



The Problem of Affordable Education in Indonesia: The Emergence of Online Tutoring Services at the Primary Education Level

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Abstract: The development of online tutoring services suggests that Indonesian education faces significant challenges. The purpose of this study is to investigate the issue of educational affordability that arises as a result of the creation of numerous tutoring services in Indonesia. This study used a descriptive research model and a qualitative methodology. This research data takes the form of literature from studies on the existence of elementary school tutoring institutions in Indonesia with all its issues, which are examined from a phenomenological point of view. The findings indicated that public mistrust in the caliber of education provided in formal schools contributed to the rise of online tutoring services at the elementary school level. Students are beginning to choose to employ online tutoring services due to tedious coursework and the ineffectiveness of learning implementation in traditional elementary schools. This article suggests that the government cooperate with the private sector and education innovators to create media and learning methods that are efficient, enjoyable, and still affordable for everyone to address the deficiencies in Indonesia's formal education system.

Keywords: education, affordability, human rights, innovation, online learning

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Introduction

There are serious problems in Indonesia's education world, which are indicated by the emergence of various kinds of tutoring institutions in Indonesia (Yanda et al., 2022). Tutoring institutions appear to meet the needs of society, in this case, students, for adequate knowledge (Rhamawati & Sumarsono, 2022). As a person gets older in stepping into the world of education, the heavier the burden they have to bear to achieve their desired goals (West, 1999). Not infrequently, students in formal educational institutions experience excessive anxiety and worry about the future of their next education. The limited quota available to continue education at the ideal higher education level makes the competition between senior students in the final admissions selection even harder (Lubis & Sinuraya, 2021).

The presence of tutoring institutions is intended to make it easier for students to learn outside of school. Still, in the end, this raises new problems in the field of education in Indonesia (Nugroho et al., 2015). Formal schools' teaching and learning process is considered limited and still lacking. It forces students to take additional classes or private classes so that these students can graduate or complete studies at primary school with satisfactory grades and lead students to get to their favorite colleges or schools (Norlailasafitri et al., 2020). Taking extra classes outside of school means paying extra for the education they get. And not all students can afford the extra class fees outside of school. This situation, therefore, on the other hand, implies at least two serious problems in the field of education, including the issue of affordability of education costs and problems with the quality of formal education. Student distrust of education at school and anxiety about competition at the next level of education,

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Several studies indicate that several factors cause the rise of tutoring institutions. First, tutoring institutions emerged due to public distrust of the quality or quality of formal education (Rakhmadia & Patrikha, 2017). The various lessons learned by students in tutoring institutions have been learned in formal schools. The material they learn in tutoring institutions differs from that taught by school teachers. The fact that many students still take other classes outside the formal class shows that students do not believe in the quality of education provided in formal schools. The second factor is the pressure factor experienced by middle-high-level students.

Furthermore, the passing standards are getting higher, while on the other hand, the competition to enter high-quality tertiary institutions is getting heavier (Setiawan & Yaniasti, 2021). To complete their education perfectly and then be able to enter a favorite college, students must strive to get enough grades to get students to achieve their dreams and desires. There is no way to do it other than to take tutoring lessons at a well-known tutoring institution.

In 2016, Andraeni (2016) discovered additional factors that influence students' decisions to enroll in tutoring. The first reason is that pupils now know the material better. Tutoring services offer stuff with better justifications than schools do. The second factor is a favorable environment. Students who use tutoring services feel more at ease asking questions, naturally leading to improved academic performance in all disciplines (Andraeni, 2016).

In his investigation of using the Ruang Guru online coaching application, Gideon (2018) discovered something novel. Gideon's research indicates that parents supplement one of them's education since they are worried about their children's frequent use of technology. Additional tutoring is chosen to guarantee that students can study at a high level. In other words, students receive more teaching to make up for their children's prolonged usage of gadgets. As a compromise in the employment of technology with student learning activities, online learning lessons were chosen. Online coaching allows Children to learn still while playing video games (Gideon, 2018). Gideon's findings are also reinforced by Makawawa's research which examines the trend of gadget use among elementary school students during the Covid-19 pandemic (Makawawa et al., 2021).

Indeed, the results of various research examining the phenomena of student tutoring are fascinating. But in addition to the current analysis, more research is required to understand why this tutoring institution is so frequent and pervasive among Indonesian school-age pupils, particularly primary school students. The research discussed above explains the justification for and degree of efficacy of tutoring facilities in promoting student progress. These investigations do not, however, know of any significant issues with the phenomena.

Authors in this paper argue that online tutoring implies public distrust of formal educational institutions, which has implications for several things. First, the low quality of education in Indonesia, and second, the issue of affordability of education costs by the community. This article aims to describe and analyze the serious problems that have accompanied the emergence of these various online tutoring agencies.

Methods

This study employed a phenomenological methodology. Research on experiences or symptoms that appear in daily life, including education, is known as phenomenological research. This phenomenological method aimed to investigate and illuminate the deeper significance of social events or phenomena that take place in society. It might concern the spiritual, intellectual, or other dimensions connected to societal issues (Shochib, 2016).

The phenomenon identified in this study was a social phenomenon in Indonesia's primary education sector, namely in terms of a propensity for people to use online tutoring services. Because it raises questions, student engagement in online tutoring is a particularly intriguing topic to research. The government has legally guaranteed education for its inhabitants by offering free education to kids. On the other hand, because education is ultimately a luxury enjoyed by the upper middle class, the rise of various tutoring services significantly negatively impacts the cost of education. Researchers believe this incident points to a significant issue with Indonesia's educational system.

Research on the phenomenon of tutoring institutions has attracted the attention of several researchers (Andraeni, 2016; Gideon, 2018; Indiyani & Listiara, 2006; Mudhita et al., 2021). Therefore,

these studies became very meaningful materials and data for this research. Research data collection was carried out utilizing a literature study, namely analyzing the findings of various researchers about the phenomenon of online tutoring institutions. The findings were then analyzed using an interpretation method and then relevant from the perspective of the statement of the Universal Declaration on Human Rights and Sustainable Development Goals. The final objective of this study was to provide recommendations to the government in making policies in the education sector in Indonesia, especially in realizing the goals contained in the Sustainable Development Goals.

Results and Discussion

Findings

Online Tutoring Existence in Indonesia

Education is a right for every human being (Lin, 2018). This statement is contained in the UN Universal Declaration of Human Rights and in the constitution of the Republic of Indonesia. Like other countries, for Indonesia, education is an important issue. In this country, compulsory education for all children is enforced for 12 years: elementary school for 6 years, junior high school for 3 years, and high school for 3 years (Hasanah & Jabar, 2017). The government provides public schools that are funded by the state for all the people. These state schools are spread across almost every sub-district in Indonesia. The government's attention to opening public schools is a form of implementing one of the goals of establishing the Indonesian state, as stated in the Preamble to the 1945 NRI Constitution, which reads: educating the nation's life. Public schools provide knowledge and education for all people with materials compiled nationally under the supervision of the national education standardization body. The education curriculum is compiled nationally. An exam is also conducted nationally as a final evaluation for determining the rate increase. If the student can meet the minimum score, they will be declared passed and entitled to continue their studies to a higher level.

Apart from the existence of formal schools provided by the government, in Indonesia, informal tutoring institutions are managed by the private sector (Cakranegara, 2021). This tutoring institution is available from basic education to senior secondary education. This tutoring institution exists as a complement and helps students at various levels of education to understand the material they get in formal schools. One trend in Indonesia is that students generally experience learning difficulties due to limited learning time in formal schools and too much differentiation of subjects daily (Ramadhani & Muhroji, 2022). This kind of tutoring is, therefore, complementary, or complementary and cannot replace existing formal educational institutions (Az-zahra et al., 2020; Rothman & Henderson, 2011).

Several tutoring institutions have emerged since the 1990s. Examples are Primagama (Nursamsu & Mulyono, 2021; Wulandari, 2023), Neutron Yogyakarta, Ganesha Operation, and SSC Intersolusi (Maretha et al., 2022). These institutions are known to have a good reputation in the city where this tutoring institution was founded and in almost all regions in Indonesia. Several branches have even opened in several big cities in Indonesia. The promotional media they use are varied, and even have brand ambassadors from the top artists in Indonesia.

Two tutoring institutions, Primagama and Neutron Yogyakarta, have interesting strategies to attract prospective students. Neutron Yogyakarta, for example, seeks to grab student market share by holding periodic tryout national exams, which aim to show the method of handling the questions they have developed to prospective students (Maretha et al., 2022). The results were significant. Generally, prospective students will be amazed by the method introduced during the tryout, which impacts the high interest in this tutoring institution. Primagama Tutoring Institute has a different strategy. This institution is known for its affordable fees and reliable quality. Graduates from this tutoring institution have spread across various well-known universities in Indonesia (Nursamsu & Mulyono, 2021; Wulandari, 2023).

The high business opportunities in education, in the form of providing tutoring institutions, have attracted various groups to develop innovations, both in terms of promotions and in terms of the learning platforms used (Nugroho et al., 2015). Along with the advancement of information technology in Indonesia and the high level of student interaction with technology, internet-based tutoring institutions emerged. This tutoring institution provides guidance remotely through a special application subscribed to by its students. One of the largest online tutoring service providers in Indonesia is Ruang Guru.

Ruang Guru is one of the many online tutoring services in Indonesia. Ruang Guru is one of the best-selling online tutoring services, with 15 million users (Syamsurijal, 2019). This service has been released since 2014 and has increased the number of users yearly. Until 2020, Ruang Guru has developed into Indonesia's largest online tutoring service provider platform.

The emergence of various kinds of online tutoring institutions in Indonesia is an interesting thing to discuss. The emergence of this information technology-based institution is one of the impacts of the high level of public interaction with technology (de Pinho, 2021). Cellphones, laptops, tablet PCs, and the internet are no longer luxury items. Almost all people can own gadgets and enjoy this internet service. Along with the increasingly widespread use of information technology among the public, internet-based services have emerged that replace conventional services (Bhagat et al., 2021). These services are growing very rapidly in Indonesia. Gojek, one of the online transportation platforms in Indonesia, has grown to become one of the giant companies that serve almost all people's needs and lifestyles, competing fiercely with Grab. Since the emergence of online-based transportation services like this, a significant decrease in users has affected conventional transportation services such as taxis (Malawani et al., 2020).

The same thing can be found in education. The high level of community use and dependence on internet technology has an impact on the increasing interest of the community, especially school-age children, to use online tutoring services such as the Ruang Guru (Thomas, 2020). Learning activities that initially seemed boring turned out to be very fun for students because they could learn through the gadgets they used (Gideon, 2018). Learning can be done anywhere and anytime. Students simply subscribe to the package offered by the Ruang Guru, pay a monthly fee, and then get examples of practice questions and how to work them for various subjects. Learning becomes fun. The learning experience is almost the same as playing quizzes online or even playing a game (Randisa & Nurmandi, 2020).

The various innovations, conveniences, and quality offered by Ruang Guru ultimately impact increasing the number of users of this application. Ruang Guru has developed into Indonesia's largest online tutoring service, with 15 million users (*Ruang Guru Super APP: Belajar Super Canggih, Super Murah, Super Lengkap*, 2021). This figure is fantastic. Just like Primagama's tutoring service, which has brand ambassadors from Indonesian artists, Ruang Guru also recruits brand ambassadors for teenage artists who are very popular among students and teenagers (Amalliah, 2019). The Teacher's Room advertisement is shown in various print and electronic mass media. Increasingly, this service is growing. In this period of distance learning due to the Covid-19 pandemic, Ruang Guru's online tutoring service is very helpful for parents. Students simply listen to the question packages sent through the Ruang Guru application and learn how to do them (Makawawa et al., 2021).

Various situations that appear because of various kinds of tutoring services above show that the existence of tutoring institutions in Indonesia has both positive and negative sides. The positive side of this service is very clear, namely that, like economic law, this tutoring service arises because of the community's need for an accompanying institution for school-age students. The existence of a tutoring agency has saved parents from high stress on the future of their children's education. Tutoring institutions also make the work of teachers in formal schools lighter. When students cannot understand the material presented by the teacher at school, they will get help to understand it from the tutoring institution they follow.

The negative side lies in the costs that students must incur to follow conventional and online tutoring. To take part in the Ruang Guru tutoring service, for example, students must pay a monthly fee starting from IDR 375,000 (*Ruang Guru Super APP: Belajar Super Canggih, Super Murah, Super Lengkap*, 2021). For people from the middle to upper class, this number might not be a problem. However, the real problem lies in the education affordability for all people (Heleta & Bagus, 2021). If students have to pay more to get knowledge and knowledge, only the upper middle class can enjoy this service. Education seems to be a privilege or privilege that only the upper class can get. If a student, for example, cannot pay for tutoring services, then there is nothing else to do other than accept the teacher's explanation at their school.

Debates on Online Tutoring and Its Problems

Education has always been humanity's most important population issue (Leś, 2021). On the one hand, the number of people is increasing. On the other hand, learning facilities are very limited. This condition then triggers the emergence of classic problems in education, namely selection and competition. The number of school-age students has not been matched by an increase in quality schools, especially in the outer regions of Indonesia (Marmoah et al., 2021).

On the other hand, The Universal Declaration on Human Rights has mandated that education is the right of every human being. This condition triggers an extraordinary competitive spirit. Students ultimately have no other choice. You must have more academic abilities than other students to enter your favorite school. This condition causes a complicated situation.

Furthermore, the pressure from the student side is so great, and schools sometimes do not provide a sufficient understanding of the material being studied. Limited time and differentiation of subjects daily make student learning time far from ideal conditions. Not to mention the problem of learning methods and learning media used. This situation sometimes makes formal schools unreliable for students (Nugroho et al., 2015).

The emergence of competition and selection due to this limited quota provides opportunities for developing tutoring institutions outside schools. This situation occurs in almost every education level, including the primary one. Students who feel that they do not get enough understanding of the lessons learned in formal schools depend on their hopes for tutoring institutions. They hope to get a better understanding by joining tutoring services even though, in the end, they have to pay a fee every month. From this situation, information can be obtained that the presence of tutoring services is the answer to the needs of students for learning assistance. The high pressure on students, on the one hand, and the low expectations of formal education, on the other, make the existence of tutoring the most reliable solution.

In Indonesia, it is known that there are many tutoring institutions. It can be said that this tutoring agency exists in every major city in Indonesia. These various tutoring institutions can be distinguished from one another in several ways. Rakhmadia noted several factors influencing people's consideration in choosing Primagama tutoring institutions (Rakhmadia & Patrikha, 2017). First in terms of cost, second of track record, and third from the method offered. First, cost is one of the most influential factors in considering students choosing a tutoring institution. The cheaper the rate offered by the institution, the public will generally pay more attention to the tutoring agency. Second, the track record factor is another consideration besides the cost or tariff factor. The track record is one of the indicators used as a reference by the community to assess the quality of tutoring institutions. The more tutoring graduates who graduate or can continue their studies at reputable educational institutions, the better the reputation of the tutoring institutions will be. Third, another factor that affects people's preferences for the existence of tutoring institutions is the learning method factor offered by the institution. It is one of the most influential factors because the easier the method offered, the more in-demand tutoring will be. These three considerations are one of the main considerations for the community in choosing a tutoring institution.

Regardless of the considerations, following tutoring has become common among students, especially high school students. As if it has become a common phenomenon that if someone has moved up to grade 2 high school, then they will be prepared to enter a tutoring institution. Neutron Yogyakarta, one of the well-known tutoring institutions from Yogyakarta, has a slogan, namely "Go up a grade, enter Neutron Yogyakarta". This slogan seems very effective in targeting students' anxieties when approaching the last year of high school education so that they seem insecure if they do not follow tutoring.

Along with the high use of information technology, one of which can be seen from the increasing familiarity of students with cell phones and the internet, the features offered by various tutoring institutions have also developed. Online tutoring began appearing, using platforms or applications they developed themselves. One of the online tutoring service providers, Ruang Guru, develops a special application for their service in the form of the Ruang Guru application available for Android and iOS users. Along with the ongoing promotion carried out by Ruang Guru, the number of its service users has also increased sharply. Ruang Guru is developing into the most popular distance learning application in

Indonesia, according to research conducted by Syamsurijal (Syamsurijal, 2019). 2020 Ruang Guru users have reached more than 20 million people.

The emergence of the Ruang Guru and various online tutoring services marks a new era of distance learning in Indonesia. The presence of this application has made people aware that learning can be done anywhere. Learning can also be interactive and fun, armed with a smartphone and an internet connection. Learning is no longer a scary situation for students but instead becomes an interactive activity that is interesting and fun for students. In some cases, this Ruang Guru distance tutoring service has opened a new era of learning in Indonesia, namely the era of distance learning (Az-Zahra et al., 2020). This condition is very helpful, especially in the era of the Covid-19 pandemic, because, after all, the teaching and learning process carried out at home remotely certainly has obstacles, one of which is the lack of competence of parents who accompany children at home. The Ruang Guru application answers the anxiety of parents who want to be helped and need to be assisted in studying each subject.

The Problems of Affordable Education

The Universal Declaration on Human Rights has mandated that education is the right of every human being. Therefore, education should be free and free of charge. The issue of free education, however, still seems to be the most difficult education problem to solve. Various countries have attempted to provide free, or at least cheap, education for their people (Ashri, 2008). However, there are always gaps in the cost and affordability of education.

Like any other field, education is a field that involves many parties. Many teachers must be paid a salary. There are so many schools to build. There are many books and various kinds of educational aids that must be provided. Education is indeed a very big investment for every country. Therefore, the level of seriousness of the state in developing its human resources can be seen from its seriousness in building education for its people.

Indonesia is a country that has paid great attention to the world of education. The State Revenue and Expenditure Budget has provided a share of 20% for development in the world of education. However, time after time, educational problems always arise. One of them is in terms of the quality of learning carried out in formal schools. In formal schools, each student starts at 7 AM local time and ends their study time at around 13.00. It means that the average length of study in formal schools is around 6 hours. During these 6 hours, students study various subjects so that one subject only lasts a maximum of 90 minutes. This duration is very less to achieve student competence in formal learning.

This problem then becomes an opportunity for the entry of various kinds of online tutoring services. Unlike learning in formal educational institutions that apply strict rules in terms of learning, online tutoring services offer convenience, flexibility, and a fun learning method. Through the Ruang Guru application developed, for example, students who use this service feel that the learning they are undergoing is not burdensome and is fun.

However, education carried out by this online tutoring service has a fundamental problem, namely in terms of educational affordability for students. This online tutoring service looks more like a business machine than a student learning aid. When people are charged a fee for the services they get, education ultimately belongs to those who are financially well off. Students must have sufficient financial capacity to pay for online tutoring services, pay internet quotas, and buy learning tools like mobile phones.

Regarding the cost of this online tutoring service, it is far from the idealism or philosophy of free education for all people. It is not free education that develops, but education enjoyed by those who are well-off or rich. When proper education is only enjoyed by people with money, it can be said that education only belongs to the rich. Meanwhile, on the other side, education is becoming increasingly rare for the middle to lower class. The knowledge that should belong to all the people seems to be the monopoly of the upper middle class.

This problem is a classic problem in the world of education. This problem has emerged for a long time, but until now, it is still a difficult problem in Indonesia's education world. When pulled back a few decades ago, the same problem arose when formal non-government schools were founded. Initially, these private schools emerged as complementary, as a relief to the problem of inequality in education due to the lack of the number of schools provided by the government. Little by little, these formal non-government schools began to improve their quality and services, so what happened was that the reputation of these private schools outperformed the formal schools provided by the government.

Finally, what happened was predictable. That is, these non-government formal schools are the main goals of students to learn. Armed with quality assurance, little by little private schools then apply tariffs for each student at a fairly high cost. The reason is development money, namely money to develop schools.

The same thing can be seen in developing online tutoring services in Indonesia. Initially, this tutoring service was here to help students with difficulties in learning. However, little by little, this online learning service seems to be a business with considerable value. For example, if 15 million users use one online tutoring service, it can be calculated how much profit the service provider will get.

Seeing the wide range of problems that arise from the existence of online tutoring services, this problem can be related to ethical problems in the world of education. Education should be free because every individual, every human being, has the right to get an education. However, this seems still far from the ideal conditions expected because there is a negative side that is felt from the rise of online tutoring services in Indonesia. This ethical problem is certainly very serious, and if it is not resolved or coupled with ethical considerations, the tutoring services provided by various educational institutions will fall into the trap of complicated ethical issues.

The government, as a policy maker in education, of course, must act to anticipate this bad condition does not occur. The fact that many students still take online tutoring services shows that there are problems experienced by students in implementing the formal education they live. It is what the government must investigate and then work on to address. The government is the party most responsible for providing affordable education services for all its people. If the government closes its eyes and does not solve this problem, it can be said that the government is ignorant of the educational problems faced by its people.

Discussion

Several things can be learned from the explanation regarding the presence of online tutoring services and the various problems above. They can be used as material for reflection in advancing education to achieve the goals of the Sustainable Development Goals launched by the United Nations. The presence of online tutoring institutions, in the end, has a positive and negative side, as described in the discussion above. The positive side of this online tutoring service can be adopted and adapted to develop the quality of formal education in Indonesia. In contrast, the negative side of this service can be a gap or opportunity for the presence of formal schools.

The first conclusion from the description above is that students rely more on online tutoring services. Ruang Guru service users, for example, show a very high level of satisfaction (Syamsurijal, 2019). Online tutoring provides many innovations in the learning process, including media innovation and learning methods, making the learning process more enjoyable. The proximity of this tutoring institution to information technology makes the learning process easier, more practical, and more efficient because students concentrate more easily according to the learning media used. It is more practical because it can be done anywhere and anytime, and efficient because the education carried out runs with great time efficiency and is paperless.

Second, to some extent, the large number of students who attend tutoring institutions indicates serious problems with the affordability of education in Indonesia. Following a tutoring agency means that students must pay extra for the education they get. However, if viewed from a broader perspective, the education students get each student's rights. In this case, students have the right to continue to get education for free because that is what the government should do. If this is not possible, then at least the government should increase the quota or the number of existing schools so that competition among students to enter government schools is not too heavy.

Third, the large number of students who attend tutoring institutions because of anxiety motivation indicates serious problems in implementing formal education in Indonesia, especially regarding quality and ineffective learning. Every day almost all school-age children attend school 6 hours a day at the schools provided by the government. However, the time spent for approximately 6 hours became ineffective because too many subjects were being studied, so the learning process was not as expected. So that this does not happen, there needs to be an overhaul in the student learning curriculum. The curriculum that students are taking needs to be condensed and modified to make it easier to learn and easier to understand by students.

The government certainly must take a role in overcoming the various obstacles above because ensuring proper education for citizens is the government's responsibility. The guarantee of the right to education for citizens is not only guaranteed by the constitution of the Republic of Indonesia but also becomes one of the important points in the 1948 United Nations human rights declaration. Ensuring free education, or at least cheap for its citizens, is one of the obligations. The basis for each country is an effort to prepare the nation's next generation.

The fact that this online education service is rampant and widely used by students shows that positive things can be adopted from this online tutoring service. Since its appearance several decades ago, the presence of tutoring institutions has been very helpful to the community. It is not only felt in the presence of online tutoring institutions but also conventional tutoring institutions. These institutions help students understand the material they get in government schools and help them learn so that their achievement is better, likewise, with the presence of the Ruang Guru service. The presence of this application shows that the community or students crave educational services that are practical, easy, and fun. These things they do not get in government schools. The situation is, in fact, sometimes the opposite. Learning in school feels boring and tight and doesn't work effectively. The media, methods, and online learning curriculum need to be adopted so that the course of formal education in government schools can be fun and effective at the same time.

One effort that can be made is to initiate cooperation between the government and online tutoring service providers to accelerate the absorption of technology and the adoption of innovations in the world of education. The rapid growth of the Ruang Guru online tutoring service cannot be separated from the innovation factor in the learning field used, namely in the closeness of the implementation of learning to technology. It is an innovation that can be adopted to improve the quality of education in formal government schools.

So that innovation in the field of education can be achieved, the government can do it by cooperating with private parties who have succeeded in developing innovations in the field of education. For example, the government can work with Ruang Guru application developers to adopt various innovations and the positive side of the applications they have developed. This kind of cooperation will not only accelerate the technology adoption process. Still, it will also demonstrate collaboration towards productive cooperation between the public and private sectors in developing education in Indonesia.

Apart from recruiting professionals from online tutoring service providers, other forms of cooperation can be done by developing the same learning platform. Still, it can be freely available to all Indonesians. One of the advantages of formal government-run schools is the efficiency of costs incurred by students. On the other hand, this online tutoring service provider has advantages in terms of technology, time efficiency, and innovative learning methods. These two advantages must be put together in the form of a single application developed jointly. The hope is that this cooperation will give birth to access to education that is still cheap and even free for students but is still effective, innovative, and fun because it is based on technology.

Third, cooperation can also be done by developing learning methods in line with the character of students or learners in the millennial era. Along with the increasing use of technology among students, the interaction pattern between society and technology is also growing. Furthermore, technology helps humans, but on the other hand, technology can handcuff humans. However, in the end, one thing that can be concluded from the patterns of human interaction with this technology is that information technology can be a very effective learning medium for society. Therefore, to respond to developments in the community, it is necessary to respond quickly by developing teaching materials or learning methods that are closer to or more friendly to information technology. Several forms of cooperation between the government and the private sector will accelerate the process of technology adoption in education. The hope is that the issue of education affordability and the low level of public trust in the quality of education will be overcome.

Conclusion

Every human being has the right to an education. Therefore, the government must ensure everyone has access to low-cost, simple, high-quality education. The Indonesian government has been working hard to create the ideal educational environment. There are more diverse issues that must be

resolved in this realm of education, yet there are also an expanding number of different kinds of challenges that are there.

Furthermore, the growth of online tutoring services is positive. Still, on the other, it suggests a severe issue in Indonesian education, namely the community's inability to afford education and the public's lack of confidence in the formal education system. arranged by the government of Indonesia. It might be argued that the number of students who use online tutoring demonstrates the lack of student faith in the traditional school system's teaching and learning methods.

The government's efforts to resolve this problem must be accomplished by forging alliances with education-related innovators. The government can use a variety of benefits of distance learning technologies created by the Ruang Guru to improve the standard and caliber of formal education. Therefore, collaboration and innovation in the growth of learning are necessary to solve the different challenges facing Indonesia's educational system.

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