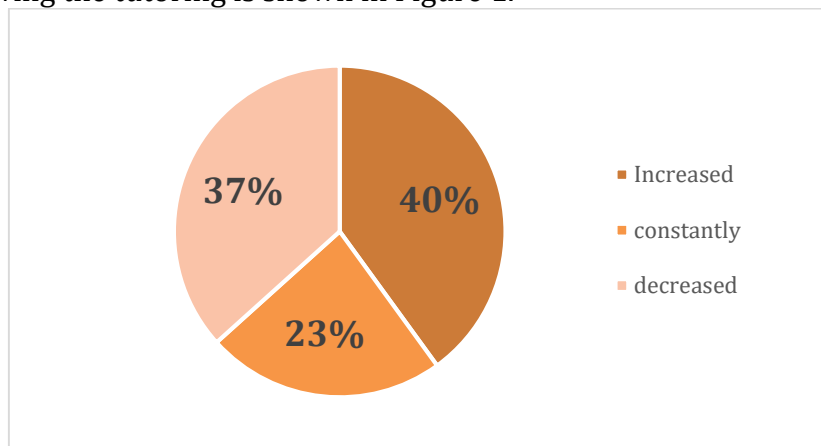


Figure 1.
Students' Learning Outcomes Before and After Enrolling Tutoring

Out of 100 students of third-grade social sciences SMA Negeri 2 Sragen, 26 students took tutoring after school. From 30 students of third-grade social science 1, third-grade social science 2, and third-grade social science 3 who followed the tutoring 12 students experienced an increase in grades, 7 students did not experience an increase or decrease in grades, 11 students experienced a decrease in grades. 40% experienced an increase in value, 23.33% did not increase or decrease in value (constant), 36.67% experienced declining. Students' learning outcomes decline might be caused by indifferent learning process, lack of enthusiasm due to tiredness and tutors' non-linear education. Syaiful Bahri Djamarah and Aswan Zain indicate poor levels of success in the teaching and learning process if students only master less than 60% of learned material (Djamarah & Zain, 2006).

Customers (parents and students) of one-to-one tutoring or small groups are more likely to believe that the tutoring is worth every penny they spend, but perhaps it still covers the truth. For example, news about private tutoring in China reports that one-to-one private tutoring may not be as good as the tutoring institutions claims because those tutors are top-tier students who practice teaching and impose as tutors/teachers from high-quality schools and use a lot of commercials and luxury ideals about tutoring, which may not be fully implemented in tutoring and are ineffective (Zhang & Liu, 2016). Paired t-test results of learning outcomes before and after following the tutoring are shown in Table 2.

Table 2.
Paired Sample t-test Test Results

		Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval Of Difference					
				Lower	Upper				
P A I R S	Before attending tutoring- After attending tutoring	-1.300	3.446	.629	-2.587	-.013	-2.066	29	.048

From the analysis using paired sample t-test the p-value of 0.048 means $p < 0.05$ and it implies that H_0 is rejected, which means there were significant differences before and after attending economics subject tutoring after school in third-grade social science class SMA Negeri 2 Sragen. The results significantly indicate that tutoring after school followed by students successful or effective to improve students' learning outcomes. In support, Deny Erica's research also shows that an increase in economics subject score exams as a form of learning achievement in the class is due to regular tutoring for economic subjects (Erica, 2015).

Research conducted by Andayani, Sulastrri, and Sedanayasa shows that the provision of tutoring services to students with learning difficulties has a positive impact on students. After providing tutoring services, student scores have increased and the results obtained have reached the graduation standard (Andayani, Sulastrri, & Sedanayasa, 2014). Research conducted shows that independent tutoring can improve student learning outcomes (Evi, Nur, & Maskur, 2018). The successful implementation of independent tutoring shows that 100% of students who attend the independent tutoring learning process have achieved mastery learning. Mastery learning is the result of students' learning outcomes (Mahmud, 2019).

Based on the results of research that has been described regarding students' learning outcomes after attending tutoring after school, attending tutoring after school by students succeeded in improving students' learning outcomes. Tutoring economics is very useful and efficient to achieve the students' goals, which is to improve students' learning outcomes.

CONCLUSION

The results of this study indicate that the factors that influence students to follow tutoring after school are lack of competency mastery, the desire to earn good grades or improving learning outcomes, unfit learning strategy, students' learning motivation, encouragement from surrounding and students will. Strategies used by tutoring institutions to prepare students for school exams are adjusted curriculum

with schools, the use of the cut-the-knot method, exercise or practice, motivation. Tutoring after school has been successful in improving students' learning outcomes. Tutoring economics is very useful and efficient to achieve the students' goal that is to improve learning outcomes. The researchers reckon that tutoring institutions to prioritize the same learning with school so as it will not obstruct formal learning in school because tutoring has been exam-centered goals and it may hamper formal learning in school.

The implication of this study is that if tutoring is conducted with well-planned procedures, the goal of improving students' learning outcomes will be achieved. Parents can provide control so that children can attend tutoring in the light that it can improve learning outcomes, while still giving time to children to learn independently.

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