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Post-Covid Effect on Private Tutoring : A Case Study in B2C and B2B Business Models

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Abstract: COVID-19 has made various sectors not work well, especially education. School holidays due to social distancing policies have caused private tutoring businesses to mushroom, this continues to this day. This research aims to find out the management system of private tutoring, particularly in the context of COVID-19 in which social distancing and lockdown led to collapses in many sectors, such as economics, education, tourism, and other sectors. This situation has made private tutoring business grew in popularity because it is cheap and children can learn with their tutot from home. This research uses a qualitative approach while the method of data collection includes interviews and observations. The results of this study show that private business leagues have used some aspects of management correctly, even though it has not been performed perfectly.

Keywords: Private Tutoring, COVID-19, Business Management

1. Introduction

COVID-19 began to appear in China in 2019, a disease that attacked the lungs and spread through fluids (ginger, saliva, and so forth.) has changed the world. The World Health Organization (WHO) has declared COVID-19 as a pandemic in the world since March 11, 2020. This pandemic is causing a world of isolation because humans are forced to do social distancing to reduce the incidence of COVID-19 patients. Some districts also have lockdowns, where citizens are forbidden to leave their homes or travel. It has led to the collapse of social, economic, and educational systems, even in almost every human aspect. Schools are being shut down to reduce the prevalence of COVID-19 patients.

Because of the school closures, many of the teachers' duties are given to the students to keep the students at home. Meanwhile, the majority of parents at home still work even from home, many parents can not accompany their children to work or study. Distance learning, which includes online learning, radio and television courses, and offline learning packages, has supplanted classroom instruction (UNICEF, 2021). Because the majority of parents are unable to accompany their children's learning at home, many parents need private tutoring to support their children at home.

Private tutoring has become a new phenomenon in the world (Shawish, 2023). A tutoring carried out outside of school is usually referred to as a home tutoring. There are several types of tutoring such as a regular tutoring (per class usually filled by more than one person), a private tutorings, which tends to fill tutorings than five, even only one person, an intensive tutoring in which the subject matter is very strict with a higher level of training), and so forth. Private tutoring are theoretically often called a 'shadow education' or a 'private tutoring' (Park et al., 2016). This private tutoring phenomenon is happening globally (Aurini and Davies, 2004; Bray, 2009; Buchmann et al., 2010; Mori and Baker, 2010; Silova, 2010).

In Indonesia, private tutoring has been raging since the pandemic began. Some private tutoring institutions have social Facebook accounts with thousands of members in their groups, while on WhatsApp itself there are private tutoring groups with various instances that contain between prospective teachers/teachers and private tutoring institutions. Many types of private tutoring exist in Indonesia based on their management, (1) business-to-business model, where a broker will collect customer orders (subject request, days, and hours), then freelancer teachers will contact the broker bidding to get a job, usually in this model teacher income will be cut by the cost of admin broker (2) business to customer model, in which a teacher instantly gets a customer and teach the customer, usually the teacher will obtain maximum profit through the customer without any cost reduction.

Business models that are still supported by customers tend to be cheaper than through large institutions (even if the price does not reach a quarter of the price of a major educational tutoring institution), and teachers present directly at home (saving travel time, gasoline costs) and the flexibility of the materials taught (according to individual needs) lead to private tutoring to this day still crowded. Even some of the customers that we have observed are out of the board of directors because private home tutoring is

cheaper and more economical. Therefore, researchers are very interested in studying this private business system to know the process of private management. Here, researchers will conduct research based on George R. Kelly's theory (Benowitz, 2001) of organizational management principal tutoring that contains four elements, namely: (1) Planning, (2) Organizing, (3) Actuating, and (4) Controlling (Benowitz, 2001).

In his book, (Benowitz, 2001) explains: (1) Planning is a step-by-step process that a manager does in describing the future business, each of these steps must lead to the achievement of the goals of the organization in the future, (2) Organizing in this book is the role of the manager in his authority action to organize the workmates and team members, a manager is required to be able to divide work according to the ability of the team (in this case the individual's passion), (3) Actuating, once a manager can divide the big goal of the Company or organization into a simpler way of working, the manager needs to carry out the process of human resources management such as selecting, choosing, training up to developing the existing human resources so that it can increase, (4) Leading, team communication needs to be well connected, an manager must be a leader who gives authority or example, encouraging and motivating members as well as re-working, (5) Controlling, a good management system that is always reflecting on its performance and is done on a regular basis (everyday, weekly, interim, until the organization has reached the boundaries of this work), whether it has been achieved by this organization.

2. Methodology

This research methodology uses a qualitative approach or field research. The method used is descriptive analysis (Satori & Komariah, 2013). The purpose of using this method of description is to be able to easily describe an existing object or event, then perform observations, and then analyze data from the data source obtained to be explained.

The sampling technique used in this research uses purposive sampling because it requires informants with certain criteria, namely: (1) has a private tutoring business, (2) has a good management system for the business, (3) has been running for more than one year.

Data collection is carried out systematically to obtain the required data. It requires several suitable methods to obtain the required data, including observation and interview methods. The next step is to analyze the data obtained using qualitative decryptive methods where the data is poured in the form of words and images and then described to provide realistic clarity (Moleong, 2009). We interviewed one participant, a B2C business model, and observed one B2B business model in Kediri. We chose the participants because they both have a pretty good management system.

3. Result and Discussion

The five indicators of management identified are presented below, with their underlying components highlighted.

3.1 Planning

At the time of our interview, the owner of the tutoring explained his plans ahead. There are some developments to be made to increase customer satisfaction. The services to be developed emphasize the provision of facilities. The increase in the number of floors on the upper floors and the increase in class numbers.

"If a dream must have existed, it's happening that this is my house. This is my deck. So it is my dream I am on the second floor for learning." (Participants R (1), 75 – 76).

Through this statement, the owner of the private tutoring plans to increase the number of floors on the second floor that are initially unusable will be usable. The private tutoring owner claims to have built a foundation to add a second floor.

"The next one's gonna come. The class wants me to make it like a student's class, there is a folding table up there if it is still a license" (Participants R (1), 92 - 93).

The next plan, the owner of a private tutoring, was to create a class like a student class, where the class would be equipped with a chair with a table attached to the chair because at the moment the children they were teaching there were still sitting on the carpeted floor.

Meanwhile, on the second participant, we observed that planning in management is often done through routine meetings and written through a dashboard. The owner of the second private tutoring business writes dates as well as development plans like wanting to create educational content on social media.

3.2 Organizing

The owner of the first private tutoring has already implemented the organizing values by distributing tasks according to the ability of the team, where the team owner is his husband.

"Here, my husband and I are one, one team. For instance, I'm very weak, so my husband prepares the carpets, arranges the tutoring, and arranges everything. I'm good at management, I decide which class to enter. But if the correction of details is like school tutoring on, it's part of my husband. So, I'm part of that order, like you're doing this right away, after this mathematics. If tomorrow's exam, you read this up here, you'll be questioned by Mr. Burhan. So, my husband's the more thorough part, that's for sure, that doesn't have much coordination or much talk. So we're working as a team, and if there's anyone on the list, he's not gonna take it, because he doesn't know the free time, and then how it works. Later he will be the one to run it and teach it too, how nominal his payment, he dared not to decide." (Participant R (1), 193 – 204).

Through his statement, the R participant can describe that he has divided tasks according to the ability of the team members.

Meanwhile, for the second private tutor, the owner of the private tutoring divides the tasks through the process of freelancing with the subject teacher. Where every teacher who enrolls in such a private tutoring place will get a subject that matches the teacher's abilities or educational background.

3.3 Actuating

In the human resource management process, some of the most widely applied indicators are selected, while other indicators such as recruiting, training, and developing are still not applied due to some existing human resources being freelancers or not contractually bound.

"And we have two instructors. Yet we have one additional instructor, which must be me and my husband. Because for that extra tutor, we pay 50,000 per meeting. While he doesn't care. She'll arrive at 4:00 PM until 5:30 PM, but sometimes the kids come late, and then the kids don't work out. My husband and I have a help each other, when there's a child who's late, it doesn't matter. If with an additional instructor, we spend 50,000 per meeting but only two children come then we are quite opposed." (Participants R (1), 206 – 208).

Private tutoring owners assume that the employee will increase the cost burden, therefore occasionally will be asked for additional tutors, but very rarely.

Meanwhile, the owner of the second private tutoring on, the owner has made a very good recruitment, at the time of the selection of the entrance test, the candidate teacher must complete the personality test, take the test of academic potential, the readiness of commitment, then the potential teacher will be invited to conduct a session of joint interview, there is a job contract that needs to be signed by a candidate tutor, where the employment contract is not strictly binding, but more flexible. It is just, that there's still no training or development process that can raise the skills of the employees who work there.

3.4 Leading

In this section, we discussed what the business owners said about the leading aspect.

"But for the division of work. Then my husband will be in charge of correcting and related about it, and my husband is going to search for questions on the Internet. Anyway, when he's told to yell at me, he can't. So when there's a student's parents coming, for example complaining or telling stories, that's my part. So every teacher has his art of giving tutoring. Somebody's good at that, somebody else. Then the kids are different. Some kids love to study with my husband because they're patient, and some people like to learn with me. But usually children want to learn with all of them" (Participants R (1), 209-216).

Private tutoring business owners have done a good job sharing with the team. Where the team and the business owner get different but balanced work portions. Besides, the company owners also motivate the team to work.

"If you want to see it later, I'll show you. But in the book, I write names from A to Z. The payments here vary. If it's an orphan, we'll give it for free. If there is a child who can't afford it or it's a neighbor then you can pay as honestly as you can." (Participants R (1), 28 - 29).

Through motivation, the team is expected to work consistently and optimally.

"Sometimes we see people's WhatsApp stories about our student parents where in the upload they look rich but haven't paid for private tutoring, I'm going to ignore that posting and I won't make that posting. So that the student's parents won't hesitate to keep in touch with us."

I think there's a lot of connections. Being with a business team is always done every day like discussing shortcomings and trying to fix them together.” (Participants R (1), 134 - 137).

Here, the business owners explain a lot about communicating with customers, whereas the company owners tend to keep communicating through WhatsApp stories as well as communicating daily about still unsatisfied needs.

Meanwhile from the owner's side of the second tutoring, not much is communicated well. Communication is only done via mobile phones when there is a pay-sharing announcement, address, or sharing customer contacts with teachers and when the owner of the tutoring is only talking a few words.

3.5 Controlling

Next, we will discuss the participants' opinion related controlling aspects in their business management.

“We evaluate every day, but the evaluation of how the child learns and observes shows that children who learn and don't learn will be different. If the child is learning, then the clever child will become smarter. For the child that is tutoring clever then learning will increase his knowledge. But for the child who is not learning then there will be the limitation of knowledge. If there are parents who provide information about the child, we will respond well and help the child with information from the parent.” (Participants R (1), 228 – 233).

Here, the business owner explains a lot about the evaluation methods that are done every day with the team. This is done so that the quality of education can be improved faster and more efficiently.

Meanwhile, the owner of the second tutoring performed evaluations at the end of the month but did not work effectively because there was no group discussion about the curriculum to share knowledge about methods and solutions. Every time there is a problem related to student attitudes and other external problems, a teacher tries to find a solution at that time, so that the teacher's responsibilities function optimally (Nugraha, 2018). Therefore, evaluation is needed to maintain the quality of education.

4. Conclusion

Based on the research results above, it can be concluded that the first business model has implemented most of the management concepts, it's just that the first participant does not have permanent employees so that the management process at the actuating and leading stages is less than optimal in several indicators. Meanwhile, for the second participant, there was a lack of implementation of the controlling part with employees and there were no training indicators with employees so there was a lack of improvement in the system.

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