



Adapting to Online Education: A Case Study of Resilience and Innovation in Private Tutoring During the Pandemic

Surya Jatmika^{1*}, Laili Khasanah¹, Happy Martama¹, Puspita Pertiwi²

¹Accounting Education Department, Universitas Muhammadiyah Surakarta, Indonesia

²Teaching English for Speakers of Other Languages Department, University of Edinburgh, United Kingdom

*Corresponding author's email: sj795@ums.ac.id

Submission

Track:

Received:

12 June 2024

Final Revision:

17 July 2024

Available online:

19 July 2024

ABSTRACT

During the pandemic, online-based learning faced numerous challenges, such as internet connectivity issues, difficulties in comprehension, an increase in assignments, one-sided interactions, and reduced concentration. Nevertheless, private tutoring institutions emerged as invaluable resources, enabling students to revisit lesson materials, enhance their understanding, and complete assignments effectively. This study aimed to investigate the digital transformation at Prima Utama Private Tutoring Institution in Surakarta, Indonesia, focusing on the factors that support and hinder the institution's operations, and proposing solutions to overcome these obstacles during the pandemic. Utilizing a qualitative case study approach, the research involved institutional leaders, tutors, and students as key informants. Data were collected through interviews, observations, and documentation, followed by data condensation, presentation, and conclusion drawing. The findings demonstrated the institution's resilience through the implementation of both online and offline tutoring programs, incorporating diverse learning strategies such as lectures, interactive teaching methods, and the use of various applications. Despite technical challenges like network issues and limited technological proficiency, the interaction between tutors and students remained strong. Challenges included physical distance constraints, module availability, and promotional barriers. Proposed solutions included enhancing the Wi-Fi network, providing training on learning platforms, accessing e-modules, and developing practice questions. Additionally, the study recommended using social media, parent testimonials, and discount offers to overcome promotional challenges. Ultimately, this research offers valuable insights into the adaptation of educational institutions during the pandemic and provides recommendations for improving learning quality in an all-digital private tutoring environment.

Keywords: Transformation, digital, existence, private tutoring institutions, pandemic

DOI: [10.23917/varidika.v36i2.5417](https://doi.org/10.23917/varidika.v36i2.5417)

INTRODUCTION

Education is a deliberate endeavor undertaken by the government (Fitriyani, Gunawan, & Lestari, [2020](#)), involving instructional and educational activities within and beyond school premises, aimed at preparing students to effectively fulfill diverse societal roles (Maunah, [2009](#)). Quality education has become a need for the entire nation, including the Indonesian nation, so various efforts have been,

are being, and will be made by the government to realize the education that the entire community desires (Anif, Utama, Prayitno, & Sukartono, [2019](#)). Children's education is part of state guarantees and international rights that have been agreed upon by global citizens since the establishment of Human Rights (HAM) for every individual living in the world (Saputri, Prayitno, Kusumaningtyas, & Syaadah, [2023](#)). In Indonesia, the educational system is delineated into three categories: formal, informal, and non-formal education (Ilma, [2015](#)). Formal education encompasses a structured and sequential learning path, comprising primary, secondary, and tertiary education conducted within official institutions known as schools. Informal education, on the other hand, pertains to learning within the family and environmental context, often taking the form of self-directed educational pursuits. Meanwhile, non-formal education refers to supplementary educational initiatives conducted outside the traditional school setting. One example of non-formal education is the provision of educational services by tutoring institutions.

Private tutoring has gained widespread popularity globally, particularly in Asia, where it is often referred to as shadow education. This form of education serves as a supplementary aid to formal education provided by the private sector and is primarily academically oriented, for instance, in preparing students for assessments like the International English Language Testing System (IELTS) (Chan, [2019](#); Sieverding, Kraft, & Elbadawy, [2019](#)). Additionally, private tutoring is described as paid shadow education, serving as a complement and academic support to formal education (Hof, [2014](#)). The primary objective of private tutoring is to supplement formal education, such as schooling, and enhance student achievement (Subedi, [2018](#); Exley, [2020](#); Yung, [2020](#)). The prevalence of private tutoring in China has been observed to have a significant impact on elevating student achievement (Bai, Tang, Li, & Fan, [2019](#)).

Based on student enrollment, tutoring institutions can be categorized into joint tutoring institutions and private tutoring institutions (Permadi, Kusumantara, & Ridwandono, [2020](#)). In Indonesia, numerous private tutoring institutions have been established in both rural and urban areas. One such institution, Ganesha Operation, has garnered a strong reputation in society, with unquestionable quality (Ardhanariswari, [2016](#)). The success of the Ganesha Operation Institute serves as clear evidence that non-formal education, in the form of private tutoring institutions, complements formal education and aids students in enhancing their academic performance. Noviyanti & Rizki ([2019](#)) emphasized that private lessons can contribute to improved retention and comprehension of study materials, thereby enhancing children's academic achievements. Additionally, private tutoring offers the advantage of providing a more supervised learning environment, allowing children to concentrate more on their studies without distractions, and affording them the opportunity to revisit school lessons for better understanding.

The advent of the Corona Virus Disease 2019 (COVID-19) pandemic in Indonesia has necessitated the adoption of online learning in schools. In Indonesia, online learning is implemented through a distance learning system with the primary objective of mitigating the spread of COVID-19 (Wulandari, [2020](#)). The transition to online learning in schools has brought forth various challenges, including network instability, one-sided interactions during learning, and decreased concentration (Handayani, [2020](#)). This assertion is further corroborated by (Megawanti, Megawati, & Nurkhafifah, [2020](#)), who assert that issues encountered in online learning include unsupportive internet connections and students experiencing difficulty in comprehending the subject matter due to the irreplaceability of direct teacher-student interactions. Furthermore, as stated by Ningsih ([2020](#)), problems such as students struggling to grasp the material, the overwhelming volume of assignments, and decreased concentration during study sessions contribute to learning tedium. The presence of impediments in online learning underscores the crucial role played by private tutoring institutions in aiding students' learning as a complement and supplement to their lessons while adhering to COVID-19 health protocols. One such institution currently assisting students with online learning in Makam Haji, Surakarta region is Prima Utama.

Several previous studies related to private tutoring institutions in Indonesia over the past five years have tended to discuss the influence of private tutoring on students' learning motivation (Ramadhani & Ulfah, [2021](#); Fasya et al., [2023](#); Zahro, [2024](#)), the design of android-based private tutor search applications (Mustofa et al., [2020](#)), website-based (Pratama et al., [2022](#)), mobile application-based (Liliana et al., [2019](#)), innovations in private tutoring scheduling (Yani et al., [2020](#)), innovations in private tutoring application systems (Mansur et al., [2020](#)), innovations in the selection of private tutoring teachers (Rusvinasari & Puspitasari Wiji, [2023](#)), android-based private tutoring reservation and monitoring applications (A'yun et al., [2020](#)), and community service programs in the form of private tutoring (Umar & Pertiwi, [2020](#); Dewi & Yudha, [2022](#)). These studies have not yet discussed strategies for private tutoring to survive during the pandemic or face the challenges of the current digitalization era. One private tutoring institution that has successfully survived and passed through the pandemic well is Lembaga Privat Prima Utama.

The preliminary findings of studies conducted by researchers indicate that the presence of the Prima Utama private tutoring institution serves as a supplement to formal schools and contributes to enhancing students' learning outcomes. Non-formal education institutions are believed to have the potential to enhance students' capabilities and academic achievements (Septiana, [2020](#)). According to the initial research observations, the instructional approach adopted at the Prima Utama institution is characterized by small class sizes, with a maximum of four students per class. Prima Utama Institution is committed to providing high-quality learning and services. Additionally, the institution adheres to

stringent recruitment procedures for selecting teaching staff, considering factors such as teacher availability, academic proficiency, and weekly teaching hours.

The learning approach at the Prima Utama private tutoring institution contrasts with traditional school education in several key aspects. Firstly, the duration of learning sessions is shorter, which helps to prevent student fatigue and boredom. Secondly, the learning materials provided are concise yet comprehensive, enhancing ease of understanding. Thirdly, the tutoring activities offer accelerated problem-solving techniques not typically available in conventional school environments. By implementing these unique instructional methods and rigorously selecting teaching staff, the Prima Utama private tutoring institution aims to conduct an effective teaching and learning process, thereby improving students' skills and academic performance.

The pandemic has sparked a shift toward digital learning, increasing demand for online private instruction. This study seeks to investigate how private organizations such as Prima Utama are reacting to these changes and identifying effective solutions to fulfill increased demand. Digital transformation is critical for ensuring business resilience in uncertain conditions like pandemics. This study also looks at how digital methods might assist private institutions sustain operations and grow their businesses. Initial observations indicate a strong interest from those registering with Prima Utama during the epidemic, prompting this study. The findings are expected to be a valuable resource for the Prima Utama private tutoring institution in addressing its challenges. Additionally, this research aims to provide insights that can aid the development of other private tutoring institutions, helping them sustain their operations in challenging scenarios like a pandemic.

METHOD

This research employed a case study research design with a qualitative approach. Creswell (2014) defines a case study as a qualitative research method that examines a single entity (organization) in its real-world setting. This study was carried out at the Prima Utama private tutoring institution in January and February 2021, with the research participants comprising one leader of the Prima Utama private tutoring institute, two private tutors from Prima Utama, and three students. The leader of the private tutoring institution was selected as the research subject due to being the proprietor and possessing in-depth experience regarding the development of the Prima Utama private tutoring institution from its inception to the present. The private tutoring tutors were chosen as they are directly involved in the delivery of learning activities within the private tutoring setting. Additionally, the students were selected as they partake in the learning activities and simultaneously encounter the policies of the Prima Utama private tutoring institution.

The researchers collected data through interviews, observation, and documentation. This study's interview questions, observation sheets, and document review forms were created separately by the

researcher. Interviews were performed to acquire information about the Prima Utama private tutoring institution's continued operations throughout the COVID-19 outbreak. The observation method was used to collect data on the learning process at private tutoring institutions, educational program documents such as semester and annual programs, vision and mission statements, information on teaching staff, and details about the facilities and infrastructure of the Prima Utama private tutoring institute. Additionally, the documentation method was used to obtain documents including semester programs, annual programs, vision and mission statements, teaching staff details, the Prima Utama institution profile, and the organizational structure.

The data's veracity was determined via technical and source triangulation. In this study, the researcher employed the triangulation technique to compare data collected from interviews, observations, and documentation. Furthermore, the researcher used source triangulation to obtain data from one of the Prima Utama private tutoring institute's leaders, two Prima Utama private tutors, and three pupils. By employing both types of triangulations, the researcher can assure that the findings are more accurate and representative of actual reality, while also reducing bias and inaccuracies in data interpretation.

The data analysis technique utilized in this study is based on the approach outlined by (Miles, Huberman, & Saldana, [2014](#)). This method comprises data condensation, data presentation, and drawing conclusions. Data condensation involved the researchers selecting, focusing, simplifying, abstracting, and transforming data obtained from written field notes. This was achieved through tasks such as writing summaries and codes, developing themes, creating categories, and composing analytical memos, culminating in the preparation of the structured final research report. Following the condensation of the data, the researchers presented the information in the form of narratives, diagrams, and tables. The final phase of the analysis involved drawing conclusions that addressed the questions posed in the initial problem formulation.

RESULTS & DISCUSSION

Digital Transformation Strategy for Prima Utama Private Tutoring Institutions During the COVID-19 Pandemic

Based on the results of in-depth interviews with the leader of the Prima Utama private tutoring institute, two private tutors from Prima Utama, and three students, accompanied by confirmation of the observation results and document review, the following is a summary of the findings from research on digital transformation strategies aimed at maintaining the existence of the Prima Utama private tutoring institution during the pandemic as listed in Table 1.

Table 1. Digital Transformation Strategy in Maintaining the Existence of Prima Utama Private Tutoring During the Pandemic

No	Digital Transformation Strategy in Maintaining the Existence of The Prima Utama Private Tutoring Institution During the Pandemic
1	Conducting annual programs, such as social service activities in the environment around the Prima Utama institution.
2	Semester programs include learning evaluations with tutors via the Zoom or Google Meet platforms.
3	The private tutoring learning activities during the pandemic are carried out online via Zoom or Google Meet and offline by coming to Prima Utama institutions or tutors coming to students' homes while still implementing standard health protocols.
4	The private tutoring learning method used by tutors during the COVID-19 pandemic is lecturing, positioning themselves as study partners, and using applications to practice SBMPTN questions.
5	Information on student progress is provided through tutor meetings via Zoom, which are held every 3 months, and by asking parents about student learning outcomes via WhatsApp.
6	During the COVID-19 pandemic, the existence of Prima Utama private tutoring can help overcome problems that arise when schools implement online learning.
7	Educators who teach at Prima Utama private lessons have abilities according to their field of expertise.
8	Ensure that interaction between tutors and students remains good during learning.
9	The Prima Utama private tutoring institution continues to provide learning media services such as cell phones and Wi-Fi networks, adequate facilities such as chairs, tables, and whiteboards, as well as infrastructure such as classrooms.

The following are some documentation overviews related to the atmosphere of offline and online learning implementation at the Prima Utama private institution.



Figure 1. Documentation of offline private tutoring learning activities at Prima Utama

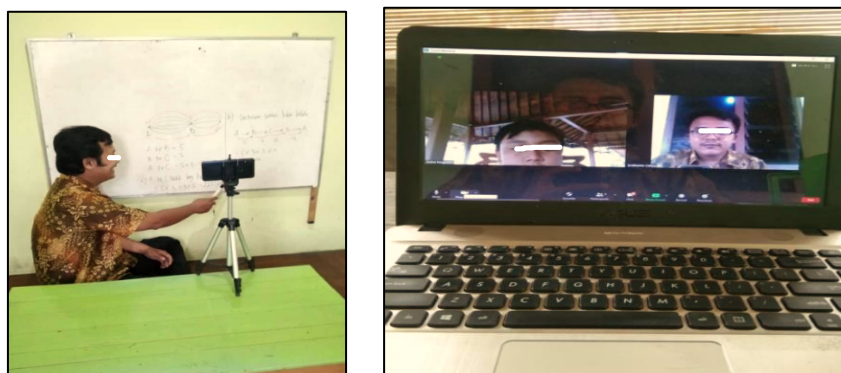


Figure 3. Documentation of online private tutoring learning activities at Prima Utama ayon Wadon (female mountain)

Inhibiting Factors for the Existence of Prima Utama Private Tutoring Institutions During the COVID-19 Pandemic

Based on the results of in-depth interviews with the leader of the Prima Utama private tutoring institute, two private tutors from Prima Utama, and three students, accompanied by confirmation of the observation results, the implementation of operational and learning activities during the COVID-19 pandemic at Prima Utama private tutoring institution undoubtedly presented hindering factors. Below are the factors hindering the implementation of operational and learning activities during the COVID-19 pandemic at Prima Utama private tutoring institution as listed in Table 2.

Table 2. Factors that Hinder the Implementation of Operational and Learning Activities During the COVID-19 Pandemic at Prima Utama Private Tutoring Institution

No	Factors that Hinder the Implementation of Operational and Learning Activities During the COVID-19 Pandemic at Prima Utama Private Tutoring Institution
1	When learning is conducted online, there are network issues that sometimes hinder virtual learning.
2	Some tutors are still confused about using virtual learning platforms such as Zoom and Google Meet.
3	Students do not have textbooks or modules from school, making it difficult for tutors to provide materials.
4	When learning is conducted offline during the pandemic, the challenge is to maintain distance between tutors and students.
5	During the COVID-19 pandemic, Prima Utama cannot visit schools to promote and socialize to students.
6	During the COVID-19 pandemic, there has been a decrease in the number of students enrolling.

Solutions to Overcome Factors Inhibiting the Existence of Prime Private Tutoring Institutions During the COVID-19 Pandemic

As previously mentioned, various factors inhibited the existence of private tutoring institutions during the COVID-19 pandemic in Prima Utama. Understanding the chosen solution is essential to overcome these obstacles and find a way forward. Based on the results of in-depth interviews with the leader of the Prima Utama private tutoring institute, two private tutors from Prima Utama, and three students, accompanied by confirmation of the observation results, here are some solutions to the factors hindering the existence of private tutoring institutions during the COVID-19 pandemic at Prima Utama as listed in Table 3.

Table 3. A Few Solutions to The Factors Hindering the Existence of Private Tutoring Institutions During The COVID-19 Pandemic at Prima Utama.

No	A Few Solutions to the Factors Hindering the Existence of Private Tutoring Institutions During the COVID-19 Pandemic at Prima Utama
1	The obstacle of unstable network connectivity during online private lessons can be addressed by allowing tutors to come to Prima Utama to use the Wi-Fi network for free. Students can either move to a location with better network coverage or opt for face-to-face private lessons by coming to Prima Utama or having them at home.
2	The lack of proficiency in technology can be solved by the institution providing training on using Zoom and Google Meet.

No	A Few Solutions to the Factors Hindering the Existence of Private Tutoring Institutions During the COVID-19 Pandemic at Prima Utama
3	Tutors need to inquire with students about their school materials beforehand, then download e-modules to provide to students or create practice exercises for them to work on and discuss during the lessons.
4	Tutors and students should strive to build intensive communication and ensure a thorough understanding of the material until the students truly comprehend the topics being explained.
5	Prima Utama should focus on re-engaging parents of students who have previously been part of Prima Utama by inviting them to re-enroll their children and offering discounts. Additionally, Prima Utama should be promoted through social media by creating posts related to the learning activities at Prima Utama and testimonials from parents about their children's learning outcomes during private lessons at Prima Utama.

DISCUSSION

Digital Transformation Strategy for Prima Utama Private Tutoring Institutions During the COVID-19 Pandemic

The Prima Utama private tutoring institution serves as a form of non-formal education that complements and supplements formal education. In non-formal education such as tutoring, students are encouraged to learn using different methods compared to formal education in general. In non-formal education, learning is designed to be more relaxed and attractive by introducing something new or that they do not understand in an interesting way (Prasetya et al., [2019](#)). Tutoring is one of the efforts to encourage students to achieve good academic performance (Adhisa et al., [2020](#)). As schools transition to online learning, various challenges emerge, including network instability, reduced student focus, and limited interaction during learning. These obstacles highlight the crucial role played by the Prima Utama private tutoring institution in supporting students' learning as a complementary and supplementary resource to formal education while adhering to health protocols. The strategy for sustaining private tutoring institutions is evident in several aspects, including the presence of annual and semester programs, vision and mission statements, and periodic evaluations of these programs (Sukmana & Dwilestari, [2013](#)). Additionally, the strategy is reflected in the conditions of private tutoring activities during the COVID-19 pandemic, their role in addressing student challenges, teaching styles, and learning strategies aimed at facilitating students' comprehension, fostering effective interaction between students and tutors, and being supported by learning materials and infrastructure tailored to operational needs.

In its operational activities, the Prima Utama institution follows an annual program and a semester program. The annual programs encompass grand tryout activities, community service in the vicinity of the Prima Utama institution, sponsorship of local community activities with an educational focus, as well as offering private tutoring both at students' homes and on the premises of the Prima Utama institution. However, because of the COVID-19 pandemic, certain annual programs, such as grand tryouts and the sponsorship of local community activities with educational themes, were not implemented.

The semester program includes tutor meetings to track students' progress, the creation of periodic student progress reports sent to parents, guidance on selecting preferred middle/high schools, support with mid-semester and final semester assessments, and the development of exam practice questions for participants. However, because of the COVID-19 pandemic, not all semester programs could be carried out, such as the production of periodic student progress reports. During the pandemic, the only means of monitoring students' progress was through teacher meetings conducted via Zoom every 3 months and communication with parents to inquire about students' learning outcomes via WhatsApp.

With the implementation of annual and semester programs, regular evaluations are essential to assess their effectiveness. The annual program evaluation takes place at the end of each academic year, while the semester program evaluation occurs every three months through tutor meetings. During the pandemic, tutor meetings were conducted via the Zoom or Google Meet platforms. If a program is deemed ineffective, it will not be continued in the following school year and will be eliminated. This systematic approach ensures that resources are allocated to programs that yield positive outcomes, contributing to the institution's overall effectiveness and commitment to quality education.

During the COVID-19 pandemic, Prima Utama continued to offer private tutoring in addition to its annual and semester programs. However, the private tutoring activities at Prima Utama underwent changes during the pandemic. Learning activities were conducted both online and offline. Students who preferred online private lessons could participate via Zoom or Google Meet. Meanwhile, students opting for offline private lessons could attend sessions at the Prima Utama institution or request the tutor to visit their home, with adherence to health protocols.

At the onset of the pandemic, schools transitioned to online learning, a change mirrored by the Prima Utama private tutoring institute, which exclusively offered online private tutoring. Consequently, this shift led to a reduction in the number of students, with the institute accommodating only 30 students. As the government initiated the "new normal" era, schools remained closed, and online learning persisted. In contrast, the Prima Utama private tutoring institution adapted by offering both online and offline tutoring. Upon resuming in-person learning activities, the institute witnessed an increase in student enrollment to 70 students. Notably, there were significant changes in the nature of learning activities. Despite these changes, Prima Utama private tutoring persevered in catering to students through both online and face-to-face interactions. Online private tutoring specifically catered to students who were hesitant to engage in in-person tutoring sessions. These adaptations reflect the evolving landscape of learning activities during the COVID-19 pandemic, as observed through careful monitoring and assessment.

When schools implemented online learning, private tutoring acts as a complement to online learning, with tutors explaining material given by teachers at school and helping students complete their

assignments. The existence of Prima Utama private tutoring during the COVID-19 pandemic not only helped students' learning but, as stated by the students, also helped improve their achievements.

Increasing student achievement, as previously stated, is built on an interactive learning process between students and tutors. Interaction between students and tutors is crucial during learning, as emphasized by the Prima Utama tutor. Tutors at Prima Utama assist students in various ways, including aiding in the completion of school assignments, clarifying concepts that students find challenging, and enhancing their overall learning capabilities and academic achievements. Non-formal education serves as a valuable supplement to formal education, contributing to the enhancement of students' academic skills and intellectual abilities (Alonso & Terrazas-Marin, [2018](#); Sudaryana, [2018](#)). These findings align with Septiana's ([2020](#)) assertion, emphasizing that non-formal education institutions serve as an additional component complementing formal education, ultimately leading to improved student abilities and learning outcomes. The form of interaction during the private tutoring learning process includes assessing students' level of understanding regarding the presented material. In addition to good interaction, improving student learning outcomes is supported by effective learning media, interesting teaching styles, and learning strategies. Guill & Bos ([2014](#)) state that private tutors must diagnose their students' initial competencies and understand what is expected by the school's teachers, students, and parents. Participants in tutoring sessions come from diverse academic and non-academic backgrounds, each with unique expectations for the tutoring sessions. Therefore, tutors need to set or negotiate learning objectives for private lessons based on these needs, ensuring that the private lessons are designed accordingly.

Prima Utama provides learning media such as cell phones and Wi-Fi networks to facilitate the learning process. The teaching strategy involves lectures, and the tutor's teaching style aims to position themselves as a learning friend, making it easy for students to understand the material and feel comfortable asking questions. Tutors also use applications to practice SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri/Joint Entrance Selection of State Universities) questions. It is in line with Sembiring's ([2018](#)) statement that effective online tutorials are influenced by tutors' teaching strategies, followed by the use of the internet and perceptions of technology.

Increasing student achievement is also closely linked to the facilities and infrastructure available at Prima Utama for completing learning activities. The private tutoring learning activities at Prima Utama are complemented by learning resources and comprehensive facilities, including whiteboards, markers, cellphones, and Wi-Fi networks. These learning resources serve as alternative tools to support the learning process (Fajriah & Churiyah, [2016](#)). In addition to utilizing learning media, tutors at Prima Utama also employed special teaching strategies, including lectures, and adopted a learning style akin to that of a supportive peer. This approach aimed to facilitate students' comprehension of the material and created an environment where they felt comfortable asking questions, depending on the situation

the tutors were managing with the students. Furthermore, tutors used applications to practice SBMPTN questions as part of their teaching strategies to enhance students' learning outcomes. These practices align with the findings of previous research by Ardhanariswari (2016) that private tutoring institution (namely Ganesha Operation) is a form of non-formal education that has the potential to enhance student's learning achievements and abilities through the implementation of special teaching strategies. By elevating learning outcomes and students' abilities during private lessons, it has the capacity to establish a positive reputation for non-formal education institutions.

In addition to the factors of good interaction, learning media, facilities and infrastructure, and adequate learning strategies, the expertise of the tutors can significantly influence the enhancement of student achievement. Therefore, nearly 90% of the tutors at Prima Utama teach according to their abilities. Tutors at Prima Utama are also instructed to teach according to their abilities, enabling them to address student challenges and contribute to enhancing student achievements. The selection process for tutors at Prima Utama is rigorous, encompassing three test stages: written tests, interview assessments, and microteaching evaluations. Prospective tutors who demonstrate strong performance in these tests are accepted into the Prima Utama institution. This aligns with the tutor recruitment procedures established by Prima Utama. According to Intan (2015), the caliber of teaching staff is pivotal in enhancing student quality and influencing student satisfaction levels.

Inhibiting Factors for the Existence of Prima Utama Private Tutoring Institutions During the COVID-19 Pandemic

The following are the inhibiting factors that emerged during the implementation of operational activities and learning activities during the COVID-19 pandemic at the Prima Utama private tutoring institute. First, online learning can be impeded by network problems, which occasionally hinder virtual face-to-face learning. The internet network plays a crucial role in online learning (Aytac, 2021). A poor internet network often interfered with audio and video, causing them to become stagnant, and students had difficulty receiving the material, resulting in less effective learning (Korkmaz & Toraman, 2020; Septiana, 2020)

Second, in terms of technological mastery, there are still tutors who are confused about using virtual face-to-face learning platforms such as Zoom and Google Meet. Latip (2020) also stated that teaching staff with a low level of technological mastery can be an obstacle in online learning, making the readiness of teaching staff an important part of managing the technology systems used in the online learning process. Third, students did not have books or modules from school, so tutors faced difficulty in providing material. In private tutoring, the material used by the tutor typically refers to the material provided by the school.

Fourth, if learning was carried out offline, the obstacle faced was the distance between the tutor and the students. Before the COVID-19 pandemic, the distance between tutors and students was very close, with no specific distance during private lessons, so tutors did not have difficulty teaching students. However, during the COVID-19 pandemic, there was a need to maintain distance between students and tutors as one of the efforts to implement the COVID-19 health protocol. This made it difficult for tutors to teach students private lessons.

Fifth, carrying out promotions and looking for new students became challenging during the COVID-19 pandemic. Prima Utama was unable to visit schools for outreach to students. For educational institution managers, the inability to promote the institution in schools was a challenge, as they must find ways to ensure the institution's survival and prevent collapse amidst the impact of the COVID-19 pandemic (Faishal, [2020](#)).

Sixth, during the COVID-19 pandemic, there was a decline in the number of student registrations. According to the results of research by Ginting ([2020](#)), there was a drastic decrease in students at tutoring institutions during the COVID-19 pandemic, with up to a 70% reduction.

A supporting factor that emerged during operational and learning activities at Prima Utama during the COVID-19 pandemic was the availability of a Wi-Fi network for learning purposes. Additionally, Prima Utama has provided facilities and infrastructure that adhere to health protocols as part of the effort to halt the spread of the COVID-19 virus. The Wi-Fi network facilitated easy access for tutors and students to online learning resources (Peyman, [2012](#)).

In line with Peyman's statement about the Wi-Fi network being one of the learning media used to facilitate the teaching and learning process, this aligns with the statement by Riadi et al. ([2020](#)) emphasizing the necessity of a Wi-Fi connection network in the learning process. Recognizing the importance of the Wi-Fi network in learning, Prima Utama also provides a Wi-Fi network to support private tutoring activities.

Solutions to Overcome Factors Inhibiting the Existence of Prime Private Tutoring Institutions During the COVID-19 Pandemic

The discussion about the inhibiting factors affecting the existence of the private tutoring institute during the COVID-19 pandemic at Prima Utama, as previously mentioned, certainly needs to include the solutions chosen to overcome these obstacles and resolve the issues presented earlier. The following are the solutions to the inhibiting factors affecting the existence of the private tutoring institute during the COVID-19 pandemic at Prima Utama. Firstly, in the event of an unstable network during online private lessons, tutors could come to Prima Utama to use the free Wi-Fi network. Students had the option to relocate to areas with affordable network access or choose face-to-face private lessons either at the

Prima Utama institution or at home. Belawati (2020) stated that online learning is a teaching and learning process conducted with the assistance of an internet network.

Secondly, the solution to the lack of mastery of technology is for the institution to conduct training on the use of Zoom and Google Meet, enabling the tutors to familiarize themselves with online learning platforms such as Zoom and Google Meet. This aligns with the research results of Nurhayati, Wicaksono, Lubis, Rahmatya, and Hidayat (2020) which indicated that providing training on the use of Zoom and Google Meet for teaching staff can enhance their ability to utilize these platforms, thus facilitating smooth learning processes.

Thirdly, students who did not have modules from school posed a challenge in private tutoring learning activities. Tutors faced difficulty in delivering the material, as in private lessons, the material typically refers to books or modules provided by the school. Therefore, it would be beneficial for tutors to inquire about the material available at the students' school, after which they could download e-modules to provide to the students or create practice questions to be completed and discussed during tutoring sessions.

Fourthly, a distance exists between tutors and students during private lessons due to the need for social distancing. The solution is for tutors and students to establish intensive communication and ensure that students fully comprehend the material being explained. This is consistent with a statement from Inah (2015) which illustrates that intensive communication enhances the effectiveness of learning. A tutor must be proficient in employing effective interaction patterns and communication techniques in the learning process.

Fifthly, there were issues with the marketing strategy. The solution was for Prima Utama to prioritize reaching out to the parents of students whose children were enrolled at Prima Utama and offered discounts. This approach is one of the marketing strategies employed by educational institutions to attract new students (Maryanti, Khaliq, & Badrudin, 2016).

Additionally, attracting widespread attention can be achieved by promoting learning activities conducted at Prima Utama and sharing parent testimonials regarding their children's learning outcomes during private lessons at Prima Utama on social media. Marketing strategies essentially have an impact on increasing the number of students who are interested in registering (Patiung et al., 2019). Effective marketing strategies can also increase revenue opportunities for educational institutions (Chika, Innocent, & Mary, 2015). According to Fira, Ulfatin, and Benty (2020), marketing strategies using social media aim to make it easy for people to see the activities carried out by educational institutions and make it easier to find information related to educational institutions.

CONCLUSION

Based on the analysis, the digital transformation strategy at Prima Utama private tutoring institution is evidenced by regularly evaluated annual and semester programs. During the COVID-19 pandemic, tutoring was conducted both online and offline, addressing student challenges and enhancing achievement through skilled staff, comprehensive learning materials, and robust infrastructure. Tutors employed a lecture-based strategy, positioning themselves as learning companions to encourage student interaction. Intensive tutor-student interaction was crucial. However, the pandemic hindered data collection due to limited sources and unavailable institutional documents, affecting research outcomes. Future studies should incorporate additional data collection techniques, including documentation activities, to enhance evidence supporting the existence of private tutoring institutions.

REFERENCES

- Adhisa, R. R., Arfian, M., Purnomo, G. C., Virgina, V. F., Azhar, L., Kusumawati, W., Handayani, F. T. (2020). Pengembangan Bimbingan Belajar Berbasis Lingkungan di MIM Juwiran, Juwiring, Klaten. *Buletin KKN Pendidikan*, 2(1), 19–23. <https://doi.org/10.23917/bkkndik.v2i1.10783>
- Alonso, R., & Terrazas-Marin. (2018). Developing Non-formal Education Competencies as a Complement of Formal Education for STEM Lecturers. *Journal of Education for Teaching*, 44(1), 118–123. <https://doi.org/10.1080/02607476.2018.1422613>
- Anif, S., Utama, S., Prayitno, H. J., & Sukartono, S. (2019). Kompetensi Profesional Guru Sekolah Menengah Pertama Kabupaten Kendal. *Jurnal VARIDIKA*, 31(1), 63–72. <https://doi.org/10.23917/varidika.v1i1.8906>
- Ardhanariswari, N. (2016). Pandangan Siswa Tentang Ganesha Operation Dalam Meningkatkan Hasil Belajar Siswa Di Kota Surakarta. Skripsi. Universitas Sebelas Maret
- Aytac, T. (2021). The Problems Faced by Teachers in Turkey During the COVID-19 Pandemic and Their Opinions. *Journal International of Progressive Education*, 17(1), 404–420. <https://doi.org/10.29329/ijpe.2020.329.26>
- A'yun, N. Q., Izzuddin, A., & Hikmah, N. (2022). Aplikasi Reservasi dan Monitoring Les Privat Berbasis Android (Studi Kasus Jawara Cerdas Private Probolinggo). *SAINTEKBU*, 12(1), 62–70. <https://doi.org/10.32764/sainstekbu.v12i1.895>
- Bai, Y., Tang, X., Li, X., & Fan, S. (2019). Explorations in Teaching Research by a Tutoring Institution in China. *Journal of Education*, 2(1), 87–94. <https://doi.org/10.1177/2096531119840866>
- Belawati, T. (2020). Pembelajaran Online. Tangerang Selatan: Universitas Terbuka.
- Chan, V. N. M. (2019). English Private Tutoring in Macao: Perceptions of Senior Secondary Three Students. *Journal of Education for Teaching*, 2(1), 44–63. <https://doi.org/10.1177/2096531119840864>
- Chika, U., Innocent, N., & Mary, N. (2015). Marketing Strategies and Students' Enrolment in Private Secondary Schools in Calabar Municipality, Cross River State, Nigeria. *International Journal of Education and Practice*, 3(5), 212–223. <https://doi.org/10.18488/journal.61/2015.3.5./61.5.212.223>
- Creswell, J.W. (2014). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications.
- Dewi, P.M.S. & Yudha, R.K. (2022). Les Privat Saat Pandemi di Rumah Perubahan Surabaya Bengkulu. *Jurnal Ilmiah Mahasiswa Kuliah Kerja Nyata (JIMAKUKERTA)*, 2(1), 149-152. <https://doi.org/10.36085/jimakukerta.v2i1.3072>
- Exley, S. (2020). Selective Schooling and Its Relationship to Private Tutoring: The Case of South Korea. *Journal Comparative Education*, 56(2), 218–225. <https://doi.org/10.1080/03050068.2019.1687230>

- Faishal. (2020). Pemasaran Lembaga Pendidikan Masa Pandemi Covid-19. *Manajemen Pendidikan Islam*, 8(2), 70–94.
- Fajriah, U. N., & Churiyah, M. (2016). Utilizing Instructional Media for Teaching Infrastructure Administration. *Journal of Education and Practice*, 7(6), 100–111.
- Fasya, A. H., Hendriyani, P., Nurtoriqoh, A., Aisyah, I. N., Sulaeman, Y., & Wibowo, D. V. (2023). Program Les Private Untuk Meningkatkan Motivasi Belajar Anak Di Desa Ciracas, Kiarapedes, Purwakarta. *Jurnal Pengabdian Masyarakat Bangsa*, 1(7), 939–943. <https://doi.org/10.59837/jpmba.v1i7.287>.
- Fira, F. L. A., Ulfatin, N., & Benty, D. D. N. (2020). Strategi Pemasaran Jasa Pendidikan Dalam Menarik Minat Masyarakat Melalui Program Kelas Khusus. *Jurnal Administrasi Dan Manajemen Pendidikan*, 3(3), 249–261.
- Fitriyani, Y., Gunawan, A., & Lestari, M. A. (2020). Efektivitas Pembelajaran Cooperative Script, Artikulasi dan Cooperative Integrated Reading and Composition terhadap Pemahaman Konsep Siswa Sekolah Dasar. *Profesi Pendidikan Dasar*, 7(2), 129–139. <https://doi.org/10.23917/ppd.v7i2.10971>
- Ginting, N. S. (2020). Terimbas Pandemi, Bisnis Bimbingan Belajar di Yogyakarta Ini Mengalami Penurunan Jumlah Siswa. Retrieved from <https://jogja.tribunnews.com/2020/09/16/terimbas-pandemi-bisnis-bimbingan-belajar-di-yogyakarta-ini-mengalami-penurunan-jumlah-siswa>.
- Guill, K., & Bos, W. (2014). Effectiveness of Private Tutoring in Mathematics with Regard to Subjective and Objective Indicators of Academic Achievement Evidence from A German Secondary School Sample. *Journal for Educational Research Online*, 6(1), 34–67.
- Handayani, L. (2020). Keuntungan, Kendala dan Solusi Pembelajaran Online Selama Pandemi Covid-19: Studi Ekploratif di SMPN 3 Bae Kudus Lina Handayani. *Journal Industrial Engineering & Management Research*, 1(2), 15–23. <https://doi.org/https://doi.org/10.7777/jiemar.v1i2>
- Hof, S. (2014). Does Private Tutoring Work? The Effectiveness of Private Tutoring: A Nonparametric Bounds Analysis. *Journal Education Economics*, 22(4), 347–366. <https://doi.org/10.1080/09645292.2014.908165>
- Ilma, N. (2015). Peran Pendidikan Sebagai Modal Utama Membangun Karakter Bangsa. *Jurnal Manajemen Pendidikan Islam*, 3(1), 82–87.
- Inah, E. N. (2015). Peran Komunikasi Dalam Interaksi Guru Dan Siswa. *Jurnal Al- Ta'dib*, 8(2), 150–167.
- Intan, R. (2015). Pengaruh Kemampuan Kognitif dan Penghargaan terhadap Kinerja Guru Lembaga Bimbingan dan Konsultasi Belajar Nurul Fikri di Jakarta. *Jurnal Administrasi Dan Kebijakan Publik*, 5(2), 59–74.
- Korkmaz, G., & Toraman, C. (2020). Are We Ready for the Post-COVID-19 Educational Practice? An Investigation into What Educators Think as to Online Learning. *International Journal of Technology in Education and Science*, 4(4), 293–309. <https://doi.org/10.46328/ijtes.v4i4.110>
- Latip. (2020). Peran Literasi Teknologi Informasi Dan Komunikasi Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *Jurnal Edukasi Dan Teknologi Pembelajaran*, 1(2), 107–116. <https://doi.org/10.37859/eduteach.v1i2.1956>.
- Liliana, L., Wijaya, A.S., Fernando, N., Hartono, H., & Bangkalang, D.H. (2019). Yuk Les: Information Systems on Online Private Course Services Based on Mobile Application. *Journal of Business and Audit Information Systems*, 2(2), 1-8. <http://dx.doi.org/10.30813/jbase.v2i2.1726>.
- Mansur, M., Yani, R., & Kasmawi, K. (2020). Desain Sistem Aplikasi Les Privat Menggunakan Pendekatan Extreme Programming. *Digital Zone: Jurnal Teknologi Informasi Dan Komunikasi*, 11(1), 30-42. <https://doi.org/10.31849/digitalzone.v11i1.3862>.
- Maryanti, F., Khaliq, A., & Badrudin. (2016). Asosiasi Merek: Strategi Pemasaran Jasa Pendidikan di Lembaga Primagama. *Journal of Management in Education (JMIE)*, 1(1), 80–93.
- Maunah, B. (2009). *Landasan Pendidikan*. Yogyakarta: Sukses Offset.
- Megawanti, P., Megawati, E., & Nurkhafifah, S. (2020). Persepsi Peserta Didik Terhadap Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19. *Jurnal Ilmiah Kependidikan*, 2(1), 75–82.
- Miles, M.B., Huberman, A.M. & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*.

- London: SAGE.
- Mustofa, Z.A., Arifin, N.A., & Marti'ah, S. (2020). Perancangan Aplikasi Pencarian Guru Les Privat Komputer Berbasis Android. *Journal of Informatic and Information Security*, 1(2), 113-124. <https://doi.org/10.31599/jiforty.v1i2.381>.
- Ningsih, L. K. (2020). Kejenuhan Belajar Masa Pandemi COVID-19 Siswa SMTA Di Kedungwungu Indramayu. Skripsi. Universitas Muhammadiyah Surakarta.
- Noviyanti, A., & Rizki, R. (2019). Perbandingan Siswa Les Dan Tidak Les Terhadap Prestasi Belajar Biologi Di SMA Negeri 8 Banda Aceh. *Jurnal Pendidikan Biologi*, 6(1), 102–114.
- Nurhayati, Wicaksono, M. F., Lubis, R., Rahmatya, M. D., & Hidayat. (2020). Peningkatan Kemampuan Guru Dalam Pembelajaran Daring Dengan Memanfaatkan Teknologi Informasi Bagi Guru SMA Negeri 5 Cimahi Bandung. *Journal Indonesian Community Service and Empowerment*, 1(2), 70–76. <https://doi.org/10.34010/icomse.v1i2.3878>
- Patiung, D., Alwi, B. M., Magfira, P., Alfiah, N., M., R. S., & Alawiyah, T. (2019). Strategi Manajemen Promosi Dalam Meningkatkan Jumlah Peserta Didik Pada Satuan Paud. *Indonesian Journal of Early Childhood Education*, 2(2), 129–134. <https://doi.org/10.24252/nananeke.v2i2.11660>
- Permadi, B. R., Kusumantara, P. M., & Ridwandono, D. (2020). Aplikasi E-Marketplace Penyedia Jasa Guru Les Privat. *Jurnal Informatika Dan Sistem Informasi*, 1(3), 953–962.
- Peyman, A. (2012). Wi-Fi in schools, Electromagnetic Fields and Cell Phones Alberta Health Fact Sheet. Report. Canada.
- Prasetya, I., Ulina, 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 KKN Pendidikan*, 2(1), 20-34. <https://doi.org/10.23917/bkkndik.v1i1.9286>.
- Pratama, Y.A., Lawi, L., & Jusin. (2022). Pengembangan Website Pencarian dan Pemesanan Jasa Guru Les Privat Berdasarkan Model C2C Marketplace. *Journal Information System Development (ISD)*, 7(2), 91-101. <https://doi.org/10.19166/isd.v7i2.565>.
- Ramadhani, W., & Ulfah, S. (2021). Analisis Kecemasan Matematika dan Motivasi Belajar Siswa Berdasarkan Keikutsertaan Les Privat pada Pembelajaran Daring. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 5(3), 2471-2483. <https://doi.org/10.31004/cendekia.v5i3.876>.
- Riadi, S., Normelani, E., Efendi, M., Safitri, I., Firza, Gu., & Tsabita, I. (2020). Persepsi Mahasiswa Prodi S1 Geografi FISIP ULM Terhadap Kuliah Online di Masa Pandemi Covid-19. *Jurnal Pendidikan Sosiologi Antropologi*, 2(2), 219–227.
- Rusvinasari, D. & Puspitasari, W.T. (2023). Seleksi Penerimaan Pengajar Les Privat Dengan Menerapkan Metode Simple Additive Weighting. *Journal of Data Science Theory and Application*, 2(1), 8-16. <https://doi.org/10.32639/jasta.v2i1.282>.
- Saputri, P. Y., Prayitno, H. J., Kusumaningtyas, D. A., & Syaadah, H. (2023). Menumbuhkembangkan Karakter Cinta Tanah Air melalui Lomba Kemerdekaan pada Siswa. *Buletin KKN Pendidikan*, 5(1), 46–55. <https://doi.org/10.23917/bkkndik.v5i1.22468>
- Sembiring, M. G. (2018). Modelling the Determinants of Effective Online Tutoring Programs. *Turkish Online Journal of Distance Education*, 19(3), 128–139. <https://doi.org/10.17718/tojde.445114>
- Septiana, H. E. (2020). Kebijakan Tentang Pembelajaran Online Pada Masa Pandemi di SMA N 1 Purworejo. *Prosiding Seminar Nasional Pascasarjana UNNES*, 480–484. Semarang: Universitas Negeri Semarang.
- Sieverding, M., Kraft, C., & Elbadawy, A. (2019). An Exploration of the Drivers of Private Tutoring in Egypt. *Journal Comparative Education Review*, 63(4), 562–590. <https://doi.org/10.1086/705383>.
- Subedi, K. R. (2018). Shadow Education: A Role of Private Tutoring in Learning. *Journal International of Humanities and Social Science*, 1(2), 29–42.
- Sudaryana, B. (2018). The Development of Smart House Model in Garut; The Advancement of Non-Formal Education Program. *Journal of Contemporary Education*, 2(2), 84–89. <https://doi.org/10.18488/journal.137.2018.22.84.89>.
- Sukmana, C. & Dwilestari, D. (2013). Analisis Mutu Kursus. Jakarta: Pusat Data dan Statistik Pendidikan, Kementerian Pendidikan dan Kebudayaan.
- Umar, A. & Pertiwi, D.A. (2020). Model Penguatan Ekonomi Masyarakat Melalui Jasa Les Privat dan Ngaji. *Discovery: Jurnal Ilmu Pengetahuan*, 5(1), 26-31.

<https://doi.org/10.33752/discovery.v5i1.660>.

- Wulandari. (2020). Dampak Pandemi COVID-19 Terhadap Pelaksanaan Pendidikan di Indonesia. Diakses dari <https://pustakaberggerak.id/artikel/dampak-pandemi-covid-19-terhadap-pelaksanaan-pendidikan-di-indonesia-2>, tanggal 18 Desember 2020.
- Yani, R., Mansur, M. & Kasmawi, K. (2020). Sistem Informasi Penjadwalan Les Privat Menggunakan Framework Codeigniter. INFORMATION SYSTEM FOR EDUCATORS AND PROFESSIONALS: Journal of Information System, 5(1), 11-20. <https://doi.org/10.51211/isbi.v5i1.1396>.
- Yung, K. W. H. (2020). Investing in English Private Tutoring to Move Socially Upward: a Narrative Inquiry of an Underprivileged Student in Hong Kong. *Journal of Multilingual and Multicultural Development*, 41(10), 872–885. <https://doi.org/10.1080/01434632.2019.1660667>.
- Zahro, S.S.A.F. (2024). Pengaruh Partisipasi Les Privat Matematika Terhadap Motivasi Belajar Siswa Kelas IV di SDN Selorejo Mojowarno Jombang. *SOKO GURU: Jurnal Ilmu Pendidikan*, 4(1), 54–68. <https://doi.org/10.55606/sokoguru.v4i1.3582>.