

Smart Education Tutoring Strategy to Increase Students' Learning Motivation in Post-Pandemic

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Abstract

The Covid-19 pandemic has changed the educational landscape around the world, forcing schools and educational institutions to shift from offline to online and back again. This research explores the strategies implemented by smart education tutoring in an effort to increase student learning motivation after the pandemic using a qualitative descriptive approach with case study research. The sampling technique used purposive sampling with a total of 7 informants consisting of owners and tutors of Smart Education tutoring. The strategies discussed include using technology-based learning media, building pleasant relationships with students, providing encouragement, providing rewards in the form of prizes, grades and praise, and strengthening collaboration with students' parents. The research results show that these strategies have been successful in increasing students' learning motivation which has decreased. This research uses structural functional theory by Talcott Parsons with the four functions of AGIL, namely adaptation, goal achievement, integration, and pattern maintenance, to analyze the role of tutoring in responding to changes in the education system. The results underline the important role of tutoring in helping students overcome learning difficulties and maintaining their motivation in learning. This research provides valuable insights for tutoring and other educational institutions seeking to address post-pandemic educational challenges.

Keywords: Motivation to learn; Covid-19 Pandemic; Strategy

Abstrak

Pandemi covid-19 telah mengubah lanskap pendidikan di seluruh dunia, memaksa sekolah dan lembaga pendidikan untuk beralih dari offline ke online dan kembali lagi ke offline. Penelitian ini mengeksplorasi strategi yang diterapkan oleh bimbingan belajar smart education dalam upaya untuk meningkatkan motivasi belajar siswa pasca pandemi menggunakan pendekatan deskriptif kualitatif dengan jenis penelitian studi kasus. Teknik pengambilan sampel menggunakan purposive sampling dengan jumlah informan sebanyak 7 orang yang terdiri dari pemilik dan tutor bimbingan belajar smart education. Strategi yang dibahas mencakup penggunaan media pembelajaran berbasis teknologi, membangun hubungan yang menyenangkan dengan siswa, memberikan dorongan semangat, memberikan reward dalam bentuk hadiah, nilai, dan pujian, serta memperkuat kerjasama dengan orang tua siswa. Hasil penelitian menunjukkan bahwa strategi-strategi ini telah berhasil dalam meningkatkan motivasi belajar siswa yang mengalami penurunan. Penelitian ini menggunakan teori fungsional struktural oleh Talcott Parsons dengan empat fungsi AGIL, yaitu adaptasi, pencapaian tujuan, integrasi, dan pemeliharaan pola, untuk menganalisis peran bimbingan belajar dalam menjawab perubahan-perubahan dalam sistem pendidikan. Hasilnya menggaris bawahi pentingnya peran bimbingan belajar dalam membantu siswa mengatasi kesulitan belajar dan menjaga motivasi mereka dalam belajar. Penelitian ini memberikan wawasan berharga bagi bimbingan belajar dan lembaga pendidikan lainnya yang berusaha mengatasi tantangan pendidikan pasca pandemi.

Kata kunci: Motivasi Belajar; Pandemi Covid-19; Strategi

INTRODUCTION

At the beginning of 2020, Indonesia was shocked by the presence of the corona virus. In order to prevent the spread of Covid-19 in the educational arena, the Ministry of Education and Culture (Kemendikbud) issued a circular regarding the prevention of Covid-19 in the education sector, especially in schools. Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period for the Spread of Corona Virus Disease (Covid-19), it is explained that the increasing spread of corona virus disease (Covid-19) affects the physical and mental health of students, teachers, principals and all school residents are the main considerations

in implementing education policies. The way to overcome the spread of the corona virus in the education sector is with online/distance learning. Keban(2021)There are many platforms such as Whatsapp groups, Google Classroom, Google Meet, Zoom, and various other types of platforms that can be used for distance learning.

After spreading in Indonesia for approximately 2 years, Indonesia has managed to get out of this pandemic and move into a new era or new normal like before the pandemic. This new normal era began with the enactment of the Joint Decree of the Four Ministers of Ministers Number 01/KB/2022, Number 408 of 2022 concerning Guidelines for Organizing Learning During the Covid-19 Pandemic,

new policies have again provided challenges in the education sector. Sari(2020) learning that was originally online was transferred back to face-to-face or offline.

Several obstacles emerged when returning to the face-to-face system. One of them is according to goddess(2023) Habits formed during the pandemic cause students to lose motivation to study. Students are also lulled by the convenience of today's technology, because everything related to learning can be accessed easily. Besides that Pratiwi W.D(2021) said that the lack of intense guidance and supervision from teachers and parents during online learning also caused learning motivation to decrease. According to goddess(2023) This can indirectly result in low student learning outcomes. Amseke(2018) Parents always want their children's learning achievements to be good, but parents themselves often ignore their children's learning process. Without support and guidance in the learning process, parents only focus on their children's learning outcomes. This is in accordance with opinion Kurniati, et al(2021) that most parents feel that their responsibility to educate their children is over after their children enter a school. Dewi Sri Handayani, et al(2017) On the other hand, parents also have to fulfill economic needs, namely by working. Then each company or agency has its own rules regarding how long employees must work each day. This causes the meeting time between working parents and children to decrease, thereby affecting the child's growth and development. According to Ana Qomariyah, et al(2017) Parents play at least an important role in children's education, ideally around 60%-70% of the time children interact with their parents.

Some of the obstacles above are the trigger for the need for tutoring institutions. Tutoring institutions as non-formal educational institutions are considered important for their success in helping overcome students' learning difficulties. In accordance with the opinion expressed by Abdul Rozak, et al(2018) The purpose of tutoring is to find out and overcome learning

difficulties that occur in students so that the goals of education can be achieved.

Tutoring or what is known as tutoring in its development is widely known to the public and can be found in big cities and rural areas. The existence of tutoring institutions is also mushrooming in Karanganyar Regency. This is proven by the large number of study guides spread across various sub-districts in Karanganyar Regency as in the following table:

Table. 1 Number of Tutoring in Karanganyar Regency

Subdistrict	Amount
Colomadu	25
Gondangrejo	14
Jaten	21
Kebakkramat	19
Tasikmadu	20
Karanganyar	33
Mojogedang	8
Kerjo	1
Karangpandan	7
Ngargoyoso	1
Jenawi	2
Tawangmangu	4
Matesih	6
Jatipuro	2
Jatiyoso	0
Jumapolo	2
Jumantono	1

Based on table 1, the number of tutoring in Karanganyar Regency is around 166, these tutoring include Ganesha Operation, Neutron Yogyakarta, Primagama, Genius, AHE, Cabaca, Achievement, MIPA, Basmala, Smart Student, Smart Education, etc. other.

One of the study tutoring areas which has experienced an increase in the number of students from pre-pandemic, pandemic to post-pandemic times is smart education tutoring, which is in Tasikmadu District, Karanganyar Regency, located in Botohan Hamlet RT 01/01, Wonolopo Village. The increase in the number of students taking smart education tutoring can be seen as in the following table:

Table 2. Number of Tutoring Students

Smart Education

Year	Amount
2019	9
2020	15
2021	18
2022	23
2023	29

Based on table 2, regarding the number of Smart Education tutoring students, it can be seen that there has been an increase in the number of students every year from 2019 to 2023.

The number of students in smart education tutoring is 2 Kindergarten/PAUD students, 19 Elementary School students, and 8 Middle School students. From the results of observations and interviews with the tutor owner, namely Ms. Dara Madu Wibella on September 9 2023, it was discovered that the reason why students' parents enrolled their children in smart education tutoring was because the parents had difficulty accompanying their children in their studies. These difficulties are caused by parents who are busy working, find it difficult with the current learning material, want to improve their children's learning achievements, increase their children's enthusiasm for learning, and overcome obstacles related to learning. Based on several factors, parents decide to send their children to tutoring. learn smart education.

Previous research discussing strategies for increasing learning motivation was carried out by Chandra, MA & Fernandes, R. (2023) discusses teachers' strategies for increasing students' learning motivation after the online learning period, namely by optimizing curriculum implementation in the learning process, optimizing collaboration with students' parents, providing encouragement regarding the importance of learning, and giving students appreciation in the form of grades and praise to students. This research certainly has differences with previous research, the previous research discussed the strategies of high school teachers, whereas this research focuses on tutoring strategies which were analyzed using

the structural functional theory proposed by Talcott Parsons with the functional imperative of the "action" system, known as AGIL scheme. The aim of this research is to find out and describe the strategies implemented by smart education tutoring to increase student learning motivation after the pandemic.

RESEARCH METHOD

This research uses a qualitative descriptive approach with a case study type of research. The aim of the case study research is to examine in depth the smart education tutoring strategy to increase student learning motivation after the pandemic. The sampling technique in this research used purposive sampling with a total of 7 informants consisting of 1 smart education tutoring owner and 6 smart education tutoring tutors. The research location was carried out at the smart education tutoring located in Botohan Hamlet, Wonolopo Village, Tasikmadu District, Karanganyar Regency. Data collection techniques in this research used interview, observation and documentation techniques with source triangulation validity testing techniques and data analysis techniques from Miles and Huberman which consisted of three stages, namely data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

Smart education tutoring was founded in 2019, the background to the establishment of smart education tutoring was because of the desire of the owner of this tutoring to open up new job opportunities for teaching faculty students so they could gain teaching experience before entering the real world of work. Smart education tutoring is located in Botohan Hamlet RT01/01, Wonolopo, Tasikmadu, Karanganyar with several programs both private and group, such as:

1. Reading, writing and arithmetic guidance for early childhood/ kindergarten children.
2. Tutoring for elementary school level all subjects.

3. Special tutoring for mathematics, science and English for junior high schools and high schools.

The aim of Smart Education tutoring is to help students solve problems of difficulty in their learning intensively and increase student motivation to learn so that students are able to understand and solve learning problems optimally, driven by effective and efficient time when studying with the assistance of tutors who pleasant. In order to achieve this goal, a strategy and method is needed. According to previous research written by Chandra, MA & Fernandes, R. (2023) that a teacher is required to be able to choose appropriate learning strategies and methods, especially in facing this changing learning system with the aim of students becoming more motivated in their learning activities. Based on the results of research conducted in smart education tutoring, the strategies implemented by tutors to increase student learning motivation after the pandemic are as follows:

Implementing Technology-Based Learning Media

The learning applied during the pandemic is technology-based learning. This has resulted in post-pandemic students getting used to using technology, especially cellphones, as a learning medium. Based on this, as a guide in order to increase students' learning motivation after the pandemic, of course they also have to adapt to students' interests, so the strategy implemented is to apply technology-based learning media. Based on the results of interviews, post-Covid smart education tutors began to use variations in technology-based learning media. The learning media used include videos, quizizz, YouTube, Duolingo. The application of technology-based learning media continues to adapt and pay attention to the curriculum applied by students at school, whether using the 2013 curriculum or the independent curriculum. Apart from that, the application of technology-based learning media also pays attention to students' own learning interests.

Building Enjoyable Relationships with Students

To increase student learning motivation after the pandemic, don't just focus on learning media, but can build pleasant relationships with students. Based on the results of the interview, this was done with the aim of making students comfortable in learning, then when students are comfortable, students can concentrate on studying. Building a pleasant relationship with students, here the tutor positions himself as a friend of the students but still with boundaries so that students do not underestimate the tutor. Building a pleasant relationship with students can be done by asking questions or inviting students to chat. This makes students feel cared for and then become open to the tutor and then become close. After feeling close to the tutor, you can create a comfortable learning atmosphere so that students' learning motivation can increase.

Building pleasant relationships with students can also be done with a questioning approach or free asking after courses. Free asking after courses means that students are free to ask questions after the lesson takes place. However, this question is still about learning material that students do not understand, either at school or during tutoring, which they feel requires an answer or explanation from the tutor. Questions from students can be asked via WhatsApp. Apart from making students feel close to the tutor, the existence of free asking after courses also increases students' learning motivation even though there is no tutoring meeting with the tutor that day.

Provide Encouragement

Providing encouragement to students is one strategy that can help increase students' learning motivation after the pandemic. Based on the results of interviews, tutors as motivators can provide encouragement to students which revives students' motivation to learn. This encouragement can be done by providing motivational words. For example, regarding goals, achieving those goals requires a long process and the process involves learning. Next, create imagination

regarding the advantages of these ideals, so that this can increase students' learning motivation.

Enthusiasm is also given by watching students watch live learning videos. For example, a video about the story of a disabled person who has no hands but is still enthusiastic about learning. After watching the video, of course there are many moral messages that can be taken away. This can certainly stimulate students to revive their motivation to learn.

Providing Rewards in the Form of Prizes, Values and Praise

Providing rewards in the form of prizes, grades and praise is the most effective strategy for increasing student learning motivation after Covid. Based on research results, the majority of smart education tutoring students are elementary school students, so giving rewards, especially in the form of prizes, tends to enable children to increase their motivation to learn optimally. Rewards in the form of prizes are given according to the student's abilities. And it can also be given when students achieve the targets given by the tutor or according to agreements that have been made previously. Giving rewards in the form of prizes is also based on the midterm or final exam scores or based on school ranking. Apart from that, it is also based on the results of the quiz given by the tutor during the lesson. Prizes given can include snacks, pens or other school equipment, as well as pocket money for students.

Rewards in the form of grades are also given on each student's assignment sheet. In this case, the tutor actively always gives grades to each student's assignment sheet as a form of appreciation for the work or assignments that have been completed by the student. Apart from giving grades, don't forget that the tutor also inserts an emoticon symbol in the form of a smile or words like "good job" as a form of praise for the hard work that has been done by the students in completing the assignment sheet from the tutor. These emoticon symbols and words of

praise are inserted next to or below the grades given on the student's assignment sheet.

Providing rewards in the form of prizes, grades or praise can appreciate students, making students more enthusiastic in learning activities and students can express themselves more optimally because of the rewards received by these students.

Collaborating with Parents

In terms of increasing students' learning motivation after Covid, of course it also requires collaboration with the students' parents. Based on the results of interviews, this collaboration was carried out in the form of intense communication between the parents of the students along with the tutors and tutors regarding the obstacles experienced by the students during the learning process, then looking for solutions to these problems together. Parents have control over the child and supervise the child's development, in this case the teacher cannot control the child optimally because most of the child's activities are at home. Apart from that, this communication is also used by parents and tutors to find out their children's progress in the learning process. This communication is carried out after the learning process has been carried out. However, if direct communication cannot be done, the tutor will try to communicate using WhatsApp. This collaboration must be carried out optimally so that the teaching and learning process can run smoothly and as expected.

Analysis of Talcott Parsons' Structural Functional Theory

Based on the research results, the theory used in this research is the structural functional theory from Talcott Parsons with the functional imperative of the "action" system, known as the AGIL scheme. George Ritzer (2017, p. 256) Function is a group of activities directed to fulfill one or several system requirements. Based on this definition, Talcott Parsons believes that there are four functional imperatives that are necessary or characterize the entire system – adaptation, goal attainment, integration, and latency or pattern maintenance (Latency).

Basically, society is a social system consisting of parts or elements that are interrelated and unite each other in balance. If there is a change in one part of the body, it will also bring changes to other parts. So, the basic assumption is that each structure in a social system is functional relative to others. A function is a collection of activities aimed at fulfilling system needs. So in order to survive, a system must carry out the four AGIL functions.

This cannot be separated from Smart Education tutoring in dealing with changes in the learning process which started from face-to-face learning before the pandemic to online learning during the Covid pandemic then back again to full face-to-face learning after the pandemic which was analyzed using the four AGIL functions, as following:

First Adaptation, a system must address external situations or situational needs that come from outside. The system must be able to adapt or adjust the environment to its needs. The pandemic period has had a big impact on various fields, especially in the field of education. In the pre-pandemic era, the learning process in smart education tutoring was carried out face-to-face in group programs with a minimum of 5 students or privately. Then, when the pandemic took place in accordance with government recommendations to prevent the spread of the corona virus, Smart Education tutoring only implemented private programs with an online learning process via Zoom and WhatsApp video calls and face to face but still adhered to applicable health protocols. Furthermore, in the new normal or post-pandemic era, tutors and students have to adapt again to face-to-face learning. This continuous change certainly causes students to lose their motivation to learn.

Apart from having to adapt to the changes that occur, teachers also have a role in increasing students' learning motivation which has decreased due to the changes that have occurred. Several things that tutors do to increase students' learning motivation are by implementing technology-based learning media. This is done because during the

pandemic teaching and learning activities cannot be separated from technology. During the pandemic, students were already dependent on technology, so tutors made adjustments by implementing technology-based learning media in order to increase students' learning motivation.

Second Goal Attainment, a system must be able to define and achieve its main goals. This Smart Education tutoring aims to help students solve problems of difficulty in their learning intensively and increase students' learning motivation so that students are able to understand and solve learning problems optimally, driven by effective and efficient time when studying. As there are changes in the learning process, tutors must adapt by implementing strategies to improve student learning. This strategy is carried out by implementing technology-based learning media. The strategies implemented aim to ensure that Smart Education tutoring can function well, namely as a place for students to get education outside of school and increase student motivation to learn.

Third, Integration, a system must be able to regulate the relationships between the parts that are its components. Apart from that, the system must also manage the relationships between the other three functional imperatives (A, G, L). At this stage of smart education tutoring, tutors and students' parents are required to integrate with each other in implementing various strategies to increase students' learning motivation after the pandemic. The effort made is to communicate intensively regarding the obstacles experienced by students and then jointly look for solutions to these problems and find out about children's development in the learning process. This communication is carried out directly and uses the WhatsApp application. Here the parents have control over the child and supervise the child's development because in this case the teacher cannot control the child optimally because most of the child's activities are at home with the parents. Apart from that, parents can also motivate children to be enthusiastic about learning so that

students' learning motivation can increase. This integration is important because support from the family environment can be a driving factor to increase students' learning motivation after the pandemic.

Fourth Latency, a system must complement, maintain, and renew individual motivation and the cultural patterns that create and maintain that motivation. Smart education tutoring, tutors, students and parents are required to integrate with each other and work together in implementing various strategies to be able to adapt to changes that occur so as to increase student learning motivation and maintain student learning motivation. Then the strategies used to maintain student learning motivation are carried out by building pleasant relationships with students, providing encouragement, giving rewards in the form of prizes, grades and praise. The more students' learning motivation increases, the learning goals that smart education tutoring wants to achieve will also be achieved.

CONCLUSION

This research was conducted with the aim of providing answers regarding strategies that should be carried out in smart education tutoring to increase student learning motivation after the pandemic applies Talcott Parsons' structural functional theory with the four AGIL functions (Adaptation, Goal Attainment, Integration, and Latency) to analyze the role of tutoring in responding to changes in the education system. The results emphasize the important role of tutoring in helping students overcome learning difficulties and maintaining student motivation to learn. So, smart education tutoring has succeeded in overcoming the challenges that emerged due to the pandemic and implemented various strategies to increase student learning motivation after the pandemic. These strategies include implementing technology-based learning media, build pleasant relationships with students, provide encouragement, provide rewards in the form of prizes, grades and praise, and collaborate with parents.

SUGGESTION

1. Make More Use of Technology-Based Learning Media: Considering the changes in the field of education that are occurring, smart education tutoring can continue to utilize interesting and relevant technology-based learning media in order to maintain student learning motivation.
2. Strengthening Communication with Parents: Strong collaboration and intensive communication with students' parents can help monitor student progress and find solutions to learning problems because parental support in dealing with children's learning is very important.
3. Building pleasant relationships with students: Continuing to build good relationships with students and ensuring students feel comfortable and open in facing obstacles in learning, inserting enthusiasm and positive encouragement in interactions with students can maintain student learning motivation.
4. Provide Rewards and Praise: Implement a reward system that is relevant to student interests. Make sure that rewards are given according to student achievement. Prizes, grades, and praise can be effective incentives to increase student learning motivation.
5. Measuring Results: Regular evaluation of the results of implemented strategies is an important step. Identify what is successful and what needs to be improved in increasing student learning motivation.

It is hoped that this suggestion can help smart education tutoring in maintaining and increasing student learning motivation after the pandemic.

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