

OUTSIDE THE CLASSROOM: A CORRELATION BETWEEN STUDENTS' MOTIVATION TO LEARN ENGLISH IN PURSUING UNIVERSITY EDUCATION AND THEIR ENGAGEMENT IN ENGLISH TUTORING FOR UNIVERSITY ENTRANCE EXAM SCORES

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Abstract: This study aimed to identify students' motivation, students' engagement, and university entrance exams. To achieve the objectives of this study, the researcher uses a mixed-method approach with an explanatory sequential design type. The participants of this study are students from one of the tutoring institutions in Indonesia called Silasnum Education. The instruments used in this study were questionnaires and interviews related to students' motivation and engagement. The questionnaire consists of 32 statements of student motivation and 36 statements of student engagement. Filling out the motivation and engagement questionnaires begins with students filling in the consent letter that is on the Google form. The data analysis was carried out statistically using IBM SPSS Statistics 25, employing both descriptive quantitative statistics and correlation analysis. The first findings of this study reveals the level of student's motivation was at a high level with an overall mean of 3.62 which mean that the students are often motivated to join English tutoring institutions before attending university entrance exam. The result of the student's engagement was at 3.67 which also indicated a high level. This implies that students are highly engaged in English tutoring institutions, especially to develop English skill. Furthermore, there is no correlation between the variable of students' engagement and university entrance exams. Because the r value in the analysis above is negative, the researcher concludes that students' motivation and students' engagement have no influence on the university entrance exams score owned by students. The researcher also suggests that future studies on similar topics adopt a more comprehensive approach, considering additional variables that could influence students' performance in university entrance examinations, such as anxiety levels, parents' economic conditions, family background, and other relevant factors.

Key words: students' motivation, students' engagement, university entrance exam

INTRODUCTION

Education in Indonesia is generally only 12 years, from elementary school to high school. In Law No. 20 of 2003 the education program that must be followed by Indonesian citizens is compulsory 12-year education. However, along with the development and advancement of the times, all people flock to get advanced education, namely the college or university level. This is marked by the increasing quality of education in Indonesia, which we can see from the increasing number of outstanding students in both academic and non-academic fields (Siahaan et al., 2023). An increase in students wishing to continue their education at tertiary university occur every year, and this is also marked by an increase in the number of students registering for SBMPTN (Joint Selection for Entrance to State Universities). The 2023 state university entrance exam, known as SNBT (Test-Based National Selection) 2023, recorded 803,852 registrants (Wulandari, 2023).

This creates competition between students to be able to successfully achieve superior universities. This is what encourages high school students to continue their education to university level.

To continue education to the university level, there are many things that need to be done, because the selection to enter university education passes through difficult and quite strict competition in it. Success in top university entrance exams is influenced by two factors. Namely, internal factors and external factors. For internal factors that affect success in the entrance examination, one of them is the motivation to continue education to the university level. The external factor that influences success in the university entrance exam is the ability to speak English. One of the efforts of senior high school, students in mastering English is by engaging themselves in non-formal education such as tutoring institution on English ability for university entrance exam.

Motivation is a person's enthusiasm or also a driving energy that exists in a person, so that with this energy a person has a high desire to do something to reach the peak of success in the desired thing. To continue education to university, of course motivation has an important position in influencing one's individual, because the motivation in oneself will foster a passion to continue learning and gaining knowledge. Sardiman (2014) said, "In studying motivation becomes an energy resource that causes movement in oneself, so that with this energy the movement becomes directed so that the purpose of learning can be realized". That's why motivation has a crucial role in continuing education to university. In addition, the competition for university selection in Indonesia which is quite fierce makes students have to exert all the energy they have because the energy they have will foster motivation and fighting spirit to study at university despite various kinds of difficulties faced by students.

In addition to motivation, external factors that can support education to the university level are facilities and infrastructure (Michaelowa, 2001). In his research on factors affecting educational attainment, Michaelowa revealed that adequate educational facilities, including access to additional resources such as tutoring, significantly contribute to student learning achievement. One important facility for university preparation is tutoring institutions focused on improving English proficiency for university entrance exams. This type of support complements formal education and helps students better prepare for the competitive nature of university admissions.

Tutoring institution on English ability for university entrance exam are non-formal education. Tutoring institution on English ability are often sought by the community to support students' lack of English skills, because with English skills students have more chances to pass the university entrance exam. In the university entrance exam, the English test also determines whether the student passes the exam or not (Hamdani, 2022). The presence of tutoring institutions focused on improving English skills for university entrance exams leads to the assumption that such services make it easier for students to succeed in the highly competitive university admission process. Additionally, these institutions enhance students' competitiveness in the exam by providing targeted preparation and support.

The prior research on tutoring for university entrance exams has been gathered to support this study, this research examines three subjects of interest, of which the three subjects correspond to the subjects on the National College Entrance Exam (NCEE). These three subjects include mathematics, Mandarin and English. Students who take part in tutoring or private tutoring consist of different class groups. The results of this study reported by stating that private tutoring had a heterogeneous impact on the subjects of mathematics, Mandarin and English, as well as on the total score of the National College Entrance Exam (NCEE) achievement. The study also detailed the overall effect of private tutoring is not significant on average, it is likely to have a significant and positive impact on students from urban areas with lower achievement levels or from schools of varying quality. Students attending schools with more educational resources are more likely to gain from private tutoring (Zhang, 2013).

In another study investigates the effect of private tutoring for mathematics, Mandarin and English in various types of class size groups on student performance in the NCEE in China, namely small class groups and large class groups. With the consideration of nested alternative structure of choices among private tutoring in different class-size and self-selection problem, Additionally, an Ordinary Least Square (OLS) model was used to analyze the factors of different class-size tutoring and used a nested logit model to explore the factors underlying students' choice of private tutoring. In this research, it was found that there is no significant difference in the probability of English tutoring in any class size among urban and rural students (Zhang & Liu, 2016).

Subsequent research conducted the Effects of private tutoring on English performance. This research examined how effective English Private Tutoring (EPT) is in improving the academic performance of high school students in Taiwan. The participants in this study were categorized into two types, namely the group of students who participated in English private tutoring for three months and the group of students who did not participate in English private tutoring. The results indicate that attending private tutoring improved students' academic performance. Students who took part in EPT were more likely to achieve higher scores compared to those who did not participate in EPT (Chih-Hao, 2019).

Another research explored whether secondary school students who receive private tutoring perform better on standardized tests and achieve higher grades compared to those who do not receive tutoring. The result of this research does not confirm on his research that that private tutoring has a positive effect on school achievement. All in all, the conclusion of this study does not support private tutoring as a broadly effective method for enhancing school performance (Ömeroğulları et al., 2020).

Based on previous studies presented, the researcher in this study concluded that tutoring does not always have a positive effect and a significant relationship to university entrance exams. Each student has a different background, whether from family, economics, or individual students such as the motivation they have. This is also an influence on students' final achievements even though they have participated in tutoring. The researcher would combine three variables including, student motivation, student engagement in English tutoring for university entrance, and university entrance exams.

Drawing from the research background, the research questions are formulated as follows:

1. What is the level of students' motivation to learn English in pursuing their education to the university level?
2. To what extent is the students' engagement in English tutoring institution to develop their English ability?
3. Is there a significant correlation between students' motivation, students' engagement in English tutoring, and students' university entrance exams score?

METHOD

This study uses a mixed method. The use of mixed-method research is based on several opinion, namely Creswell (2014) who defines, mixed-methods approach involves collecting, analyzing, and integrating both quantitative and qualitative data within a single study or across multiple studies. This study uses a mixed-method approach with an explanatory sequential design type. This research was carried out sequentially, where the researcher conducted quantitative research first by giving questionnaires to participants, then continuing with qualitative research through an interview approach with participants.

The first and second research question were analyzed by using a quantitative approach first, then the data were examined through descriptive statistic, then the researcher took a qualitative approach by conducting interview with participants. For the third research question would be explained using quantitative design with a type of multiple correlation. After the qualitative data were collected, the researcher transcribed it and then proceeded to analyze the data. After the data were analyzed, it is developed with a coding scheme so that the data is organized comprehensively.

The participants of this study are students from one of the tutoring institutions in Indonesia named Silasnum Education. The students were 3rd year senior high school students and some students have also graduated from senior high school a few years ago. The students in the tutoring program range in age from 18 to 22 years old. Participants totaled 30 students. To fulfill the qualitative data, the researcher took 6 samples from the 30 participants. The 6 samples were grouped into 4 groups with the following categories: 2 students with high motivation and engagement, also had high English exam scores. 2 students with low motivation and engagement, also had low English exam scores. 1 student with low motivation and engagement, but has a high English exam score. And 1 student with high motivation and engagement, but had a low English exam score. Interview respondents were coded with the initials R1 as respondent 1, R2 as respondent 2 and so on.

To collect data, the researcher used questionnaires and interview to obtain data on students' motivation levels and students' engagement. For university entrance exams, we used participants' scores from university entrance exams. The students' motivation questionnaire consists of 32 statements with 15 items of intrinsic motivation and 17 items of extrinsic motivations. For the engagement questionnaire consists of 36 statements with 20 items of physical engagement and 16 items of emotional engagement. Both types of questionnaires were given in the form of close-ended

questions, where respondents can only choose one answer that matches the respondent's beliefs. Both types of questionnaires used Indonesian with the aim that participants can understand the questions. This questionnaire has been validated by an English expert.

University entrance exam scores are used by the researcher to collect data, which contains the total score of students who have faced the university entrance examination. In the results of the university entrance exam scores used are not based on the standardization of the minimum completeness criteria, because the results of the university entrance exam scores have a different calculation method, namely by adding up the total scores of the 7 subtests then divided by 7 and would give the results of the total subtest scores. In the results of the university entrance examination score, the researcher took only the English score. To find whether there is a significant correlation between students' motivation, students' engagement in English tutoring institutions and the students' university entrance exam score the researcher would use the students' motivation questionnaire, students' engagement questionnaire, and also the university entrance examination score on the English language subtest. Furthermore, to support the data that the researcher has obtained using a quantitative approach, the researcher would use a qualitative approach in the form of questions taken from both questionnaire. The researcher conducted the interview to support the questionnaire data that had been obtained and to get more information about students' motivation and students' engagement. The interview questions given to participant were derived from the motivation questionnaire and the engagement questionnaire.

For data collection, the researcher utilized several processes. For the first step, the students' motivation and students' engagement questionnaires were presented in the form of a Google form. A Google form containing students' motivation and students' engagement questionnaires was distributed to students online via the WhatsApp application. Second, English subtest scores were obtained from the results of the university entrance examinations that students had faced. Students listed their English score results in the final session after completing the student motivation and student engagement questionnaire. Third, the interview was conducted after the researcher obtained data from the student motivation and student engagement questionnaires which was conducted online via Zoom. Each participant got a duration of 25 to 30 minutes with 10 questions given.

The data analysis was carried out statistically using IBM SPSS Statistics 25. First, descriptive quantitative was performed to analyze the first and second research question. The results of both data from interview related to student motivation and student engagement was presented by adjusting the order of the research problem to support quantitative data from student motivation and student engagement. Second, the multiple correlation was performed to measure and answer the third research question which is about, correlation between students' motivation, and students' engagement in English tutoring institutions and students' university entrance exams score. To determine whether there is a significant correlation between students' motivation, students' engagement in English tutoring institutions and students' university entrance exams score, the researcher will use multiple correlation with bivariate type analysis. Next, the results of interview data which have not been presented in research problems are presented as population data for research problem.

Third, the content data analysis would use on interview data, researchers follow the data analysis proposed by Renz, et al (2018) with the following steps: (a) transcribe the interview results to prepare the data, (b) read the transcripts, (c) write down the transcripts of the interview, which contain information from the participants, (d) the analysis process is defined using themes that match the issues and expressions of ideas relevant to the interview results, (e) after the data is analyzed, it is developed with a coding scheme so that the data is organized comprehensively, (f) assign codes to all texts, (g) provide conclusions on the data that has been coded, (h) describe and interpret the findings data.

Fourth, the data were interpreted using the mean score from Oxford (1990) by categorizing it as follows:

Mean Score	Level Categories
3.45 – 5.00	High category
2.45 – 3.44	Medium category
1.00 – 2.44	Low category

After the correlation data were analyzed, the correlation interpretation was small if the $r=.10$ to $.29$, medium if the $r=.30$ to $.49$, and large if the $r=.50$ to 1.0 (Cohen, 1998 cited in Pallant, 2016).

FINDINGS

1.1 The Level of Students' Motivation to Learn English as Continuing Education to The University Level

The data used from the motivation questionnaire that has been filled in by students, then the data were processed with descriptive statistics to analyze the level of students' motivation to learn English as continuing education to the university level. To know the level of students' motivation, the result of data analysis was displayed in Table 1 below:

Table 1: Mean of students' motivation level

Motivation Item	N	Mean	Level
Intrinsic	30	3.97	High
Extrinsic	30	3.27	Medium
Overall		3.62	High

Based on Table 1. the mean score for intrinsic motivation is 3.97, indicating that students exhibit a high level of intrinsic motivation. Meanwhile, the mean score for extrinsic motivation is 3.27, which suggests a medium level of extrinsic motivation. The data shows that intrinsic motivation is at a higher mean, which means that their motivation often come from their intrinsic rather than extrinsic. Finally, the overall mean shows at a high level with a score of 3.62 which mean that the students often motivated to learn English as continuing education to the university level.

R1: *“Before the university entrance exam, I found out about English lessons and English literacy. I looked for this information through Instagram and YouTube. I also obtained information*

from books and materials provided by tutoring. Some of the information was in the form of practice questions, which made familiar in English questions for the university entrance exams”.

R2: *“I was really wanting to master English, especially during that time. English was being frequently used, with many books available in English. I was also aiming to achieve a high TOEFL score. Additionally, I was believing that being proficient in English would help me obtain scholarships more easily compared to those who did not master English”.*

R3: *“I want to be proficient in English, because if I am proficient in English, I will get a good job, like my parent's friend, he is good at English, he is a translator and has a high salary”.*

Based on the results from the students’ interview above, it can be seen that students' motivation in learning English is very diverse but support the results obtained. The interview data revealed that students actively seek information and materials through various sources such as social media, books, and tutoring to prepare for exams and improve their English skills (R1). Some students also emphasized the importance of mastering English to achieve goals such as getting scholarships and better career opportunities (R2 & R3).

1.2 The Students’ Engagement in Tutoring Institution to Develop Their English Ability

Second, descriptive statistics was used to process data from the engagement questionnaire, which students completed after filling out the motivation questionnaire. The findings related to the extent of students’ engagement in tutoring institutions to develop their English ability was presented in Table 2 below:

Engagement Item	N	Mean	Level
Physical	30	3.67	High
Emotional	30	3.67	High
Overall		3.67	High

Based on the table above, physical motivation and emotional engagement have the same mean value, which is at a value of 3.67 which indicates a high level. Overall mean shows 3.67 which is at high level. This implies that students highly engaged in English tutoring institutions, especially to develop English skill.

R5: *“I think it is important and interesting, because learning English is more fun if there are many friends, motivation will also grow when I see other friends can, I feel encouraged to be able to do it too. I am more enthusiastic about learning English when I see my friends also learning, finally I get the vibes from their enthusiasm.”.*

R1: *“I feel that I have improved a lot of knowledge from the English tutoring, I am also happy because I have made many friends and relationships after attending the tutoring”.*

R4: *“I feel helped by attending tutoring, because I get more explanation of the material when compared to studying alone, if studying alone the understanding is only limited to what we think, if in tutoring our understanding can be broader”.*

R5: *“Taking English tutoring is quite helpful for working on university entrance exam questions, although yesterday's questions were not only in the form of theory, but the knowledge we got can be used in other ways, so it is very improving for myself”.*

In conclusion, the interview data highlighted that English tutoring significantly enhances learning by nurturing and supporting students, broadening understanding, and providing practical benefits in preparation for exams and beyond. The combination of peer motivation, wider social networks, and comprehensive teaching contributes to a more effective and engaging learning experience. Overall, English tutoring not only improves language skills, but also supports overall academic and personal growth.

1.3 The Correlation between Students' Motivation, Students' Engagement in Tutoring Institution on English Ability, and University Entrance Exams

For answer the third research question, the researcher used correlation by processing data from three variables, namely the variables of student motivation, student engagement, and students' university entrance exam score. The findings of the research question are presented in the following table:

Table 1: The correlation between students' motivation, students' engagement, and university entrance exams

		Students' Motivation	Students' Engagement	University Entrance Exams English Score
Students' Motivation	Pearson Correlation	1	.757**	-.038
	Sig. (2-tailed)	.765	.000	.840
	N	30	30	30
Students' Engagement	Pearson Correlation	.757**	1	.059
	Sig. (2-tailed)	.000	.765	.758
	N	30	30	30
University Entrance Exams English Score	Pearson Correlation	-.038	.059	1
	Sig. (2-tailed)	.840	.758	.765
	N	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the calculated r value (Pearson correlation), it is known that the calculated r value for the correlation between students' motivation (X1) and students' engagement (X2) is 0.757 which indicates a strong positive correlation between viable students' motivation and students' engagement. The Significance value (Sig. 2-tailed) is 0.000 which means this relationship is highly statistically significant at 0.01 level of significance. This is indicated by ** on the correlation value.

For the Pearson correlation value between Student Motivation and English Exam Score is - 0.038 indicating almost no relationship between Student Motivation and English Exam Score, with a significance value of 0.840, which means this relationship is not statistically significant. As for the Correlation between Student Engagement and English Exam Score, the Pearson correlation value of 0.059 indicates a very weak and almost non-existent relationship between Student Engagement and English Exam Score, with a Significance value of 0.758, which means this relationship is also not statistically significant. For the correlation between the three variables shows a result of 0.765, in this context, the value of Sig. 0.765 is greater than 0.05, indicating that this correlation model is not statistically significant.

The researcher concluded from the data analysis above that there is a strong and significant relationship between Student Motivation and Student Engagement. However, there is no significant relationship between Student Motivation and Student Engagement on English Exam Score. This result can be seen from the significance value (0.765) which is far above 0.05 which indicates statistically insignificant in predicting the dependent variable. Overall, the independent variables in this study did not make a significant contribution to explaining the variation in the dependent variable.

The quantitative data above is supported by the interview results which show that participation in English lessons does not always have an impact on English test scores. Students described their experiences as follows:

R4: *"I believe that by taking tutoring, the English exam score will be high because in tutoring we are given a lot of practice questions, so we are not surprised when facing the university entrance exam yesterday. But thoroughness and the atmosphere of the exam venue are also factors in working on the questions, because yesterday the temperature of the room where I took the exam was very cold, it made me dizzy because of the cold, so I was nervous and less thorough in working on the questions"*.

R6: *"In my opinion, even though I have taken tutoring, my exam scores are not always high, because for me anxiety and self-confidence affect a person when working on exam questions. The problem is that yesterday I located the exam at UNAIR, and saw other friends who were good at English. So I was not confident and sure of my abilities, so I felt anxious when working on English questions on the university entrance exam"*.

R5: *"I don't think it always has an effect, because it all comes back to each person, because it's useless if the person has participated in tutoring but is lazy to read, lazy to study and has no willingness to learn"*.

Based on the interviews with students, it can be concluded that participation in English tutoring is thought to help achieve high exam scores, yet the results are not always satisfactory depending on various factors. In contrast, another student felt the benefits of practicing questions during tutoring but also acknowledged that conditions during exams, such as room temperature, could affect performance in answering questions (R4). Similarly, another student felt that despite tutoring, anxiety and lack of confidence could impact exam results (R6). Meanwhile, another student argued that the results of tutoring relied heavily on personal motivation and individual effort in learning, therefore

tutoring alone was not enough if one was not committed to learning (R5). In addition, psychological conditions such as anxiety and lack of confidence also play an important role.

DISCUSSION

The results of this study presented information about the level of students' motivation in English, the level of students' engagement in tutoring institutions, and the correlation between students' motivation, students' engagement, and university entrance examinations. Firstly, the quantitative data provided information about the level of students' motivation, which was 3.97 for intrinsic motivation and 3.27 for extrinsic motivation, with the overall mean result at 3.62 which indicates students' motivation being at a high level. The qualitative findings confirmed that motivation was one of the supporting factors for continuing education to the university level. With the English motivation to continue their education to university, students will have the desire to successfully graduate when facing university entrance examination competition (Permana et al., 2019).

Second, students' engagement in English language learning is at a high level. This is evidenced by the results of quantitative descriptive data showing 3.67 for physical engagement and emotional engagement with the overall mean result at 3.67 which proves that student engagement is at a high level. The qualitative findings on the engagement variable confirmed that students' engagement in English tutoring helped them in working on English exam questions for university entrance. Students' engagement in English tutoring is an process of participating in learning activities attitudinally and emotionally (Hidayati, 2010).

Third, the correlation between the three variables, namely students' motivation, students' engagement, and students' university entrance exam score. The quantitative data of the three variables was processed using multiple correlation shows a result of 0.765. In this context, the value of Sig. 0.765 is greater than 0.05, indicating that this regression model is not statistically significant. It can be concluded that there is no correlation between the variable students' motivation and the variable university entrance exams. All in all, the conclusion of this study is do not support private tutoring as a generally effective strategy to improve school performance (Ömeroğulları et al., (2020).

The qualitative findings regarding the correlation extended their perceptions, indicating that university entrance exams were influenced by many factors. Students confirmed that university entrance exams were not always affected by their motivation and engagement in tutoring. Other factors, such as anxiety, self-confidence, willpower, exam room conditions, and others, also impacted their grades. Based on the presented data, it is clear that students' motivation and engagement do not significantly correlate with exam results. Therefore, although Student Motivation and Engagement are strongly related, they do not significantly affect English Exam Scores, which suggests that other factors may be more relevant in explaining variations in exam performance.

CONCLUSION AND IMPLICATION

According to the findings of this study, the study reveals that students exhibit high levels of students' motivation to learn English as continuing education to the university level and students' engagement in English tutoring institutions before their university entrance exams. With a mean motivation score of 3.62 and an engagement score of 3.67, it is evident that students are both highly motivated and actively engaged in enhancing their English skills through these tutoring programs. In conclusion, this study revealed a strong and statistically significant positive correlation between student motivation and student engagement, with a Pearson correlation value of 0.757 and a significance level of 0.000, indicating a strong relationship between these two variables. However, neither student motivation nor student engagement showed a meaningful relationship with students' university English exam score. The Pearson correlation values for student motivation and student engagement with students' university English exam score are very close to zero, and the significance levels (0.840 and 0.758 respectively) indicate that these relationships are not statistically significant. In addition, the model as a whole, with a correlation result of 0.765 and a significance value above 0.05, failed to significantly predict English Exam Scores.

The results of this study are revealed to give several implications. First, it is important to consider other factors such as anxiety, self-confidence, and exam room conditions, given that there was no significant correlation between students' motivation and engagement and exam results. Secondly, guidance programs should adopt a holistic approach that includes strategies to manage anxiety, boost confidence, and create a supportive exam environment. Third, if motivation and engagement do not have a significant impact on exam results, an evaluation of teaching methods and guidance strategies should be conducted, focusing on practical skills and exam strategies. Finally, further research is needed to understand other factors that influence exam results so that mentorship programs can be adjusted and remain effective.

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