The Factors Encouraging Students to take Mathematics tutoring outside of School

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Abstract. The growth of tutoring is proliferating. Several studies showed that the development of the tutoring business could not be separated from the diminishing trust of informal public education in Indonesia. In addition, the program carried out by the tutoring trains to answer questions that might be tested in each test, both for national exams and college tests. This causes some students to try to take courses, so they can enter well-known schools and also to be able to continue their studies at favourite universities. The purpose of this study was to investigate the factors that encourage students to take tutoring outside of school. This type of research was qualitative research. The data collection technique used was snowball by using an interview guide as the research instrument. The research subjects consisted of a student who participated in the tutoring as the key informant and other informants, namely her parent, her school mathematics teacher, her classmates, and other students who took tutoring in the same place. The collected data were analyzed descriptively and qualitatively. The technique of ensuring data validity was triangulation. The results revealed that four factors encouraged students to take mathematics tutoring outside of school, namely: (1) Parent’ desire, (2) Student’ desire to be an excellent student like her classmates, (3) Difficulties in understanding the material explained in the classroom, and (4) Realizing ideals.

1. Introduction

Education has an essential role in increasing superior human resources with the hope that the Indonesian people can compete in the global world. The knowledge that can create quality human resources will have a positive effect in supporting the progress of a nation [1]. Mathematics is a science that plays an essential role in studying other sciences. Besides, it is also useful as a provision in solving daily problems, such as the profession of a trader to higher jobs that also require mathematics. Therefore, to create superior human resources, it requires the mastery of mathematics for every Indonesian. This is following the opinion of previous researchers who stated that mathematics from the applied aspect and the aspect of reasoning has a significant role in mastering science and technology, which continues to develop [2]. However, most students consider mathematics as the most challenging subject so that there are many cases of students who have less satisfactory achievement in mathematics [2, 3].

The government has several obstacles in improving the quality of education [5]. The current condition always finds difficulties in achieving the learning competencies that have been determined, either by teachers or students. Therefore, the scholarly output has not been able to run according to the times because of the lack of mastery of scientific disciplines obtained through formal education. The
difficulties faced by students include the difficulties in understanding learning material, doing assignments, and completing test questions [6]. In addition, students who are a failure in learning are not only caused by the low intelligence of the students but also caused by the bad learning services [7]. Previous researchers also revealed that education providers in schools tend to pay attention to students with average abilities, so the students who are below average or above average have not received the right facilities to develop their full potential because learning is still a group [8]. Meanwhile, the difficulties faced by teachers were in the form of curriculum changes that have never reached the common ground, encouragement to learn from critical students' parents, then teacher pedagogical competence which is still a question and various problems regarding the condition of students faced by the teachers [9]. However, the students in schools are expected to have good achievements in learning both in the academic and non-academic fields because learning achievement is used as a reference for students’ success after carrying out the learning process.

Tutoring is a disciplined application of learning and practices, both independently and in groups and maximizing the mastery of a subject according to the students' development [10]. Other researchers stated that tutoring is an activity given to individuals in the form of guidance to solve problems in learning so that after carrying out learning activities, they get better and optimal learning outcomes [7,11]. Furthermore, tutoring consists of four things, namely learning strategies, learning consultation, problem-solving, and evaluation of learning development [12]. According to Suherman [13] cited by Gideon [14] states that the function of tutoring is: 1) Preventive position, namely, tutoring is useful in preventing and reducing the possibility of problems arising; 2) Distributive function, namely providing opportunities for students to channel their talents and interests to achieve learning outcomes following their abilities; 3) Adjustive function, namely helping students to adapt to the environment; 4) Remedial function through remedial teaching; and 5) Maintenance and development function, namely positive student learning outcomes must be maintained, or even improved so they will not have difficulties again. Thus, tutoring has some differences with learning in schools such as the learning techniques and strategies that tend to suit the needs of the students, consulting learning outside the classroom, and getting more ways to solve learning problems.

In fact, tutoring is overgrowing. The development of the tutoring business cannot be separated from the decreasing public trust in formal education in Indonesia. The presence of tutoring institutions also shows the community that in school education, there is an inability of teachers to carry out their roles [15]. Today's tutoring institutions also offer many advantages, such as cost, facilities, study programs, and mentors who are experts in their fields [3]. Even though the tutoring program is carried out not purely as a learning activity but a process of training to answer questions that might be tested in every test, both for national exams and college tests, therefore, some students try to take part in tutoring, so they can enter well-known schools and also be able to continue their studies at favourite universities. Marjon [16] stated that tutoring business owners take advantage of both parents 'and students' fear of the current high competence.

The results of previous researchers’ observations [15] indicated that 30% of the students attended tutoring outside of school. There is a great hope of the students to achieve their dream goals even though they add to the cost of education again. Formal schools can provide learning such as those offered by tutoring institutions, both in the form of teaching tips that make it easier for students to understand, tips on doing questions efficiently and even more humanist educational learning. The teachers have not been able to provide students' needs [17]. This was in line with the case happened at SMAN 2 Pianan that teachers do not care about the reasons for students taking tutoring. The teachers considered that taking tutoring by students is normal because they want to explore the material they have learned at school, and the students, of course, have a good economy so that they can take the tutoring. Meanwhile, some students of SMAN 2 Pianan who were interviewed stated that the reason they took the tutoring was because of the way the teacher taught in class, especially in mathematics. They explained that the reason they took part in offline and online tutoring was that they did not understand the learning at school. Other researchers stated that students' problems with learning difficulties were not only caused by internal factors of students but also external factors or those
related to educational support facilities [18,19]. Based on the current facts, the researcher conducted a study entitled "The factors encouraging students to take tutoring outside of school".

2. Research Methodology

The purpose of this research was to investigate the factors that encourage students to take tutoring outside of school. This type of research was descriptive qualitative research conducted on October 23rd – November 8th, 2019, in Painan, Pesisir Selatan Regency. The data collection technique used was snowball by an interview guide as the research instrument. The subjects of this research consisted of one key informant, namely a student who took tutoring, and other informants, namely her parent, her school mathematics teacher, her classmates, and other students who tutored in the same place. The collected data were analyzed descriptively and qualitatively. We can know the validity of the data; a source triangulation was carried out utilizing the researcher interviewing the student' reasons in-depth, then confirming the answers to her school mathematics teacher, parent, and classmates at school.

3. Result and Discussions

Based on the results of interviews with the tutoring student, the researcher found the factors that encourage the student taking tutoring, namely(1) Parent' desire, (2) Student' desire to be an excellent student like her classmates, (3) Difficulties in understanding the material explained in the classroom, and (4) Realizing ideals.

First, the desire of parents is a factor that encourages students to take tutoring. Parents putting their children in tutoring activities are a form of parents' efforts to support their children to succeed in school with the hope that their children can be motivated to learn and get a good achievement at school [20,17]. This factor is in line with what the researcher found. It can be seen from the conversation between the researcher and the following student.

Researcher: when did your mom you ask you to take tutoring?
Student: since senior High school. The first time I took tutoring since elementary school at grade 4 as my mom asked, but I always accompanied my mom at work, so I often missed the lessons in the tutoring. Then, at grade VIII, I retook tutoring because I did not attend my mom again so that I could take tutoring. After graduating from junior high school, I did not retake it because I felt I didn't need it. So, when I was in senior high school at grade 2, my mom asked me again to take the tutoring program.

Then, the researcher confirmed the student' answers to their parent like the following conversation.

Researcher: Sorry, ma'am. When she was in elementary school, did she take tutoring because of her desire?
Parent: Oh no, it was because of me. I want her to be smarter.
Researcher: Other reasons?
Parent: I was also busy at work so that I couldn't control her independent studying. Instead of just spending their time for playing, so I asked her to take tutoring.

Another conversation also showed that the parent asked her daughter to take tutoring because she wanted her daughter to succeed, as in the following discussion.

Researcher: Oh yeah, why did you ask your daughter to take tutoring during senior high school?
Parent: Because she had asked for tutoring previously when there was a discount, but I did not permit her because she didn't need it yet, and she must not take tutoring because of a value. Now, I think she already requires it. He is at grade 12 and will also take the National Examination. Then, I want her to be able to make her dreams come true.

The conversation between the researcher and the critical informant and her parent showed that the student took the tutoring was not sustainable from the first time she decided to do the tutoring. This can be seen from the conversation, which showed that the student takes tutoring at the end of the year since the primary, junior high school, and senior high school. Based on this conversation, it can be
concluded that the parent wants her child to take tutoring because she wants her child to be motivated to learn and be able to make her dreams come true. Besides, it is also because the parent is busy at work, so she cannot control her child’s independent learning.

**Second**, the factor that encourages tutoring student is her desire to be an excellent student like her classmates in class. This second factor showed that the student has achievement motivation (*intrinsic motivation*). In line with what Ormord [21] cited by Erlany [17], intrinsic motivation is caused by internal factors because they are aware of the importance of good values. Other researchers found that intrinsic motivation was positively correlated with learning, achievement, and perceptions of competence and anxiety [22]. This factor can be seen from the following conversation between the researcher and the tutoring student.

Researcher: So, why made you want to take tutoring again at grade 8?
Student: Because I found my classmate who can easily understand the lesson. Then, he often comes forward, so I want to be active like him.

Then, the researcher confirmed the student’s reasons to take tutoring again at grade 8 to the student’s parent. The student’s reasons are the same as what the parent said, which can be seen in the following conversation.

Researcher: Oh, so your daughter asked for taking tutoring again at grade 8, didn’t she? I wonder why, ma’am?
Parent: Yes. She said that her classmates take tutoring, and they often come forward since they took tutoring there, and she also wants to be active like her classmates.

In the next conversation, the researcher obtained information that strengthened the previous answer as follows.

Researcher: I see. Since she took tutoring at grade 8, what were the reasons you allowed her to take tutoring at that time?
Parent: Yes, she asked. My reason was that I found my daughter has the desire to learn more, improve her knowledge about the material, I am so happy, and I try to put her in tutoring.

Furthermore, the researcher saw how the mathematics learning outcomes of the student in junior high school by looking at her achievements in her report. The scores in the student’s information actually increased after taking tutoring, namely at grade VIII semester I. If looking at her scores in her rapport at grade VII semester II to grade VIII semester I there is an increase in the results that was 0.24 for cognitive and 0.72 for psychomotor. Meanwhile, when she did not participate in tutoring, namely at grade VII semester I to semester II, there was only a slight increase that was 0.04 for cognitive and 0.08 for psychomotor, as shown in Table 1.

**Table 1. Junior High School Report Results in Mathematics of Tutoring Student**

| Semester | VII (I) | VII (II) | VIII (I) |
|----------|---------|----------|----------|
| Mathematics | C 2.96 | P 2.96 | C 3.00 | P 3.04 | C 3.24 | P 3.76 |

Based on the conversations and documentation of the student’s results, it can be concluded that she has a desire to be an excellent student because she is aware of the importance of good grades. In addition, it can also be said that the parent also supports the student when she has a deeper desire to learn.

**Third**, the factor that encourages the student to take tutoring is the difficulties in understanding the mathematics material in the classroom. Previous researchers stated that following tutoring is useful for directing intelligent students for acceleration, as a development effort for students with average abilities and as an improvement for students with abilities below average [23]. Student difficulties in learning are not only caused by low student intelligence but also caused by bad learning strategies.
This is in line with what researchers found that the teacher teaches in her classroom that is not in accordance with the students' characteristics.

Researcher: How about studying at school?
Student: I don't understand. Like the math teacher for Peminatan class (specialization class), we haven't finished understanding the material yet, and she just continued to the new material. Her teaching is also like she is studying for herself. When there was an example question, we were asked to do it, we had not finished working on it individually, she had already told us the answer, but the answer was too short, so we didn't know where it came from. Even we haven't finished yet; we still continued to learn other parts of the material, Sis.

Researcher: Did you tell the teacher that you didn't understand?
Student: We had told her. Her answer was brief, and it was never detailed. But if the math teacher from Wajib class (compulsory class), I can understand the explanation.

Then, the researcher confirmed the key informant’s answers to her classmates from the same and the different classes but the same teacher. The researcher asked how the teacher taught the class to her classmates.

Researcher: What do you think of the way the mathematics teacher teaches in the classroom?
Classmate: The voice of the math teacher from the specialization class was low, and she didn't really care about us. It is like she is busy teaching herself. But, the math teacher from the compulsory class was humorous. I understand the explanation given by the teacher, but he often gave so many intermezzos, so that class time is wasted.

Researcher: Maybe you ignored the teacher?
Classmate: We paid attention to her.
Researcher: If so, did the teacher asked you whether you have understood the material being studied or not?
Classmate: No, I didn't. When the bell rings, the teacher just stops teaching and leaves the classroom.
Researcher: Well, if you don't understand, did you tell the teacher the material that you didn’t understand yet?
Classmate: Yes, I did, but I still did not understand, and after that, she continued with the material. Furthermore, the researcher asked her classmates from different classes, but they were still studying with the same teacher.

Researcher: How was learning mathematics with the teacher?
Classmate 2: I understood, but the teacher has a low voice, and she taught like teaching the material for herself. If you teach mathematics, you are obliged to make many jokes.
Classmate 3: I didn't understand at all. She did not give us the opportunity to understand first, then continue the material. But if the math teacher from compulsory class, we understand a little sis. But a lot of time is wasted sis because he always makes jokes.

Researcher: Did you pay attention to her explanation?
Classmate 3: Yes, I did, but the material is difficult. Her voice continued to be low, like talking to a blackboard. When she gave us examples of questions, she answered them by herself. Then, she continued the next material again.
Researcher: Did you tell her that you don't understand? You can ask her which one you don't understand.
Classmate 3: Once I asked her, her answer was not satisfactory.. It was very simple, brief, and unclear for those of us who are just learning. And we still couldn’t understand it.
Researcher: Did she ask you whether or not you have understood the material being taught?
Classmate 2 & 3: No, she didn’t.
Classmate 2: When the bell rang, she immediately got ready to leave the class.

After the researcher confirmed the student's answers to her classmates at school, the researcher confirmed the student's responses to the teacher concerned. The student's argument was correct with
how the teacher's classroom learning was based on the following conversation between the researcher and the teacher.

Researcher: Oh yes ma'am, you said earlier that you asked the students to take notes and you said that while taking notes, the students could understand the material. However, did any students ask questions about the material they did not understand Mom?

Teacher: Very rarely, they often miss notes. Some students missed taking notes, but at the next meeting, they completed the notes. However, I have told them to just skip the previous note and make the current note, so they don't miss it, but they don't do it because they say it can't be like that. Finally, they piled up their notes. Some even wrote down the previous material during my lesson today.

Researcher: Oh, I see, ma'am. At the end of the lesson, did you ask the students who don't understand your explanation?

Teacher: Sometimes, the time is up, so I immediately end the lesson.

Based on conversations with the students and the teacher, it can be concluded that the teacher has not provided learning according to the students' characteristics. After the researcher investigated this case, it revealed that it occurred because the teacher still used the old teaching model that is a teacher-centred, such as the conversation between the teacher and the following researcher.

Researcher: How do you deliver the learning in the classroom?

Teacher: I use my curriculum (while asking the old teachers who agree with her). I do not use K13. The current curriculum demands too many things, I am old, so I can't understand K13 anymore. Young teachers can apply it. Maybe only I am the one who uses my curriculum to teach the material.

Researcher: How is your curriculum, ma'am?

Teacher: I explain all the material; the important thing is that the learning objectives are achieved. Asking students to sit in groups is difficult to apply. Because I am is also an older adult, so I am accustomed to using the KTSP curriculum. I am comfortable using my curriculum.

Researcher: Oh, it means you don't use the 5M Scientific Approach?

Teacher: Yes, how to use it?, like "observing", what things can the students observe? The books from the Ministry of Education and Culture do not help the students learn; even the books just confuse them. Moreover, "reasoning"? only for simple questions the students cannot answer them.

The teacher stated that the teacher had not been able to apply the current learning because he had been working in the old curriculum for a long time (KTSP). This teacher's admission makes the researcher want to investigate further whether the school knows this. Therefore, the researcher interviewed the school mathematics supervisor, who also served as the representative of the curriculum.

Researcher: When you were in the role of supervision again, how did the learning process take place in the classroom, which I mean the match teacher from Peminatan Class?

Supervisor: Less effective and efficient, such as the time allocation is not by the RPP. Then, it does not make students to be involved in learning.

Researcher: What do you mean not to make students to be involved in learning?

Supervisor: such as concluding the material being studied, the students have not been asked to conclude the lesson together.

Researcher: Oh, I see, ma'am. If so, what is the follow-up from you?

Supervisor: After being assessed, later I told the teachers the lack of their teaching.

Researcher: how was the next meeting ma'am? There are changes?

Supervisor: That's a shame. It has not been implemented by the teacher either.

The results of the interview with the school mathematics supervisor also said that the teacher concerned had not implemented the learning properly. School supervisor has also provided suggestions and input to the teacher, but she is still unable to implement them properly.
Based on the facts obtained, the factors that encourage students to take tutoring are due to the difficulties of understanding the subject at school because the teacher has not been able to provide learning that is in accordance with the characteristics of her students. In other words, the teacher is not competent enough in her field of education. If this is allowed, it will be detrimental to many students. Therefore, the results of this research are really expected to provide input for teachers and schools in improving the quality of formal education.

Fourth, another factor that encourages the student to take tutoring is to make her their dreams come true. The student takes tutoring outside of school because she is aware of the mastery of competencies that are less than the passing standard; she wants to get good grades and has a target of entering a favourite college [15]. This is also in line with the purpose of tutoring services, namely that individuals are able to plan their study completion efforts and career in the future [23]. The researcher also gets a similar reason from the following conversation.

Researcher: So you want tutoring because of your desire, and you also suggest tutoring, if because of your desire, what is the target you want to achieve?
Student: I want to be a Policewoman.

Researcher: What tests can you get from tutoring that supports the achievement of targets?
Students: Psychological tests and studying TPA/TPS

Researcher: What package did you take?
Student: The usual study package, but we can also study psychology, and the TPA/TPS.

Then, in the next conversation, the student said the following.

Researcher: So, what is your major reason to participate in tutoring?
Student: I want to be a policewoman. For the study option, I will choose Medicine as the first choice, Psychology as the second choice, and Computer Science as the last choice.

The results of the interview with the student indicated her desire to achieve the targets that she has planned after high school. She wants to become a policewoman, or if she enters college, she chooses the majors, namely Medicine, Psychology, and Computer Science. In order to achieve these dreams, it is necessary to study more in tutoring and what students need the most is psychological test and TPA/TPS exercises.

After that, the researcher confirmed the student's answer to the student's parent, as in the following conversation.

Researcher: Oh yes, why did you allow your daughter to retake tutoring in senior high school?
Parent: Because I think she already needs it, he is in 12th grade and will also take the National Examination. I want her to be able to achieve her dreams.

Furthermore, the researcher looked at the results of student's mathematics learning in senior high school by looking at the products provided in the student's report. The student report scores increased when they took the tutoring. This can be seen when she does not take tutoring, namely, at grade XI semester I has decreased the grade as many as 2 points for compulsory mathematics compared to grade X semester II which is still tutoring. Meanwhile, at grade XII semester I, the score increased as many as 3 points for compulsory mathematics and 1 for specialization mathematics when compared to grade XI in semester II, as seen in Table 2.

| Table 2. High School Report Results in Mathematics of Tutoring Student |
|-------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Semester                | X (I) | X (II) | XI (I) | XI (II) | XII (I) |
| Compulsory Mathematics  |       |       |        |         |         |
| Compulsory Mathematics  | C     | P     | C      | P       | C        |
| Compulsory Mathematics  | 85    | 88    | 87     | 85      | 85       |
| Mathematical Supply     |       |       |        |         |         |
| Mathematical Supply     | C     | P     | C      | P       | C        |
| Mathematical Supply     | 83    | 86    | 87     | 85      | 89       |
| Mathematical Supply     |       |       |        |         |         |
| Mathematical Supply     | 89    | 90    | 90     | 90      | 90       |

83  86  87  85  89  90  90  92
Based on the results of the interview, it can be concluded that the fourth factor that encourages the student to take tutoring is because she has the desire to be able to achieve her dreams by participating in the tutoring program. The parent also supports the tutoring student because she feels her child need tutoring for the preparation of the National Examination, and she hopes her child can make her dreams come true.

4. Conclusion

Based on the results of the researcher interview with a key informant and other informants with the validity of the data that the researcher has done, the researcher found four factors that encourage the student to take tutoring: 2 external factors and two internal factors. The external factors were the parent's desire to make her child smarter, and the difficulty in understanding the material explained in the classroom. Meanwhile, the internal factors were the student's desires to be an excellent student like her classmates and to make her dreams come true.

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