



## HOW TUTORING BUSINESS AGENCY SURVIVES IN THE MIDST OF THE PANDEMIC COVID-19?

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### Article Information    Abstract

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*The temporary closure of formal educational institutions in an effort to contain the spread of the Covid-19 epidemic around the world has an impact on the education sector, not except in Indonesia. The non-formal education sector, such as the Tutoring Business Agencies, also experienced a very significant impact, where the tutoring agencies had difficulty in implementing the marketing mix. So that further studies are needed so that the tutoring business agencies will survive in a pandemic condition. To obtain data, it was done through literature studies from secondary data collection from news in newspapers and systematic literature review from some scientific articles indexed by Google Scholar, Semantic Scholar, and ScienceDirect. The habits of students who tend to prefer face-to-face activities make online tutoring activities less responsive and still choose face-to-face learning as one way to keep up with the school curriculum. The solution so that tutoring agencies can survive is to improve the consumers engage, experience, excite and evangelize. It explain by the factors were establishing intense relationships with consumers through social media, providing real experiences to consumers, maintaining customer loyalty by providing services that make consumers comfortable, and make parents into real marketing agents who will recommend tutoring agencies.*

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## 1. Introduction

Tutoring business agencies or other name tuition centers, have been a part of the world of education in Indonesia since the 1970s, until 2017 there were nearly 2000 officially registered tutoring agencies. Initially, the tutoring provided preparatory services for Senior High School students to participate in the selection to enter state universities. Recently, the business of intensive college entrance test services has expanded even further, targeting Elementary and Junior High School students in various cities in the country. Students who take part in the tutoring show more self-confidence than those who don't, so that there are still a lot of enthusiasts in the tutoring (Astuti & Purwanto, 2014)

Since 2015, the National Examination no longer determines student graduation. However, the National Examination is still implemented as a means of mapping and measuring the quality of education. This does not have a significant impact, where students who choose to study with the help of tutoring agencies are still booming. This is evidenced by a statement from the Indonesian Ministry of Education and Culture stating that 70.88 percent of students in Indonesia join tutoring agencies and the number of students who join tutoring agencies always increases every year, following the growth pattern of tutoring agencies (UNAIR News, 2019).

In 2021, the Ministry of Education and Culture plans to remove the National Examination. Several large tutoring agencies' business tactic is to adapt the material curriculum established by the government. In 2017 there was a big change in the form of tutoring agencies, from the conventional form of face-to-face to online which began to spread. Online tutoring is a trend that cannot be hindered as a result of technological advance, however, with a higher price than online tutoring, conventional tutoring is still an option.

A big problem at the end of 2019, the outbreak of a type of coronavirus changed the education system almost all over the world, including Indonesia. The learning method, which has been in the form of face to face, has turned online using all available media. This is in

accordance with the stipulation of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Number 4 of 2020 concerning Implementation of Education Policies in the Emergency of the Spread of Covid-19. Tutoring agencies that already have big brands tend to be better able to survive because of advertisements both from friends and the media, although there are also many small tutoring agencies that are still able to survive in this pandemic era. For this reason, it is necessary to carry out further studies on tips so that conventional tutoring agencies can still survive in the midst of a pandemic condition due to this coronavirus.

## 2. Methods

The method used was a literature study with secondary data collection from some news in newspapers and systematic literature review from some scientific articles indexed by Google Scholar, Semantic Scholar, and ScienceDirect. In data collection, the authors collected data about the number cases of covid-19 in the end of 2020 and its impact on the development of tutoring agencies, especially five provinces with the highest number of conventional program courses in 2018. Data presentation can be done in the form of short descriptions, charts, relationships between categories and the like, but the most frequently used is narrative text.

## 3. Results and Discussion

### 3.1 Result

Non-formal education is defined as all the implementation of education that is carried outside official educational institutions or does not originate from the school environment and their existence is protected by law (Direktorat Pembinaan Kursus dan Pelatihan, 2019). Based on data that has been found through the report of the directorate of course and training supervisors in 2018 regarding the number of course program businesses spread across several provinces of Indonesia, it has been found that five provinces have the highest number of program courses. The five provinces are DKI Jakarta, West Java, Central Java, DI Yogyakarta, and East Java.

**Table 1.** Five Provinces With The Highest Number Of Program Course In 2018 Accompanied By The

Number Of Covid-19 Cases As Of The End Of 2020 In Indonesia

Province	Number of Program Course	Percentage Of Program Course (%)	Chases
DKI Jakarta	4442	15,30	183735
Jawa Barat	4041	13,92	83579
Jawa Tengah	3362	11,58	81716
DI Yogyakarta	2156	7,43	12155
Jawa Timur	1193	4,11	84152

Source : Appendix 1 and 2

These program courses include skill type, computer courses most in demand, followed by English, sewing, hair beauty, tutoring, bridal makeup, hairdressing, skin beauty, automotive, driving and catering.

### 3.1.1 Impact of pandemic on tutoring agencies in DKI Jakarta

The income of the conventional tutoring agencies dropped after the Governor implemented the PSBB scheme on April 10, 2020 (Andina, 2020). In the first month of this implementation, the income did not exist at all because there was no teaching and learning process at all. The Income continues to decline, even teaching places have to be temporarily closed to cut operational costs. In the midst of increasing needs, teachers are forced to be sent home. Some teaching teachers who are still students also experience problems due to increased operational costs for online lectures, while their livelihoods have stopped (Andina, 2020). Covid-19 is not the main reason, but rather the successive economic impact caused them. The declining financial condition of the family amid the high costs of paying tutoring agencies. The existence of a national exam elimination policy were the main considerations of students for resigning.

Many students and their parents admit that they are still interested in joining a tutoring agency provided that the facilities and services obtained are commensurate with the high cost that must be paid. They will rejoin to prepare for admission to public higher education institutions.

### 3.1.2 Impact of pandemic on tutoring agencies in West Java

The high number of covid-19 cases has led to a policy of eliminating activities that cause crowds, one of which is the business activities of tutoring agencies. Ganesha Operation is one of a tutoring agencies in Bandung that continues to survive the Covid-19 pandemic. This business is still surviving by following the trend of online tutoring methods using the *Go Kreasi* application and virtual conferences. There are indeed obstacles related to the departure of some students due to the economic conditions of their parents who are experiencing difficulties, but the numbers are small so that they can still be anticipated properly (Hironimus, 2020).

### 3.1.3 Impact of pandemic on tutoring agencies in Central Java

Several government policies that have succeeded in influencing tutoring agencies include the requirement to conduct learning from home and the elimination of the National Examination. This requires that it must close their conventional service activities which have a long impact on decreasing the amount of business income. Rumah Akselerasi income has dropped to 80 percent, the special preparatory class for the national exam also ended in the middle of its implementation, causing many students to leave. The same thing happened to Smart Education Center and AIO Private tutoring agencies. The tutoring activities of both tutoring agencies have stopped completely following the implementation of this policy. This condition has led to new online teaching methods, many of which are given free of charge. This resulted in many teachers from conventional tutoring agencies being terminated or losing their income (Kan, 2020).

### 3.1.4 Impact of pandemic on tutoring agencies in D.I Yogyakarta

Home learning policy has been implemented in DI Yogyakarta since March 23, 2020. Schools and tutoring agencies are also closed and prohibited from providing face-to-face services. The number of students using tutoring agencies in DI Yogyakarta has decreased which has resulted in a decrease in income from the tutoring agencies business. This is because most parents do not extend their child's learning period and the emergence of various kinds of free online

tutoring. One of the tutoring agencies in North Sumatra, Youth Educational Centre (YEC), experienced a decline in students by up to 70 percent. Before the pandemic, every new school year students had registered for tutoring at the elementary, junior high, high school levels, to the CPNS program. Market interest during this pandemic is different, it turns out that students' learning patterns are looking for everything online rather than being done conventionally (Ginting, 2020)

### 3.1.5 *Impact of pandemic on tutoring agencies in East Java*

The home study policy in East Java province has been implemented starting March 16, 2020. Not only are teaching and learning activities at school closed, but course and training institutions or tutoring agencies in East Java have also officially closed. This results in no income for the tutoring agencies business in East Java and the business turnover of the tutoring agencies has dropped dramatically. The Cendekia tutoring agencies is one of the tutoring agencies in the city of Surabaya which has been severely affected by the Covid-19 pandemic. To attract students to join, this tutoring agencies strictly implements health protocols. Before the Covid-19 pandemic, the Cendekia tutoring agencies was able to guide as many as 20-30 students per day, but currently it is only able to guide 2 students in one week. In these Cendekia tutoring agencies there are 100 teaching staff and each of them is paid the rate of the student they supervise (Santo, 2020).

## 3.2 Discussion

### 3.2.1 *Engage*

Customer Engagement is an interaction carried out by consumers or customers and a particular company or brand through online or offline media (Dvir & Gafni, 2018). The attractiveness and suitability of promotions with expectations are important factors to select a tutoring agency, including any discount or guarantee (Richardo, Hussin, Bin Norman, & Ali, 2020). This is as stated (Lestari & Bahar, 2021) that the sales strategy with the characteristics of using multiple sales channels and customer segmentation has a significant effect on the performance of a business.

Promotional activities to schools cannot be implemented because all schools are closed. So, it can be overcome by using social media, because almost every student and parent has social media.

Communication that has been done through social media now has a great opportunity to attract the attention of target consumers so that they can always maintain engagement with consumers. Marketing content through social media can be produced by tutoring by looking deeper into consumer profiles and exploring themes that are relevant to the types of consumers of tutoring institutions such as education, culture, literacy, youth jokes, motivational words, and others (Pandrianto & Sukendro, 2018). An attractive and competent teacher can also be used as a subject in a content to continue connecting with consumers through social media.

### 3.2.2 *Experience*

Based on research conducted by (Yanto, Lindawati, & Pradana, 2020) found that the value of experience for consumers has a positive effect on intention to repurchase. When promoting, tutoring agency must also show the results of students who have succeeded, and provide a free experience of the learning process that is packaged in an attractive and professional manner.

Teacher is an important figure who makes students and parents choose to study at the tutoring agency. Teaching time discipline, ability, teaching methods, and friendliness of all staff, are things that are of concern, there is no change due to the pandemic (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

### 3.2.3 *Excite*

Loyalty of teachers, unclear teaching abilities, and lack of training for teachers to develop are factors of weakness that occur during a pandemic (Yu, 2020). For this analysis the conditions will be balanced, where students have difficulty in school lessons, needs increase, but income decreases.

Even though online tutoring is currently popular, the interaction in conventional tutoring agencies has a big influence on students in understanding the material presented compared to using online media (Saqr, Nouri, Vartiainen, &

Malmberg, 2020). When students and parents feel comfortable, they tend to remain loyal to the tutoring agency.

The factors can be adjusted during a pandemic could be by providing online and offline class facilities, despite the tendency for parents and students to choose offline, but the choice of online classrooms shows that the tutoring agency continues to advance following technological developments. For the process which initially held face-to-face meetings, it also provides online exam practice facilities, so it makes learning easier. Besides that, it can limit the distance between students, providing means of washing hands and hand sanitizers is one physical evidence that is considered in choosing a tutoring agency. The tutoring agency should limit the number of students to half and spray disinfectants every change of class hours.

#### 3.2.4 Evangelize

Parents as consumers of tutor agencies are most influence the sustainability of this business, because parents can usually be the right promotional agents. For this reason, it is necessary to explain the variety of class products, discounts, and the learning process, as well as the latest physical evidence according to the current conditions that have followed the health protocol (Phiri & Ferguson, 2016)

From SWOT analysis, market conditions and technology support, the convenience of the internet for learning online, the ease of time and space, and expenses for family education are all factors of opportunity to consider in choosing a tutoring agency during a pandemic (Holloway & Pimlott-Wilson, 2020). The intense competition between agencies, expensive tuition prices, and high operating costs are the threat factors experienced by tutoring agencies at this time (Zulkifli & Wandebori, 2018). Improved management, well-known brands, and word of mouth to achieve wide recognition and reputation are the strength factors that need to be considered for the tuition agency to survive.

#### 4. Conclusion

Based on the results of the study, it was found that five provinces have the highest number of course programs in Indonesia, including DKI

Jakarta, West Java, Central Java, DI Yogyakarta, and East Java. It was also found that the factors needed by conventional tutor agencies to survive during the pandemic in the five provinces that had the highest number of course programs were establishing intense relationships with consumers through social media, providing real experiences to consumers, maintaining customer loyalty by providing services that make consumers comfortable, and make parents into real marketing agents who will recommend tutoring agencies.

This research is limited to data presented through news media and data so that it cannot represent the actual results in the field. The results of the literature review through the marketing mix are still needed to prove through research by taking data directly in the field. For further research, it is better to use qualitative or quantitative research methods by taking data directly in the field in order to get accurate results.

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**APPENDIX**

1. Data Jumlah Kasus Kumulatif Terkonfirmasi Positif Covid-19 Per 31 Desember 2021

No	Provinsi	Jumlah Kasus
1	DKI Jakarta	183735
2	Jawa Timur	84152
3	Jawa Barat	83579
4	Jawa Tengah	81716
5	Sulawesi Selatan	31047
6	Kalimantan Timur	27076
7	Riau	24966
8	Sumatera Barat	23464
9	Banten	18170
10	Sumatera Utara	18149
11	Bali	17593
12	Kalimantan Selatan	15303

13	Papua	13216
14	DI Yogyakarta	12155
15	Sumatera Selatan	11826
16	Kalimantan Tengah	9740
17	Sulawesi Utara	9671
18	Aceh	8746
19	Sulawesi Tenggara	7907
20	Kepulauan Riau	6995
21	Lampung	6276
22	Papua Barat	5979
23	Maluku	5722
24	Nusa Tenggara Barat	5664
25	Gorontalo	3841
26	Kalimantan Utara	3794
27	Sulawesi Tengah	3552
28	Bengkulu	3403
29	Jambi	3227
30	Kalimantan Barat	3118
31	Maluku Utara	2771
32	Bangka Belitung	2337
33	Nusa Tenggara Timur	2167
34	Sulawesi Barat	1941

Sumber : Kementerian Kesehatan RI , 2020

24	Nusa tenggara Timur	384	1,32
25	Papua	358	1,23
26	Bengkulu	270	0,93
27	Maluku Utara	238	0,82
28	Banten	207	0,71
29	Bangka Belitung	187	0,64
30	Gorontalo	168	0,58
31	Papua Barat	157	0,54
32	Kepulauan Riau	67	0,23
33	Sulawesi Barat	53	0,18
34	Kalimantan Utara	48	0,17

Sumber : Direktorat Pembinaan Kursus dan Pelatihan, 2019

2. The Number of Course Programs by Province of Indonesia in 2018

No	Provinsi	Number of Courses	Percentage (%)
1	DKI Jakarta	4442	15,30
2	Jawa Barat	4041	13,92
3	Jawa Tengah	3362	11,58
4	DI Yogyakarta	2156	7,43
5	Jawa Timur	1193	4,11
6	Aceh	957	3,30
7	Sumatera Utara	954	3,29
8	Sumatera Barat	909	3,13
9	Riau	867	2,99
10	Jambi	783	2,70
11	Sumatera Selatan	778	2,68
12	Lampung	648	2,23
13	Kalimantan Barat	629	2,17
14	Kalimantan Tengah	592	2,04
15	Kalimantan Selatan	575	1,98
16	Kalimantan Timur	553	1,91
17	Sulawesi Utara	550	1,89
18	Sulawesi Tengah	543	1,87
19	Sulawesi Selatan	514	1,77
20	Sulawesi Tenggara	508	1,75
21	Maluku	467	1,61
22	Bali	443	1,53
23	Nusa Tenggara Barat	424	1,46