

Evaluation of the Implementation of Additional Lesson's Provision at SMA Negeri 3 Banyuasin III, Banyuasin Regency

Leka Rachmawati¹, Happy Fitria², Mulyadi²

¹SMA Negeri 3 Banyuasin III, Banyuasin, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: lekarachmawati33@guru.sma.belajar.id

Article History: Received on 2 November 2023, Revised on 18 December 2023

Published on 3 January 2024

Abstract: This study aimed at knowing and evaluating the implementation of giving additional lessons at SMA Negeri 3 Banyuasin III in the Banyuasin Regency. This study was a descriptive qualitative research. The subjects of this study were the headmaster, vice headmaster, two teachers, and twelve students at SMA Negeri 3 Banyuasin III. The techniques of collecting data were observation, documentation, and interview. The techniques of analyzing data were done in three stages that were (1) Reducing data; (2) Presenting data; and (3) Concluding data. The result showed that the implementation of giving additional lessons at SMA Negeri 3 Banyuasin III in Banyuasin Regency took place well. However, there were some obstacles to the Implementation such as less funding and infrastructure.

Keywords: Additional Lesson, Evaluation, SMA Negeri 3 Banyuasin III

A. Introduction

School is a place to engage in educational activities, as well as a place to study. Students play a significant role in carrying out the teaching process there. Because without them, learning activities will not be carried out. Because there cannot be learning without students. Schools are organized educational organizations where students engage in learning activities to meet academic goals (Lubis, 2015). Education is crucial to growth because it raises a country's sense of honor.

Because teaching personnel are the ones who directly guide and explain concepts to students so that educational goals can be met, the quality of the learning mechanisms they implement has a significant impact on learning (Santyasa, 2014). It is frequently observed that certain students are unable to make use of their study time, both at home and in the classroom. As a result, students make mistakes and receive subpar ratings when some daily evaluations and assignments need to be turned in at the same time. The marks they receive, however, are in line with expectations for their friends who have good time management skills. According to (Slameto, 2010), a student's motivation, utilization of study time, and access to

learning resources all have an impact on their grade. intelligence, interests, friends, and family are a few examples.

One of the things that can ignite pupils' potential is extracurricular activity. One of them is after-hours learning activities or additional lessons. The resources offered outside of scheduled study times will benefit us because they can improve character education. The purpose of extra lessons is to pique pupils' interest in particular areas, such as math, chemistry, and many other extracurricular activities.

The extra lessons being discussed here are extra lessons designed expressly for students who struggle to comprehend certain topics in normal classes, causing their understanding to lag behind that of their friends. Because each child has a distinct capacity for comprehending the teacher's explanation, we frequently run across situations like these in schools. Additionally, schools should employ instructors who are receptive to students' concerns and proactive in foreseeing them. For what has been explained to be accepted and understood clearly, students should approach their teacher right away if they have any questions about the content being covered in class. (Irawan et al., 2016) stated, who claimed that a thorough comprehension of the fundamental concepts can help students determine which approach or formula to employ by consulting the sources already brought up in the debate. The difficulties faced by different issues that educational institutions must resolve are a compelling justification for improvement, as schools need and must carry out improvements in the delivery of instruction so that the educational process is more satisfying to the community (Sukandi, 2016). (Yuwono et al., 2018) stated that for students to be competent in determining and recognizing appropriate conditions and plans, looking for regeneration, formulating ways of solving it, and applying previously acquired skills, they must understand how to solve a problem or discussion. Students are expected to be able to solve problems as they arise by knowing the problem-solving process.

The SMA Negeri 3 Banyuasin III school is located at KM.35 on the Palembang-Betung crossing route, exactly in the Panji hamlet of the Banyuasin III District. Initial observations on May 11, 2022, at SMA Negeri 3 Banyuasin III revealed that numerous pupils received daily scores that were below the required level of completion. This is due to several reasons, including the fact that they are unwilling to study and have trouble comprehending and learning the existing content since they are unsure of how to study effectively given their current situation. Parents have a crucial role in helping their kids study at home. Parents may keep an eye on their kids' growth and inspire their sons and girls. According to (Jatiningsih et al., 2021), parents are required to support their children as they study. Parents who constantly watch over and support their kids' learning will be able to simply find out what grades their kids receive. In addition, parents must provide their children with the necessary learning tools. However, if both parents are working full-time

jobs and leave for work in the morning and return home in the afternoon, it may be challenging for them to help their kids with their homework because of the limited amount of time they have. In particular, parents who work in offices frequently voice their complaints about situations like this. According to the findings of (Darmayanti et al., 2020) parents who are busy at work may have issues because they feel they are unable to completely support their kids as they complete homework at home. Students typically want a tranquil environment when studying so that the subject being taught may be grasped. According to (Syahputra, 2017), learning support is a method for overcoming children's learning issues by making the learning environment more fun so that kids don't have any problems with learning. According to (Suryani et al., 2020), problem-solving abilities are talents that a person possesses to solve difficulties since they do not yet have the appropriate means of putting them into practice directly.

For individuals who do not comprehend the subject matter and for those who have not yet reached completion, further courses must be held. The additional lesson service at SMA Negeri 3 Banyuasin III has been implemented, but it hasn't been done to its full potential because, up to this point, extra lessons have only been offered when semester exams are quickly approaching. As a result, students rarely receive extra lessons at school, which makes it difficult for them to ask subject teachers about any material they are having trouble understanding while taking regular classes. In addition, if a student has learning issues, it is assumed that they lack the awareness to discuss questions and answers with the teacher. Schools must organize extra lessons to address this issue. With the problem formulation "How is the implementation of additional lessons at SMA Negeri 3 Banyuasin III, Banyuasin Regency in 2021-2022," the researcher intends to make observations at this point.

The goal of this study is to ascertain how additional lessons would be implemented in Negeri 3 Banyuasin III, Banyuasin Regency. Meanwhile, the advantages of this research include: a) serving as a resource for the advancement of other fields of knowledge associated with it. b). As a tool for reflection and instruction for teachers (teachers) in Banyuasin as part of the school's additional lesson policy. Activities in additional lessons can help students hone their skills and express their interests and talents. This is so that students' talents and skill development can benefit greatly from the many skills that are taught in additional classes.

The CIPP (Context, Input, Process, Product) Evaluation model was utilized in this study to collect data regarding the evaluation of the implementation of additional lessons (Stufflebeam & Coryn, 2014). Monitoring the program, identifying alternatives from the conception of the problem to be solved in meeting the need to use opportunities, measuring alternative problem formulations from various value propositions, and measuring or considering problematic situations that arise are some of the activities an evaluator will be able to carry out in program evaluation

using the CIPP model. In this study, the following indicators will be assessed using the CIPP evaluation model:

1. Context of Implementing Additional Lessons
 - a. Clarity of the objectives of organizing additional lessons
 - b. Clarity of target recipients of Additional Lessons
2. Input for the Implementation of Additional Lessons
 - a. Number of funding sources
 - b. Several infrastructure facilities
 - c. Amount of time used
3. Implementation Process for Providing Additional Lessons.
 - a. Delivery of material to be taught to students
 - b. Learning methods used
 - c. Giving assignments to students
4. Implementation Product for Providing Additional Lessons.
 - a. Increasing Students' Abilities

B. Methods

In June 2022, this study was carried out in the Banyuasin III subdistrict, specifically at SMA Negeri 3 Banyuasin III, Banyuasin Regency. A qualitative research method with a descriptive approach was used in this study. Through observation, interviews, and documentation, the information for this study was gathered. According to (Sugiyono, 2019), primary data sources, further observation, interviews, and documentation of data-collecting methodologies are all used in qualitative research to collect data in natural settings (natural circumstances). The three stages of the data analysis technique are data reduction, data presentation, and conclusion-making. Data triangulation is the method for ensuring the validity of the data in this study. The most crucial aspect of qualitative research, according to (Moleong, 2010), is determining and confirming the accuracy of the data collected.

C. Results and Discussion

1. The Setting for Applying Additional Lessons

- a. The objectives for planning additional classes are clear.

Regarding the clarity of the objectives for implementing extra lessons at SMA Negeri 3 Banyuasin III, it is stated that "Evaluation is carried out for; (1) determining the settings to be served; (2) determining goals related to using opportunities or

fulfilling interests; (3) setting priorities for managing time duration and resources; (4) setting goals related to problem-solving; and (5) determining the design requirements for change.

After doing research, it was discovered that, according to observations made at SMA Negeri 3 Banyuasin III, the purpose of hosting these extra sessions was to help children who received low grades that fell below the stipulated grades (KKM). Because some students do not have the drive to study seriously when doing regular classes. This is due to a variety of issues, such as the family's financial situation, the lengthy commute from home to school, the weather, which frequently rains and makes the routes they use muddy during the rainy season, and numerous other challenges. In this situation, the teacher must appropriately choose the pupils who will be a part of the additional learning program based on the evaluation results. The goal of the extra lessons, according to Banyuasin III, the head of SMA Negeri 3, is to prevent students who struggle to understand the teachings from completing the KKM. To aid students who are having trouble grasping the lesson material and prevent them from falling short of the desired level, we must take action and provide supplementary lessons (assessment on August 22, 2022).

The benefits of completing learning objectives are numerous for both students and teachers. (Arifin, 2016) identified 4 (four) uses for learning objectives, including making it simpler for teachers to choose and create teaching materials, making it simpler for students to understand the direction of the teaching and learning process, and The teaching and learning method, the media to be used, and the ease of evaluation are all determined by educators. According to data findings about research planning at SMA Negeri 3 Banyuasin III after regular business hours concluded, the implementation had been completed.

b. variety of target recipients of Additional Lessons

In terms of clarity, pupils whose grades are still below the minimal level of completion that the school has established after taking part in evaluations done by teachers in formal classrooms are the target receivers of additional lessons at SMA Negeri 3 Banyuasin III. Similar to what SMA Negeri 3 Banyuasin III, the chairman of the department, claimed, "The reason for holding additional classes was based on students' less than optimal outcomes, specifically that they still received grades below the standard/KKM according to the provisions. Students whose grades have not been completed by the required indicators are the focus of the additional lessons.

The outcomes of the extra classes that the students took can be used to accomplish a variety of goals. The advantages of conducting additional lessons include, among other things, the ability to use them as feedback for students to determine the extent of their understanding of competencies' weaknesses and strengths, to track their

progress, and to look into the root causes of their learning challenges to carry out remedial actions and further learning. It can be used to provide feedback to teaching staff, plan learning activities, explain the efficacy of education to student guardians and school committees, and provide feedback to policymakers (Regional National Education Department) as material for thought about how good classroom assessment designs are used. For pupils to adopt further teachings, the assessment findings are crucial. This extra lesson is given to students who, in comparison to other students, struggle to understand the material, or it may also be given to students who have not yet finished the course while many of their peers have at least finished the bare minimum.

It is undeniable that the assessment results can be used to enhance programs and add on learning opportunities, and this is very important for teachers. Unfortunately, some teachers at SMA Negeri 3 Banyuasin III do not always do this because they believe that evaluation only serves to gauge students' abilities rather than teachers' abilities. Teachers should be able to decide quickly whether to offer their students the best support possible so that they may achieve the curriculum's goals or whether to repeat explanations of material using fresh techniques and enhance their lesson plans. Therefore, if it turns out that the intended designs, the planned learning structures, and the prepared materials do not influence students' mastering competencies, they should be assessed, revised, or if required replaced. From the information provided above, it is clear that SMA Negeri 3 Banyuasin III has not properly implemented the target indicators for using supplementary lessons. The assessment findings are only focused on pupils who need extra help or remedial instruction. Teachers, however, hardly ever apply learning enhancements.

2. Input for the Implementation of Additional Lessons

a. Number of funding sources

According to the findings, it is known that the school has budgeted money to offer more classes, but the amount needed is larger than what is allocated in the budget; as a result, the school still requires additional funding from the government. The school manages the funding for the inclusion of new lessons at SMA Negeri 3 Banyuasin III, which comes from government grants, the school committee, and voluntary parent subsidies. Due to low funding and inadequate facilities, money for implementing new classes has not been functioning smoothly. These monies are required to cover the costs of services provided during the implementation of additional lessons as well as the provision of media used in supplementary learning. Even though this falls short in terms of quality, implementation must still move forward within the constraints of available funding.

b. Number of infrastructure facilities

In terms of facilities and infrastructure, it is possible to say that educational facilities, such as buildings, classroom buildings, benches and seats, equipment, and teaching media, are instruments used to directly assist educational mechanisms, particularly the teaching process. The success or failure of educational programs in the learning process is significantly influenced by adequate facilities and infrastructure in schools that are utilized and managed properly. This instance is consistent with the claim made that educational infrastructure and facilities are one of the many crucial ways to support instructional activities in schools (Matin & Nurhayati, 2016). The need for learning facilities, such as study rooms, tables, and benches, and equipment and media for teaching, such as laptops and projectors, is also inseparable from the need for learning facilities in the implementation of the activities of providing additional lessons at SMA Negeri 3 Banyuasin III so that the activities run effectively and efficiently. According to their expertise, teachers who offer additional courses are those who have experience in their subject area, and generally speaking, teachers who have taken certification schooling can attest to this by holding an educator certificate. Regular and recurring maintenance and repairs are necessary for infrastructure and facilities to stay in good shape.

If you require a significant budget, you must submit a plan to get the money. A rocking chair or table, for instance, can be fixed right away if the damage is modest. The infrastructure and utilities will always be functional with routine maintenance. According to (Maulida et al., 2016), frequent inspections of the infrastructure and facilities in schools are done to ensure that the tools are always in good working order. Aside from that, rather than damaging and writing on benches, every student can keep an eye on the facilities that are already in place and collaborate to preserve school inventory. Maintaining and fixing educational facilities is one type of maintenance (Munir, 2014).

As a result, it can be said that the implementation of providing additional lessons has been done well, but it has not yet reached its full potential because the facilities and equipment that are currently in place are not adequate to support the implementation of additional lessons because there are still shortcomings, such as a lack of learning media equipment, teachers who merely use existing textbooks, worksheets, or other learning resources, and a lack of learning resources. The technique of imparting additional lessons centers on learning media. The absence of equipment is a result of a lack of funding to buy adequate, balanced equipment for each subject. The success or failure of learning activities in the field of education depends on several internal and external factors.

internal perspective, with educators serving as coaches and the school's physical environment serving as tools for implementing the educational process. Family, the

environment, and society are the next three external factors (Dartija, 2015). Therefore, for learning activities to be carried out as effectively as possible, internal and external units must be connected. To enhance the learning process, educational buildings and equipment require effective administration. Planning, implementing, and managing organizational resources to achieve goals smoothly and continually is the wide definition of management. According to (Usman, 2013), management in the strictest sense refers to the control of supervisors, assessors, and a variety of educational data.

c. Amount of time used

The duration of the activity, the materials, and the teacher who will lead each activity will all be decided by the amount of hours used for it. These extra lessons will be taught for 90 minutes total or two 45-minute sessions after school. Every week, from 14.30 to 16.00 WIB, the installation is done. Both the instructors who will teach the extra lessons and the time needed to implement them at SMA Negeri 3 Banyuasin III are planned well in advance of the implementation. Leaders, deputies, and academic staff all concurred that the process of assigning new lessons had long before been completed and that teachers who would subsequently be tasked with doing so had also been identified.

3. Implementation Process for Providing Additional Lessons.

a. Delivery of lesson components that will be given to students

Teachers can divide up the content into its component pieces, identifying each one's advantages and disadvantages as well as its simplest and most difficult sections. The extra lessons taught at SMA Negeri 3 Banyuasin III were effectively implemented because the teachers prepared the administration, for example, by preparing teaching materials, developing a learning agenda, and mastering the media that would be used in the lessons before they began. subjects, modes of instruction, and approaches.

Along with providing additional classes, teachers should also provide each student individualized attention so they are aware of their specific strengths and shortcomings. Knowing where the problems are will make it simpler to address them. According to (Setiawan & Sumarah, 2019), learning assistance is a strategy used to support students in identifying their strengths and achieving their highest levels of academic success. The teacher will have a better understanding of the approaches and techniques to utilize while explaining the lesson material to the pupils if he or she instructs by his or her area of specialization and competence. Teachers offer unique advice and cutting-edge techniques to help pupils learn more

easily, but parents play a crucial role in encouraging children to study at home as well.

b. Learning methods used

The teachers at SMA Negeri 3 Banyuasin III used a variety of teaching techniques to keep their students from getting bored, according to the findings of a data analysis of the learning strategies used. The technique is modified according to the topic of the lesson that will be taught. It is possible to successfully communicate information or curriculum content to pupils with the help of a suitable learning model. Teachers should always experiment with different teaching strategies to make their sessions more engaging and diverse. As a result, the lessons are engaging, enjoyable, and not dry. In this method, students will naturally work harder in the classroom to achieve their KKM score goal.

When additional lessons were taught at SMA Negeri 3 Banyuasin III, it was clear that the students there were enthusiastic about hearing what the teacher had to say. Applying structured learning strategies, methods, and models systematically and thoroughly, increased the students' thinking abilities. The strategies, approaches, and learning models that teachers present are different in several ways from one another. While the learning model is concentrated on the patterns used to form, design, and guide learning in the classroom through the systematic and thorough implementation of structured learning strategies, methods, and models, the learning plan is a learning process whose implementation is carried out between educators and students. The following are the instructional tactics and learning methods utilized in classrooms: lecture, question-and-answer, discussion, assignment, experimental, simulation/role-playing, and discovery. Teachers at SMA Negeri 3 Banyuasin III have used some of them for both required classroom instruction and extracurricular activities.

c. Giving assignments to students

The practice of requesting students to complete assignments is a tactic that can be applied in instructional sequences. , also referred to as the assignment method. At SMA Negeri 3 Banyuasin III, students work on the tasks assigned by the teacher to implement additional lessons at the end of the lesson so that it is simple to gauge how well they have understood the additional lessons and how to direct their thinking to solve problems from the lesson material. Typically, teachers give their pupils homework to complete at home.

Assignments can be distributed either one-on-one or in groups. The distinction between assignments and homework, according to (Rahmayanti, 2013), is that "for homework, students are told to read books at home and will be asked questions in

class two days later. In the meantime, reading assignments are given to students. Then, a new assignment was added: 1) Consider another book as a differentiator; 2) Evaluate the subject's health. Because students complete multiple exercises when completing assignments, the assignment system is designed to ensure that they meet their learning objectives. Students will gain experience doing assignments as a result, allowing their experiences to become more connected.

4. Implementation Product for Providing Additional Lessons.

a. Increasing Students' Abilities

It is intended for the evaluation at this stage to determine how far student learning achievements are from the specified program objectives and how effective the program is. This evaluation is part of the implementation of giving additional lessons at SMA Negeri 3 Banyuasin III. The kids' skills have improved in this area. After all the content has been given and clarified, the instructor conducts an evaluation for use in class, which is done just before the course concludes. The purpose of this assessment is to determine how well pupils comprehend the subject that has been covered. To ensure that activities are carried out successfully and efficiently, SMA Negeri 3 Banyuasin III evaluates the execution of offering additional lessons from the planning to the implementation phases. The teachers will reflect after evaluating the additional lessons' activities and after hearing from the principal.

From this point on, several things were learned that should be taken into account, specifically the implementation's flaws and weaknesses. To achieve the best results moving forward, weaknesses in the activity's implementation process must be fixed. Even if the execution of the evaluation is not yet perfect, the school consistently monitors and evaluates all extracurricular activities carried out by educators, according to the principal and teachers. According to an interview with a teacher at SMA Negeri 3 Banyuasin III, the activities had been carried out systematically by the designated schedule but needed supervision and evaluation from superiors because some teachers taught as they pleased or occasionally had absent students. However, they have not been successful in the implementation of the evaluation. Indicators of growing pupils' abilities in the implementation of additional lessons have gone well. This is because evaluation operations only involve reports from teachers, and superiors do not do oversight or evaluation. As a result, the implementation is not ideal.

According to an interview with a teacher at SMA Negeri 3 Banyuasin III, the activities had been carried out systematically by the designated schedule but needed supervision and evaluation from superiors because some teachers taught as they pleased or occasionally had absent students. However, they have not been successful

in the implementation of the evaluation. Indicators of growing pupils' abilities in the implementation of additional lessons have gone well. This is because evaluation operations only involve reports from teachers, and superiors do not do oversight or evaluation. As a result, the implementation is not ideal.

D. Conclusion

The process of continuing education and the value of hiring qualified teachers. This further emphasizes how crucial it is to comprehend every facet of the subject matter being taught. The article finishes by stressing the need for subject-matter expertise and humor in teachers. Implementing and evaluating Additional Learning (SMA Negeri 3 Banyuasin III). It concentrates on goal-setting, priorities, design, and evaluation outcomes. The text also discusses the family economy, the long commute to school from home, and the frequently rainy weather. Discussions at SMA Negeri 3 Banyuasin III have turned to Additional Learning (PPLA) as a subject. This is based on the conclusion that additional funding from the government is required because the required sum is higher than the budget for the schools. According to the text, educational facilities, particularly instructional procedures like buildings, classrooms, benches and sitting, equipment, and media to assist learning activities, are tools used to directly support learning mechanisms. The requirement for facilities and infrastructure, specifically teachers who are knowledgeable in their subjects by their level of expertise and the average teacher, is inextricably linked to PPLA. The process of continuing education and the value of hiring qualified teachers. This further emphasizes how crucial it is to comprehend every facet of the subject matter being taught. The article finishes by stressing the need for subject-matter expertise and humor in teachers.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues in SMA Negeri 3 Banyuasin III in Banyuasin Regency and Universitas PGRI Palembang who helped us with this article.

References

- Arifin, Z. (2016). Three Alternative Learning Approaches Viewed from a Psychological Perspective. *Sabilarrasyad: Jurnal Pendidikan dan Ilmu Kependidikan*, 1(1), 23–41.
- Darmayanti, N. W., Sueca, I. N., Utami, L. S., & Sari, N. (2020). Home Study Guidance Assistance for Elementary School Students at Hunting Village Elementary School to Foster Students' Learning Motivation. *Jurnal Pengabdian Masyarakat Berkemajuan*, 3(2).
<https://doi.org/https://doi.org/10.31764/jpmb.v3i2.2206>

- Dartija, D. (2015). Data Collection and mapping of Educational Sports Facilities and Infrastructure in South Aceh Regency from 2002 to 2012. *Jurnal Administrasi Pendidikan*, 3(1), 84–91.
- Irawan, I. P. E., Suharta, I. G. P., & Suparta, I. N. (2016). Factors that Influence Mathematical Problem Solving Ability: Prior Knowledge, Mathematical Appreciation, and Mathematical Logical Intelligence. *Prosiding Seminar Nasional MIPA*, 69–73. Diambil dari <https://ejournal.undiksha.ac.id/index.php/semnasmipa/article/view/10185>
- Jatiningsih, O., Habibah, S. M., Wijaya, R., & Sari, M. M. K. (2021). The Role of Parents in Fulfilling Children's Educational Rights When Learning From Home. *Jurnal Ilmu Sosial dan Humaniora*, 10(1), 147. <https://doi.org/10.23887/jish-undiksha.v10i1.29943>
- Lubis, A. Y. (2015). Implementation of Curriculum Management at Public High School 1 Buengcala, Aceh Besar Regency. *Jurnal Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala*, 3(1), 13–33.
- Matin, & Nurhayati, F. (2016). *Management of Educational Facilities and Infrastructure Concepts and Applications*. Jakarta: Raja Grafindo Persada.
- Maulida, Murniati, & Niswanto. (2016). Management of Educational Facilities and Infrastructure at SMA Negeri 5 Banda Aceh. *Jurnal Mudarrisuna*, 6(1), 135–142. <https://doi.org/http://dx.doi.org/10.22373/jm.v6i1.901>
- Moleong, L. J. (2010). *Qualitative Research Methodology*. Bandung: Rosda.
- Munir, M. (2014). Management of Facilities and Infrastructure in Efforts to Improve the Quality of Education at SMA Negeri 12 Surabaya. *Jurnal Inspirasi Manajemen Pendidikan*, 4(4), 134–140.
- Rahmayanti. (2013). Application of the Assignment Method to Increase Student Learning Motivation in Class IV Social Sciences Learning at SD Toriapes Kasimbar. . . *Jurnal Kreatif Online (JKO)*, 1(3), 144–156. Diambil dari <http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/2723>
- Santayasa. (2014). *Teacher Professionalism*. Jakarta: Rajawali Press.
- Setiawan, Y. budi, & Sumarah, I. E. (2019). Assistance in the Implementation of Personal Guidance and Mathematics Tutoring to Build Resilience in Class 6 Students at Cahaya Bangsa Utama Elementary School. *Jurnal Berdaya Mandiri*, 1(2), 110–121. <https://doi.org/https://doi.org/10.31316/jbm.v1i2.341>
- Slameto. (2010). *Learning and the Factors that Influence it*. Jakarta: Rineka Cipta.
- Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation Model Viewpoints on Educational and Human Services Evaluation*. New York: Kluwer Academic Publishing.
- Sugiyono. (2019). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Sukandi. (2016). *Teachers and the Future*. Jakarta: Rajawali Press.
- Suryani, M., Jufri, L. H., & Putri, T. A. (2020). Analysis of Students' Problem-Solving Abilities Based on Initial Mathematics Abilities. *Mosharafa: Journal of Mathematics Education*, 9(1), 119–130. <https://doi.org/DOI:>

<https://doi.org/10.31980/mosharafa.v9i1.605>

- Syahputra, D. (2017). The influence of Independent Learning and Tutoring on the Ability to Understand Adjustment Journals in Melati Perbaungan High School Students. *Jurnal At-Tawassuth*, II(2), 368-388. <https://doi.org/DOI:> <http://dx.doi.org/10.30821/ajei.v2i2.1227>
- Usman, H. (2013). *Management: Theory, Practice and Educational Research* (Edisi 4). Jakarta: Bumi askara.
- Yuwono, T., Supanggih, M., & Ferdiani, R. D. (2018). Analysis of Mathematical Problem-Solving Ability in Solving Story Problems Based on the Polya Procedure. *Jurnal Tadris Matematika*, 1(2), 137-144. <https://doi.org/10.21274/jtm.2018.1.2.137-144>