

The Effectiveness of Learning Institution Management on Students' Learning Interest and Satisfaction

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ABSTRACT

This study aims to analyze the effect of the management effectiveness of a tutoring institution on students' learning interest and learning satisfaction at Esensi Tutoring Center. The study employed a mixed-methods approach using an explanatory sequential design, which integrates quantitative and qualitative analyses sequentially. The research subjects consisted of 25 respondents, including one tutoring center manager, four tutors, and 20 students. Quantitative data were collected through questionnaires, while qualitative data were obtained through interviews and observations. Quantitative data were analyzed using descriptive statistics and simple linear regression, whereas qualitative data were analyzed through data reduction, data presentation, and conclusion drawing. The results indicate that the management effectiveness of the institution has a positive and significant effect on students' learning interest, with a correlation coefficient (R) of 0.765 and a coefficient of determination (R^2) of 0.586, indicating a contribution of 58.6%. Management effectiveness also has a positive and significant effect on students' learning satisfaction, with a correlation coefficient (R) of 0.835 and a coefficient of determination (R^2) of 0.698, indicating a contribution of 69.8%. The qualitative findings further support these results, demonstrating that systematic instructional planning, effective coordination, engaging teaching methods, responsive services, and a conducive learning environment contribute to enhancing students' learning interest and learning satisfaction.

Informasi Artikel

Kata Kunci:
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ABSTRAK

Penelitian ini untuk menganalisis pengaruh efektivitas manajemen lembaga bimbingan belajar terhadap minat belajar dan kepuasan belajar peserta didik di Bimbingan Belajar Esensi. Penelitian menggunakan pendekatan *mixed methods* dengan desain *explanatory sequential*, yaitu menggabungkan analisis kuantitatif dan kualitatif secara berurutan. Subjek penelitian terdiri atas 25 responden, yaitu 1 pengelola bimbel, 4 tutor, dan 20 peserta didik. Data kuantitatif dikumpulkan melalui angket, sedangkan data kualitatif diperoleh melalui wawancara dan observasi. Analisis data kuantitatif menggunakan statistik deskriptif dan regresi linear sederhana, sedangkan data kualitatif dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa efektivitas manajemen lembaga berpengaruh positif dan signifikan terhadap minat belajar peserta didik dengan nilai koefisien korelasi (R) sebesar 0,765 dan koefisien determinasi (R^2) sebesar 0,586, yang menunjukkan kontribusi sebesar 58,6%. Efektivitas manajemen juga berpengaruh positif dan signifikan terhadap kepuasan belajar peserta didik dengan nilai koefisien korelasi (R) sebesar 0,835 dan koefisien determinasi (R^2) sebesar 0,698, yang menunjukkan kontribusi sebesar 69,8%. Temuan kualitatif memperkuat hasil tersebut, bahwa perencanaan pembelajaran yang sistematis, koordinasi yang baik, metode pembelajaran yang menarik, pelayanan yang responsif, serta lingkungan belajar yang kondusif mendukung peningkatan minat dan kepuasan belajar peserta didik

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1. Introduction

Education is one of the essential instruments for developing high-quality human resources. In addition to formal education provided through the schooling system, communities also receive educational services through non-formal education, which functions as a complement, supplement, and alternative to formal education. Non-formal education plays a strategic role in addressing the diverse learning needs of communities in accordance with changing times and the demands of everyday life. According to Noor and Ansori (2026), non-formal education has a significant influence on improving the quality of human resources. One form of non-formal education that has developed rapidly in Indonesia is the tutoring institution (*bimbingan belajar* or *bimbel*), which provides supplementary learning services for students to enhance their understanding of subject matter and achieve their learning objectives (Romadhon, 2018).

The development of tutoring institutions indicates the high demand for supplementary educational services among the community. The existence of tutoring institutions serves not only as a means of supporting formal learning but also as a platform for developing students' potential through learning services that are more flexible and oriented toward individual needs. Within the context of community education, tutoring institutions constitute an integral part of non-formal education and contribute to improving educational access and quality for the wider community (Estherlita & Ansori, 2026; Wirautami et al., 2025; A. Wulandari et al., 2026). In line with this perspective, a study conducted by Prasetya et al. (2019) confirms that tutoring has a substantial impact on and influence over students' learning motivation.

The successful operation of tutoring institutions is strongly influenced by the effectiveness of the management practices implemented. Educational institution management encompasses the functions of planning, organizing, implementation, and supervision, which are systematically carried out to achieve organizational objectives. Effective management can improve the quality of educational services, strengthen student

participation, and create a conducive learning environment. Research by Ansori, Mulyono, et al. (2024) and Saepudin et al. (2016) demonstrates that strengthening the management of non-formal educational institutions contributes to improving the quality of educational services and student engagement in learning activities.

In the management of tutoring institutions, planning is not limited to the development of learning programs but also includes strategies for selecting the institution's location. A location that is easily accessible, safe, and close to the target student population can improve the accessibility of educational services while providing convenience for students and their parents. Conversely, a less strategic location may become one of the factors hindering students' participation in learning activities. Therefore, location selection constitutes an important component of institutional management that needs to be carefully considered in efforts to improve the effectiveness of non-formal educational services (Ansori & Samsudin, 2013; Fatmadewi, 2021). The effectiveness of tutoring institution management is also closely associated with students' learning interest. Learning interest refers to an individual's tendency to demonstrate attention, interest, and active engagement in the learning process. Students with a high level of learning interest tend to participate more actively in learning activities, demonstrate greater curiosity, and exert greater effort to achieve their learning objectives. In the context of non-formal education, well-managed programs, tutor quality, learning facilities, and institutional services can constitute factors that influence the development of students' learning interest (Ardiansyah, 2022).

In addition to learning interest, students' learning satisfaction is also an important indicator for assessing the quality of educational services provided by tutoring institutions. Learning satisfaction reflects the degree of congruence between students' expectations and the services they receive throughout the learning process. Service quality, tutor competence, learning facilities, and the management of learning activities are among the factors that

contribute to students' satisfaction. Research by Amrizal and Lestari (2020) indicates a significant relationship between learning management and students' satisfaction levels in tutoring institutions. The better the learning management, the higher the level of students' satisfaction with the services provided.

Various previous studies have examined the relationships among service quality, educational management, and student satisfaction. However, most studies have focused primarily on satisfaction or service quality as separate aspects. Other studies have predominantly been conducted in formal educational institutions or community learning centers (*Pusat Kegiatan Belajar Masyarakat* or PKBM), whereas research specifically examining the effectiveness of tutoring institution management in relation to students' learning interest and satisfaction remains relatively limited. Furthermore, few studies have incorporated location-selection strategies as a component of institutional management that may potentially influence students' learning interest and satisfaction (Ansori, Alhadihaq, et al., 2024; M. Wulandari, 2017).

Based on the foregoing discussion, this study aims to analyze the effectiveness of tutoring institution management in relation to students' learning interest and satisfaction within the context of non-formal education. This study is expected to make a theoretical contribution to the development of community education studies, particularly in relation to the management of non-formal educational institutions, while also providing practical recommendations for tutoring institution managers to improve the quality of educational services oriented toward the needs of students and the broader community (Estherlita et al., 2026; Saepudin et al., 2021).

2. Method

This study employed a mixed-methods approach using an explanatory sequential design. This design was selected because it enabled the researchers to obtain a quantitative overview of the effectiveness of tutoring institution management on students' learning interest and satisfaction, and subsequently to

explore and elaborate on these findings through qualitative explanations. The mixed-methods approach allows researchers to understand the research phenomenon not only on the basis of statistical data but also through participants' experiences, perceptions, and perspectives regarding the management of tutoring institutions (Creswell, 2020).

The study was conducted at Esensi Tutoring Institution. The research participants consisted of 25 individuals, comprising one tutoring institution manager, four tutors, and 20 active students. In the quantitative phase, the 20 student respondents were selected using purposive sampling, taking into consideration the duration of their participation in the tutoring program. This phase aimed to measure students' perceptions of the effectiveness of institutional management and its relationship with their learning interest and satisfaction. In the qualitative phase, informants were purposively selected based on the results of the quantitative data analysis. The informants consisted of one tutoring institution manager, four tutors, and five students representing high, moderate, and low levels of learning interest and satisfaction. The selection of informants was intended to obtain more in-depth information regarding the effectiveness of tutoring institution management in relation to students' learning interest and satisfaction.

Quantitative data were collected through a questionnaire administered using a five-point Likert scale. The institutional management questionnaire was developed based on the core management functions of planning, organizing, implementation, and supervision. In the planning dimension, the measured indicators included the development of learning programs, scheduling, facility planning, and strategies for selecting an institution location that is easily accessible to students. The learning interest questionnaire consisted of indicators of attention, interest, engagement, and willingness to participate in learning activities continuously. Meanwhile, the learning satisfaction questionnaire covered aspects of service quality, tutor competence, learning facilities, and the comfort of the learning environment.

The qualitative phase was conducted after the quantitative data analysis had been completed. Qualitative data were collected through semi-structured interviews with the tutoring institution manager, tutors, and selected students representing variations in questionnaire results. The interviews aimed to obtain a deeper understanding of the implementation of institutional management, factors influencing students' learning interest and satisfaction, and challenges encountered in managing the tutoring institution. Follow-up observations were also conducted to corroborate and strengthen the interview findings.

Data integration was conducted at the final stage of the study by connecting the quantitative and qualitative findings. The quantitative results were used to indicate the magnitude of the effect of institutional management effectiveness on students' learning interest and satisfaction, while the qualitative findings were used to explain the factors underlying the statistical results. Thus, this study provides a more comprehensive understanding of the effectiveness of tutoring institution management in enhancing students' learning interest and satisfaction.

3. Discussion

The Effectiveness of Tutoring Institution Management on Students' Learning Interest

The descriptive analysis results showed that the effectiveness of institutional management had a mean score of 87.65, while the mean score of students' learning interest was 44.65. These findings indicate that both management effectiveness and students' learning interest were categorized as high based on the students' assessments. The mean score for students' learning interest was 44.65, with a standard deviation of 4.966, indicating that most students demonstrated a good level of learning interest while participating in tutoring activities.

Table 1
Descriptive Statistics of the Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL_X	20	55	99	87.65	10.489
TOTAL_Y1	20	29	50	44.65	4.966
TOTAL_Y2	20	28	49	43.40	5.195
Valid N (listwise)	20				

Source: SPSS data analysis, 2026.

A simple linear regression analysis was subsequently conducted to examine the effect of institutional management effectiveness on students' learning interest.

Table 2
Regression Results of Institutional Management Effectiveness on Learning Interest

Description	Value
R	0.765
R Square	0.586
Adjusted R Square	0.563
F	25.465
Sig.	< 0.001
Constant	12.888
Regression Coefficient (B)	0.362

Source: SPSS data analysis, 2026.

Based on Table 2, the correlation coefficient (R) was 0.765, indicating a strong relationship between institutional management effectiveness and students' learning interest. The coefficient of determination (R^2) was 0.586, indicating that institutional management effectiveness accounted for 58.6% of the variance in students' learning interest, while the remaining 41.4% was attributable to other factors beyond the scope of this study.

The regression analysis yielded a significance value of < 0.001 , indicating that institutional management effectiveness had a positive and statistically significant effect on students' learning interest. The resulting regression equation was:

$$Y_1 = 12.888 + 0.362X$$

The equation indicates that every one-unit increase in management effectiveness was associated with a 0.362-point increase in students' learning interest. This finding suggests that the more effectively a tutoring institution is managed, the higher the students' learning interest tends to be. This result is consistent with Ardiansyah (2022), who reported that effective learning management can enhance students' attention, engagement, and interest in participating in the learning process.

The Effectiveness of Tutoring Institution Management on Students' Learning Satisfaction

The regression analysis also demonstrated an effect of institutional management effectiveness on students' learning satisfaction.

Table 3
Regression Results of Institutional Management Effectiveness on Learning Satisfaction

Description	Value
R	0.835
R Square	0.698
Adjusted R Square	0.681
F	41.529
Sig.	< 0.001
Constant	7.142
Regression Coefficient (B)	0.414

Source: SPSS data analysis, 2026.

Based on Table 3, the correlation coefficient (R) was 0.835, indicating a very strong relationship between institutional management effectiveness and students' learning satisfaction. The coefficient of determination (R^2) was 0.698, indicating that institutional management effectiveness accounted for 69.8% of the variance in students' learning satisfaction, while the remaining 30.2% was attributable to other factors outside the scope of this study.

The resulting regression equation was:

$$Y_2 = 7.142 + 0.414X$$

The equation indicates that every one-unit increase in management effectiveness was

associated with a 0.414-point increase in students' learning satisfaction. The significance value of < 0.001 indicates that institutional management effectiveness had a positive and statistically significant effect on students' learning satisfaction. Thus, the more effectively the tutoring institution is managed, the higher the students' satisfaction with the learning services they receive. This finding supports Amrizal and Lestari (2020), who stated that effective learning management can enhance students' satisfaction through the provision of high-quality services, well-structured learning activities, and services that are responsive to students' needs.

The quantitative findings were further corroborated by interviews with the institution manager, tutors, and students. Based on an interview with the manager of Esensi Tutoring Institution, the institution's management has implemented management functions encompassing planning, organizing, implementation, supervision, and evaluation. Planning is carried out through the development of learning schedules for each semester by adjusting them to school schedules and students' needs. Learning materials are prepared based on the curriculum and are delivered earlier than the corresponding materials at school so that students can develop better learning preparedness. Tutor responsibilities are assigned at the beginning of each academic year through coordination meetings, accompanied by regular communication through WhatsApp groups and monthly meetings. The manager also conducts periodic inspections of facilities and infrastructure and implements routine evaluations of the learning process. In addition, the institution's location is one of the factors influencing student enrollment, alongside tutor quality, the comfort of the learning environment, communication with parents, and responsiveness to students' needs. Although several challenges exist, including adjustments to school schedules, differences in learning materials across schools, and tutor turnover, the management continuously seeks to make improvements to maintain the quality of educational services. These findings indicate that management functions have been

implemented systematically, thereby supporting the effectiveness of educational institution operations. This is consistent with the concept of educational management, which emphasizes the importance of planning, organizing, implementation, and supervision in achieving institutional objectives (Siahaan et al., 2024).

The interviews with tutors further supported these findings. The tutors explained that learning programs had been developed according to the needs of students at each educational level. Coordination between tutors and management was well established, enabling learning activities to be conducted according to schedule. The tutors also reported high student attendance, active participation in asking questions and engaging in discussions, and periodic learning evaluations aimed at improving service quality. These findings indicate that effective coordination between management and tutors contributes to the effectiveness of the learning process and the improvement of educational service quality (Amrizal & Lestari, 2020).

The interviews with students also revealed findings consistent with the quantitative data. Most informants stated that they attended Esensi Tutoring Institution to improve their academic achievement, understand school subjects more easily, and prepare for examinations. The students reported that tutors explained the material clearly, provided opportunities for discussion, and employed engaging learning methods, such as quizzes and educational games. These conditions increased students' motivation to learn and encouraged more active participation during learning activities. Furthermore, students expressed satisfaction with the services provided because the tutors were friendly, patient, responsive, and capable of creating a comfortable learning atmosphere. Several students also stated that the institution was easily accessible, the tutoring fees were affordable, and the learning schedules were compatible with their available free time. These findings are consistent with Amrizal and Lestari (2020), who reported that the quality of learning management is positively associated with students' satisfaction levels. In addition, high-quality services have been shown to increase

students' satisfaction with educational institutions (Nainggolan et al., 2026), while effective student management can enhance students' learning interest, motivation, and engagement in the learning process (Fatimah & Faridah, 2024).

Overall, the interview findings from the manager, tutors, and students indicate that systematic institutional management, effective coordination, continuous supervision, and routine evaluation contribute to increased students' learning interest and satisfaction. These qualitative findings strengthen the quantitative results, demonstrating that institutional management effectiveness plays an important role in improving service quality and student satisfaction at Esensi Tutoring Institution. These results further reinforce previous studies indicating that the effective implementation of management functions contributes to improved service quality, student satisfaction, and the ability of educational institutions to achieve their objectives (Amrizal & Lestari, 2020).

The observation results further strengthened these findings. During the learning activities, tutors conducted lessons according to schedule, demonstrated mastery of the subject matter, and employed engaging teaching methods. Students were observed actively paying attention to tutors' explanations, completing exercises, asking questions, and demonstrating a high level of enthusiasm. In addition, the management regularly monitored and evaluated learning activities as part of its efforts to maintain the quality of tutoring services.

Overall, the quantitative analysis, supported by interview and observation findings, demonstrates that effective institutional management plays an important role in enhancing students' learning interest and satisfaction through effective learning planning, coordination between management and tutors, high-quality learning services, and a conducive learning environment.

The Effectiveness of Tutoring Institution Management on Students' Learning Interest

The results of the descriptive analysis indicate that the effectiveness of institutional management obtained a mean score of 87.65, while the mean score of students' learning interest was 44.65. These findings indicate that both institutional management effectiveness and students' learning interest were categorized as high based on the students' assessments. Furthermore, students' learning interest had a mean score of 44.65 with a standard deviation of 4.966, indicating that the majority of students demonstrated a good level of learning interest throughout their participation in the tutoring activities.

4. Conclusion

Based on the findings of this study, it can be concluded that the effectiveness of management in tutoring institutions has a positive and significant effect on students' learning interest and learning satisfaction at Bimbingan Belajar Esensi. The quantitative analysis indicates that management effectiveness has a strong relationship with students' learning interest ($R = 0.765$), accounting for 58.6% of the variance, and a very strong relationship with students' learning satisfaction ($R = 0.835$), accounting for 69.8% of the variance. These findings demonstrate that the more effectively the institution's management functions are implemented, the higher the students' learning interest and satisfaction.

The quantitative findings are further supported by the results of interviews and observations. Interviews with the institution's management revealed that the implementation of management functions, including planning, organizing, implementation, supervision, and evaluation, has been carried out systematically. Interviews with tutors indicated that effective coordination, clear task allocation, and regular evaluation of the learning process contribute to the effectiveness of tutoring services. Meanwhile, students reported that engaging teaching methods, friendly and communicative tutors, and responsive services enhanced their motivation and learning satisfaction. The

observation results also showed that the learning process was conducted according to schedule, students actively participated in learning activities, and the management regularly monitored the learning process to maintain the quality of services.

Overall, this study demonstrates that institutional management effectiveness is an important factor in improving the quality of tutoring services, fostering students' learning interest, and enhancing students' learning satisfaction. Therefore, the management of Bimbingan Belajar Esensi should maintain and further improve management effectiveness through continuous evaluation, strengthened coordination with tutors, enhancement of educators' competencies, and the provision of more adequate facilities and infrastructure. Future research is recommended to examine other factors that may influence students' learning interest and satisfaction by involving a larger number of respondents and a more diverse range of tutoring institutions, thereby enabling the findings to achieve broader generalizability.

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