

The Importance of Tutoring Activities in Reducing Student Learning Difficulties in an Elementary School Environment

Harmi T¹, I Wayan Jatiyasa²

¹Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia

²STKIP Agama Hindu Amlapura, Bali, Indonesia

¹harmit72@guru.sd.belajar.id

Abstract

The number of children who experience difficulties in learning causes children not to develop according to their capacity. This is usually due to interference, both from internal student factors which are limited to intelligence factors and external student factors. There are two types of learning difficulties, namely pre-academic learning difficulties including: motor and perceptual disorders, cognitive learning difficulties, language development disorders, and difficulties in completing social behavior. While academic learning difficulties include difficulties in reading, writing, and arithmetic. In overcoming these problems, it is important to conduct tutoring in reducing student learning difficulties in the elementary school environment. The purpose of this study was to determine the description of the implementation of tutoring services in reducing the learning difficulties of elementary school students in Amparita village. The research location is Independent Tutoring in Amparita Village. This selection is related to the characteristics of the research subjects, namely tutoring mentors who have a Bachelor of Education background who have implemented tutoring services. The research method used a qualitative descriptive research approach. Data collection techniques were carried out by observation, interviews, and documentation studies. The result of the research is that the implementation of tutoring services can help students reduce learning difficulties. The tutoring services provided are integrated with the subject matter (when learning takes place), so that no specific service material is prepared but the mentor provides students with material according to the lessons at school. In its implementation, sometimes the mentor provides it with a cooperative learning model so that students can learn from each other and share with other students to achieve the goals of a particular learning. The success of the implementation of tutoring services in reducing learning difficulties is that students show an increased interest in learning, do and collect assignments on time and can concentrate by paying attention to the subject matter provided by the teacher.

Keywords: Tutoring; Learning Difficulties; Learning Motivation

Introduction

In general, a formal institution that is specifically created and established to provide education for the community is the definition of a school. In a school institution there are various fields of service, including the administrative section, and the supervisor section, namely the principal who plays an active role in supervisory services. While in the service section in the field of teaching class teachers who have an important role and support the success of a student in the learning process, besides that at the next level / level (SMP/SMA) there are subject matter teachers and services in the guidance section, namely the guidance teacher. To achieve the goals of an educational institution, all areas of service must be able to establish good cooperation and coordination so that it runs as expected.

The definition of education is a means, container, tool, or media that is appropriate in delivering and bringing people to a better life. In addition to education to make someone able to think well, education is also expected to be able to regulate or organize the attitude of a person's behavior that was originally not good into good behavior in this case related to a person's physical and spiritual. The high quality can be seen from the ability of a person's knowledge in processing his knowledge and having an attitude that can be developed so that graduates in an educational institution can provide benefits and be useful at a later stage, namely being able to enter the world of work.

Schools are one of the educational institutions that are obliged to educate the nation's life, in accordance with the Law of the Republic of Indonesia No. 20 of 2003, article 1 paragraph 1 concerning the National Education System which states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students will actively develop their potential. Personality, noble character, and skills needed by himself, society, nation and state (Junaedi, 2019). In taking an educational process of teaching and learning where the process is intended in obtaining knowledge can not only be obtained in a formal educational institution, but knowledge can also be obtained through non-formal education. Where according to Prayitno, tutoring is one form of guidance service that is important and very necessary to be implemented at school. Experience shows that failures experienced by students in learning are not always caused by ignorance or low intelligence. Often the failure occurs because they do not get adequate services (Priyatno, 2001). However, in reality there are many parents who think that their children also need special guidance outside of formal education. Most parents facilitate their children with non-formal education by providing private tutors who usually utilize study time outside of their school schedule in the morning. This is done to develop the child's talent/potential according to their interests.

The ultimate goal of guidance activities is for students to be able to consider and make decisions about their future, both regarding the fields of education, career, as well as the fields of culture / family, and society. More specifically, Sukardi (2008) argues that to achieve this goal, the field of guidance includes the fields of personal guidance, social guidance, learning guidance, and career guidance.

Generally, parents who provide tutors in this case private teachers for their children are due to several factors, namely the financial ability of the parents of students is sufficient, the lack of free time for parents to take the time to accompany their children due to work factors, in the learning process children will be more free to ask questions related to questions that are considered less understood, the desire of parents to further develop the potential and talents of children, or even because the child is experiencing obstacles or problems faced when studying at school, so that guidance is needed that can specifically increase their learning potential. In increasing students' interest in learning in increasing their motivation to learn, tutoring is needed either from formal, non-formal education or parents. The magnitude of the role of a tutor can have a considerable impact as well because it can affect the motivation of the way students learn to develop their potential. Tutoring is not only obtained from teachers in formal educational institutions, but can also be obtained from non-formal education which will be able to increase the potential, talents, interests and interests of students in increasing knowledge.

Non-formal education usually displays and introduces interesting things that will attract children's attention to focus more on learning. Non-formal education is also able to provide a variety of learning models and methods that are interesting and in accordance with children's interests, in this case this education is carried out casually and interactively in introducing new things that they do not encounter when taking formal education in the morning. As much as possible, the mentor teacher provides services that are fun for

children, for example, inviting children to play games as an interlude in learning so that children do not feel bored. In the learning process, children are not too required to be able to understand directly and briefly but rather provoke children's interest first, on the grounds that when children are interested in something, they will automatically try to know about things they don't understand. For this reason, mentor teachers usually use the method of learning while playing, this is also commonly used in formal education at school, but sometimes it is not very effective in accordance with learning because of the large number of students in a class, unlike private teachers who only face one child. Thus, in the learning process children are more active and more creative, both in thinking and solving a problem.

In providing information related to the knowledge conveyed to students, it must be with an interesting method. However, no matter how interesting a teacher's way of presenting material still has an impact on the way or learning process because all of this is about the child's interest and interest in the material presented by the teacher determining his talent, and ability to listen, accept and absorb the material learned. Lack of literacy and lack of desire to read can affect children's interest in receiving subject matter (Saputra & Sudarsana, 2023). The emergence of boredom and boredom in children due to minimal understanding, so that children will be indifferent to learning, as well as laziness in learning and doing assignments, especially lack of attention in receiving teaching materials, and a sense of not wanting to follow lessons, resulting in students desperate to skip school.

Academic guidance is a service process in providing assistance to someone (students) in terms of finding the right way to learn, then being able to choose a study program that suits the interests of students, as well as being able to overcome various kinds of difficulties that arise related to the demands of learning in educational institutions. Therefore, it can be concluded that tutoring is a service process in providing assistance that is carried out continuously and systematically to a learner in obtaining knowledge that is able to solve a problem and overcome various learning difficulties encountered during the learning process.

Tutoring is also considered as an effort that is considered and available to help someone who experiences obstacles and difficulties in understanding something, especially in understanding himself and the world around him which can later obtain maximum self-realization. Tutoring is very much needed for students because in the learning process it is possible to experience and find difficulties in understanding the teaching material, so that's when tutoring has an important role in overcoming all the problems encountered and experienced by students and of course will be monitored by parents of students and facilitate mentor teachers for their children in overcoming the problems faced.

With the services of the field of learning guidance, students are expected to be able to absorb and master knowledge and be able to develop skills and all their potential obtained from school, thus the existence of learning guidance services students are expected to be more motivated in spurring themselves to study harder in order to develop optimal learning achievements and be able to apply the knowledge that has been obtained from formal educational institutions, namely schools. Tutoring services are a process of providing guidance provided by experts (counselors) to help students who face problems, problems and can solve problems related to learning activities. The purpose of holding a tutoring service is because students are expected to be able to have a positive attitude, have good learning habits. With the hope that students will be able to increase their learning potential and achievement in school.

The following functions of the existence of tutoring services are:

1. Preventive
2. Curative
3. Preservative

Based on this description, tutoring services are a service process provided and delivered by a counselor that is expected to help students who are constrained in the learning process so that students have a positive attitude, have good learning habits and are ultimately able to improve their academic performance and succeed in school (Setianingsih, 2016; Hia & Gulo, 2021).

One of the institutions that facilitate tutoring outside of school is non-formal education institutions. Tutoring institutions that are conducted outside of school can provide educational services in the form of tutoring that aims to increase the potential and academic achievement of students. Learners who are experiencing problems are directed to follow tutoring conducted outside school to help students solve academic problems by presenting a conducive learning atmosphere so that students can avoid learning difficulties. Tutoring is intended for learners who are constrained in understanding the teaching materials they receive during the learning process. By following tutoring, students can easily determine and find a good way to learn so that they can increase their motivation and enthusiasm for learning so that they can easily overcome problems in learning and complete all the demands of achievement in an educational institution. Thus, it can be concluded that tutoring services are a service process that provides assistance to students who are continuous and systematic to students in the process of solving the problems they face and being able to overcome the learning difficulties experienced.

A learner participates in tutoring services because of obstacles or difficulties in the learning process. Difficulty in learning is a situation where students are unable to learn as they should because of obstacles, obstacles or disturbances during learning. Obstacles that cause learning difficulties experienced by many students will result in a change in the way students learn because they experience difficulties in the learning process. A teaching and learning process at school is basically inseparable from various kinds of problems that arise in terms of students, educators, or even the media or facilities used. This is very influential for students so that it can hinder the learning process and be less effective. This requires Instructional Guidance and more intensive treatment from an educational institution which is expected to minimize the learning difficulties of students in order to achieve the expected educational goals.

The characteristics of students who experience learning difficulties and this is an indicator of learning difficulties:

1. Low learning achievement, this can be seen from the scores obtained below the predetermined standards (below grade 6), getting the last rank in the class.
2. The results that have been obtained are not in accordance with the efforts made, this is indicated by tutoring, namely taking additional lessons but the results are still not optimal.
3. Slow in doing school assignments, and often late to school.
4. Showing an inattentive attitude in attending lessons, this is indicated by the presence of students chatting with friends while the lesson process is in progress, eating in the classroom while receiving teaching material.
5. the existence of deviant behavior, such as skipping school, leaving the class without permission when attending lessons.
6. The existence of deviant emotional symptoms, such as irritability, silence, shouting even when following the lesson process and so on.

This tutoring service is expected to be able to help students in learning activities, so that students no longer experience and face difficulties in learning, such as students no longer getting low scores below the average, not having bad habits, such as habits that often procrastinate doing assignments, always forget to make homework (homework), do not record the schedule of school activities so they do not know what to study in tomorrow's lesson.

1. Factors causing learning difficulties

Internal student factors, namely things or circumstances that arise from within the students themselves include:

- a. Physical Health including defects in eyes, hands feet, ears, nose
- b. Psychic Health. Psychic health is a factor related to psychology or spirituality which includes: intelligence, training, motivation, talent, emotions, and personality.

2. External student factors, namely things or circumstances that come from outside the student which include:

- a. Family environment, namely family factors, relationships between families, home atmosphere, socio-economic conditions, parental attention, and cultural background.
- b. School environment factors which include: teaching methods, curriculum, teacher-student relationships, relationships between students, school discipline, learning media, school time, lesson standards, school physical conditions, and homework.
- c. Community environment factors, namely: the situation of students in the community, friends hanging out, and the form of community life.

3. Efforts to Overcome Learning Difficulties

The steps and techniques used in the implementation of learning difficulty diagnosis activities are as follows:

1. Identify students who have learning difficulties.
2. Localize the area and type of difficulty experienced.
3. Localize the factors that cause difficulties.
4. Planning for assistance.
5. Implementation of assistance.

The purpose of the study was to determine the description of the implementation of tutoring services in reducing learning difficulties of elementary school students in Amparita Village. Guidance is generally considered as an effort that can help a person (learner) in understanding all the needs of himself and the world around him, as an effort to achieve maximum realization for students. Tutoring is needed by students, because in every teaching and learning process, they will definitely be faced with various kinds of problems or obstacles so that's where the role of parents in providing tutoring services needed by students in overcoming the problems experienced.

The objectives of guidance are as follows:

1. Planning learning activities, career development and future life so that they are ready to face the world of work later.
2. Develop their abilities and potential to the fullest.
3. Resolve problems related to learning, adaptation to the world of education and careers, society and social personalities.
4. Can adjust to their environment.

The process of presenting guidance assistance either to an individual or in the form of a group is an assistance activity in tutoring services which is carried out by someone who is an expert or professional in the field of guidance services and determines the right

method or strategy to use in solving a problem in learning. By adjusting to the conditions and needs of students, it will be easier to recognize and guide the difficulties being faced by students so that they can affect their mindset and behavior in responding to various situations (Sulistyorini & Yanti, 2022). By providing various kinds of exercises, it will provide stimulation to students in developing their mindset and being able to find and solve their own difficulties experienced. With the abilities possessed by students, it will spur themselves to develop learning motivation in improving learning achievement at school (Rozak, Fathurrochman & Ristianti, 2018; Abidin, 2006). So students will feel more confident when participating in school learning. In addition to tutoring, students also need mental guidance by often giving positive thoughts. In addition, it is also necessary to provide rewards for students who make good contributions. In this case, the reward given is not only in the form of a gift but can be in the form of praise.

Learners who have not been able to read are very clear that the child is experiencing learning difficulties (Nelyahardi & Prizunil, 2016). His inability to read is an obstacle in developing his learning potential, because these students will find it difficult to understand and digest the subject matter delivered by a teacher or mentor. Let alone learners being able to process or process teaching materials, even understanding them is not possible. A learner will be able to process and work on assignments / questions if he is able to read, and even then it will sometimes take time to repeat several times reading the new material question can understand, let alone students who cannot read, it is certain that it will be very difficult to learn.

Underdevelopment that affects a person's ability to interpret what they see and what they hear is also called learning disability. This indicates an inability to associate and connect various information obtained and originating from parts of the learner's brain (Prasetya et al., 2019). Thus the learner's weakness will appear in several ways, namely lack of attention and coordination, difficulty in speaking so that they are unable to convey what they want to say. The existence of obstacles, threats, or disruptions in learning will affect changes in the way learners learn (Bagus, Anwar & Suchyadi, 2022). As a result, learners in learning become ineffective from these learning difficulties. Problems that arise not only from the individual himself, it could be from outside the individual.

This kind of thing requires intensive special treatment and requires tutoring from an educational institution that is engaged in guidance services, namely primagama, to minimize the learning difficulties of students in achieving educational goals. Furthermore, Suryabrata (2007) argues that students who experience learning difficulties can be recognized through criteria based on:

1. *Grade level*, happens to students who are not promoted to the next grade twice.
2. *Age level*, this happens to students whose age does not match their grade, for example grade 4 but 13 years old.
3. *Intelligence level*, happens to students who are underachievers.
4. *General level*, this happens to students who can generally achieve but in some subjects the results are below standard.

The purpose of the study was to determine the description of the implementation of tutoring services in reducing learning difficulties of elementary school students in Amparita village.

Methods

The research method uses a qualitative descriptive research approach. The data collection techniques were observation, interview, and documentation study. This research was conducted by conducting Independent Tutoring, where the mentors are elementary school teachers/guardians in Am-parita village who have implemented tutoring

services. Descriptive research tells and interprets data relating to situations that occur, attitudes and views that are symptomatic in society, relationships between variables, contrasting two or more conditions, influences on a condition, differences between facts. In general, descriptive research activities include data collection, data analysis, data interpretation, and end with conclusions based on analyzing the data. This research describes tutoring services in reducing learning difficulties of students in the UPT class of SDN 5 Am-parita. The test was given to students and then seen the tutoring services in reducing the learning difficulties of UPT SDN 5 Amparita students, then several students were taken to be interviewed about the teacher's strategy in thematic learning for class IV UPT SDN 5 Amparita students. The research subject is the person from whom the data will be obtained for research. In this study, the research subject is the IVb class teacher of UPT SDN 5 Amparita. This research was conducted at UPT SDN 5 Amparita, Sidrap Hari Regency, especially in class IV because the school has students who experience learning difficulties. The research time was held on April 3, 2023 to June 3, 2023. According to Patton (Moleong, 2007), data analysis techniques are the process of categorizing data sequences, organizing them into a pattern, category and basic description unit, he distinguishes it from interpretation, namely giving significant meaning to the analysis, explaining the description pattern and looking for relationships between the dimensions of the description.

Results and Discussion

The phase carried out by researchers in conducting research are as follows:

1. Preparation phase

a. Developing the Research Instrument

The preparation of this research instrument is based on the research objectives and the type of data that is the source of research, the instruments used in collecting data are observation, interview and documentation.

b. Visiting Informants

In order to avoid misunderstandings for the respondents, the researcher needs to visit the respondents to provide the necessary information to the respondents.

2. Research Implementation Phase

The activities carried out at this phase are collecting data with prepared instruments, managing data, analyzing data, and concluding data. In this activity, researchers brought a permit from the Jambi University Faculty of Teacher Training and Education to collect data in the field.

3. Completion Phase

The activity carried out at this stage is to compile the data that has been obtained and analyzed in the form of a research report. This is in accordance with the results of an interview on Monday, April 03, 2023 with the following principal: "It is true that in this school there are teachers who have tutoring outside of school hours."

The information stated by the principal is in accordance with the results of the interview with the tutoring teacher/mentor (Mrs. Anita Gita Puspita) who is now the homeroom teacher of class 4B: "I originally intended to open tutoring outside of school hours because I heard from fellow teachers that there are still many students who have difficulty in learning, especially reading".

Mrs. Anita Gita Puspita's educational background is indeed a bachelor's degree in education from one of the state universities in Makassar. This is reinforced by the results of Mrs. Anita Gita Puspita's interview. "I graduated from the education science

department at Makassar State University and this is my diploma." In relation to the implementation of tutoring services in the school, it is known that the implementation has been incorporated into the subjects and not implemented specifically. This is in accordance with the following interview with Mrs. Anita Gita Puspita: "The implementation of tutoring services is not carried out specifically but has been included in the subject matter. I provide learning materials according to the material from the school"

Based on this information, the implementation of tutoring services at the school has been incorporated into the subject matter. In relation to students who experience learning difficulties, the following are the results of observations and documentation studies conducted by researchers together with Mrs. Anita Gita Puspita:

Table 1. Students Who Experience Learning Difficulties.

No	Names (Pseudonyms)	Class	Age	Problems that arise
1	Madi	2	8	Not yet familiar with letters, lack of motivation during lessons, low concentration
2	Ali	2	8	Not yet able to read two syllables, the grades obtained are always low both test scores and daily grades
3	Ika	2	8	Likes to disturb friends, does not pay attention to the teacher during lessons, low concentration
4	Reza	3	9	Late on assignments, quiet.

Based on the table above regarding the problems of students who have learning difficulties. This is also reinforced by the following interview excerpt with Mrs. Anita Gita Puspita: "The four students are indeed on average lacking concentration and paying less attention to the teacher when explaining so that a lot of material they do not understand in doing assignments, especially in math lessons" "For students named Madi and Ali, they are indeed constrained in reading because they both do not recognize only a few alphabets" said Mrs. Anita Gita Puspita.

From the problems that exist above, these students are included in tutoring during out-of-school hours. "The student concerned is given guidance by the teacher with support from parents" The form of tutoring services implemented is as revealed by Mrs. Anita Gita Puspita: "When students work on practice questions, they are guided individually or use peer tutors. The guidance is direct and individualized."

The results of observations during the implementation of tutoring services for students who have learning difficulties also showed that students who have learning difficulties are directly guided by Mrs. Anita Gita Puspita. The preparation made by Mrs. Anita Gita Puspita to provide tutoring services is to make lesson plans that also contain tutoring service materials. As stated by Mrs. Anita Gita Puspita about the preparations made: "I always make lesson plans like other subject teachers so that it makes it easier for me to provide material that is in accordance with the subject matter at school".

After attending tutoring for 1 month, the four students have improved in doing school assignments and understanding the subject matter.

Table 2. Tutoring Achievements for One Month

Names (pseudonym)	Class	Age	Results
Madi	2	8	Already recognize the alphabet
Ali	2	8	Be more diligent in collecting schoolwork

Ika	2	8	Able to read two syllables
Reza	3	9	Starting to be active in class

Based on the table above, it can be concluded that the implementation of tutoring services delivered by Mrs. Anita Gita Puspita can reduce learning difficulties in the four students concerned. The changes that appear in the four students in general are an increase in the grades obtained (daily grades and test scores), doing and collecting assignments on time, and being able to concentrate by paying attention to the lessons delivered by the teacher. This is also reinforced by the statement of the student's homeroom teacher as follows: "In general, the results shown by the students concerned have improved their learning achievement."

To follow up on the implementation of tutoring services, support from parents is needed so that the learning difficulties experienced by students can be resolved. The following is an excerpt from an interview with Mrs. Anita Gita Puspita who explained about the follow-up of the implementation of tutoring services "Because students are still children (elementary school age), they still need to be trained every day and involve parents for guidance at home." This was also confirmed by the student's homeroom teacher: "The follow-up requires support from the parents of the students concerned, so that they can be assisted and guided when they are at home."

This was evidenced during the observation of the implementation of tutoring services, that Mrs. Anita Gita Puspita did not make a unit of service but used the lesson plan that had been made previously. In addition, the preparation to provide learning guidance services for students who have learning difficulties does not prepare the materials to be provided. The material or form of service is adjusted to the needs of the students at that time. As explained by Mrs. Anita Gita Puspita as follows: "The material that I provide for these students is just flowing, meaning that it is adjusted to the needs, for example looking at the condition of the child and his personality."

As for the results of tutoring services in reducing learning difficulties, it is shown by an increase in learning achievement even though it does not experience a high jump in grades. As explained by Mrs. Anita Gita Puspita below: "There is a change in students even though it is still a little."

With the existence of tutoring held by a homeroom teacher can help and overcome student learning difficulties and increase learning motivation with the methods provided by Mrs. Anita Gita Puspita "I provide cooperative learning methods to students, by providing practice problems with that they are eager to work on these problems, so that after they finish 1 number of questions they even ask for a few more questions so that they together look for answers to these questions". Providing teaching materials accompanied by interesting methods can easily increase students' enthusiasm and interest in learning. With this students are happier because they can learn while playing. Likewise, with the media provided as much as possible, educators provide interesting and concrete media to make it easier for students to understand and receive material well. By participating in tutoring, students will get many benefits which include increasing their understanding of subjects that have been considered difficult, developing the ability to socialize, and also increasing the achievement of the students themselves.

Based on the results of the research, it has been explained that the implementation of tutoring services is generally to help students (especially grade 2) in improving their learning achievement. the implementation of tutoring services in elementary schools helps students develop good learning habits to master knowledge and skills and prepare them to continue their education to a higher level. It is expected that by having good learning habits, students can improve their learning achievement.

Basically, what is usually applied in guiding students, especially in grade 2 elementary school students, to be precise in Amparita village, at first they are guided in introducing letters by letter and then guiding students to link one letter to another so that they can form a word that has meaning. Generally, students who receive guidance are students who have problems and obstacles in letter recognition and the lack of students' ability to read.

Based on this situation, guidance is carried out for students who are constrained in letter recognition and who are less able to read. This guidance is carried out with several stages, starting from introducing letters, asking students to mention letters one by one, then guiding in connecting letters by letter and forming a word. The main objective of the implementation of tutoring services is the avoidance of students from learning difficulties, so that students can optimally develop their potential. If students avoid learning difficulties, they can develop personal and social aspects and can plan a career that suits their own conditions. In this study, the implementation of tutoring services can reduce student learning difficulties at the school. This is indicated by the increase in grades obtained and can do and collect assignments. It can be said that the purpose of tutoring services has been achieved, namely by avoiding the learning difficulties experienced and being able to develop good learning habits.

Based on this description, it can be concluded that the implementation of tutoring services in reducing learning difficulties can be provided in an integrated manner in learning and provided by a school counselor (homeroom teacher). So that the objectives of the existence of tutoring services can be achieved according to student needs and in the end students can develop good learning habits.

Conclusions

The results obtained from the implementation of tutoring services, especially in Independent Tutoring, are shown by the changes that occur in the students concerned. These changes include an increase in learning achievement (both from daily grades and test scores), doing and submitting assignments on time, and being able to concentrate by paying attention to the lessons given by the teacher. Therefore, the skills of the homeroom teacher in providing tutoring services are needed. With this tutoring, it can be concluded that teaching and learning activities can take place efficiently and effectively if the teacher or mentor is able to create a pleasant atmosphere and attract students' attention. This is expected to be able to restore student focus in learning and make students. From this research, it is obtained that mentoring activities through tutoring can help motivate students in learning, besides that the children's understanding is getting better, the growth of children's awareness in learning, children are more active in discussing and asking about material that is not understood, and increasing interest in participating in tutoring activities. The aim is that in addition to studying in tutoring activities, children can study at home with their parents.

Based on the results and discussion obtained from the results of monitoring guidance, it turns out that tutoring through group guidance really has a role in helping students improve their learning achievement. Based on the results and conclusions of the research, several suggestions can be made as follows: Students who have not achieved learning achievement in accordance with the minimum completeness criteria (KKM) as set by the school, are expected and directed to take part in tutoring through group guidance that has been recommended by school teachers. As a student must understand the obligations as a student so that his learning achievement can increase, therefore the habits and ways of learning students are changed to be more effective, so that students are motivated to learn, and their achievement is more improved.

References

- Abidin, Z. (2006). Layanan Bimbingan Belajar Sebagai Upaya Peningkatan Kualitas Proses Belajar Mengajar. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 11(1), 34-48.
- Bagus, S. N., Anwar, W. S., & Suchyadi, Y. (2022). Analisis Bimbingan Belajar Siswa Berkesulitan Membaca. *Journal of Social Studies Arts and Humanities (JSSAH)*, 2(2), 137-142.
- Hia, N., & Gulo, T. J. (2021). Pengaruh Pembelajaran Daring Terhadap Minat Belajar Siswa/i Kelas VIII SMP Negeri 1 Telukdalam. *Metta: Jurnal Ilmu Multidisiplin*, 1(3), 110-116.
- Junaedi, I. (2019). Proses pembelajaran yang efektif. *JISAMAR (Journal of Information System, Applied, Management, Accounting and Research)*, 3(2), 19-25.
- Nelyahardi, N., & Prizunil, M. (2016). Layanan Bimbingan Belajar dalam Mengurangi Kesulitan Belajar Siswa Kelas IV Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 1(1), 117-135.
- Prasetya, I., Ulima, E. T., Jayanti, I. D., Pangestu, S. G., Anggraeni, R., & Arfiah, S. (2019). Kegiatan Bimbingan Belajar dalam Meningkatkan Minat Belajar Siswa di Kelurahan Bolong Karanganyar. *Buletin KKNDik*, 1(1), 30-34.
- Priyatno, D. (2001). *Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Serta Pengetahuan Tentang Profesi Ahli Gizi Dari Mahasiswa Akademi Gizi Depkes Semarang* (Doctoral Dissertation, IPB (Bogor Agricultural University)).
- Rozak, A., Fathurrochman, I., & Ristianti, D. H. (2018). Analisis pelaksanaan bimbingan belajar dalam mengatasi kesulitan belajar siswa. *Journal of Education and Instruction (JOEAI)*, 1(1), 10-20.
- Saputra, I. W., & Sudarsana, I. K. (2023). Peran Media Platform Dimasa Pandemi Guna Menunjang Proses Belajar Mengajar Di SMA Harapan Nusantara Denpasar. *Metta: Jurnal Ilmu Multidisiplin*, 3(3), 305-312.
- Setianingsih, E. S. (2016). Peranan Bimbingan Dan Konseling Dalam Memberikan Layanan Bimbingan Belajar Di SD. *Malih Peddas (Majalah Ilmiah Pendidikan Dasar)*, 6(1).
- Sukardi, D. K. (2008). *Pengantar Pelaksanaan Program BK di Sekolah*. Jakarta: Rineka Cipta.
- Sulistiyorini, Y., & Yanti, N. (2022). Layanan Bimbingan Belajar dalam Mengurangi Kesulitan Belajar Siswa Sekolah Dasar. In *Prosiding Seminar Nasional Pengabdian Masyarakat* (Vol. 1, No. 01, pp. 1-6).
- Suryabrata, S. (2007). *Psikologi Sosial*. Jakarta: PT. Grafindo Persada.