



The Effectiveness Of Learning In Courses Designed To Enhance Students' Competencies

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Abstract

Abstract:

This study aims to analyze the effectiveness of tutoring centers as nonformal educational institutions in improving students' academic competencies and character. The study was conducted at the Parakan Pamulang branch of BKB Nurul Fikri (NF) as the research subject, taking into account its role in supporting formal learning in schools. The research employed a qualitative approach using descriptive methods. Data collection techniques included field observations, in-depth interviews with instructors and students, and documentation of learning activities. Data analysis was conducted through the stages of data reduction, data presentation, and systematic conclusion-drawing to obtain a comprehensive overview. The research findings indicate that the effectiveness of learning at BKB Nurul Fikri is influenced by several key factors, namely the implementation of competency-based learning strategies, the use of technology through a blended learning system, and the quality of educators who are professional, interactive, and responsive to students' needs. Furthermore, a curriculum focused on understanding basic concepts (substance over cosmetics) has been shown to significantly enhance students' critical thinking, analytical, and problem-solving skills. The research findings also indicate a positive relationship between the availability of adequate learning facilities and increased motivation, engagement, and self-confidence among students in.

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INTRODUCTION

Education is one of the key factors in improving the quality of human resources. Through education, individuals are expected to develop their potential in terms of knowledge, skills, and attitudes. However, in practice, formal education often faces various limitations, such as large class sizes, limited instructional time, and differences

in learning abilities among students. These conditions result in a less-than-optimal learning process, particularly when it comes to providing individualized attention to each student.

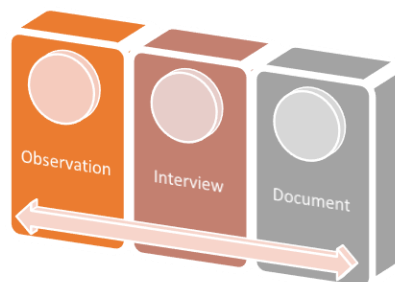
These limitations have spurred the growth of non-formal educational institutions as an alternative to support formal education. One highly sought-after form of non-formal education is tutoring. Tutoring plays a crucial role in helping students gain a deeper understanding of course material, improve their academic performance, and develop the competencies needed to tackle academic challenges.

In addition, tutoring also offers a more flexible and intensive learning approach. The learning process tends to be more focused, with fewer students per class, allowing for more effective interaction between instructors and students. This provides students with the opportunity to be more active in asking questions, engaging in discussions, and developing

METHODS

This study was conducted in April 2026 at the Parakan Pamulang branch of BKB Nurul Fikri in South Tangerang. This location was chosen because the institution is one of the tutoring centers that actively implements competency-based learning strategies and has facilities that support the learning process.

Figure 1. Research Flowchart



RESULT AND DISCUSSION

This study involved staff and educators at the Nurul Fikri BKB Parakan Pamulang Branch as research subjects. Educators were selected because they are directly involved in the learning process, particularly in the UTBK preparation program and college admissions selection. Subjects were selected using purposive sampling, based on specific considerations aligned with the research objectives. These educators were deemed to possess the experience, understanding, and active involvement in implementing the learning system at BKB Nurul Fikri necessary to provide relevant and in-depth information regarding the ongoing learning process.

In addition to educators, students enrolled in the UTBK preparation tutoring program were also involved in this study. The students served as supporting participants in the data collection process, in addition to being the primary subjects of the learning activities. The students' involvement was intended to gather information about their learning experiences, their level of understanding of the material, and their responses to



the teaching methods applied during the UTBK preparation program at BKB Nurul Fikri.

Table 1. Experimental Design

No	Subjek	Jumlah
1	Peserta Bimbel	5
2	Tenaga Pendidik	3
3	Staff	5

This study involved staff and educators at the Nurul Fikri BKB Parakan Pamulang Branch as research subjects. Educators were selected because of their direct involvement in the learning process, particularly in the tutoring program for UTBK preparation and college admissions. Subject selection was conducted using purposive sampling, that is, based on specific considerations aligned with the research objectives. These educators were deemed to possess the experience, understanding, and active involvement in implementing learning strategies at BKB Nurul Fikri, thereby enabling them to provide relevant and in-depth information regarding the ongoing learning process.

In addition to the educators, students enrolled in the UTBK preparation tutoring program were also involved in this study. Students served as participants in the data collection process, in addition to being the primary subjects of the learning activities. Their involvement aimed to gather information regarding their learning experiences, level of understanding of the material, active participation in learning, and responses to the implementation of blended learning and competency-based learning methods used throughout the program at BKB Nurul Fikri.

Data Collection Methods

1. Field Notes
Used to record direct observations regarding learning conditions and processes at the research site.
2. Interview Guidelines
Used as a reference when conducting interviews to ensure that the data collected aligns with the research objectives.
3. Documentation
Consists of photographs of learning activities and facilities at the research site, which serve as supporting evidence for the observation results.

Data Analysis Techniques

1. Data Analysis Techniques
Data Reduction: the process of selecting and simplifying data relevant to the research.
2. Data Presentation: organizing data in the form of a narrative description to make it easy to understand.

3. Drawing Conclusions: the final stage of deriving research findings based on the analyzed data.

RESULTS AND DISCUSSION

Based on the observations, the Nurul Fikri Parakan Pamulang BKB has adequate facilities. The classrooms are ergonomically designed with sufficient lighting, good ventilation, and are equipped with facilities such as whiteboards, air conditioning, and a comfortable waiting area.

This conducive learning environment supports the creation of a focused and comfortable learning atmosphere for students. Based on the interview results, several key strategies are implemented, namely:

1. Substance Over Cosmetics Approach
Teachers emphasize understanding basic concepts over rote memorization, enabling students to think analytically.
2. Blended Learning System
The use of learning apps allows students to study independently outside of class hours.
3. Consultation Program (Konsul)
Students are given the opportunity to ask questions directly outside of class hours.
4. Character Development
Teachers also instill the values of discipline, responsibility, and motivation to learn in students.

Figure 2. Interview process with educators at the Nurul Fikri Parakan Tutoring Center in South Tangerang



Figure 3. The learning process in a UTBK tutoring classroom



Based on the results of the observations and analyses conducted, it can be concluded that the learning process at BKB Nurul Fikri Parakan Pamulang is effective in improving students' competencies. This effectiveness is evident in the improvement of students' academic abilities, their active participation in the learning process, and their increased confidence in understanding and solving problems.

The success of this learning process is supported by several key factors, namely the implementation of structured competency-based learning strategies, the use of technology through a blended learning system, and the personalized approach taken by teachers in guiding students. In addition, a conducive learning environment and adequate facilities also contribute to the creation of an optimal learning process. This is reinforced by the results of interviews. Informants stated:

"Since the students at BKB Nurul Fikri come from various educational levels ranging from elementary school to those preparing for college the learning process is tailored to the characteristics and needs of each level. Therefore, we implement a blended learning approach to ensure that learning takes place effectively."

Thus, as a non-formal educational institution, tutoring centers play a vital role in supporting the improvement of learning quality and the comprehensive development of students' competencies.

CONCLUSION

Based on the results of observations, interviews, and documentation at the Nurul Fikri (NF) Learning Center, Parakan Pamulang Branch, it was found that the learning process is effective in improving students' academic competencies. This is evident from the students' improved conceptual understanding, ability to solve problems, active participation during lessons, and increased self-confidence.



Interview results indicate that BKB Nurul Fikri implements competency-based learning that emphasizes mastery of basic concepts before students are given more complex practice problems. This approach aims to ensure that students do not merely memorize material but also gain a deep understanding of concepts, thereby enabling them to think critically and analytically.

In addition, BKB Nurul Fikri also implements a blended learning approach, which combines in-person and online learning through the Learning Information System (SIP). This system provides learning materials, practice exercises, and assessments that students can access flexibly, making the learning process more effective.

Based on observations, instructors act as facilitators who provide personalized guidance tailored to students' needs. Active interaction between instructors and students fosters a more communicative learning environment, encouraging students to ask questions, engage in discussions, and express their opinions more confidently. Overall, the effectiveness of learning at BKB Nurul Fikri is influenced by the implementation of competency-based learning strategies, the use of blended learning, the quality of professional teaching staff, and adequate facility support. These factors contribute to improved learning outcomes and the comprehensive development of students' competencies.

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