Teacher Strategies in Implementing Tutoring for Madrasah Ibtidaiyah Students to Improve Learning Outcomes

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Abstract

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This research aims to analyze the strategies implemented by teachers in implementing study guidance for Madrasah Ibtidaiyah (MI) students in order to improve student learning outcomes. The method used in this research is descriptive qualitative, with data collection through interviews, observation and documentation. The research results show that teachers at Madrasah Ibtidaiyah use various strategies, such as individual approaches, giving additional assignments, and using varied learning media, to support the tutoring process. Apart from that, teachers also pay attention to students' needs by providing guidance according to each student's abilities and strengths. Implementation of this strategy has proven effective in increasing student motivation and learning outcomes. Thus, it can be concluded that planned and directed learning guidance by teachers can have a positive impact on the achievement of student learning outcomes at Madrasah Ibtidaiyah.

Keywords: Teacher Strategy, Tutoring, Madrasah Ibtidaiyah

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A. Introduction

Education is one of the important social institutions in order to educate the life of the nation and state in order to build an advanced, prosperous, democratic, independent, just and prosperous society in accordance with the nation's ideals. To realize this progress and prosperity, our government is trying to improve the quality of education. Our country, Indonesia, really needs quality human resources, in order to continue and fulfill the nation's struggle. This can be realized through education and teaching which produces output or human resources that are ready to use. In order to create an educational process that will produce good and quality output, there must be a system that regulates and directs the educational process.

To be able to carry out well-directed and organized education, the Indonesian government has set national education goals. This is as confirmed in Republic of Indonesia Law no. 20 of 2003 concerning the National Education System in Chapter III article 4, namely that National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable,

capable, creative, independent and become democratic and responsible citizens.[1]

To realize the ideal targets in education as stated above, the implementation of education and teaching must be carefully planned and implemented seriously. The task carried out by a teacher in the world of education is not only to provide lessons, but also to carry out and design various programs that are closely related to educational activities and provide learning guidance to create outstanding students.

The educational goals that have been set must be achieved optimally by educational institutions, but in this case it is not easy, because there are many problems encountered in its implementation. Thus, in all educational institutions related to students, teachers, facilities and learning environments. One of the problems related to students and this is almost found in school educational institutions is learning problems, whereas learning is the core of educational activities in schools and the importance of learning problems has a very big influence on achieving educational goals. Therefore, tutoring must receive top priority and become the center of activities in the school. In this case, it is hoped that students who have problems or have learning difficulties need to be guided or given direction and special teaching, so that they can overcome and solve the problems they face.

Various problems related to the implementation of education are the collective responsibility of all teaching staff at the educational institution concerned, because teachers play a very important role in guiding students, especially in learning. Teachers must be skilled in providing various knowledge to students, especially providing guidance, because intellectual development at this time is at the stage of conceptual and formal thinking.

The teacher's active role in providing learning guidance to students is very dominant and important. So in principle, education can and is able to bring students to change and show positive things, but in reality there are still many teachers who are not active in providing learning and have not carried out their duties and responsibilities as mentors effectively and continuously. If a teacher's performance is not optimal or even neglected in guiding their students in learning, it may be caused by two things, namely "the teacher is unable to see the symptoms of students' learning difficulties and the teacher does not want to carry out the task as a guide because he considers the task to be an additional task".[2]

The implementation of educational and teaching activities, teachers must be able to direct all the potential that students have so that students' talents and interests in learning develop in a positive, directed manner and produce good achievements. Furthermore, in the learning process the role of

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[1] Law of the Republic of Indonesia Number 20 of 2003, *About the National Education System*, Various Sciences, Jakarta, 2003, p. 4.

[2] Abu Ahmadi and Ahmad Rohani, *Guidance and Counseling in Schools,* Rineka Cipta, Jakarta, 1994, p. 123.

the teacher is absolute, because the teacher is the driver of the learning situation or the source of learning activities. There is no learning process if there is no teacher, if there are no lessons then there is no learning process, therefore teachers and students in a learning process are both important and must participate actively with each other. On the other hand, in the learning process at school, sometimes there are quite a lot of obstacles faced, including a lack of teacher attention in providing study guidance, even though teacher guidance in learning is very important, because this can influence student learning achievement and can even facilitate the learning process, therefore it is necessary for study guidance to be carried out by all teachers.

The results of initial observations show that the role of teachers in providing study guidance to students at Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City has not been implemented optimally as expected. The visible picture of students' opportunities to receive guidance is still not optimal, teachers only focus on learning activities according to the subject schedule they hold. Directions to students to deepen and understand the learning material seem to have not been carried out intensively, so that students' attention to the tasks given at school has not been completed properly.

B. Theoretical Framework

1. Understanding Guidance

According to Tohirin in his book Guidance and Counseling in Schools and Madrasas (Integration Based), the etymological (language) meaning of guidance is "guidance is a translation of the word guidance". The definition of guidance in terminology (term) is "guidance is translated as assistance or guidance or assistance".[3]

According to Djumhur and Moh. Surya in his book Guidance and Counseling in Schools states that: Guidance is a process of providing continuous and systematic assistance from the mentor to the person being guided in order to achieve independence in self-understanding, self-acceptance, direction and self-realization in achieving an optimal level of development and adapting to the environment.[4]

According to Slameto in his book Guidance in Schools, he states that: Guidance is the process of providing assistance to students so that they as individuals have a correct understanding of themselves and the world around them, make decisions to move forward optimally in their development and can help themselves face and solve their problems. All

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[3] Tohirin, *Guidance and Counseling in Schools and Madrasas (Integration Based)*, PT. Rajawali Grafindo Persada, Jakarta, 2007, p. 15.

[4] Djumhur and Moh. Surya, *Guidance and Counseling in Schools,* CV. Science, Bandung, 1996, p. 25.

in order to achieve a healthy adjustment and to promote mental well-being.[5]

According to Jasse Feiring Williams in his book The Principles of Physical Education, he states that: *Guidance is a process of hilping every pupil to discover and depelop his fuil potensialities for personal happiness and social usefulness*". This means that guidance is a process of helping each person and discovering and developing one's own abilities to the maximum for personal happiness and benefit in one's social life.[6]

According to WS. Winkel in his book Guidance and Counseling in Schools states that guidance means providing assistance to a person or group of people in making wise choices in adapting to the demands of life, this assistance is psychological, not financial, media and so on.[7]

Several definitions have been stated above, so it can be concluded that guidance is a continuous and systematic process from the guide to the person being guided in order to achieve independence in the recipient's self-understanding, self-direction in achieving an optimal level of development and adjustment to the environment.

2. Understanding Learning

According to the Ministry of Education and Culture in the Big Indonesian Dictionary, learning means "trying to gain intelligence or knowledge, practicing, changing behavior or responses caused by experience".[8]

According to Nana Sudjana in her book How Students Learn Actively in the Teaching and Learning Process that: Learning is a process characterized by changes in a person's self. Changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, habits, as well as changes in other aspects of the individual learning.[9]

According to M. Uzer Usman in his book Becoming a Professional Teacher, learning is: A process that contains a series of actions by teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals. The interaction or

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[5] Slameto, *Guidance at School*, PT. Bina Literacy, Jakarta, 1986, p. 2.

[6] Jesse Feiring Williams, *The Principles of Physical Education*, W. 8 Saundera Company, Philadelphia and London, 1954, h.285.

[7] WS. Shop, *Guidance and Counseling in Secondary Schools*, PT. Gramedia Widiasarana, Jakarta, 1985, p. 17.

[8] Indonesian Ministry of Education and Culture, *Big Indonesian Dictionary*, Balai Pustaka, Jakarta, 1990, p. 13.

[9] Nana Sudjana, *How to Actively Learn Students in the Teaching and Learning Process*, Sinar Baru, Bandung, 1995, p. 6.

reciprocal relationship between teachers and students is the main factor for the ongoing teaching and learning process."[10]

According to Oemar Hamalik in his book Curriculum and Learning that learning is "a combination that is composed of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning goals".[11] According to Slameto in his book Learning and the Factors That Influence it, learning is "a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment".[12]

According to Abu Ahmadi and Widodo Supriyono in their book Psychology of Learning, the definition of learning is: A process of effort made by an individual to obtain an effort made by the individual to obtain a change in overall behavior as a result of the individual's own experience in interaction with his environment.[13] According to Muhibbin Syah in his book Psychology of Learning, learning is "a relatively permanent stage of change in an individual's behavior as a result of experience and interaction with the environment involving cognitive processes".[14]

Looking at several definitions of learning that have been put forward by the experts above, it can be concluded that learning is an activity that causes changes in a person, in the form of knowledge, behavior, attitudes and skills that lead to better actions.

3. Understanding Tutoring

Tutoring is assistance from supervisors to students in finding the right way to study, in choosing an appropriate study program and in overcoming difficulties that arise related to the demands of studying at an educational institution. Tutoring is a type of guidance that helps students face and solve educational problems. Tutoring is assistance provided by supervisors to students in facing and solving problems related to education and learning problems.

Tutoring in principle is the same as academic guidance, if viewed narrowly it is often referred to as tutoring (*intruction guidance*), and if viewed broadly it can be called educational guidance (*educational guidance*).

4. Purpose of Tutoring

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[10] M. Uzer Usman, *Become a Professional Teacher,* PT. Rosdakarya Youth, Bandung, 1998, cet. 9th, p. 4.

[11] Oemar Hamalik, *Curriculum and Learning*, Tarsito, Bandung, 1995, p. 141.

[12] Slameto, *Learning and Factors That Influence It*, Rineka Cipta, Jakarta, 1995, p. 2.

[13] Abu Ahmadi and Widodo Supriyono, *Learning Psychology*, Rineka Cipta, Jakarta, 1991, p. 121.

[14] Muhibbin Shah, *Learning Psychology*, LGos Discourse on Science, Jakarta, 1995, p. 64.

According to Abu Ahmadi in his book Methodical Didactics, he states that the purpose of guidance is "to provide assistance to students so they can find their own way to learn with easier and more efficient methods".[15]

Then, in line with Abu Ahmadi's opinion above, Wakatiri, et al., in their book Assessment of Learning Outcomes, stated that the objectives of tutoring are:

a. Find effective and efficient methods for a child or group of children.
b. Shows appropriate ways of studying and using textbooks.
c. Provide information (suggestions and instructions) on how to use the library
d. Make school assignments and prepare for tests and exams.
e. Choose a subject according to your talents, interests, intelligence, aspirations and physical health condition.
f. Shows ways to deal with difficulties in certain subjects.
g. Determine the distribution of time for planning study schedules.
h. Choose additional lessons either related to work at school or to develop your talents and career in the future.[16]

The opinion above is correct because guidance is a direction to provide assistance to students so they can find their own way to learn with easier and more efficient methods. Then, according to Dewa Ketut Sukardi and Desak Sumiati, the objectives of guidance in schools consist of "general objectives and specific objectives".[17]

a. General purpose

After students receive guidance services and are at school, they are generally expected to:

1) So that students can develop understanding and self-understanding in their progress at school.
2) So that students can develop knowledge about the world of work, as well as a sense of responsibility in choosing a specific job opportunity in accordance with the required level of education.
3) So that students can develop the ability to choose and reconcile knowledge about themselves with information about existing opportunities appropriately and responsibly.
4) So that students can realize respect for the interests and self-esteem of others.

b. Special purpose

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[15] Abu Ahmadi, *Didactic Methodology*, Toha Putra, Semarang, 1996, p. 28.

[16] Wakatiri, et al, *Assessment of Learning Outcomes*, Open University, Jakarta, 1998, p. 95.

[17] Dewa Ketut Sukardi and Desak Madehusati, *Practical Guidelines for Guidance and Counseling in Schools*, Rineka Cipta, Jakarta, 1990, p. 3.

The specific goals to be achieved after students receive guidance services are:

1) So that students have the ability to overcome difficulties in understanding themselves.
2) So that students have the ability to overcome difficulties in understanding their environment, including the school environment, family and wider community life.
3) So that students have the ability to understand the difficulties in identifying and solving the problems they face.
4) So that students have the ability to overcome and channel their potential in education and in the right employment field.[18]

Several definitions have been put forward by the experts above regarding the purpose of guidance, so it can be seen that what is to be achieved with tutoring in schools is an optimal level of development for each individual and the ability to overcome the problems they face themselves and be able to adapt to their environment, both the school environment, the family and the community environment in which they live.

5. Learning Guidance Function

According to Wakatiri, et al, there are four types of tutoring functions, namely:

a. Perservative, namely maintaining and fostering a good atmosphere and situation and continuing efforts to ensure the smooth running of teaching and learning activities.
b. Preventive, namely actions taken to prevent problems before they occur.
c. Curative, namely seeking corrective healing and limiting problems.
d. Rehabilitation, namely carrying out adequate follow-up and placement after recruitment.[19]

Then according to Djumhur and Moh. Surya that the guidance function is:

a. Disclosure, namely the supervisor approaches students so that students who have problems want to talk about their problems.
b. Channeling, namely providing opportunities for students to develop talents according to their personality.
c. Adjustment, namely helping to create adjustments between students and their environment.

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[18] WS. Shop, *Guidance and Counseling in Secondary Schools,* PT. Gramedia Widiasarana, Jakarta, 1985, p. 17

[19] Wakatiri, et al, *Assessment of Learning Outcomes*, Open University, Jakarta, 1998, p. 96.

d. Prevention, namely providing assistance to students to avoid possible obstacles or disturbances.

e. Development, namely helping students to develop their potential naturally.

f. Improvement, namely helping students improve and improve the bad things to become better.[20]

This description is clear that tutoring has a function in developing the student's own potential.

6. The Role of Teachers in Implementing Tutoring

A teacher is an adult who means the most to students. Teachers as educators have a very important role in the entire student learning process. Therefore, every teacher is required to have the knowledge, skills and awareness to carry out their duties. To carry out this, the teacher must know himself and his relationship with his behavior and complete and deepen his knowledge about students.

Then, as a guide in the learning process, it is hoped that the teacher:

a. Provide various information needed in the learning process

b. Help each student overcome the personal problems they face.

c. Provide adequate opportunities so that each student can learn according to their personal characteristics.

d. Get to know and understand each student both individually and as a group.

e. Assess the success of each step of the activity that has been carried out.[21]

In the description above, there are three main things that form the background for the need for guidance from an educational perspective. Firstly, it is seen from the perspective of the nature of education as a basis for developing one's personality. Both education always develops dynamically and therefore there are always changes and adjustments in its components. Third, teachers essentially have a role not only as teachers but broader than that, namely as educators.

In carrying out guidance, students' personal data is very necessary. This data can be obtained, for example, through tests, interviews or observations, so that students' personal background can be known, which is very necessary in the process of providing guidance assistance. Apart from that, each student has differences in terms of age, mental state, physical condition, social and emotional experiences. This knowledge is very useful and must be immediately known by teachers so that from the start they can be provided with educational experiences that are useful for student development. So with the initiative of a caring approach, gentle

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[20] Djumhur and Moh. Surya, *Guidance and Counseling in Schools,* CV. Science, Bandung, 1996, p. 92

[21] *Ibid*, h. 92

and sympathetic attitude, a teacher or mentor will be liked and loved by his guidance. This attitude is a strong attraction to the personality of the students they guide.

The duties and responsibilities and authority of teachers in terms of guidance include:

a. Collect data, facts and information about students
b. Identifying various needs and problems felt by students in the classroom.
c. Harmonize the diagnosis of student learning difficulties
d. Help provide information to students
e. Organizing group guidance.
f. Participate in student conferences
g. Conduct an assessment of student learning achievement and convey it to the counselor if any.
h. Refer the student's problems to the counselor
i. Examining various kinds of difficulties and student progress in the learning process and informing the counselor.
j. Actively assist in the implementation of guidance services at the school.[22]

Based on the above, it is clear that guidance cannot be separated from the teacher's work in the classroom. Guidance is not solely the task of guidance experts, teachers also serve as guidance. He must supervise and direct the overall personal development of each student. In carrying out guidance, including tutoring, it is known that there are activity steps as follows:

a. Case identification steps. This step is intended to recognize the case and the symptoms that appear. Teachers often observe symptoms of student difficulties in the form of lower learning outcomes or low student achievement seen from report cards and grades as well as changes in students who often deviate during the learning process.
b. Diagnostic steps. This step aims to find out the exact location of learning difficulties in learning. In this activity, data is collected using various data collection techniques. After the data is collected and observed, the problems faced by students and the background to which these problems arise can be determined.
c. Prodiagnostic steps. This step is to determine the type and technique of providing assistance that is appropriate to the nature, style and background of the difficulties faced by students. This step is based on the conclusions obtained in the diagnosis step.

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[22] A. Tabrani Rusyan, *Approaches to the Teaching and Learning Process, PT. Rosdakarya Teenager*, Bandung, 1994, p. 197.

d. Therapy or assistance measures. Giving help or guidance to students so that problems or learning difficulties they face can be overcome and solved, students can achieve optimal results and have a healthy self-adjustment attitude.

e. Evaluation steps and *follow up* (follow-up). In steps *follow up* (follow-up) where we see further developments over a longer period of time. Carrying out evaluation and follow-up requires quite a long time and must see further developments in more depth.

C. Research methods

This type of research is field research (*field research*) with a quantitative approach which aims to explain the role of teachers in carrying out study guidance for students of Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City and the factors that influence the teacher's role in carrying out study guidance. The sampling technique used in this research was purposive sampling, namely taking with a purpose, targeting 9 teachers in Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City.

The data that will be collected in this research is data on the role of teachers in carrying out study guidance for students and what factors influence the role of teachers in carrying out study guidance for students at Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City. The data collection techniques for this research data are questionnaires, observation, and use of documents. Data processing is carried out using editing, coding, scoring, tabulating and data interpretation techniques.

D. Research Results and Discussion
1. The role of the teacher in implementing tutoring
a. The steps of learning guidance activities by the teacher

From the data obtained through the questionnaire, it is known that teachers who stated that they often find students who experience problems or difficulties in learning, namely 78%, are included in the high category, and teachers who stated that sometimes only a few times in one semester, namely 22%, are included in the low category. Thus, students who experience difficulties or difficulties in learning are in the high category.

Then, from the data obtained through the questionnaire, it is also known that there are 78% of teachers who always provide guidance or direction to students who experience these problems, this is included in the high category and there are 22% of teachers who state that they sometimes provide guidance or direction in case of learning difficulties, this is included in the category.

Furthermore, based on the data produced through the questionnaire, it is also known that 56% of teachers who always carry out problem identification, diagnosis, prognosis, therapy, evaluation and follow-up steps are included in the sufficient category, and 44% of teachers who state that they sometimes carry out problem identification, diagnosis, therapy, evaluation and follow-up steps are also included in the sufficient category.

b. Teacher techniques and methods in trying to understand students and their problems

From the results of the questionnaire answered by respondents, it was found that teachers who used interview techniques, observation, analyzing the results of tests/exercises and follow-up in an effort to understand students and their problems were included in the very high category, namely 89%, and teachers who only used observation techniques and analyzed the results of tests/exercises in understanding students and their problems were included in the very low category, namely 11%.

Then, from the results of the questionnaire answered by respondents, it is also known that 56% of teachers who use individual/group guidance techniques, remedial teaching/remedial activities and lesson enrichment (tutoring) are included in the sufficient category. Thus, this technique illustrates the existence of an active role in tutoring at school.

Then, from the results of the questionnaire, it was also found that 78% of teachers who used lectures, questions and answers and assignments and discussions were in the high category, and 22% of teachers who used lectures, assignments and questions and answers were in the low category, meanwhile teachers who stated the lecture and assignment method were also included in the low category. This means that teachers have applied various methods in providing group learning guidance.

Then, from the results of the questionnaire regarding the methods used in tutoring which are carried out in combination or in variations, it is known that teachers who often, almost every day teach, use guidance methods in combination/variations and 56% are in the sufficient category, and 44% of teachers who state that they sometimes use combination/variation methods are also included in the sufficient category. Thus teachers have applied varied methods in teaching.

Then, based on the results of a questionnaire regarding educational information services, the techniques used by teachers in information services, namely 44%, are in the sufficient category of teachers providing direction during grade promotion/distribution of report cards, flag rolls, additional lessons/tutoring, and the learning process

taking place are included in the sufficient category, and 34% are in the low category of teachers giving direction during grade promotion/report distribution, flag roll call, additional lessons/tutoring, meanwhile 22% are also in the low category of providing direction at the time of grade promotion/report card distribution, flag roll call.

c. The form of activities by the teacher in order to provide learning guidance

The results of the questionnaire revealed that teachers who stated that teaching again, individual/group guidance, giving homework, asking students to study material that had not yet been mastered, the form of teacher activity in remedial activity services, were in the very high category, namely 89%. This shows that on average all teachers carry out improvements in the form of re-teaching, individual/small group guidance and providing homework, apart from also asking students to read/study material they do not yet understand.

d. Guidance implementation time

Based on the results of interviews with teachers, it can be seen that problem identification activities are carried out by teachers during learning activities or after completing a discussion (post test). Apart from that, this activity can also be carried out at any time according to needs, namely if students are found showing deviant behavior during learning activities. Likewise, teachers provide problem-solving assistance directly after they know which students are having problems and what the cause or background of the problem is. So providing assistance in solving learning difficulties or tutoring can also be done at other times outside scheduled class hours. For information services, this service is not specifically scheduled or programmed, so it can be implemented at any time depending on the conditions and opportunities available.

2. Factors that influence the teacher's role in implementing tutoring

    a. Teacher education background.

    Based on data from the questionnaire results, it is known that 100% of teachers with a bachelor's degree (S1) education background are in the very high category, and there are no teachers with a SMA/MA/SMK education background and Diploma II and III. Then, looking at the educational background of the teachers, those who have a bachelor's degree (S1), on average, have a bachelor's degree in teaching. Thus, the educational background of these teachers really supports the role of teachers in carrying out study guidance for students of Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City.

    b. Work experience factor.

From the results of the questionnaire, it is known that 78% of teachers who have taught for more than 10 years are in the high category, and 22% of teachers who have taught for more than 10 years are in the low category, while there are no teachers who have taught for 0 - 5 years. Thus, if we look at the length of service of the teachers, most of the teachers are quite experienced in providing tutoring, most of the teachers have taught for more than 10 years at Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City.

c. Student attitude factors.

From the data obtained through the questionnaire, it is known that there are 78% of teachers belonging to the high category who say that students are very enthusiastic about tutoring, and there are 22% who are in the low category of teachers who say they are quite enthusiastic and there are no students who act mediocre. Thus, students' attitudes towards the learning guidance provided by the teacher can be said to be very enthusiastic.

d. Factors of completeness of facilities and guidance suggestions.

Based on the results of a questionnaire regarding the completeness of facilities and guidance facilities, it is known that 56% of the teachers who said they were complete were in the sufficient category, and 44% of the teachers who said they were complete were also included in the sufficient category. Thus, regarding the completeness of guidance facilities and facilities, it is clear that Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City has adequate guidance facilities and facilities, because these facilities and facilities are one of the supporting factors in carrying out tutoring.

e. The time factor available to carry out guidance.

Based on the results of a questionnaire regarding teachers' ability to use the available time, it is known that 78% of teachers who stated that they had sufficient time available to carry out tutoring were in the high category, and 22% of teachers who stated that there was sufficient time available to carry out tutoring were in the low category. Thus, the time used by Madrasah Ibtidaiyah Darul Ulum Pekauman teachers, South Banjarmasin District, Banjarmasin City to carry out tutoring can be said to be very available.

E. Conclusion

Based on the research results, it can be concluded that the strategies implemented by teachers in implementing tutoring at Madrasah Ibtidaiyah have a positive impact on improving student learning outcomes. The various approaches used, such as individual approaches, giving

additional assignments, and using varied learning media, have proven to be effective in motivating students and helping them understand the material better. Apart from that, the teacher's attention to the needs and abilities of each student is also an important factor in the success of tutoring. Thus, implementing appropriate and targeted strategies in tutoring can significantly improve the quality of student learning outcomes at Madrasah Ibtidaiyah.

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