Students' perception of tutoring judging from students' academic ability

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Abstract. This study aims to find out the perception of students with high academic abilities and students with academic skills that are not high on the implementation of tutoring by tutoring institutions in schools. This type of research is qualitative research with descriptive analysis. The sample in the study were students of Junior High School. Data collection instruments use interview and documentation guidelines. The results of this study are 1) Students 'perceptions based on the expectations of the learning guide regarding academic ability have been fulfilled, there is no significant difference in perception concerning students' academic abilities. Learning precision tends to increase. 2) Students 'perceptions are reviewed based on the need for tutoring regarding students' academic abilities, in general, have also been fulfilled, meaning students with various academic skills feel they need tutoring to be able to support the learning process.

1. Introduction

Education has become a necessity for everyone to get a better life. It's also the goal of the nation to educate all its people. Awareness of the importance of education makes all elements of society participate in better training. In general, education in Indonesia is divided into three parts, namely formal, informal and non-formal. Non-formal education is an educational activity organized, organized outside of schooling education by institutions or agencies independently to help citizens learn to achieve learning goals.

Non-formal education, in this case, is a tutoring institution becomes a special attraction for students and parents to follow it. The hope of getting satisfactory results in national exams is the main reason for following tutoring[1]. The development of tutoring institutions does not only occur at the community level, and even has entered school institutions - by cooperating for the success of national examinations. However, the tendency to national examinations seen when the researchers made initial observations to several private schools. One of the junior high school collaborates with tutoring institutions outside the school institution. Furthermore, the collaboration is to facilitate students and parents in preparation for national exams. Students and parents are allowed to participate or not to follow, and from the data obtained by researchers, almost all students develop the tutoring.

The government through the Ministry of Primary and Secondary Education states that the current graduation is not only determined by the results of the national exam, but the school unit determines the graduation criteria through teacher council meetings[2]. The regulation provides opportunities for students to not only focus on national exams but also to focus on other things.

There are still many students who follow tutoring to become a separate phenomenon, considering that the national exam has not become a benchmark for graduation. In this case, students who have high academic abilities and those who are not yet high have the same goals in taking tutoring. Students feel dissatisfied with just learning in school through their teacher, even though the teacher at the school is also competent in their field. Based on the description, it is interesting for researchers to know about how the perceptions of students who follow tutoring on the tutoring institutions themselves viewed from the students' academic abilities. This study aims to comprehensively describe the perceptions of junior high schools students on tutoring concerning students who have high or not high academic abilities.

1.1. Student perception
Perception is the process of receiving, selecting, organizing, interpreting, testing and reacting to sensory stimuli or data [3].According to Riswandi, perception is the core of communication, while interpretation is interperception that is identical to backward or decoding pairing [4]. From this understanding, perception defined as the interpretation of the process of receiving, selecting, organizing, interpreting the stimuli of the five senses to conclude information. Perception occurs if it fulfills some conditions, a precondition for the occurrence of perception, among others, the perceived object, the presence of acoustic devices or receptors to capture stimulus, and the presence of attention[5].

1.2. Tutoring
Guidance is assistance or assistance to individuals or groups of individuals in overcoming difficulties in their lives [1]. Leadership in education means helping to make the education process run smoothly, effectively and efficiently. Learning guidance implies assistance for students through classroom activities or outside the classroom that is presented systematically, to help students achieve optimal potential [1]. General tutoring aims to help students get proper adjustments in learning situations so that each student can learn efficiently by their abilities and achieve optimal development[6].

1.3. Student academic ability
Academic ability is a person's ability and skills in the educational field. The academic field includes all the knowledge that exists in formal education; the ease is the ability in various subject subjects that live in legal education. Learning achievements such as exam scores can be express as an expression of academic ability[7].

2. Methods
This research uses qualitative research, with descriptive method. Descriptive method is a procedure for solving problems by describing the state of the subject or object of research based on apparent facts, without engineering [8]. The variables studied were students' perceptions of tutoring regarding the academic abilities of junior high schools students. The population is students who joining tutoring. The sample was taken by random sampling, namely proportional random sampling. Research subjects were obtained by students completing eight people.

Data collection techniques used are interviews and documentation studies. Interviews are a way to obtain data about students 'perceptions of tutoring, while documentation to obtain data about students' academic abilities. Questions are arranged based on the factors that cause differences in perception[9], namely the expectation of the stimulus given or obtained and the needs of the subject. Data analysis techniques are data reduction, an extension of observation, and verification

3. Result

The documentation results obtained by the category of the high academic ability of students and not high according to the average value of real report cards. Then the data is collected and categorized as follows:

Table 1. Data for the gross report for odd semester

No	Subject	Average category report cards	Category
1	Subject 1	90	High academic ability
2	Subject 2	82	High academic ability
3	Subject 3	51	Academic ability is not high
4	Subject 4	68	Academic ability is not high
5	Subject 5	90	High academic ability
6	Subject 6	82	High academic ability
7	Subject 7	63	Academic ability is not high
8	Subject 8	42	Academic ability is not high

The results of the overall analysis of the interview data found that the perception of students with high academic abilities and not high had little difference. The difference was seen from the indicators of needs and expectations for tutoring

3.1. Students' perception of tutoring with an indicator of hope

Based on the results of interviews with junior high schools students, students' perceptions of expectations for learning guidance were obtained as follows;

3.1.1. Success in achievement at school. High academic ability: *Subjects 1 and 2:* "yes improve, because it deepens the material that has been learned in school."Subject 3: "more value than before participating in the lecture, besides more time to learn."Subject 4: "It greatly improves achievement, I am also more motivated."Academic ability is not high :Subject 5: "able to improve, because of additional knowledge, such as fast formulas, so that I can do the problem faster."Subject 6: "improve performance even if only a little, but I am happy."Subjects 7 & 8: "If I don't improve or not, I don't know, but I'm a bit older when I was tutored." In general, perceptions of students' expectations of achievement after taking part in the lecture, both with high academic abilities and not high are equally fulfilled. The difference is only in students' awareness of increasing achievement.

3.1.2. Understanding the subject matter. The interview results show that all subjects stated that by following the tutoring they understood the material better. This result is reported by all subjects, except subject 6 which says that "I don't understand if the explanation is in class, it must be with individuals when the teacher checks my work." This makes the subject better understand the material because of the repetition of the school material that has been obtained.This statement arises from subjects 7 and 8, "more understanding, because sometimes in school they do not understand, but the teacher has continued, it has been repeated, it is better understood." Other conditions were conveyed by subject 2, "I feel more understanding if the teacher can be fluid with students, so it is not monotonous." The same thing was stated by subjects 3 and 4, "better understand the material than in the class, the teacher is cooler, but if it is fast it doesn't understand."Besides, subject 1 stated, "more understanding with the material, because specifically discussing the National Examination alone, became more focused."In general, students with high academic abilities have a perception of more understanding of the material, students only question technical learning only, such as being too fast. While students with not high academic abilities tend to be more comfortable with fast formulas, but there are also those who do not understand if the class is classical.

3.1.3. Becomes more confident in lesson and exams. Students' perceptions of expectations of being more confident in lessons and reviews were summarized in interviews with students. For students with high academic abilities, they become more optimistic in lessons and face national exams, as stated subject 2 and 3 "more confident, because the material is deeper and can work on problems with various variations." Besides that subjects 1 and 4 also stated that being more confident, "the content keeps remembering so that it becomes more confident when examining." Whereas students with academic abilities are not high, tend to have different perceptions of self-confidence. Subject 7 stated "normal, did not become confident after participating in the study," subject 6 "initially was not confident, I was also normal in the lesson, but if I passed the exam I was confident even though I could not."

3.2. Student perceptions with an indicator of need

The results of interviews with students regarding their needs with the tutoring institutions that followed vary, but in general both students with high academic abilities and not high have similarities in the needs of tutoring institutions.

4. Discussion

4.1. Students' academic abalities

Based on the results of the study through documentation obtained data about the value of student report cards. This categorization of academic ability needs to be done because it is to determine students 'perceptions of tutoring concerning students' academic abilities. Categorization is carried out based on the document that is prone, then two categories of categories are determined, academic abilities are high and not high[10]. This category makes it easy to assess student perceptions of tutoring. Categorization based on the average score below the minimum criteria means that you have academic abilities that are not high, on the contrary, those already above the minimum criteria categorized as high academic ability students.

4.2. Students' perceptions of learning guidance based on student expectations

Differences in perceptions certainly often occur in social interaction relationships. This difference is also influenced by several factors, one of which is the arousal that arises and the expectations it raises [9]. This difference in expectations will affect students' different perceptions. Therefore, students 'perceptions can be drawn from students' expectations of the tutoring institution. These expectations are divided into three, namely [11]:

4.2.1. Success in learning achievement. Learning achievement is the optimal achievement made by students in the implementation of the learning process. Learning achievement can be seen from the changes that occur after going through the learning process. In general, the results of the study show that students' perceptions after attending tutoring tend to increase, both students with high academic abilities and those who are not yet high. It's likely to be the reason students follow tutoring.

4.2.2. Understand the subject matter. Understanding the meaning is being able and knowing the subject matter. Understanding is part of the cognitive domain of learning outcomes [12]. Usman says that understanding is more inclined to interpret the subject matter. Based on the results of interviews, students' perceptions of tutoring are classified as being able to understand students towards the subject matter. The reason that the material is more profound, and also the repetition of material in school makes students understand more about the material being studied. But some students have a perception that states that tutoring does not make sense. This perception is due to the way of teaching that is too fast, too monotonous, and does not establish interaction with students. This perception comes from students with academic abilities that are not yet high. It means that students need an explanation that is easier to understand, slowly, and confirmed to all students regarding understanding the material.

4.2.3. Become more confident. Self-confidence is an optimistic mental attitude and ability to self-ability to complete a task or activity and the ability to adapt quickly to the situation at hand [13]. Based on the results of interviews, in general, there are differences in perceptions of students with high academic abilities and academic abilities not yet high. Students who have high academic abilities tend to be more confident in facing tests. This is also in line with cognitive theory that academic ability will have an impact on a person's mental attitude. For students with capabilities that are not yet high tend not to be more confident in facing the exam. It can be said that this student has the same perception about his confidence both participating and not participating in tutoring.

4.3. Students' perceptions of tutoring based on students' needs
The needs of each student in participating in learning are certainly different. Fixed needs or only for a moment will affect students' perceptions. McClelland [14]says that human needs in education are divided into three, namely:

4.3.1. Needs for yourself. This need arises from oneself without any influence from outside. This will greatly affect one's perception of something. Of course, students who are forced and their willingness to follow tutoring will have different viewpoints. Based on interviews, it is found that the perception of students who have high academic abilities tend to need guidance, without coercion from outside parties. This proves that high academic ability still wants and continues to learn, and does not have the perception to stop learning. Students with this kind of need perception will have optimism in going through the next learning process. Students show different perceptions with low academic abilities. Students tend to feel forced at the beginning of participating in learning lessons; this indicates that students with academic skills who are not yet high have a sense of inferiority and are pessimistic about their abilities, which of course results in the student stopping in learning.

*4.3.2. Need to compete.*McClelland [14] states that the need to fight is a motive that encourages students to succeed in a competition based on a standard of excellence or achievement of others and previous self-achievements. Based on the results of interviews, students with high academic abilities and academic abilities not yet high have the same perception regarding the following tutoring to be able to compete with their friends, as well as to be able to achieve certain standards. It means that learning guidance institutions are seen or perceived by students as a means to compete in learning achievement. This is undoubtedly quite positive in maintaining the motivation and enthusiasm of students to do their best.

4.3.3. The need to be in power. The need to be in power is a need to give an impression or influence to others with the aim of being regarded as an active person [14]Based on the results of the interview, students with high academic abilities tend to have perceptions after attending tutoring want to be number one or ranked first in school. It is natural because they feel optimistic and confident in their ability to become number one in school. It is very natural that students' perceptions by the following tutoring will help to become number one in school. Students who have a low academic ability, they have the impression that subsequent tutoring is not to meet the needs of power, but rather to achieve the targets set by themselves.

5. Conclusion
Students' perceptions of tutoring are based on students' expectations and needs and are reviewed based on students' academic abilities in general, namely that there is no overall perception difference between students with high academic abilities and not high. Students have similar expectations and needs; the most prominent location is that students' perceptions of high academic ability towards tutoring make it more motivated optimistically. While the perception of students with an academic ability is not high towards tutoring is still with the standards themselves, meaning that it helps to understand more without motivation to be the best.

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