



Six Motivations for Students to Take Tutoring

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Abstract

Students who choose to take part in tutoring provide an indication of their various motivations and needs in their educational journey. That's exactly why this research aims to determine the motivation of students to take part in tutoring. This research used a qualitative method with a phenomenological approach, the data source was taken from ten informants consisting of three elementary school level students and seven junior high school level students. All interview data was then analyzed thematically using Miles and Huberman. Research findings showed six motivations for students to take tutoring, namely i) self-encouragement, ii) encouragement from parents, iii) following friends, iv) teacher recommendations, v) so that they can easily understand mathematics lessons vi) The learning process at school is not optimal. The results of this research can be used as initial data for future researchers by examining different issues related to this problem as well as various other issues relevant to this context.

INTRODUCTION

Education and student motivation in participating in tutoring have a symbiotic relationship, where one element provides the support needed for optimal development of the other element (Carrillo & Flores, 2020). Education, as the foundation for character and knowledge formation, provides the basis for students' motivation to pursue higher academic achievements (Kunter et al., 2013). In the context of tutoring, student motivation is an essential driver for optimizing the learning process outside the classroom (Castro, 2019).

Education provides structured academic goals, but students' motivation becomes the energy that drives them to involve themselves in tutoring (Deci & Ryan, 2016). This motivation can come from various factors, such as the desire to understand the material better, improve academic achievement, or obtain support in overcoming learning obstacles (Muhammad, 2017). Tutoring, with tutors who act as facilitators and guides, becomes a forum for students to actualize their motivation (Xiao, 2012).

Tutoring or tutoring is intended for students who need additional lessons apart from school (Eriany et al., 2013; Khoerunnisa & Grafiyana, 2020). Tutoring aims to find out the problems of learning difficulties that occur in students so that we can help overcome the problems experienced by students so that educational

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goals can be achieved (Rozak et al., 2018). As well as providing learning motivation through active and effective learning, helping students achieve learning success, and maximizing the development of student potential. In general, tutoring institutions aim to support students in making progress in their studies (Yollanda & Irmawita, 2018).

According to Wirawan et al., (2018), Tutoring is a process of assistance from supervisors to tutors in resolving difficulties related to learning problems both at and outside school. So that tutoring participants can adapt to their learning situation, develop their learning skills from regular, consistent study habits and achieve maximum results. The possibility of achievement according to potential and ability. The increasingly widespread phenomenon of tutoring is also accompanied by enthusiasm from those taking part in tutoring programs, starting from elementary, middle and high school students (Meinawati, 2020). The great enthusiasm of students who take part in tutoring proves that students have placed hope in tutoring to help students in the learning process (Yendi & Hayati, 2020).

The issue of students' motivation to take part in tutoring, has been widely studied by previous authors such as (East et al., 2012; Eriany et al., 2013; Khoerunnisa & Grafyana, 2020; Yendi & Hayati, 2020). However, researchers only focus on student motivation with certain tutoring services. Meanwhile, the author focuses on discussing the motivation of students to take tutoring without focusing on tutoring services. The fundamental difference between previous research and current research is that the previous researchers discussed the study of students' motivation for following specific study guidance, whereas the current research concerns the study of students' motivation for taking study guidance globally, without looking at where the students took the study guidance. And the current focus of researchers is only on elementary school and junior high school students. So that later the results of this research can become a reading source, especially for future researchers.

METHODS

This research uses a qualitative method with a phenomenological approach (Phillips-Pula et al., 2011; Yüksel & Yıldırım, 2015; Setiawan & Rasyidi, 2020; Wijayanto & Fauziah, 2020). According to Sihabuddin, (2020), phenomenological research is defined as a study that attempts to understand and describe a phenomenon about what is experienced by the research subject. Phenomenology is a method that is systematically based on experience and processes understanding (Urif et al., 2019). Data sources were taken from ten informants through in-depth interviews who were selected using techniques of purposive sampling, according to Engkizar et al., (2018); Elkhaira et al., (2020), with interviews, researchers will know more in-depth things about informants in interpreting situations and phenomena that occur, which cannot be found in observations. The informants selected have met four criteria, namely understanding the problem under study well, being active in the research field, having time to provide information to researchers, and providing information according to facts in the field (Engkizar, et al., 2018; Putri et al., 2018). To fulfill the criteria for being an informant, all informants are students studying in tutoring.

RESULT AND DISCUSSION

Based on the results of interviews conducted with ten informants, the results of the analysis found that there were six important themes related to students' motivation for participating in tutoring, namely self-encouragement, parental encouragement, following friends, teacher recommendations so that they can easily understand mathematics lessons and the learning process at school is not optimal.

These six themes can be seen in Figure 1, below.

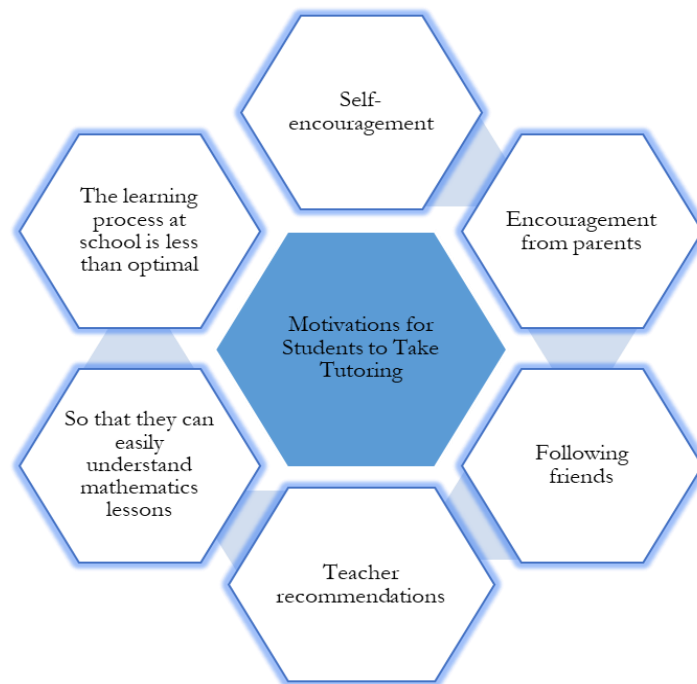


Fig 1. Motivation for Students to Take Tutoring

Based on Figure 1, the author can explain that after holding in-depth interviews with informants, there are six motivations for students to take tutoring, namely: i) self-encouragement, ii) encouragement from parents, iii) following friends, iv) teacher recommendations, v) so that easy to understand mathematics lessons vi) the learning process at school is not optimal. To make it clearer, below the author will describe quotes from interviews with informants based on the six themes as explained above. The description of the interview that the author will display is a quote from a short statement from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different languages, they actually have more or less the same aim and meaning.

First namely self-encouragement, according to the informant, by following tutoring you can increase your knowledge and understand the material earlier than at school. This theme was conveyed by informants as excerpts from the below:

... Because I want to be smart by increasing my study hours (I-8), ... Because you want to increase your knowledge (I-9).

Second namely encouragement from parents, according to informants the motivation to take part in tutoring was because parents told them to because their people were working so instead of being at home it was better to go to tutoring, after parents had finished working they were then picked up for tutoring because parents felt more secure if their children were in tutoring than at home. This theme was conveyed by informants as excerpts from the below:

... Because mom said the tutoring was good (I-2), ... Because my parents told me to, after coming home from tutoring, I just picked them up (I-3), ... Because my parents told me to (I-4).

Third namely Following friends, according to the informant the motivation for taking study tutoring was to follow friends because the informant was very close to his friend, they were also in the same school and class, so seeing his close friend taking study guidance made the informant want to join too. This theme was conveyed by informants as excerpts from the below:

... Because I saw a tutoring friend, I wanted one too (I-5), Because of recommendations from friends, sis, and also learning in tutoring is also fun (I-6).

Fourth namely recommendations from teachers. According to the informant, the motivation to take study guidance was due to encouragement from teachers at school to take study guidance because the tutoring was good. This theme was conveyed by informants as excerpts from the below:

... Because of the teacher's recommendation, the tutoring is good (I-7)

Fifth namely so that it is easy to understand mathematics lessons, according to the informant the motivation for participating in tutoring is because learning mathematics in tutoring is easier to understand than at school. This theme was conveyed by informants as excerpts from the below :

... Because I had difficulty understanding mathematics at school, sis, if I was tutored I could easily understand the material and the teacher who taught made me like mathematics (I-1).

Sixth namely that the learning process at school is less than optimal. According to the informant, the motivation for participating in tutoring is because the school applies a shift learning system, which has been implemented since the Covid-19 pandemic, the informant feels that studying at school is not optimal for a short duration, even though the subject matter is extensive. This theme was conveyed by informants as excerpts from the below :

... Because the learning process at school applies a shift system, I feel like I don't understand the material enough and that makes me want to increase my study hours in tutoring (I-10).

Motivation plays a very important role in students because it has a serious impact on attitudes and behavior (Csizér & Lukács, 2010). Therefore, students who have motivation will have an interest in learning activities and try more optimally than less interested students (Wigfield & Cambria, 2010). In line with the opinion of Wijaya, (2012), that every activity that a person is interested in needs to be paid attention to continuously and accompanied by a feeling of pleasure to obtain a sense of satisfaction. Tutoring is the process of assisting individuals or groups so that the person concerned can recognize themselves, both their abilities and weaknesses (Eriany et al., 2013).

According to Bray, (2013), tutoring outside of school is assisting with the school's responsibilities aimed at individuals or groups. Tutoring is needed when children enter a formal, informal, or non-formal educational environment. This learning guidance is carried out continuously so that children can face the demands of the times (Dong et al., 2020). The aim of providing tutoring is so that students have an awareness of their potential in the learning aspect, understand the various obstacles that may arise in the learning process, can plan the completion of their studies well, develop all their potential and strengths as optimally as possible, overcome various obstacles and difficulties when studying, and adapt to both the educational environment and the community environment (Mitchell & Gibson, 2011; Waldi et al., 2018). Based on research that the author has conducted regarding students' motivation to take part in tutoring. The research results found six important themes related to students' motivation for participating in tutoring.

First self-motivated, Intrinsically motivated students may engage in an activity because it gives them pleasure and helps them develop skills that they feel are important or seem ethically and morally right to do (Eriany et al., 2013). Self-motivation to take part in tutoring is key in determining the level of involvement and success in the program (Demirören et al., 2020). This self-motivation creates a strong foundation for active and focused participation in tutoring, ensuring that the time and effort invested yields maximum results (Gettinger & Walter, 2012).

Second encouragement from parents, according to Fan & Williams, (2010); Bempechat & Shernoff, (2012), the contribution of parents in involving students in studying tutoring has a good impact because students experience increased motivation to learn. According to Umar, (2015), education outside the family does

not mean giving up parental responsibility in children's education, but this is done by parents solely because of the limited knowledge possessed by parents, because the nature of knowledge continues to develop following the times, while Parents have limitations. Apart from that, because parents are busy working to meet family needs, this also encourages parents to ask for help from other parties in their children's education (Walsh et al., 2009).

Third following friends, according to the informant the motivation for taking study tutoring was to follow friends because the informant was very close to his friend, they were also in the same school and class, so seeing his close friend taking study guidance made the informant want to join too. Close friends within the school and class can also be figures of inspiration and may have provided positive testimony about the benefits of tutoring (Borthwick & Gallagher-Brett, 2014; Chen et al., 2014). In this context, informants' motivation to join tutoring could come from the urge to engage in similar learning experiences with friends (Mackiewicz & Thompson, 2013; Cantika et al., 2018; Bugaj et al., 2019). The presence of togetherness in facing learning challenges can create a positive atmosphere of support and community, motivating informants to improve their understanding of the material, achieve better academic achievements, and overcome learning obstacles.

Fourth teacher recommendations, according to the informant the motivation to take study guidance was due to encouragement from teachers at school to take study guidance because the guidance was good. Students' motivation to join tutoring may be based on the belief that the tutoring provides additional support and is an effective learning method (Jackson & McNamara, 2013; Duffy & Azevedo, 2015). Students' trust in teacher advice can be an important factor in decision-making because they consider that tutoring can help improve their understanding of the material, achieve better academic achievement, and overcome learning obstacles (Datnow & Hubbard, 2016; Đurišić & Bunijevac, 2017).

Fifth so that it is easy to understand mathematics lessons, according to the informant the motivation for participating in tutoring is because learning mathematics in tutoring is easier to understand than at school. Students' motivation to take part in tutoring in mathematics subjects often arises from the perception that learning mathematics in tutoring is easier to understand than at school (Abramovich et al., 2019). Factors contributing to this motivation may involve a more individualized approach to learning, more detailed and directed explanations from tutors, and smaller, more focused learning environments (Abramovich et al., 2019). Students may feel that in tutoring, they can overcome learning obstacles and difficulties more effectively, considering that tutors can provide more personal attention to their learning needs. Apart from that, the possibility of using more varied and applicable teaching methods in tutoring can also play an important role in clarifying mathematical concepts that are difficult to understand at school (Collins et al., 2018; Moliner & Alegre, 2020). Thus, students feel that the decision to take tutoring is a strategic step to increase their understanding and comfort in facing mathematics lessons.

Sixth The learning process at school is not optimal. According to the informant, the motivation to take part in tutoring is because the school applies a shift learning system, which has been implemented since the Covid-19 pandemic, the informant feels that studying at school is not optimal for a short duration, even though the subject matter is substantial (Mishra et al., 2020). Besides that student's motivation to take part in tutoring often arises from the perception that the learning process at school is less than optimal. Students may identify various obstacles to classroom learning, such as time constraints, large class sizes, or teaching methods that do not fully meet individual learning needs (Maringe & Sing, 2014; O'Flaherty & Phillips, 2015). Awareness of these challenges encourages them to seek additional

support in tutoring (Byram & Wagner, 2018).

CONCLUSION

This research has succeeded in revealing students who look for tutoring with a variety of motivations involving academic aspects, self-development and solving learning obstacles. This motivation includes the desire to improve understanding of the material, achieve better academic achievement, build self-confidence, overcome educational obstacles, develop study skills, and strengthen intrinsic motivation. Having students motivated to take part in tutoring, can increase their interest in learning and make it easier for students to overcome difficulties in learning at school.

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