

AN ANALYSIS OF TEACHER FACTORS IN ASSISTING STUDENTS IN THEIR LEARNING

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A B S T R A C T

This study explores the influence of teacher-related factors on assisting students in tutoring environments. It specifically examines how teachers' educational backgrounds and training affect student performance. Conducted in a tutoring centre in Semarang City, Indonesia, the research utilised a descriptive qualitative approach with semi-structured interviews of two teachers. The findings reveal that most teachers possess relevant educational backgrounds for their subjects, which is essential for effective teaching. Furthermore, the institution's training process, which includes a probation period for new teachers, ensures they are well-prepared to meet students' learning needs. The study concludes that teacher factors, especially educational background and training, significantly enhance student learning outcomes in tutoring settings. The results indicate that the institution's methods for selecting and training teachers are effective, emphasising the importance of these factors in educational contexts

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INTRODUCTION

Many parents enrol their children in tutoring. The increasing demand for tutoring highlights the challenges in Indonesia's education sector. This statement is in line with Yanda et al. (2022) that there are significant problems in the education sector in Indonesia, as evidenced by the proliferation of tutoring institutions throughout the country. Therefore, tutoring institutions emerged to answer the needs of society, especially students, for sufficient information. According to Bray (2009), private tutoring, also known as shadow education, is a paid service that students use to supplement their academic studies outside of regular school hours. Therefore, many students take tutoring to support their learning. In the process of following study instructions, there are teacher factors that can influence student learning outcomes.

Teaching is a profession carried out by educators aiming to become a source of knowledgeable humans. In this case, educators have an essential role in improving the quality of knowledgeable students to benefit their future. This statement aligns with Hamdan & Lai (2015), stating that teachers have an essential role in influencing students' futures through superior teaching. On the other hand, teachers can also act as tutors. According to Richards & Rodgers (2001), teachers can act as tutors in tutoring by using them as facilitators and resource persons during the learning process. With superior teaching and personalised guidance, teachers help students with academic achievement, character development, and skills that will benefit them throughout their lives.

In teaching in the classroom, teachers need a strong educational background regarding the subjects to be taught. However, in reality, many teachers do not match their college major. According to Nurfadillah (2015), some teachers teach subjects that do not match their academic degrees. Researchers also stated that some teachers had mastered the content but had difficulty teaching it effectively. This has become a common thing and is usually found in private schools

(Rosyid, 2013, p. 2). Therefore, the teacher's educational background must be appropriate to become a professional teacher so that teaching in the classroom runs optimally. Apart from that, according to the Republic of Indonesia, Regulation Number 16 (2007) about Teacher Academic Qualification and Teachers Competence Attachment, professional teachers have several characteristics related to mastery of content, structure, concepts, and ideas related to the subject, mastery of competency standards and basic competencies, development of creative materials, self-professionalism through reflective activities, and effective use of information and communication.

Apart from educational background, teacher training is also a factor. To become a professional teacher, you need training first to get experience in teaching students. With teachers who have experience in teaching, it will be easier to understand problems related to the teaching and learning process. Apart from that, experienced teachers can manage the classroom well. Research conducted by Sirait (2016) also found that teachers who have experience in teaching are effective in improving student learning outcomes. Therefore, the Indonesian government issued a policy regarding retaining experienced teachers (Siagan & Artha, 2023). This policy aims to retain quality teachers.

Similar research was conducted by Siagan & Artha (2023), who examined the qualities, characteristics and experiences of teachers. This research found that improving the quality of teachers and schools is needed to improve student learning outcomes. Meanwhile, research conducted by Nugroho et al., (2023) shows that experience, motivation and educational background greatly influence teacher performance. On the other hand, Nurfadillah (2015) researched the background of teachers' pedagogical competence and found that teachers who did not have an educational background appropriate to the subject being taught tended to experience difficulties in teaching. However, this research also suggests several solutions to overcome this problem.

Based on the explanation above, we announce that in the implementation of teaching in tutoring, there are teachers who teach who do not match their major when studying. Because of that, they have problems during teaching activities. This shows the importance of selecting or trialling teachers who have a unique educational background and teacher experience. Therefore, this study is interested in researching and analysing teacher factors that improve students' learning outcomes in tutoring. This study aims to evaluate the suitability of teachers and teacher trials to prioritise student comfort.

METHOD

2.1 Research Design

This study used descriptive qualitative methodologies, which entails reporting situational events without changing or treating the research participants (Faisal, 1992). This method is consistent with the current study, in which no modification or special treatment was administered to the research participants. The goal is to examine the real conditions, including the instructors' background phenomena, experiences, and preparatory trials prior to the execution of instruction. Qualitative research refers to collecting and analysing non-numerical data. According to Creswell (2009), qualitative research is a method to delve into and comprehend the interpretations individuals or groups assign to a social or human issue. Based on the definition, this study is suitable for using descriptive qualitative because it follows the purpose of analysing

and explaining the teacher's background in tutoring. The researchers opted for this method because it effectively captures real-world data during field research, facilitating subsequent analysis. Descriptive research was chosen as it allows for comprehensive descriptions of various data sources, including expert opinions and interview observations, aiding the study's objectives. Flores (2006) emphasises the importance of a multitude of contextual, cultural, and biographical factors. These factors include the complex interactions between teachers' personal narratives, educational backgrounds, and career paths, all of which interact to shape and define their professional identities and, in turn, affect their effectiveness and influence in educational settings.

2.2 Research site and participants

This study was conducted at tutoring, one of the educational courses in Semarang City. Purposive sampling was employed for sample selection. Creswell (2009) stated that purposive sampling targets individuals or groups who have encountered the central phenomenon under study. In this study, we chose purposive sampling to select the participants who have rich information relevant to the study. Thus, the researcher's gate insights regarding deeply informative and directly related to the research question. Therefore, in this research, two teachers from this tutoring were chosen to participate, aiming to gather data regarding the teacher's background and the selection procedures within the institution.

2.3 Data Collection

This study used interview data. According to Creswell (2009), interviews can be conducted in various ways, such as face-to-face, telephone, or a focus group, to obtain views and opinions directly from participants. The forms of the information usually can take various forms, such as written documents, recorded audio, visual representations, or combinations of audio and visual elements. In this study, semi-structured interviews were utilized for data collection. This approach facilitated a comprehensive exploration of the research topic, allowing participants to share their experiences within contexts meaningful to them. Unlike more rigidly structured interviews, the semi-structured format provided flexibility, enabling participants to express nuances and insights that might be overlooked. Therefore, this method was chosen to gain a comprehensive understanding of the situation and background of the teachers at this tutoring. In the interview process, two instruments were used: the interview guidelines and the tool for recording the interview. An interview guide is a valuable tool for researchers to ensure that they cover all relevant and significant subjects throughout the interview. This includes questions to ask, subjects to discuss, and suggestions for how to keep the conversation flowing smoothly and informatively. A solid interview guide can help researchers gather thorough and meaningful data. Meanwhile, the audio recording tool is to re-access and carefully analyze conversations, capturing nuances and details that might have been missed during a live interview or written note-taking.

2.4 Data Analysis

There are several steps in analyzing the data. Creswell (2009), stated that data analysis is a multifaceted process centered on extracting meaning from textual and visual data. In addition, it encompasses several stages, starting with data preparation, where the information is organized for analysis. Subsequently, diverse analytical methods are applied, progressively delving deeper

into comprehending the dataset. As the analysis unfolds, the data is represented in various formats to facilitate understanding. Ultimately, the process culminates in interpreting the broader significance of the data, shedding light on its implications and broader contexts. These steps include: 1) Organizing the data. The initial task involves transcribing the interviews and creating a written record of the interview outcomes. This transcript serves as a verbal repository of discussions with key informants, facilitating the achievement of research objectives. 2) Coding becomes essential, serving as a mechanism for categorizing statements within the data according to predefined themes. 3) Identifying themes. After categorizing the statements, they analyzed and grouped them based on recurring themes or emerging patterns. and 4) Interpreting and reviewing. Finally, a thorough review of these themes is conducted to ensure they accurately reflect the data and align with the research questions, refining them as necessary. The analysis of this study will be provided below.

Data of Participants	Theme	Data Source	Categories/ Competencies	Code
We still look for ones that suit the field, whether it's educational or non-educational. So, for example, if you are a science tutor, that means he is from science. The math tutor is from mathematics.	Teacher factors	Interview	Teacher background	#P1/Int/TB1
we are still flexible in elementary school, we don't have to come from PGSD.	Teacher factors	Interview	Teacher background	#P1/Int/TB2
The main requirement for teaching is that the education major must be in accordance with the field being taught	Teacher factors	Interview	Teacher background	#P2/Int/TB3
Usually, for new teachers, we will	Teacher	Interview	Teacher	#P1/Int/TT1
try out about three meetings or at least, for example, two weeks or three weeks.	factors		training	

For example, there is Mas Pebe who majors in Geography, but he can complete elementary school, so that's not a problem because we can see his ability, he already has experience completing elementary school too. Yes, okay, we agree	Teacher factors	Interview	Microteaching	#P1/Int/M1
Later, what will be the impression of the children? If, for example, the children are more or less receptive and in terms of microteaching it is good, then we will continue	Teacher factors	Interview	Microteaching	#P1/Int/M2
But for example, if the children are still lacking, because the key is the children, if the children can accept it, it means they are comfortable, if they are comfortable, it means their learning can go like that. If, for example, they can no longer accept it, it means we also have to think about them, usually we change them	Teacher factors	Interview	Microteaching	#P1/Int/M3

FINDINGS AND DISCUSSIONS

This section delves into the findings gathered from observation sheets and interviews conducted with two teachers, referred to as Mrs. A and Mrs. B, in this tutoring program. The discussion centers on the influence of teachers' backgrounds, training, and micro teaching practices. Quotes from the participants are included to support and clarify the findings. The results are organized under several subheadings to thoroughly explore different aspects of teacher-related factors.

3.1 Teacher Background

In this tutoring, the main recruitment targets are graduate teachers or students who are still actively studying. However, the main concern is the suitability of the majors they teach with the majors taken at college. For example, a math teacher must come from a mathematics department, and a science teacher must have a background in science. This approach aims to ensure that the material taught to students is delivered optimally, considering that teachers have a deep understanding and appropriate competence in their field. In this way, it is hoped that the quality of education provided can reach high standards and meet students' learning needs effectively.

“We still look for ones that suit the field, whether it's educational or non-educational. So, for example, if you are a science tutor, that means he is from science. The math tutor is from

mathematics...” (#P1/Int/TB1)

Another opinion expressed by Mrs. B also emphasized the importance of matching the teacher's educational background with the field they teach in this tutoring. According to Mrs. B, one of the main requirements to become a teacher is to have skills that are specific and relevant to the subject to be taught..

“... the main requirement for teaching is that the education major must be in accordance with the field being taught...” (#P2/Int/TB3)

However, there are exceptions for teachers who teach at the elementary school level. In recruiting teachers, especially for elementary schools, this tutoring applies a more flexible approach. This means that teachers selected to teach at the elementary level do not have to come from graduates of the Primary School Teacher Education Study Program (PGSD). This tutoring opens up opportunities for graduates from various majors to teach at the elementary level, as long as they have sufficient skills and knowledge to teach the required subjects.

“... for elementary school teachers, we are still flexible, they don't have to be from PGSD...” (P1/Int/TB2)

From the explanation above, it can be concluded that this tutoring emphasizes the importance of matching the teacher's background with the field in which they are effective while studying. However, for teachers who teach elementary school students in this guidance, suitability for the field studied during college is not an absolute requirement. However, consistency with the field being taught is considered to maximize the delivery of material to students who take part in this tutoring program. Thus, even though there is a flexibility policy for elementary school teachers, the principle of field suitability is still upheld to ensure the effectiveness of teaching and learning.

3.2 Teacher Training

Apart from the teacher's background, teacher training is also an important factor in this tutoring. Before teaching in this program, teachers undergo special training and trial. The aim is to provide teachers with an in-depth understanding of effective teaching approaches in the context of tutoring. Through this training and trial, guidance parties can evaluate teachers' teaching skills and ensure that they are able to convey material in a way that makes it easy for students to understand.

“... usually, for new tutors, we will try out about three meetings or at least, for example, two weeks or three weeks...” (#P1/Int/TT1)

From the explanation above, it can be concluded that it is important to provide training and trials for teachers before teaching in this tutoring. By practicing about three times, the tutoring team will know how to teach the teacher and also provide opportunities for teachers and tutoring parties to evaluate performance and make necessary adjustments before full integration into the tutoring program.

3.3 Micro Teaching Practices

On the other hand, micro teaching is an important aspect of the factors that influence the quality of a teacher. The quality of a teacher can be seen from their previous teaching

experience. In this case, the tutoring team looks at previous teaching experience and how their class management is in class.

“For example, there is Mas Pebe who majors in Geography, but he can complete elementary school, so that's not a problem because we can see his ability, he already has experience completing elementary school too. Yes, okay, we agree” (#P1/Int/M1)

In addition, their ability to convey material so that students can understand it. In this context, this tutoring emphasizes the importance of microteaching in the student learning process. Because, the main goal of students taking tutoring is to improve their understanding and academic performance at school.

“Later, what will be the impression of the children? If, for example, the children are more or less receptive and in terms of microteaching it is good, then we will continue...” (#P1/Int/M2)

“... on the other hand, if the children are still lacking, because the key is in the children, if the children are able to accept it, it means they are comfortable, if they are comfortable, it means their learning can go like that. If, for example, they can no longer accept it, it means we also have to think about them, usually we change them (reject them)...” (#P1/Int/M3)

Thus, microteaching becomes an important tool in ensuring that students' learning experience in tutoring provides maximum benefits for their academic development. Moreover, the abilities of new teachers are clearly visible when they participate in hands-on microteaching practices. If teachers are able to teach well in microteaching sessions, then the tutoring can determine whether they are considered suitable to become full-time teachers or not.

CONCLUSION

The study's findings underscore the pivotal role of teacher characteristics in assisting students in learning within tutoring environments. Research reveals that teachers' educational backgrounds, training or trial, and microteaching significantly influence student academic performance. It was observed that the majority of tutors within the tutoring facility possess educational backgrounds closely aligned with the subjects they teach, a factor deemed essential for effective pedagogy. Moreover, the institution's comprehensive training protocol, which incorporates a trial period for new instructors alongside micro teaching sessions, ensures that educators are adequately equipped to cater to diverse student learning needs.

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