






Analysis of the Effectiveness of Factors Influencing Students' Learning Attitudes in Tutoring Programs

Rici Oktari¹ , Despa Ayuni² , Arip Widodo³ , Mona Qonitah⁴ , Almaydza Pratama Abnisa⁵ 




¹Early Childhood Islamic Education, Sekolah Tinggi Ilmu Tarbiyah Al-Quraniyah Manna Bengkulu Selatan, Indonesia

²Early Childhood Islamic Education, Sekolah Tinggi Ilmu Tarbiyah Al-Quraniyah Manna Bengkulu Selatan, Indonesia

³Early Childhood Islamic Education, Sekolah Tinggi Ilmu Tarbiyah Al-Quraniyah Manna Bengkulu Selatan, Indonesia

⁴Tafsir and Knowledge of the Qur'an, Al – Azhar University, Egypt

⁵Islamic Religious Education, Institut Asy-Syukriyyah Tangerang, Indonesia

¹ricioctari12@gmail.com , ²ayunidespa@gmail.com , ³aripwido0601@gmail.com ,

⁴monaqonitah13@gmail.com , ⁵almaydzapratamaabnisa@gmail.com 

*Corresponding Author

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ABSTRACT

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Students' positive attitudes influence academic achievement, while negative attitudes are shaped by social environments, with behaviors ranging from active to passive. This study aims to analyze the effectiveness of factors influencing student attitudes during the learning process at Bimbingan Belajar Bulan Kecil in Curup, Rejang Lebong, Bengkulu. The research method utilized a qualitative approach, incorporating interviews, observations, and surveys. Data validity was ensured through source triangulation, technique triangulation, and confirmability. Research findings show that students' attitudes received an average score of 2.84, indicating positive behaviors such as politeness, appropriate dress, bringing supplies, and focusing on the material that supports the success of the tutoring program. Student motivation was pretty good, with an average score of 2.65, although parental support requires improvement. Tutor attitudes scored high (2.94), fostering a positive learning atmosphere. The classroom environment was conducive to learning comfort, with an average score of 2.89. Peer influence was relatively positive in terms of learning collaboration, despite occasional distractions. Tutors' teaching methods were effective (average score 2.81), but student engagement needs to improve. Facilities scored high (2.94), supporting learning comfort. The tutoring frequency of three times a week was considered adequate, although students sometimes felt bored. The schedule on Mondays, Wednesdays, and Thursdays did not interfere with other activities (average score 2.64). However, the two-hour session duration was deemed less effective, with an average score of 1.58, indicating the need to adjust the duration or adopt more interactive methods. In conclusion, students' attitudes during tutoring sessions fall into the good category; however, improvements are needed in parental

support, teaching methods, and session duration adjustments.



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A. INTRODUCTION

Learning Attitude is a behavioral tendency in studying academic subjects, reflected through changes in attitude during the learning process, the goals to be achieved, as well as students' persistence and consistency (Septiani, 2016). Learning attitude is also manifested in feelings of like or dislike, which determine learning enthusiasm, process, outcomes, and the student's willingness to repeat learning (Umpang & Thoharudin, 2018). Cognitive, affective, and behavioral attitudes influenced by active learning methods such as inquiry integrated with the Nature of Science greatly affect the learning process and outcomes in various subjects (Tarwiyani et al., 2020; Iqbal et al., 2023). Learning attitudes that include understanding, application, and analysis significantly influence student achievement and improve learning through models such as the flipped classroom in educational settings (Salma et al., 2020; Ruiz-Jiménez et al., 2022).

Students' attitudes toward the learning environment greatly affect their willingness and perseverance in studying, directly impacting the learning process's success (Marissa, 2022). Fostering a positive learning attitude can improve learning outcomes, as one of the indicators of students' success in mastering and understanding lessons is reflected in their academic results (Arrosih et al., 2022). Learning attitudes positively affect academic achievement through educator performance, information quality, learning motivation, and school and family environments, although positive attitudes may negatively correlate with avoidance coping in the classroom (Chetioui et al., 2024; Liu & Zhang, 2018; Kodama & Ishikuma, 2015). Generally, high positive responses show good student attitudes during learning, indicating that the applied learning model has been effective (Arpinda & Ridwan, 2015).

Regarding attitude scales, there is a moderate positive relationship between attitude and learning motivation and a low negative correlation between amotivation and motivation (Tasgin & Coskun, 2018). Various teaching approaches enhance students' attitudes and achievement, positively impacting general attitude and student interest (Savelsbergh et al., 2016). Factors such as learning motivation, teaching methodology, teacher compatibility, and perceived usefulness of the subject positively influence learning attitudes, which impact academic performance through students' learning declarations (Villar-Sánchez et al., 2022).

Negative student attitudes are visible through a lack of preparation, disinterest in the teacher, disruptions during discussions, and low enthusiasm for numerical material in economics classes (Hulan, 2017). Negative attitudes toward learning are influenced by social environments, low learning drive, and uncondusive classroom conditions, indicated by unfocused behavior during lessons (Yulia et al., 2024). Students' motivation, interest, and perceptions positively influence comprehension, with student attitudes determining the learning process; thus, strategies and curriculum must be adjusted to improve learning quality (Rosa & Nursa'adah, 2023).

Students' learning attitudes at Bimbingan Belajar Bulan Kecil Bengkulu can be observed through various behaviors and responses during the learning process, such as actively answering questions, asking when they do not understand, and engaging in simple discussions. However, some students remain passive and only wait for instructions from the teacher. Some have started to show independence, such as completing practice questions without help and preparing their stationery, while others still rely heavily on the teacher or tutor assistants. Some students are disciplined in submitting assignments on time and keeping their notebooks neat, but others often forget to bring learning materials or fail to complete homework.

This study aims to analyze the effectiveness of various factors influencing students' attitudes during learning at Bimbingan Belajar Bulan Kecil in Curup, Rejang Lebong, Bengkulu. The factors examined include teaching methods, tutor quality, learning environment, student motivation, and parental support. The findings are expected to improve the quality of tutoring services and help tutors develop more effective strategies in fostering students' positive learning attitudes. Additionally, the results can serve as a reference for parents in supporting their children's learning process. Interactive teaching methods and a comfortable learning environment significantly influence students' attitudes, and the importance of internal motivation and family support.

B. RESEARCH METHODS

Using a qualitative case study approach, the research was conducted at Bimbingan Belajar Bulan Kecil in Curup, Rejang Lebong, Bengkulu. This study aims to provide a natural and in-depth explanation of the factors influencing students' learning attitudes at Bimbingan Belajar Bulan Kecil. Data collection techniques included interviews, observations, and surveys. Interviews were conducted with the head of the institution, tutors, and parents to identify the factors influencing students' attitudes during learning activities at Bimbingan Belajar Bulan Kecil. Observations were carried out to examine students' attitudes and behaviors throughout the learning process, both inside and outside the classroom. Meanwhile, a survey was administered to 25 students to determine how various factors influence their learning attitudes during the learning process. The survey used an ordinal (Likert-type) scale with three response options and three corresponding decision categories, as shown below:

Table 1. Survey Measurement Scale

Response	Description	Score Range	Decision
1	Disagree	0.00–1.00	Not Effective
2	Sometimes	1.01–2.00	Quite Effective
3	Agree	2.01–3.00	Effective

Data analysis was conducted using three stages: Data condensation, which involved simplifying, summarizing, and selecting important information from the interviews, observations, and surveys, and extracting the core findings relevant to students' learning attitudes from various responses of parents, tutors, and the head of the tutoring center. Data presentation, in which the collected data was organized into narratives and tables to facilitate analysis and understanding. Conclusion drawing involved interpreting the presented data to identify the key

factors influencing students' learning attitudes.

To ensure data validity, three strategies were applied: Technical triangulation, combining findings from interviews and observations to show consistent or complementary results, thus validating the data. Source triangulation, to examine the accuracy and consistency of information regarding students' learning attitudes obtained from the head of the institution, tutors, and parents. Confirmability, by verifying the accuracy of the data through confirmation with the head of the tutoring center and the tutors.

C. RESULTS AND DISCUSSION

1. Students' Learning Attitudes at Bimbingan Belajar Bulan Kecil in Curup, Rejang Lebong, Bengkulu

Bimbingan Belajar (Tutoring Program) *Bulan Kecil*, located in Curup, Rejang Lebong Regency, Bengkulu Province, provides additional academic learning support for students aged 7–8 years, equivalent to Grades 1 and 2 of primary school. The program focuses on two core subjects: Mathematics and Indonesian Language. It is designed to offer intensive academic reinforcement with an ideal tutor-student ratio, where one tutor handles a maximum of 15 students. The program assigns two tutors for groups of 25 students to ensure effective and interactive learning. Tutoring sessions are held three times a week—on Mondays, Wednesdays, and Thursdays, from 3:00 PM to 5:00 PM. At *Bimbingan Belajar Bulan Kecil* Curup, several indicators of learning attitudes are emphasized to support effective learning. The key indicators of student attitudes during learning include: Students do not cause disturbances (maintain calmness) so that everyone can study comfortably without distractions that reduce concentration. Politeness, which includes respecting tutors and peers, fosters a positive learning environment. Discipline, where students are expected to follow schedules and rules such as wearing proper attire and bringing necessary learning tools. Paying attention to the tutor's material ensures a better understanding of the lessons. Follow all instructions and directions given by the tutor. Students' attitudes toward the *5E Learning Cycle* model were highly positive, as reflected in their active engagement in class and the smooth, enjoyable learning process (Sriyanti, 2021).

The researcher surveyed 25 Bimbingan Belajar Bulan Kecil students in Curup, Rejang Lebong Regency, Bengkulu Province to support these findings. The survey results are shown below:

Table 2. Survey Results on Learning Attitudes

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	Students do not cause disturbances during lessons	17	7	1	2.64
2	Students are polite and respectful to tutors	23	2	–	2.84
3	Students wear appropriate clothing	25	–	–	3.00
4	Students bring the necessary learning tools	23	2	–	2.84
5	Students pay attention to the tutor's explanations	22	3	–	2.88

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
Overall Average					2.84

Based on Table 2, the survey results from 25 students at *Bimbingan Belajar Bulan Kecil* in Curup show an overall average score of 2.84, which falls into the Effective category. This indicates that students' attitudes during tutoring sessions were generally positive and aligned with expectations. Most students displayed favorable behaviors, such as maintaining order during lessons (2.64), being polite and respectful toward tutors (2.84), wearing proper attire (3.00), bringing learning tools (2.84), and paying attention to the tutor (2.88).

These behaviors reflect students' discipline and seriousness in engaging with the learning process, critical indicators of the program's success. Learning attitudes consist of cognitive (knowledge), affective (emotion), and behavioral (action) components, which together influence how students perceive, feel, and act throughout the learning experience (Fatimah et al., 2023).

2. Analysis of Factors Influencing Student Learning Attitudes at *Bimbingan Belajar Bulan Kecil*, Curup, Rejang Lebong, Bengkulu

Several factors influence student learning attitudes at *Bimbingan Belajar Bulan Kecil*, located in Curup, Rejang Lebong Regency, Bengkulu Province. These include:

a. Student Motivation

Student motivation at *Bimbingan Belajar Bulan Kecil* in Curup is evident in several supportive aspects that influence learning attitudes, including: First, the consistency and perseverance of students in attending tutoring sessions regularly, which impacts learning outcomes. Second, students complete additional assignments outside tutoring hours to deepen their understanding of the material. Third, student enthusiasm during lessons reflects interest and eagerness to learn. Fourth, parental support boosts students' learning spirit during tutoring. Motivation, whether intrinsic or extrinsic, plays a vital role in learning. Teachers must encourage students to remain enthusiastic and understand their learning direction, achieving optimal learning outcomes (Emda, 2017).

To support these observations, the researcher surveyed 25 students to assess how effectively motivational factors influence their learning attitudes at *Bimbingan Belajar Bulan Kecil* in Curup, Rejang Lebong. The results are shown below:

Table 3. Survey Results – Student Motivation

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	I consistently attend tutoring sessions.	20	5	–	2.80
2	I complete assignments from tutoring to deepen my understanding.	22	3	–	2.88
3	I feel enthusiastic when receiving new learning materials.	20	5	–	2.80
4	My parents encourage me to participate in tutoring sessions.	3	22	–	2.12
Overall Average					2.65

Based on Table 3, the survey shows that students' learning motivation at *Bimbingan*

Belajar Bulan Kecil is categorized as quite effective, with an overall average score of 2.65. Some aspects show strong results, such as consistency in attending sessions (2.80), completing extra assignments (2.88), and enthusiasm for learning materials (2.80). However, parental support for student motivation appears to require greater attention, with an average score of 2.12, indicating that most students feel they receive insufficient encouragement from their parents. In conclusion, although student motivation is relatively good, increasing parental involvement is essential to stimulate students' enthusiasm further and ensure they remain motivated in following the tutoring program. Learning motivation is a driving force that pushes students to act and is a crucial dynamic in the learning process. Teachers must continuously strive to maintain and enhance this motivation, as low motivation often negatively impacts learning outcomes (Diandaru, 2023).

b. Tutor's Attitude

The attitude of tutors at *Bimbingan Belajar Bulan Kecil* in Curup, Rejang Lebong Regency, Bengkulu Province, plays a crucial role in shaping students' learning attitudes. The key indicators of tutor attitude include: First, the tutor's patience in dealing with the diverse personalities of young students (aged 7–8). Second, the tutor's ability to motivate students to maintain enthusiasm during learning sessions. Third, the tutor's consistent attendance and minimal absenteeism. Fourth, the tutor's fairness in treating all students equally. Fifth, the tutor's role is a positive role model for students as part of their moral and educational development. The impact of teacher attitude is considered moderate, yet it positively influences developing students' social awareness and classroom character (Busyaeri & Muharom, 2015).

To support these observations, a survey was conducted with 25 students, and the results are presented below:

Table 4. Survey Results – Tutor's Attitude

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	The tutor is patient and doesn't get angry when teaching.	23	2	–	2.92
2	The tutor encourages students to study harder.	25	–	–	3.00
3	The tutor regularly attends classes.	22	3	–	2.88
4	The tutor treats all students fairly.	23	2	–	2.92
5	The tutor is a good role model for students.	25	–	–	3.00
Overall Average					2.94

Table 4 shows that the tutor's attitude at *Bimbingan Belajar Bulan Kecil* is highly effective in supporting the learning process, with an overall average score of 2.94. Key strengths include the tutor's patience (2.92), ability to motivate students (3.00), fairness (2.92), and consistent class attendance (2.88). Additionally, the tutor's role as a model of good behavior received a perfect score (3.00). The tutors' attitudes significantly and positively influence students' learning attitudes by creating a pleasant and effective learning environment. Traits such as patience, fairness, consistency, motivational ability,

and being a role model greatly enhance the learning experience. Although tutor attitudes are generally positive, improvements in disciplinary actions, consistency, and openness to student issues are needed to optimize the learning process (Nasution, 2015).

c. Learning Environment at the Tutoring Center

The classroom environment at *Bimbingan Belajar Bulan Kecil* in Curup, Rejang Lebong, is another key factor influencing students' learning attitudes. The comfort of the learning space, including adequate lighting, proper ventilation, and cleanliness, affects students' concentration and comfort during lessons. The tutoring center's location, which is free from external distractions, also contributes to maintaining students' focus. Teachers must create a conducive classroom environment where students feel comfortable and engaged, and where learning can occur effectively without distractions such as noise, poor physical conditions, or lack of enthusiasm and discipline (Gafur & Mustafida, 2019).

To support these findings, a survey was conducted with 25 students, and the results are summarized below:

Table 5. Survey Results – Classroom Environment

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	The classroom is comfortable for studying.	23	2	–	2.92
2	The classroom is clean.	22	3	–	2.88
3	Learning takes place without external disturbances.	22	3	–	2.88
Overall Average					2.89

Table 5 indicates that the learning environment at *Bimbingan Belajar Bulan Kecil* is very supportive of the learning process, with an overall average of 2.89. Practical aspects include classroom comfort (2.92), cleanliness (2.88), and a quiet setting free from outside interference (2.88). A clean, comfortable, and quiet learning environment helps students maintain focus and feel at ease during lessons. The learning environment at *Bimbingan Belajar Bulan Kecil* significantly contributes to student comfort and thus enhances learning attitudes. Effective classroom management involves three interrelated stages: planning, implementation, and evaluation, supporting a successful teaching and learning process (Jaya et al., 2021).

d. Students' Peers

The peers of students at Bulan Kecil Tutoring Center, Curup, Rejang Lebong Regency, Bengkulu Province, play a role in shaping students' learning attitudes. Indicators of peer attitudes include: first, peers do not disturb students while studying, including not interfering when completing assignments at the tutoring center. Second, peers do not invite students to talk during study time. Third, peers invite students to study together (collaboratively) in class. Peers have a positive influence on students' learning outcomes. The better the quality of peer interaction, the higher the students' motivation and academic achievement in school (Nensi, 2020).

To clarify these findings, a survey of 25 students was conducted with the following results:

Table 6. Survey Results on Peers

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	Peers disturb during study	2	19	4	1.92
2	Peers invite to talk during study	2	17	6	1.84
3	Peers invite to study together	4	19	2	2.08
Overall Average					1.95

Table 6 shows that the influence of peers on students' learning attitudes at Bulan Kecil Tutoring Center is relatively effective, with an overall average of 1.95. Several aspects require attention, such as peer disturbances during study time (average 1.92) and being invited to talk while studying (average 1.84), which indicate that most students feel distracted, reducing their concentration. However, collaboration or invitations to study together (average 2.08) show that some students feel supported by their peers. In conclusion, although there are distractions from peers, the encouragement to study together can boost students' enthusiasm. The role of peers in shaping learning attitudes needs to be enhanced, emphasizing positive collaboration that does not disrupt the learning process. Peers significantly influence students' learning motivation, which may increase or decrease depending on the students' ability to choose and interact with friends in the school environment (Fitriyah & Sunanto, 2024).

e. Tutor's Teaching Methods

The teaching methods used by tutors at Bulan Kecil Tutoring Center, Curup, Rejang Lebong Regency, Bengkulu Province, greatly influence students' learning attitudes. Tutors apply various engaging teaching methods to capture students' attention in class. Tutors can also explain the material clearly and in a way that is easy for students to understand. Tutors utilize learning media or tools that support the learning process, such as images, videos, or other teaching aids. They can also create an active and interactive learning environment where students are directly involved in the learning process. Innovation in teaching methods, primarily through thematic approaches, is closely related to classroom teaching strategies (Baidowi & Abdussalam, 2023). To clarify these findings, a survey of 25 students was conducted with the following results:

Table 7. Survey Results on Teaching Methods

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	The tutor teaches in an engaging way	21	3	1	2.80
2	Students understand the material explained by the tutor	22	3	-	2.88
3	The tutor encourages students to study enthusiastically	20	4	1	2.76
Overall Average					2.81

Table 7 indicates that the teaching methods used by tutors at Bulan Kecil Tutoring Center are considered adequate, with an overall average of 2.81, although some areas still

need improvement. The engaging teaching method (average 2.80) shows that most students feel involved, although some are less engaged. The level of understanding of the material (average 2.88) shows that students can understand the lessons well, while the encouragement to study enthusiastically (average 2.76) indicates that while tutors are pretty successful in motivating students, there is still room to enhance student enthusiasm further. In conclusion, the tutor’s teaching methods are pretty effective, but to achieve more optimal results, tutors should continue to develop more engaging techniques and focus on boosting student motivation and participation in learning. Classroom management is closely related to how teachers manage and teach to increase student engagement in learning (Baidowi et al., 2024).

f. Completeness of Tutoring Facilities

The completeness of tutoring facilities at Bulan Kecil, Curup, Rejang Lebong Regency, Bengkulu Province, also affects students’ learning attitudes. When the facilities are incomplete, students tend to be less enthusiastic, and their learning outcomes may be suboptimal. These facilities include: a sufficiently spacious room (not crowded), learning tools such as whiteboards, markers, chairs, and desks that are adequately provided. Learning media that can boost students’ motivation, such as relevant textbooks, are also available. The room has additional supporting facilities like fans or air conditioning and cleaning tools for maintaining classroom hygiene. Educational infrastructure is a vital part of learning equipment, involving efforts to maintain and manage physical facilities and tools that support the learning process in the classroom (Baidowi et al., 2024). To support these findings, a survey of 25 students was conducted with the following results:

Table 8. Survey Results on Facility Completeness

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	Students do not study in a crowded room	25	-	-	3.00
2	Writing tools are available in the classroom	25	-	-	3.00
3	Students bring their tutoring textbooks	19	6	-	2.76
4	The room has a fan and cleaning equipment	25	-	-	3.00
Overall Average					2.94

Table 8 shows that the completeness of tutoring facilities at Bulan Kecil is very effective in supporting students’ learning attitudes, with an overall average of 2.94. Some facilities that enhance learning comfort and effectiveness include a spacious classroom (average 3.00), the availability of writing tools (3.00), and a room equipped with fans or air conditioning and cleaning equipment (3.00). Although most students bring their textbooks (average 2.76), some occasionally do not, slightly affecting the comfort of the learning process. In conclusion, the Bulan Kecil Tutoring Center facilities are very adequate and supportive of a conducive learning environment. However, ensuring all students bring their textbooks would further enhance the learning experience. The

completeness of learning facilities contributes approximately 41.4% to students' learning outcomes, which is considered a moderate influence, while the remaining outcomes are influenced by other variables (Hidayana, 2021).

g. Number/Frequency of Tutoring Sessions

The number or frequency of tutoring sessions at Bulan Kecil, Curup, Rejang Lebong Regency, Bengkulu Province, held three times a week, is important in supporting students' learning attitudes. Indicators of this frequency include: students not feeling bored with tutoring sessions, not feeling weary with the three-times-a-week schedule, and students achieving optimal learning outcomes during their time at the tutoring center. To support these findings, a survey of 25 students was conducted with the following results:

Table 9. Survey Results on Frequency of Sessions

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	Students feel bored attending tutoring 3 times a week	2	17	6	1.84
2	Students feel weary attending tutoring 3 times a week	3	8	14	1.56
3	Students receive the materials they need during tutoring	21	4	-	2.84
Overall Average					2.08

Table 9 indicates that the frequency of tutoring sessions held three times a week is relatively effective, with an overall average of 2.08. However, there is evidence that this schedule may lead to student boredom and fatigue. Many students report feeling bored (average 1.84) and weary (average 1.56) with the high frequency of sessions, although some do not feel significantly affected. On the other hand, most students feel that the material provided is beneficial and well-delivered (average 2.84). In conclusion, while the session frequency is quite effective, high intensity without variety can reduce students' learning enthusiasm. It may be necessary to consider a more flexible schedule or implement more engaging and varied teaching methods to address this.

h. Tutoring Days

The tutoring days at Bulan Kecil, Curup, Rejang Lebong Regency, Bengkulu Province, held on Monday, Wednesday, and Thursday, also affect students' learning attitudes. The indicator is the suitability of tutoring days with students' free time, ensuring no conflict with other schedules or their playtime. To clarify these results, a survey was conducted with 25 students as follows:

Table 10. Survey Results on Tutoring Days

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	The tutoring schedule does not interfere with school study time	19	4	2	2.68
2	The tutoring schedule does not interfere with playtime	18	4	3	2.60

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
Overall Average					2.64

Table 10 shows that Monday, Wednesday, and Thursday tutoring days are pretty effective, with an overall average of 2.64 influencing students' learning attitudes. Most students feel that the tutoring schedule does not interfere with their school study time (average 2.68) and does not significantly affect their playtime (average 2.60). Although some students feel slightly disturbed, the tutoring schedule is balanced with other activities. In conclusion, these tutoring days are effective and do not significantly disrupt students' activities, supporting their overall learning attitudes.

i. Study Duration (2 Hours)

The study duration of 2 hours at Bulan Kecil Tutoring Center in Curup, Rejang Lebong Regency, Bengkulu Province, also influences students' learning attitudes. A study period that is too short makes students feel disadvantaged as the material is not delivered optimally. Conversely, a too-long period makes students bored and restless during the learning process, causing them to lose focus. Additionally, the total study hours should not tire the students during tutoring. To clarify these results, a survey of 25 students was conducted as follows:

Table 11. Survey Results on Study Duration

No	Statement	Agree (3)	Sometimes (2)	Disagree (1)	Average
1	Students feel bored while studying	2	10	13	1.56
2	Students feel weary during study	3	9	13	1.60
Overall Average					1.58

Table 11 indicates that the 2-hour duration at Bulan Kecil Tutoring Center tends to be less effective, with an overall average of 1.58 in supporting students' learning attitudes. Most students feel bored (average 1.56) and weary (average 1.60) during the 2-hour sessions. This long duration reduces students' concentration and interest in learning, affecting the learning process. In conclusion, the 2-hour duration needs adjustment to be more effective, with recommendations to shorten study time per session, split sessions into shorter segments, or implement more interactive and engaging teaching methods to overcome boredom and fatigue. In face-to-face learning policies, especially in physical education contexts, duration and time allocation are crucial for effective learning (Baidowi, 2020).

D. CONCLUSION

Bulan Kecil Tutoring Center in Curup, Rejang Lebong, Bengkulu, provides additional learning for students aged 7–8 years in Mathematics and the Indonesian Language. A survey of 25 students showed fairly good student attitudes, with most exhibiting positive behaviors such as politeness and attention to the material. Factors influencing students' learning attitudes include

motivation, parental support, tutor attitudes, and the tutoring environment. Student motivation plays a crucial role, while parental support needs improvement. Tutors' patience, ability to motivate, and fairness have a positive impact on learning. A comfortable learning atmosphere supports student attitudes, although peer distractions have a notable influence. The tutor's teaching methods are adequate but need enhancement to motivate students better. Complete tutoring facilities strongly support the learning process. Meeting frequency three times a week is effective, but some students feel bored and fatigued. The long tutoring duration is recommended to be shortened or to use more interactive methods to increase motivation and reduce boredom.

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AUTHOR CONTRIBUTIONS

- Author 1 : Developed the background, formulated the research problems, analyzed data, led team coordination, and conducted interviews with tutors.
- Author 2 : Developed the theoretical framework and designed research instruments, including preparing questionnaires and observation guidelines.
- Author 3 : Collected field data, performed descriptive statistical analysis, and interpreted the results.
- Author 4 : Processed international literature and Islamic education theory, and provided a conceptual review.
- Author 5 : Handled final manuscript editing, including grammar and scientific writing layout.

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