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The Existence of Tutoring Institutions: How Much does it Contribute to Student Achievement in Palu City?

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ABSTRACT

This study aims to analyse the effect of the contribution of tutoring institutions on student learning outcomes. The study used a quantitative approach with a correlational method. The research subjects consisted of 75 students in grades X and XI of high schools in Palu City who were selected using purposive sampling technique between two tutoring institutions, namely Ganesha Operation and Brain Academy Teachers' Palu. The data analysis technique used was simple linear regression with the help of SPSS. The results showed an increase in students' scores after attending tutoring. At Ganesha Operation, the average student score increased from 79.64 to 91.80, while at Brain Academy Teachers' the average student score increased from 83.40 to 90.64. However, regression analysis indicates that institutional contribution does not significantly predict students' Geography learning outcomes ($p > 0.05$), with R^2 values of 0.025 and 0.022, meaning that institutional contribution explains only about 2–3% of the variance in learning outcomes. Thus, it can be concluded that the existence of tutoring institutions still has a low contribution to improving student learning outcomes, especially in Geography subjects.

Keywords: *Contribution, Tutoring Centres, Learning Outcomes, Geography*

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INTRODUCTION

Student learning outcomes demonstrate their ability to comprehend, apply, and critically analyze geographic concepts within relevant contexts. This aligns with the perspective that assessment in education is not merely intended to measure knowledge acquisition, but also to evaluate higher-order thinking skills as key indicators of effective learning (Mustikarani & Ruhimat, 2018). In the Merdeka Curriculum, geography learning outcomes are directed towards the development of cognitive, affective, and psychomotor domains through indicators that emphasise the ability to analyse data, solve contextual problems, and apply concepts in everyday life (Darwin et al., 2023). In reality, many students still face challenges in comprehending and analyzing geographical issues, which ultimately contributes to low academic performance. This situation has led to the growth of tutoring institutions as part of non-formal education, aimed at assisting students in addressing

learning difficulties through more systematic, intensive, and individualized instruction, as stipulated in Law Number 20 of 2003 concerning the National Education System (Arifin & Agustyarini, 2025).

Theoretically, tutoring is understood as a non-formal education service that functions to help students overcome learning difficulties through directed assistance, varied learning methods, and personalised approaches that cannot always be obtained optimally in formal schools (Thahir & Hidriyanti, 2017). The role of tutoring is not only limited to improving academic grades, but also includes strengthening motivation, learning discipline, and developing students' cognitive abilities in understanding analytical concepts, including in geography subjects (Madhani et al., 2021).

Non-formal education complements formal schooling through learning activities such as tutoring outside school hours. Although tutoring is increasingly popular for improving students' understanding and academic quality, its actual impact on learning achievement remains debated (Arifin & Agustyarini, 2025).

In 2026, Palu City's results in the Academic Aptitude Test (TKA) were still below the national benchmark, with Central Sulawesi ranking 31st across Indonesia, underscoring the urgency of improving educational quality in the region. The average geography score of 70.36 remains in the moderate category and has yet to reach a good standard. This suggests a discrepancy between curriculum expectations and students' actual performance, highlighting the importance of additional learning support, such as tutoring programs within non-formal education.

Initial field observations revealed that several students in Palu City experienced difficulties in understanding geography content, as indicated by their average scores of around 68, which were still below the minimum completion standard. This situation encouraged both students and parents to enroll in additional tutoring programs, particularly at Ganesha Operation and Brain Academy Ruang Guru Palu. Such conditions reflect a disparity between classroom instruction and the expected learning outcomes. Within the framework of the Merdeka Curriculum, learning is directed toward achieving comprehensive outcomes that emphasize higher-order thinking skills (HOTS), contextual problem-solving abilities, and holistic competency development across cognitive, affective, and psychomotor domains (Darwin et al., 2023).

Tutoring plays a role in helping to overcome learning problems through systematic strengthening of students' cognitive abilities, increasing understanding of concepts, and developing learning skills supported by small group learning that allows for more personalised and effective assistance (Madhani et al., 2021). Student learning outcomes reflect the changes that occur in students after participating in the learning process, which includes developments in the cognitive, affective, and psychomotor domains as a result of interaction with various learning resources and the educational environment (Chaniago et al., 2022). The achievement of the learning process can be identified through students' ability to understand the subject matter and the realisation of positive behavioural changes, which are ultimately reflected in the achievement of academic achievement in accordance with predetermined assessment criteria. In general, the achievement of learning outcomes

is generally manifested in the form of scores or grades obtained by students through tests or assessments given by teachers at the end of learning activities (Muslich & Mansur, 2011).

Preliminary findings indicate that students' geography achievement has not reached the expected standards, reflecting suboptimal understanding of the material. This has prompted students and parents to seek additional support through tutoring as an intervention to enhance conceptual understanding, analytical skills, and overall learning outcomes. The study is expected to contribute to the development of geography education and provide practical insights for schools, tutoring institutions, and education stakeholders in improving learning quality.

METHOD

This study utilised a quantitative approach with a correlational research design. The study aims to analyse the contribution of tutoring institutions to student learning outcomes in geography and to compare student learning outcomes before and after participating in tutoring. The variable of tutoring institution contribution (X) was measured using a questionnaire scale distributed to teachers/tutors based on indicators of the learning process, material quality, student response, media, and learning administration using a five-point Likert scale. Scores were obtained from the sum and average of all items as a composite index of the contribution of the institution. The variable of student learning outcomes (Y) was measured through pre-test and post-test scores obtained from geography assessment instruments with equivalent competency indicators and levels of difficulty. Scores were expressed on a scale of 0–100 and could be compared directly because they used the same assessment standards before and after attending tutoring.

The research subjects consisted of Grade X and XI high school students in Palu City who attended tutoring at two institutions, namely Ganesha Operation and Brain Academy Ruang Guru Palu. The sample selection used purposive sampling with the criteria of students who actively attended tutoring in geography and had data on their grades before and after attending tutoring. However, because the sample was selected using purposive sampling and limited to two tutoring institutions in Palu City, the findings of this study are context-specific and cannot be generalized to all high school students without further research involving a broader and more representative sample. This study was analysed using descriptive and inferential approaches. Descriptive analysis was used to describe the results of the teacher questionnaire and field practitioner assessment through the calculation of mean values and assessment categories. Furthermore, inferential analysis was used to test the relationship and influence of the contribution of tutoring institutions on student learning outcomes through Pearson's correlation test, paired t-test, and simple linear regression. This descriptive inferential analysis approach is suitable for measuring the relationship between the variable of the contribution of tutoring institutions (X) and student learning outcomes (Y) (Fayakunikmah, 2019). All data analyses were conducted with the help of SPSS software at a significance level of 0.05.

To calculate the correlation, there are guidelines for the degree of relationship of the correlation coefficient used to interpret the Pearson correlation coefficient (r) so that the strength of the relationship between the research variables can be known.

Table 1. Guidelines for the degree of relationship correlation coefficient

No	Correlation Value (r)	Level of Relationship
1	0.00 – 0.20	Very weak
2	0.20 – 0.40	Weak
3	0.40 – 0.60	Medium / Fair
4	0.60 – 0.80	Strong
5	0.80 – 1.00	Very Strong

Source: Sugiyono, 2019

In assessing research results, research criteria based on the mean value range are used as guidelines for interpreting respondent assessments. These criteria serve to classify the mean value into categories of excellent, good, fair, poor, and very poor. Through the application of these criteria, research results can be presented and analysed in a structured manner, making it easier for researchers to draw conclusions in accordance with the predetermined assessment categories.

Table 2. Assessment Criteria

No	Mean Range	Category
1	4.21 – 5.00	Very good
2	3.41 - 4.20	Good
3	2.61 – 3.40	Fair
4	1.81 – 2.60	Poor
5	1.00 – 1.80	Very poor

Source: Arikunto, 2017

FINDING AND DISCUSSION

RESEARCH RESULT

This study was conducted on Grade X and XI high school students who attended tutoring, particularly in Geography, at the Ganesha Operation Palu and Brain Academy Ruang Guru Palu institutions. This study shows the results based on categorisation in the processing of field data contained in Table 3.

Table 3 Criteria for student learning outcomes

Category	Ganesha Operation		Brain Academy Ruang Guru	
	Before	After	Before	After
Not good	4	-	-	-
Fairly good	5	-	-	-
Good	33	6	19	-
Very good	8	44	6	25

Source: Research, 2026

Table 3 shows that the number of respondents who participated in tutoring was 75 students from two different institutions, namely 50 students from Ganesha Operation and 25 students from Brain Academy Ruang Guru. The distribution of learning outcome categories shows a difference in achievement before and after participating in tutoring, at the Brain Academy Ruang Guru, before participating in tutoring, most students were in the good and very good categories, while after participating in tutoring, there was an increase in the number of students in the very good category. Meanwhile, at the Ganesha Operation institution, before tutoring, students were spread across the poor, fair, good, and very good categories. After participating in tutoring, all students were in the very good category.

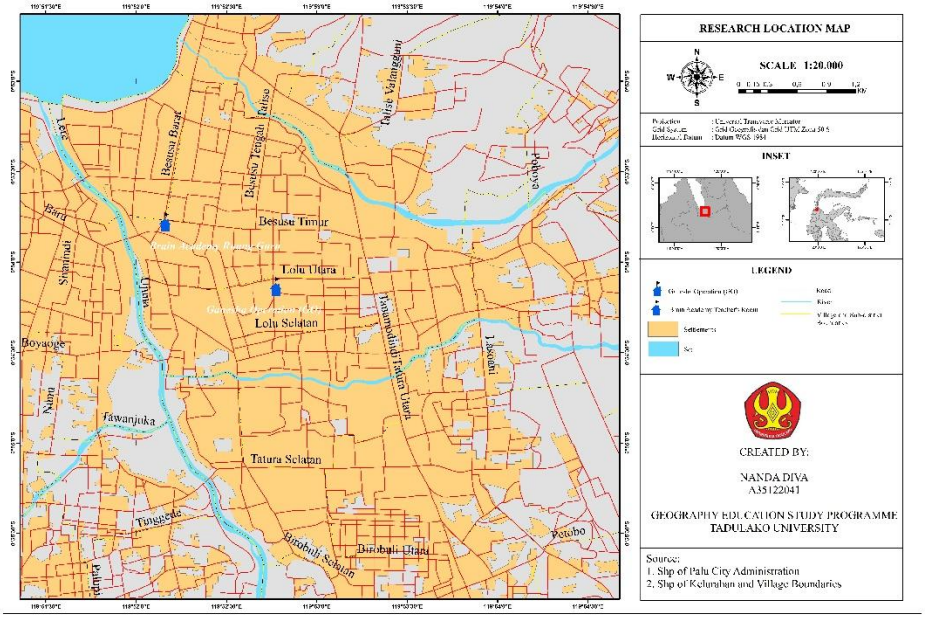

Figure 1 Research Location Map

Based on the results of the descriptive analysis of field practitioners' assessments in Table 4, it can be seen that the average assessment of the learning process at the Ganesha Operation institution was 4.13, which is in the good category, while at the Ruang Guru institution, the average score was 4.23, which is also in the good category. These findings indicate that the implementation of learning at both tutoring institutions has been carried

out in accordance with the established plans, with relatively consistent quality of implementation. Field practitioners assessed that the learning strategies and methods applied at both institutions were able to encourage student activity during the learning process. This condition was supported by effective classroom management and the use of learning media tailored to the characteristics of geography material. The insignificant difference in average scores indicates that both institutions have the same good quality of learning process and play a role in supporting formal learning at school. In addition, the existence of tutoring provides students with more intensive guidance than regular classroom learning. More personalised support from tutors enables students to understand the material more deeply and systematically. Therefore, tutoring institutions contribute to creating a conducive learning environment that supports the achievement of learning objectives. Supported by effective classroom management and learning strategies, these institutions also utilize learning support applications as a means of helping students complete post-learning assignments. The use of these applications contributes to creating a more dynamic, innovative, efficient, and engaging learning environment. In this context, teachers or tutors act as the main drivers of education, responsible for developing learning methods that can increase student motivation and learning outcomes (Putra et al., 2025).

Table 4 Results of field practitioners' assessment of the learning process at Ganesha Operation and Brain Academy Ruang Guru Palu

Indicator	Ganesha Operation		Brain Academy Ruang Guru	
	Mean	Category	Mean	Category
Learning process	4	Good	4.6	Very good
Learning materials	4	Good	3.3	Fair
Student response	4.3	Very good	5	Very good
Learning media	3.6	Good	3.5	Good
Learning administration	4.75	Very good	4.75	Very good
Overall average	4.13	Good	4.23	Very good

Source: Research, 2026

The results of the field practitioners' assessment analysis show that the implementation of learning at both tutoring institutions is in the good category, with average scores of 4.13 and 4.23, respectively. These findings indicate that the learning process has been carried out according to plan, supported by the application of learning methods that encourage student activity, effective classroom management, and the use of learning media that is relevant to the characteristics of geography material. In line with the research (Abadi et al., 2024), The evaluation results show that the implementation of tutoring services is in the good category with an adequate average evaluation score. The findings indicate that the tutoring learning process is carried out in a planned manner and takes into account the needs of students, although there is still room for improvement in terms of learning methods and materials in order to achieve more optimal results.

Table 5 Results of Descriptive Analysis of Teacher Assessment of Student Learning Outcomes in Institutions

Indicator	Ganesha Operation		Brain Academy Ruang Guru	
	Mean	Category	Mean	Category
Improvement in academic grades	3.77	Good	3.85	Good
Increased motivation to learn	3.76	Good	3.96	Good
Increased interest in learning	3.95	Good	4	Good
Progress in cognitive level	3.96	Good	4.1	Good
Average geography exam scores per semester	3.88	Good	4.32	Very good
Improved understanding of physical geography topics	3.96	Good	4,15	Good
Practical skills in human geography topics	1.99	Poor	3.76	Good
Students' perceptions of technical geography topics	4	Good	4.3	Very good
Overall average	3.65	Good	4.0	Good

Source: Research, 2026

Based on Table 5, teacher assessments show that the contribution of tutoring institutions at Ganesha Operation and Brain Academy Ruang Guru is generally in the good category, with average scores of 3.65 and 4.00, respectively. Most of the learning indicators were assessed positively, although there were still some aspects that needed improvement. This indicates that tutoring contributes to students' Geography learning outcomes. It helps students overcome difficulties in understanding geographical concepts and analytical material, leading to more optimal academic achievement (Subakti & Handayani, 2021). This is consistent with the results of teacher assessments, which show that most indicators of student learning outcomes in tutoring institutions are in the good to very good category, reflecting the contribution of tutoring institutions in improving students' cognitive, motivational, and comprehension aspects as a whole. However, the results of the regression analysis indicate that the contribution of tutoring institutions has not had a significant effect on student learning outcomes, suggesting that other factors also influence learning achievement.

Simple Linear Regression

Table 6 Simple Linear Regression Results of Student Learning Outcomes at the Ganesha Operation and Brain Academy Ruang Guru Palu

Tutoring Institution Variable	Tutoring Institution Variable	B	t	Sig.	R^2
Ganesha Operation	Institutional Contribution	0.302	1.042	0.306	0.025
	Constant	71.301	4.344	0.000	
Brain Academy Ruang Guru	Institutional Contribution	0.889	0.718	0.480	0.022
	Constant	87.284	18.612	0.000	

Source: Research, 2026

Based on the results of simple linear regression analysis on two tutoring institutions, namely Ganesha Operation Palu and Brain Academy Ruang Guru Palu, it can be concluded that the contribution of tutoring institutions has not had a significant effect on student learning outcomes. This is indicated by a significance value greater than the significance level of 0.05 in both institutions. The relatively small coefficient of determination (R^2) value indicates that the contribution of tutoring institutions can only explain a small portion of the variation in student learning outcomes. At Ganesha Operation, the R^2 value of 0.025 indicates that the contribution of tutoring institutions explains only about 2.5% of the variation in student learning outcomes, while the remaining 97.5% is influenced by other factors outside the variables studied. Meanwhile, at the Brain Academy Ruang Guru institution, an R^2 value of 0.022 indicates that tutoring explains only about 2.2% of the variation in student learning outcomes, while the remaining 97.8% is influenced by other factors such as learning motivation, learning habits, family support, the quality of formal schooling, and students' initial abilities.These findings are in line with the results of the study (Banna et al., 2021) which, based on linear regression testing using SPSS, shows that online tutoring only contributes 12.3% to students' mathematics learning achievement, while most of the variation in learning outcomes is influenced by other variables that were not studied. This condition indicates that the existence of tutoring is not yet a dominant factor in determining student learning outcomes. Although the paired t-test showed a significant increase in students' scores after tutoring, the regression analysis indicates that institutional contribution does not significantly predict variations in learning outcomes. This suggests that mean score improvement does not necessarily reflect strong predictive influence of the institutional variable. In line with this (Momani et al., 2025), emphasises that the success of an institution or organisation does not automatically have a direct impact on key outputs without adequate supporting variables. This shows that improving the quality of institutions needs to be accompanied by effective learning strategies in order to have a real impact on student learning outcomes. The increase in posttest scores may reflect short-term reinforcement, structured practice, or test familiarity effects obtained during tutoring sessions. However, the low R^2 values indicate that tutoring explains only a small proportion of the overall variance in student achievement. This suggests that learning outcomes are influenced by multiple interacting factors such as prior

ability, motivation, school instruction quality, and family support. Thus, improving the quality of tutoring institutions needs to be accompanied by the implementation of effective learning strategies and the support of internal and external factors for students in order to have a real impact on improving learning outcomes.

Correlation Test

Table 7 Results of Pearson's Correlation Test between the Contribution of Tutoring Institutions and Student Learning Outcomes at Ganesha Operation and Ruang Guru Palu Institutions

Tutoring Institution	Variable	Correlation Coefficient (r)	Sig.	N	Description
Ganesha Operation	X-Y	0.705	0.000	50	Positive and Significant Relationship
Brain Academy Ruang Guru Palu	X-Y	0.495	0.012	25	Positive and significant relationship

Source: Research, 2026

Based on the results of Pearson's correlation test, the contribution of tutoring institutions has a positive and significant relationship with student learning outcomes, both at Ganesha Operation and Brain Academy Ruang Guru Palu. At Ganesha Operation, the correlation coefficient value of r = 0.705 indicates a strong and unidirectional relationship, while at Brain Academy Ruang Guru Palu, the value of r = 0.495 indicates a moderate relationship. These findings indicate that, in general, there is a correlation between the contribution of tutoring institutions and student learning outcomes. However, the results of simple linear regression analysis show that the effect of the contribution of tutoring institutions on student learning outcomes is not statistically significant. The low coefficient of determination (R^2) value in both institutions indicates that the contribution of tutoring institutions can only explain a small portion of the variation in student learning outcomes, while the majority is influenced by factors outside the research variables, such as learning motivation, students' initial abilities, family support, and learning environment. Thus, although there is a relationship between the two variables, the relationship is not strong enough to indicate a significant influence in the regression model. These results are in line with previous research (Alismail et al., 2025) which analyses the relationship between successful intelligence and the academic quality of life of students. The study shows a positive and significant correlation between the two variables, indicating that an increase in a person's academic ability will be followed by an increase in their academic quality of life. The similarity in the direction of the relationship in these two studies shows that Pearson's correlation test is effective for identifying relationships between variables in educational research, both in the context of tutoring at school level and in the development of academic abilities in higher education.

T-test

Table 8 Descriptive Statistics and Paired t-Test Results of Student Scores Before and After Participating in Tutoring at Ganesha Operation and Brain Academy Ruang Guru Palu

Value Group	N	Mean	Standard deviation	Mean difference	r	t	df	Sig. (2-tailed)
Ganesha Operation Palu Institution								
Before	50	79.64	10.61					
After	50	91.80	3.66	-12.16	0.537	-9.518	49	0,000
Brain Academy Ruang Guru Palu								
Before	25	83.40	2.814					
After	25	90.64	1.800	-7.240	0.063	-11.59	24	0,000

Source: Research, 2026

Based on the results of descriptive statistical analysis, the average scores of students at both tutoring institutions showed an increase after participating in the tutoring programme. At Ganesha Operation, the average score increased from 79.64 before tutoring to 91.80 after tutoring, while at Brain Academy Ruang Guru, the average score increased from 83.40 to 90.64. This increase was reinforced by the results of the paired t-test, which showed a significant difference between the scores before and after tutoring at both institutions, with a $t(49) = -9.518$, $p < 0.001$ at Ganesha Operation and $t(24) = -11.59$, $p < 0.001$ at Brain Academy Ruang Guru and a significance value of 0.000 ($p < 0.05$). These findings indicate that tutoring contributes to improving student learning outcomes.

The results of the paired correlation analysis showed different levels of correlation between pre- and post-tutoring scores at each institution, with a correlation coefficient of $r = 0.573$, $p < 0.001$ at Ganesha Operation, which was classified as moderate, and $r = 0.063$, $p < 0.001$ at Brain Academy Ruang Guru, which was classified as very weak, although both were statistically significant. This difference indicates that improvements in student scores are not always accompanied by a strong relationship between pretest and posttest scores. These findings are consistent with research (Mariyati et al., 2022) which found a very strong relationship between tutoring and improved student learning outcomes, but at the same time emphasised that the strength of the relationship can vary depending on the context and characteristics of the students. In addition, the results of this study are in line with research (Putra et al., 2020) which used an independent sample t-test and found significant differences in learning outcomes between the experimental class and the control class after the implementation of media-based learning. Although the context and learning treatments applied were different, both studies showed changes in learning outcomes. The main difference lay in the level of significance of the effect, where the study (Putra et al., 2020) showed a significant effect, whereas in this study the contribution of tutoring was not yet fully statistically significant. This indicates that improvements in student learning outcomes are not only determined by the availability of tutoring, but are also influenced by the quality of learning strategies, the intensity of treatment, and the characteristics of the students.

DISCUSSION

The results of this study indicate that tutoring institutions play a descriptive role in improving students' academic achievement. This can be seen from the significant increase in scores after students participated in tutoring programmes at Ganesha Operation and Brain Academy Ruang Guru Palu. Paired t-tests reinforce these findings by showing that the difference in scores before and after participating in tutoring is statistically significant. This condition indicates that tutoring provides systematic reinforcement of material, additional practice questions, and more intensive academic assistance, thereby helping students to better understand geography material. However, the results of simple linear regression analysis show that the contribution of tutoring institutions does not significantly predict student learning outcomes. The relatively small coefficient of determination ($R^2 = 0.025$ and $R^2 = 0.022$). This difference occurs because the paired t-test examines whether there is a significant difference in mean scores before and after tutoring, whereas regression analysis evaluates the predictive contribution of institutional factors to variations in learning outcomes. Thus, although students' scores increased significantly, the institutional contribution variable alone does not strongly explain the variance in achievement, indicates that tutoring only explains about 2–3% of the variation in learning outcomes. This means that the increase in scores is not solely determined by participation in tutoring, but is also influenced by various other factors, both internal, such as motivation, initial ability, and learning habits, and external, such as family support and the quality of learning at school. Pearson's correlation test also shows a positive and significant relationship between institutional contribution and learning outcomes ($r = 0.705$, $p < 0.001$ at Ganesha Operation; $r = 0.495$, $p < 0.012$ at Brain Academy). However, correlation does not imply strong predictive power, which explains why the regression results are not significant, which explains why the regression results are not significant.

These findings are in line with the concept of shadow education proposed by (Bray, 2013), which views tutoring as a complement to formal education through additional time and reinforcement of learning. The improvement in students' scores after participating in tutoring also supports the results of a meta-analysis conducted by (Nickow et al., 2020), which shows that structured tutoring programmes can have a positive impact on academic achievement. However, the small contribution in the regression analysis reinforces the view (Slameto, 2010) that learning outcomes are influenced by various internal and external factors beyond learning interventions alone. In line with this, research by (Banna et al., 2021) also found that the contribution of tutoring to academic achievement is only partial. Thus, the results of this study confirm that tutoring functions as a supporting factor, not as the main determinant of academic success, because student achievement is the result of the interaction of various variables in the educational ecosystem.

This study has several limitations that need to be considered. The correlational design used does not allow for strong causal conclusions to be drawn. In addition, the limited sample size and coverage of only two institutions in Palu City limits the generalisation of the findings. This study also did not examine in depth other variables that could potentially influence learning outcomes, such as socioeconomic background, parental

involvement, initial academic ability, and the intensity of tutoring. Theoretically, this study enriches the discourse on the role of non-formal education by emphasising that tutoring institutions serve as complementary support to formal education. Practically, tutoring institutions need to develop more adaptive learning strategies, provide personalised feedback, and encourage the development of higher-order thinking skills in line with the Merdeka Curriculum. For further research, it is recommended to use experimental or quasi-experimental designs with a broader sample and to add variables such as learning motivation and self-regulation in order to obtain a more comprehensive picture of the factors that influence student learning outcomes.

CONCLUSION

This study shows that, in general, there was a statistically significant increase in student learning outcomes after attending tutoring at both institutions. The paired t-test results confirm that the improvement in average scores was statistically significant. Pearson's correlation analysis also indicates a positive relationship between institutional contribution and student learning outcomes. However, the results of simple linear regression reveal that the contribution of tutoring institutions does not have a significant direct predictive effect on student learning outcomes and explains only a small proportion of the variance. This indicates that tutoring plays a supporting rather than dominant role in academic achievement.

Although a positive correlation was identified, correlation does not imply causality. The non-significant regression findings suggest that tutoring participation alone is not a strong determinant of academic performance. These findings reinforce the theoretical perspective of shadow education, which positions tutoring as a complementary educational support system. Student learning outcomes are influenced by multiple internal and external factors beyond tutoring participation.

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