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Exploring learning methods in tutoring to enhance students' learning outcomes

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ABSTRACT

Non-formal education can be obtained when students take tutoring. Tutoring can be defined as an activity outside of school. The purpose of this research is to find out (1) the effect of tutors on learning outcomes, (2) the effect of learning models on learning outcomes, and (3) the simultaneous effect of tutors and learning methods on learning outcomes. The researchers took a sample of 80 students in grade 12 who were spread across Malang and studied at the same tutoring. The sampling method was random sampling. Data collection tools using Likert scale questionnaire. The data analysis technique used the quantitative description. Based on the calculation, several things are obtained, 1) Tutors have no significant effect on student learning outcomes. 2) Learning methods significantly affect student learning outcomes. 3) Tutors and learning methods simultaneously influence each other. It can be concluded that learning methods have a significant effect on learning outcomes. There are many learning methods used, one of which is discussion. Discussion is an appropriate learning method if used in tutoring.

1. Introduction

Informal education has become essential to filling educational spaces that formal systems can sometimes not fill. Informal education is an infinite ocean of knowledge that provides space for creativity, exploration, and empowerment of individuals beyond the boundaries of traditional curricula. Informal education can enhance and complement the learning journey, open doors to new opportunities, and encourage the overall development of students through an innovative, interactive, and flexible approach. Informal education can also help to achieve maximum learning outcomes.

Learning outcomes are influenced by internal and external factors (Yendi & Hayati, 2020). Internal factors include physiological (physical and sensory) and psychological (student interest, intelligence, fitness, motivation, and cognitive ability). External factors include environmental factors (natural and socio-cultural environments) and instrumental factors (curriculum, programs or teaching materials, facilities, and teaching staff). The study explains that the instrumental is one of the external factors involving tools and space. These spaces and facilities are essential for achieving student outcomes. The learning outcome should show a student's behavioral change or acquisition of new behaviors that are consistent, effective, positive, and aware (Kosilah & Septian, 2020). Learning outcomes are students' skills and changes during the teaching-learning process (Yohana, 2021). These results are shown as scores obtained from a particular subject test. The results given to students as assessments after following the learning process by evaluating their knowledge, attitudes, and skills by observing changes in their behavior are known as learning outcomes (Nurrita, 2018). You can do several things to improve learning outcomes, one of which is tutoring.

Tutoring is additional learning offered to students to achieve satisfactory learning outcomes. The goal is for students to adapt to their respective educational situations. Students should develop good study habits with the help of teaching in schools. However, every student can overcome learning difficulties. Although students have good opportunities, students who are affected usually still cannot develop them; of course, their learning outcomes are not good (Pagalla, 2019). Tutoring is guidance aimed at helping individuals deal with and solve academic problems by developing a fun teaching and learning environment to avoid learning difficulties. Tutors help individuals overcome learning disabilities, develop effective learning styles, help individuals study successfully, and adapt to the needs of any program. In teaching, tutors help individuals achieve their expected academic goals (Syahputra, 2017). Tutoring can be interpreted as a process in which the teacher or supervising teacher offers assistance to students to avoid learning difficulties that may arise during learning so that students achieve optimal learning outcomes and optimal learning contexts can be interpreted as effective students' productive and successful (Erica, 2015). Tutoring is the process in which a teacher or tutor helps students face learning problems that may arise during the learning process. Learning guidance aims to be effective, productive, and performative students (Erica & Lasmono, 2019). Specifically, tutoring can be in various areas, from helping with writing, memorization, and motivating students, to guiding them to read. Although there are many types of tutoring, in principle, tutors always play the same important role in student learning, both formal and informal, to encourage children to achieve optimal learning outcomes. In this case, learning outcomes are the learning results that students can achieve during exams (Thahir & Hindriyanti, 2014). Tutoring is guidance to find appropriate learning methods, select appropriate study programs, and overcome difficulties related to the study requirements of educational institutions (Fiah & Purbaya, 2016). It can be concluded that tutoring is a process of offering continuous and systematic assistance to individuals or students in solving problems related to their learning activities. As for private or individual tutoring, this shows a systematic and planned effort to help individual students overcome their problems. A group study is an activity by two or more people to discuss a topic.

In Malang City, there are many tutoring that provide solutions to overcome student learning problems. There are several tutoring that students can choose from, including tutoring P, G, N, S, R,

and many more. This tutoring provides facilities, and the results are real, with students who take the tutoring having extraordinary learning outcomes. Moreover, grade 12th students are urgently needed to prepare for entering state universities. Therefore, private tutoring is an additional point for students. The most crucial thing in tutoring is having a tutor and learning methods used.

According to Sriyono (2016), tutoring is a counseling program that includes the following principles: (a) All students need guidance. Consulting activities in the course are something every student should need. Students must gain self-understanding, take personal responsibility, and have self-maturity and maturity to learn. In addition, students need study guides to overcome their learning problems to increase their learning independence. (b) Teaching focuses on student learning activities. Teaching is designed to help students learn. In this regard, a tutor can be seen as a professional who helps students learn and understand learning problems. Tutors also work as curriculum designers and developers focused on student learning. The tutor's role is to help slow learners who have learning problems so that students can learn independently. (c) In a tutoring program, tutors and parents are a team that helps solve learning problems faced by students. In this approach, the tutor examines learning problems, listens to parents' explanations, explains the approach to be used and helps, and evaluates the learning activities. (d) An organized and planned curriculum is the main part of teaching. Basic teaching includes goals and objectives to help students overcome learning difficulties (the proposed curriculum emphasizes cognitive, affective, and psychomotor aspects). Programs aimed at students include activities to increase learning independence, learning motivation, solving learning problems, communication skills, and responsibility for the value of learning outcomes. (e) Tutoring provides learning services for each student. The tutor focuses on activities aimed at helping students overcome the learning problems they face so that students can learn independently. (f) Tutoring focuses on students' learning needs. Learning needs must be met in the learning process so that students can learn well. These needs include 1) students are in good physical condition, 2) students have a good study plan, 3) students are disciplined in their study plans, 4) students have a representative study area, 5) students have preparation before learning, 6) class conditions are quite good, 7) students want to learn and are confident. (g) Tutoring places more emphasis on student learning independence. Tutors understand that students try to rely on their abilities to learn. Therefore, tutors should plan and evaluate student activities that can attract students' attention and focus on learning so that students will be independent in learning later. (h) Tutoring aims to define the role of the tutor in teaching. The success of the teaching program requires the commitment of the entire staff. To achieve maximum program results, teaching must be carried out by trained and professional tutors, especially in individual and group tutoring. (i) Tutoring in its application is always related to psychology. Tutors not only measure students' learning abilities but also see students use their skills, especially socializing in class, communicating with friends at school, tutoring, and how students behave politely in social interactions.

The tutor's job is to teach in such a way that students understand all the information provided well so that the teaching they provide results in changes in attitudes, knowledge, skills, habits, social relations, values, etc. To achieve this goal, tutors must deeply understand the knowledge they are responsible for and master teaching methods and techniques well (Yona & Wahid, 2018). Success in learning can be seen from two things: the tutor and the learning method used.

Learning methods have six types: outdoor method, talking stick method, simulation method, discovery learning method, brainstorming method, and discussion method (Afandi et al., 2013). Based on the above explanation can be described as follows, first learning method is the outdoor method which refers to students' learning outside the classroom. This learning must be planned, implemented, and evaluated systematically. The characteristics of outdoor learning are finding sources of learning materials that are appropriate to the development of society, learning outside the class-room, structured, prioritizing student activities rather than teachers, and having contextual learning aspects. The second learning method is the talking stick method. The teacher uses this method to achieve the desired learning objectives. In the process of teaching and learning in the classroom, this method creates learning conditions with the help of stick games that are passed from one student to another while the teacher explains the topic and then asks questions. The third learning method is a simulation, which is used in all educational systems, particularly behavioral instructional design. Skill training requires practice in real situations. The fourth is discovery learning; it is learning to seek and find oneself. In this teaching and learning system, the teacher presents subject matter that does not exist in a definitive form but provides opportunities for students to search and discover for themselves using problem-solving techniques. The fifth method is brainstorming, which is one form of discussion method development. This method washes out about a problem, and members are free to give an idea or idea about the problem. The leader of the group embeds the idea or idea and the result is made as a map of ideas. From the map of the idea will make a common agreement within the group. The last method is a discussion method, a method that uses a teaching approach in which teachers give a group of students the opportunity to discuss the subject matter with the aim of gathering opinions, making conclusions, or making various solutions to problems.

The learning approach employed in this method is rooted in active learning, wherein lectures and exercises are integrated into small interactive sessions. This approach addresses the artificial division between theoretical knowledge and practical application frequently observed in university settings. Instructors or teachers adopt a pedagogical approach that delivers concise segments of theoretical knowledge, providing students with opportunities to apply and practice these concepts firsthand. The theoretical exercise cycle comprises five sequential steps (Krusche et al., 2020). Theory: the instructor elucidates a novel modeling notion, such as a certain diagram type or modeling technique, and explains the underlying theoretical principles. Meanwhile, the students attentively listen and endeavor to comprehend the presented information. The second step is Example: The instructor provides illustrative instances. Students establish a connection between the acquired modeling principles and methodologies and a specific real-world scenario. The third step is In-class exercises: during the in-class exercise, students are tasked with applying the topic discussed in the lesson. This application is typically done through a guided tutorial, where students receive step-by-step instructions. Once they have completed the exercise, students must submit their solutions for evaluation. The fourth step is Feedback: Students receive personalized feedback on their responses. The instructor furnishes an illustrative answer, such as in the context of a guided tutorial, and elucidates it to the pupils in order to mitigate any potential misunderstandings. The instructor can present examples of solutions from students and discuss their merits and limitations. The fifth step is Reflection: the

instructor or teacher initiates a discourse regarding the theory and exercise, enabling students to introspect over their initial encounter with the novel modeling concept or technique. One possible approach to achieve this objective is using various strategies, such as engaging in a discourse about optimal methodologies, reiterating the benefits of a certain methodology, or illustrating how a practical activity exemplifies an abstract notion.

The research problem is "Do the tutor and learning method affect the learning outcomes, and do they significantly affect learning outcomes?" Based on the background and formula of the problem, this research aims to determine the effect of tutors and learning methods on the learning outcomes of 12th grade students in tutoring. This research is based on Jaenudin (2022) analysis that collects data and analyzes student learning interests based on teachers' learning methods and professionalism in junior school. The issue that arises is whether there is a relationship between the learning method and the professionalism of teachers and students' interest in learning in junior school. Correlation and inferential analysis were utilized to assess the quantitative approaches used in the study. In line with that, Suryastuti (2013)'s research revealed a correlation between learning methods and teacher performance on grade X student achievement. Besides, Kusuma (2013) found a correlation between three factors: assignments, learning methods, and teacher performance, and student achievement.

2. Method

This study used a quantitative approach. This study is a type of survey research with a quantitative approach. Quantitative research emphasizes the methodical use of numbers (numerical). After collecting the data, the researchers described the findings. In this study, researchers examine the symmetrical relationship between three variables, namely, the tutor is symbolized as a variable (X1), learning methods as a variable (X2), and learning outcomes as a variable (Y).

In carrying out this research, researchers went directly to the research location to collect and obtain data. The researchers took the research location in one of the tutoring centers in Malang with units in the city. The research was carried out in approximately one week. The population of this research was grade 12 students who attended tutoring in Malang. After determining the population, the sampling process was carried out. The sample taken by the researcher used a simple random sampling technique, which is a technique where the sample is determined randomly from the population without regard to the population strata (Creswell & Creswell, 2018). Samples were taken randomly by looking at the day students studied at tutoring. Then, the number of samples obtained was 80 students.

After determining the sample, the researchers randomly gave questionnaires to students who were studying. The questionnaire distributed to the research subjects consisted of 20 questions in 3 parts, including 10 questions discussing tutors, 5 questions discussing learning methods, and the last 5 questions discussing learning outcomes. The questions on the questionnaire asked by the researchers to 80 students are as follows:

Table 1 – Questionnaire Question List

TUTOR						
No.	*Uraian*	*1*	*2*	*3*	*4*	*5*
1.	*Pengajar mampu dalam hal menjelaskan materi yang diajarkan secara detail.*					
2.	*Pengajar mampu memberikan solusi terhadap soal-soal yang sedang diajarkan.*					
3.	*Pengajar mampu membuat saya mudah mengerti tentang materi yang diajarkan.*					
4.	*Pengajar sering bertanya kepada saya mengenai apakah sudah mengerti atau belum mengenai materi yang diajarkan.*					
5.	*Pengajar selalu memberikan suasana yang kondusif saat berada di kelas*					
6.	*Pengajar mampu membuat saya merasa nyaman di kelas.*					
7.	*Pengajar selalu tepat waktu.*					
8.	*Pengajar selalu ramah kepada saya.*					
9.	*Pengajar selalu humoris di kelas.*					
10.	*Pengajar selalu berpakaian sopan dan rapi.*					

METODE PEMBELAJARAN						
No.	*Uraian*	*1*	*2*	*3*	*4*	*5*
1.	*Metode pembelajaran yang digunakan bisa diterima*					
2.	*Metode pembelajaran yang digunakan bervariatif*					
3.	*Metode pembelajaran yang digunakan sangat efektif dan efisien*					
4.	*Metode pembelajaran yang digunakan sangat dikuasai oleh pengajar*					
5.	*Metode pembelajaran yang digunakan disesuaikan dengan kemampuan siswa*					

HASIL BELAJAR						
No.	*Uraian*	*1*	*2*	*3*	*4*	*5*
1.	*Dengan mengikuti bimbingan belajar, nilai saya lebih bagus*					
2.	*Dengan mengikuti bimbingan belajar, saya merasa nyaman dalam mengikuti pembelajaran di sekolah*					
3.	*Dengan mengikuti bimbingan belajar, saya lebih bersemangat mengikuti pembelajaran di sekolah*					
4.	*Dengan mengikuti bimbingan belajar, kesulitan dalam belajar terpecahkan*					
5.	*Dengan mengikuti bimbingan belajar, saya dapat mengembangkan potensi diri yang berkaitan dengan pembelajaran*					

The questionnaire used the Indonesian language to make it easier for the research subjects to answer the given question.

3.   Results and discussion (This part is excluded for the non-research articles)

3.1. Result

The study was conducted at one tutoring in Malang with 80 respondents in the 12th grade. The total of respondents consisted of 32 male students and 48 female students.

Table 2 – Respondent Profile

Gender	Frequency	Percentage (%)
Male	32	40
Female	48	60
Total	80	100

Based on the research carried out by the researchers in a method of disseminating a questionnaire consisting of twenty questions consisting of three variables: two free variables and one bound variable where the tutor variable and learning method are free variables, and the learning outcome is bound. The results are as follows:

Table 3 – Validity Test

Item	r count	r table	Description
X1.1	0,593	0,2199	Valid
X1.2	0,826	0,2199	Valid
X1.3	0,811	0,2199	Valid
X1.4	0,826	0,2199	Valid
X1.5	0,669	0,2199	Valid
X1.6	0,705	0,2199	Valid
X1.7	0,397	0,2199	Valid
X1.8	0,826	0,2199	Valid
X1.9	0,501	0,2199	Valid
X1.10	0,471	0,2199	Valid
X2.1	0,792	0,2199	Valid
X2.2	0,784	0,2199	Valid
X2.3	0,829	0,2199	Valid
X2.4	0,594	0,2199	Valid
X2.5	0,762	0,2199	Valid
Y1.1	0,503	0,2199	Valid
Y1.2	0,742	0,2199	Valid
Y1.3	0,529	0,2199	Valid
Y1.4	0,578	0,2199	Valid
Y1.5	0,908	0,2199	Valid

Based on the decision on the validity test, it is said that the value of r count > r table, then the variable is declared valid, and if r count < r table the variable is stated invalid. In Table 3 the result is obtained that on each item of the question distributed to the respondent, the result is as follows all items on variables X and Y have r count > r table (0,2199) then it can be interpreted that all the questions given are valid.

Table 4 – Reliability Test

No.	Variable	Cronbach's Alpha	Description
1.	Tutor (X1)	0,879	Reliable
2.	Learning Method (X2)	0,797	Reliable
3.	Learning Outcomes (Y)	0,670	Reliable

Based on Table 4, we can see that the variable tutor (X1), learning method (X2), and learning outcomes (Y) have Cronbach Alpha values > 0.60, which means that the statement on the disseminated questionnaire is declared reliable.

In addition to testing on the details of the question, the researchers tested hypothetically using the Multiple Linear Regression Test to determine the t-test as the hypothesis in this study.

Table 5 – Multiple Regression Analysis and T-test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.240	2.711		5.622	.000
	Tutor	-.204	.078	-.325	-2.622	.011
	Learnig_Method	.697	.116	.745	6.011	.000
a. Dependent Variable: Learning_Outcomes						

Based on the table displayed above, the formula with the multiple regression model can be written as follows:

$Y = a + b1X1 + b2X2$

$Y = 15,240 + (-0,204) X1 + 0,697 X2$

$Y = 15,240 – 0,204 X1 + 0,697 X2$

The above equation can be explained as follows:

The constant value of 15,240 indicates that if the independent variables, namely tutors, and learning methods are constant, the value of learning outcomes is 15,240. The negative regression coefficient of the tutor variable (X1) is -0,204, which means that the higher the tutor variable, the learning outcomes decrease by 0,204 when the other independent variables are constant. The positive regression coefficient of the learning method variable (X2) of 0.697 means that an increase in the learning method variable increases learning outcomes by 0.697 assuming other independent variables are constant.

The results from Table 5 use the t-test so that it can be seen from the coefficient value. With a signification > 0.05 it means the hypothesis is rejected or has no influence and a signification < 0.05 it means the hypothesis is accepted or has influence. The researcher can compare between t count and t table by looking at Table 4 to interpret whether there is a partial effect of the independent variable on the dependent variable.

Table 6 – F Test

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	65.171	2	32.586	19.752	.000[b]
	Residual	127.029	77	1.650		
	Total	192.200	79			
a. Dependent Variable: Learning_Outcomes						
b. Predictors: (Constant), Learnig_Method, Tutor						

The regression model F test is used to determine whether all independent variables (simultaneously / together) affect the dependent variable. In other words, find out whether the effect is important or not. If sig > 0.05 then the hypothesis is rejected which means, there is no significance between

the independent and dependent variables. If sig < 0.05 then these variables are significant. In other words, there is an influence on the independent and dependent variables.

3.2. Discussion

Based on the calculation of the validity and reliability of tutors, learning methods, and learning outcomes, the answers to several problems are obtained, among others:

The tutor affects learning outcomes

Previous research (Jaenudin, 2022; Kusuma, 2013; Suryastuti, 2013) showed a positive and significant relationship between teachers' and students' learning outcomes. In this study, researchers found different results from previous studies. Based on the calculation results in Table 5, it can be proven that the tutor variable has a value of -2,622, which means that the relationship is negative or that there is no significant relationship between tutors and student learning outcomes. In this case, the researcher observed that students who study in tutoring centers do not always pay attention to their tutors, from their appearance to their educational qualifications. Busthomi (2020) said that the ten factors to become a good teacher are: being close to the students, building the atmosphere in the class, being a second parent, being friends in learning or anything, having a personality worthy of emulation, being compassionate, patient in teaching, trustworthy, liberator for students, and can be a listener and mediator. Tutors the tutor owner has recruited results from a rigorous selection so that students feel happy. Not only that but if the tutor can bring the class atmosphere to life and not make it boring, student learning outcomes will increase. So that no matter how difficult the material is, students feel happy if the tutor is always kind or helps them. Reliable tutors are needed by tutoring centers. Reliable tutors have several competencies, including pedagogy, personality, social skills, and professionalism (Sukmawati, 2019). Pedagogic competence is also the ability to create and compile lesson plans using learning methods and techniques based on the education curriculum, implement learning, and make students learn well. A person's ability to reflect a mature, wise, objective, authoritative, stable, consistent, disciplined, honest, insightful, responsible, and noble personality is known as personality competence. This ability can also be a role model for their students because teachers function as a source of inspiration that can be imitated and *digugu* by their students. They also evaluate themselves objectively and develop their abilities. The ability to interact with the school community and outside the school environment can be done effectively, friendly, polite, civilized always based on norms, and able to use technology to communicate well. Professional competence is the ability to master scientific learning materials that have been neatly arranged in the curriculum. Not only mastery of a material, but also scientific concepts, educational issues, and also a broad insight into the material. Therefore, the results of this study indicate that there is no significant relationship between tutors and grade 12 student learning outcomes.

The tutoring learning method affects the learning outcomes

The previous study (Jaenudin, 2022; Kusuma, 2013; Suryastuti, 2013) showed that there was a positive and significant relationship between learning methods and student learning outcomes. In

this study, researchers found the same results as previous studies. Based on the calculation results in Table 5, it can be proven that the learning method variable has a value of 6,011, which means that the relationship is positive or that there is a significant relationship between learning methods and student learning outcomes. In this case, the researcher observes that students who study at tutoring like learning methods that can make students able to understand the lesson. According to Afandi et al. (2013), learning methods have six types: outdoor method, talking stick method, simulation method, discovery learning method, brainstorming method, and discussion method. The approach taken by the tutor is adjusted to the material being taught. If the material requires problem-solving, the method used is discussion. The discussion method used by the tutor in tutoring is a useful method for improving student learning outcomes. This discussion is divided into two, that is, group discussion and individual. In tutoring that means group discussion is discussed in the classroom with several students as many as 30 and the material used is the material prepared by the curriculum section. The tutor leads the discussion with the completion of the issue so that the solution in solving the issue can be solved together. For individual discussions, the tutor opens the discussion after learning is over or can be done outside the classroom. Usually, the material is given differently or the same depending on the student's request. In this case, individual discussions or small discussions will provide benefits in the form of material reinforcement, so there is a significant improvement in learning outcomes. The time given by the tutor to study in the discussion is tailored to the needs of the student. It's a 90-minute group discussion and a small discussion outside the classroom as long as the students understand the given material. A discussion approach can increase students' motivation to learn, which means students' learning outcomes and critical thinking will improve (Khotimah et al., 2021; Pakaya, 2020; Purba, 2020; Widiarsa, 2020; Wediyantoro et al.). Therefore, this study's results show a significant relationship between learning methods and grade 12th students' learning outcomes.

Tutors and tutoring learning methods have a significant effect on learning outcomes

The previous study (Jaenudin, 2022; Kusuma, 2013; Suryastuti, 2013) showed that there was a positive and significant relationship between the tutor, learning method, and student learning outcomes. In this study, we can see the F test is conducted to determine whether there is significance between tutor and learning method variables on student learning outcomes. In Table 6, it can be seen that the significance is 0,000. If the significance value is less than 0.05 then the hypothesis is rejected because the independent and dependent variables are significant. In other words, a relationship exists between the tutor and learning method variables on student learning outcomes. The results of previous researchers are the same as the results of the current study. Learning methods and teacher or tutor performance have a very positive and significant effect on determining learning outcomes.

4.   Conclusion

Based on the results of the calculations and the findings in the field, the tutor variable has no significant influence on learning outcomes, indicating that the influence of a tutor on student success in achieving maximum learning outcomes is not considered. The tutor's professional attitude, the tutor's appearance, and the tutor's education layer have no significant influence. Student success achieves the maximum learning outcome obtained from learning methods. Learning method vari-

ables have a significant influence on student learning outcomes. The tutor provides a comprehensive learning method so that the students are pleasant and able to enter their memory. The method used in learning guidance is the method of discussion. Students are very happy to be invited to discuss group and individual discussions. Tutor variables and learning methods simultaneously influence student learning outcomes.

Tutoring managers are reminded that further development of tutors and learning methods is expected to encourage students to improve their performance, for example, with the help of a better learning system that adapts to student learning needs. Moreover, the use of technology in learning is needed so that students are more interested in learning.

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