

## THE ROLE OF ACADEMIC TUTORING AND EMOTION REGULATION IN MITIGATING LEARNING BOREDOM AMONG STUDENTS AT SMA KHAIRUNNAS GUNUNG ANYAR SURABAYA

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**Abstract** - This study aims to examine the effect of tutoring and emotion regulation on learning saturation of Khairunnas Gunung Anyar Surabaya high school students. Learning burnout becomes a serious obstacle in achieving students' academic and developmental goals. This study is to analyze the causes of students' learning saturation. The results showed that tutoring services have a positive and significant influence in reducing students' learning saturation. Tutoring not only provides academic benefits but also helps students psychologically overcome boredom during learning. A structured tutoring program, with support from the principal, teachers, and guardians, is able to create a conducive educational environment. Emotion regulation has also been shown to play an important role in reducing boredom. Students with high levels of emotion regulation are better able to identify factors that cause boredom and take steps to overcome them. An in-depth understanding of emotion regulation can be the basis for designing effective educational interventions. Therefore, teachers need to pay attention to variations in learning methods, provide adequate support and guidance, and provide constructive feedback.

**Keywords:** Tutoring; Emotion Regulation; Learning Boredom; Khairunnas Gunung Anyar Surabaya High School Students.

### INTRODUCTION

Education plays a central and crucial role in developing individual potential (Sinaga et al., 2021). As a foundation for human development, education provides a solid foundation for understanding, skills and values that are essential in life (Muslim, 2020). Through the educational process, students are not only given cognitive provisions to understand the world around them, but are also empowered to develop social, emotional and creative skills. Education provides access to broad and varied knowledge, opens the door to the exploration of personal interests, and stimulates unlimited curiosity (Susanto, 2021). More than that, education creates an environment where students can hone critical, analytical, and problem-solving skills. Another important aspect is the formation of character and moral values (Rohmah, 2018). Education provides an ethical framework and social norms that guide students in interacting with each other and society. Through education, students are empowered to become individuals who are responsible, tolerant, and contribute positively to society (Akib, 2023).

Various obstacles in achieving optimal levels of education and personal growth often originate from internal factors possessed by students (Yuhana & Aminy, 2019). One of the main obstacles that can harm learning outcomes is boredom that appears during the learning process (Hanina et al., 2021). Learning burnout is a complex condition in which students experience physical and mental exhaustion as a result of various factors. These factors involve excessive study pressure, uncontrolled piles of homework, as well as various individual psychological aspects such as emotional exhaustion, negative attitudes towards learning, and the phenomenon

of low personal achievement (Rinawati & Darisman, 2020). In general, learning boredom can create an atmosphere where students lose interest and enthusiasm to be involved in learning activities. According to Muna (2016), this boredom can hinder students' ability to achieve optimal, independent and responsible self-development. Another indication is emotional exhaustion from studying; depersonalization; and decreased academic confidence (Kurnia, 2021). If students feel monotonous or lose interest in the material being taught, this can have a negative impact on the desired learning outcomes. Therefore, creating a good and comfortable learning atmosphere is an important key to overcoming learning boredom (Insani et al., 2023). A positive and comfortable learning atmosphere can motivate students to be actively involved in the learning process. When students feel comfortable, they are more likely to take initiative in learning, set personal goals, and manage their time efficiently.

Tutoring services play a central role in overcoming student boredom during the learning process (Nihaya, 2018). Tutoring can be defined as assistance provided by supervisors to individuals, especially in finding effective learning methods, choosing suitable study programs, and overcoming various obstacles that may arise along with the demands of studying at educational institutions (Suragih et al., 2023). The main aim of tutoring services is to help students solve the learning and social problems they face, with the hope that individuals can develop optimally according to their potential (Handoko, 2020). To overcome boredom in studying, tutoring provides assistance that is not only academic, but also guides students to manage emotional and even motivational problems that can affect the quality of learning. Students are guided to master the necessary knowledge and skills, and are guided to prepare steps to continue their education to a higher level (Luddin, 2010). Supervisors also provide encouragement so that students can be responsible for themselves and their surrounding environment. Tutoring makes a positive contribution to forming students' personalities that can help them achieve their full potential, and become active and responsible learners (El Fiah & Purbaya, 2016). Tutoring can be seen from the perspective of helping students to recognize their own potential, preventing learning difficulties, increasing students' awareness of their surrounding environment, creating a supportive learning environment, directing the development of interests and talents, and helping students in dynamic adjustment (Supriatna et al., 2017).

Emotion regulation is an important focus because understanding why and how emotions can regulate and facilitate individual psychological processes (Widuri, 2012). Emotions are not only spontaneous reactions to stimuli, but also play a key role in directing attention, solving problems, and obtaining social support (Ndari et al., 2019). In addition, emotional regulation helps individuals focus on tasks, solve problems effectively, and strengthen social relationships with others. Good emotional regulation can improve the quality of focused attention, facilitate optimal problem solving, and strengthen social relationships between individuals (Supriana & Quthbi, 2021). The ability to manage emotions well can respond to situations more calmly and focused, without being distracted by emotional fluctuations. On the other hand, a lack of emotional regulation can have a negative impact, creating disturbances in the process of focusing attention, interference with problem-solving abilities, and causing disruption in social relationships. When students have good emotional regulation skills, they are able to express emotions appropriately and manage them to achieve their life goals. The ability to evaluate emotional experiences helps students to overcome learning challenges more effectively. By having good emotional regulation, students can minimize learning boredom (Pristanti et al., 2022).

Education plays an important role in shaping individual knowledge and skills and developing their potential. An effective learning process requires attention to factors that influence the quality of students' learning experiences. However, several problems such as learning boredom are still a concern. Learning boredom can affect student motivation and

learning performance. Learning burnout can be a serious obstacle to achieving academic goals and student development. Khoirunnas Gunung Anyar High School Surabaya as an educational institution has an important role in providing study guidance and supporting students' emotional regulation to create a conducive learning environment. Study boredom is the impact of various factors, including a lack of effective study guidance and a lack of students' emotional regulation abilities. Therefore, it is necessary to carry out research to identify the extent of the influence of tutoring and emotional regulation on the learning boredom of Khoirunnas Gunung Anyar High School students, Surabaya.

## RESEARCH METHODS

This study is a quantitative study which specifically aims to measure the role of tutoring and emotional regulation on the level of student learning boredom at Khoirunnas Gunung Anyar High School, Surabaya. The main focus of this study is to identify the extent to which these two variables determine the level of student learning saturation at the high school level.

This study was conducted by observing students from Khoirunnas Gunung Anyar High School, Surabaya, which is the main population of this study. With more than 134 students enrolled at the school, this study selected a sample from class X, with a total of 49 students. The sample selection from class X is expected to provide a fairly good representation of the student population at the school. Quantitative study methods allow researchers to use measuring tools and statistical analysis to understand the relationship between the variables studied, namely tutoring, emotional regulation, and learning boredom. Data collected from a sample of students will be analyzed systematically to produce findings that can support or refute the study hypothesis. Thus, through this quantitative approach, it is hoped that this study can make a real contribution to understanding the variables that determine student learning burnout at the high school level, with a focus on the role of tutoring and emotional regulation. Data was collected from distributing questionnaires to respondents, namely students. The research tool used was a questionnaire, which was used to collect information regarding students' views regarding the impact of tutoring and emotional regulation on the level of learning boredom. The questionnaire will include structured questions related to the variables in this research. The data collection process was carried out by distributing questionnaires to a selected sample of students. The questionnaire is composed of indicators of study variables. The study variables consist of the independent variables tutoring and emotional regulation and the dependent variable learning boredom. The following is a clarification of the study variables.

1. Learning boredom (Y) in the learning process as a dependent variable is a mental condition experienced by a student where boredom arises from carrying out learning activities and this boredom will reduce the student's learning motivation (Rulita et al., 2021). The indicator of learning boredom according to Siregar and Ulfa (2022) is emotional exhaustion; physical fatigue; cognitive fatigue; and lose motivation.
2. Tutoring (X1) is a process of providing assistance to students to solve learning problems so that the goals of learning can be achieved. Tutoring is a learning assistance activity that aims to ensure students achieve optimal learning outcomes (Praptiningsih et al. 2022). El Fiah and Purbaya (2016) stated that the indicators for tutoring are showing effective ways of learning; help prepare for assignments and exams; show ways to deal with difficulties in learning; and assist in the development of his talents and career in the future.
3. Emotion regulation (X2) is also defined as the formation of a person's emotions, the emotions they have, and experiences or how a person expresses emotions (Yusuf & Kristiana, 2018). Emotion regulation can be measured based on the opinion of Hidayati et al. (2017) is regulating emotions; control emotions; and coping with stress.

In this research, the data that has been collected will undergo a statistical analysis process using the multiple linear regression analysis method. The main objective of this analysis is to

identify and understand the extent of the impact of tutoring and emotional regulation on the level of student learning boredom at Khoirunnas Gunung Anyar High School, Surabaya. Multiple linear regression analysis was chosen as a statistical approach because it is able to provide a more detailed and measurable picture of the relationship between the variables being studied. Through this analysis, the research will try to answer the question to what extent the variables of tutoring and emotional regulation together contribute to the level of student learning boredom. The results of multiple linear regression analysis can provide information about how much influence each independent variable has on the dependent variable, as well as whether there is an interaction or joint influence between the two. Thus, multiple linear regression analysis is expected to provide in-depth insight into the factors that influence student learning boredom at Khoirunnas Gunung Anyar High School, Surabaya. The results of this analysis will become the basis for strategic recommendations in increasing the effectiveness of tutoring and emotional regulation in order to optimize student learning experiences and reduce the level of learning boredom.

## RESULTS AND DISCUSSION

The population of 134 students was taken from class X as respondents, with a total of 49 students at Khairunnas Gunung Anyar High School, Surabaya. This is a contributor to this study. Of the 49 students gave good responses. The presence of good responses also shows the level of student interest and awareness of the issues studied, such as tutoring, emotional regulation, and learning boredom. This can provide insight into the phenomenon being observed. The positive contribution of student participation helps build a strong foundation for data analysis and research findings, as well as increasing the sustainability and significance of the results of this research in education at SMA Khairunnas Gunung Anyar Surabaya.

The results of the validity test show that not a single statement item was invalidated because the corrected item total correlation value  $> 0.3$  is a positive indication of the quality of the research instrument. The corrected item total correlation value that exceeds the limit of 0.3 indicates that each statement item has a strong correlation with the total score of the variable being measured. With no items dropped, it can be interpreted that each statement in the research instrument has a significant contribution to the measurement of the variables of tutoring (X1), emotional regulation (X2), and student learning boredom (Y). This increases the validity of the instrument, so that it can be relied upon to measure the variables being studied.

The results of the reliability test which show a Cronbach's Alpha value above 0.6 for all variables is a positive indication of the consistency and reliability of the research instrument. High reliability values indicate that each variable has a good level of consistency in measuring the concept being studied. Thus, it can be considered that the tutoring variable (X1) with a reliability of 0.911, the emotional regulation variable (X2) with a reliability of 0.896, and the student learning boredom variable (Y) with a reliability of 0.921 can be relied upon as consistent measurement tools.

Table 1  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 <sup>a</sup>	.585	.567	2.127

The next step involves analysis using the coefficient of determination. The findings from this study show that there is a significant influence between the observed variables, namely tutoring (X1) and emotional regulation (X2) on student learning boredom (Y). The R value obtained reached 0.765, while the R Square value was recorded at 0.585. These findings

indicate that around 58.5% of the variation in the level of student learning saturation (Y) can be explained by variables such as tutoring (X1) and emotional regulation (X2) at Khairunnas Gunung Anyar High School, Surabaya. The remaining 41.5% is influenced by other factors not included in the scope of this study.

Table 2  
t Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.780	1.537		3.110	.003
	X1	1.702	.311	.615	5.474	.000
	X2	.504	.243	.233	2.072	.044

The findings from this study form a regression model, namely  $Y = 4.780 + 1.702X1 + 0.504X2$ . From this model, it can be concluded that if all variables, namely tutoring (X1) and emotional regulation (X2), have a value of zero, then the predicted value of student learning boredom (Y) will be around 4,780.

Apart from that, from the data contained in Table 2, it can be seen that there is a very high level of significance for the tutoring variable (X1) with a value of 0.000. Furthermore, the emotional regulation variable (X2) at Khairunnas Gunung Anyar High School, Surabaya also shows a fairly low level of significance, with a value of 0.044. The low level of significance for these two variables indicates that the influence of tutoring and emotional regulation on student learning boredom at Khairunnas Gunung Anyar High School, Surabaya can be considered as a partially significant result.

By achieving this level of significance, it can be explained that tutoring and emotional regulation play a significant role in realizing student learning boredom at Khairunnas Gunung Anyar High School, Surabaya. This is caused by a significance level of  $<0.05$ . If we pay attention to the coefficient of each independent variable, it can be seen that between tutoring (X1) and emotional regulation (X1), it turns out that tutoring (X1) has a higher value, namely 1.702, compared to the coefficient of emotional regulation (X2) of 0.504. These findings indicate that tutoring (X1) has a more dominant influence in shaping students' level of learning boredom (Y) compared to emotional regulation (X2).

Tabel 3  
ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	293.195	2	146.598	32.410	.000 <sup>b</sup>
	Residual	208.070	46	4.523		
	Total	501.265	48			

From Table 3, the F test results show that the calculated F value reaches 32.410, with a significance level of 0.000. Since this probability value is lower than 0.05, it can be concluded that the regression equation shows strong significance. Further analysis indicates that the variables tutoring (X1) and emotional regulation (X2) have a significant influence on learning boredom (Y) of students at SMA Khairunnas Gunung Anyar Surabaya. Therefore, these results confirm that factors such as study guidance (X1) and emotional regulation (X2) play an important role in simultaneously influencing students' learning boredom (Y) at Khairunnas Gunung Anyar High School, Surabaya.

The implementation of tutoring has a positive and significant role in reducing learning boredom among students. Studies by Nihaya (2018) and Dinanti et al. (2023) provide empirical

support for these findings. Providing tutoring services proves its usefulness in eliminating student boredom during the learning process. After receiving tutoring, students are able to overcome their boredom, so that their enthusiasm for participating in lessons at school increases. In addition, tutoring can help students overcome boredom and create a more positive and supportive learning environment, with the potential to increase student motivation and academic achievement. The implementation of tutoring should be programmed to ensure its effectiveness. It has been proven that programmed tutoring is able to provide students with a deeper and more personal understanding compared to other tutoring methods (Ristanti et al., 2013; Mardikaningsih, 2014). A structured tutoring program provides clear guidance for students to face their learning challenges. Apart from guidance to students, the implementation of tutoring is also aimed at related parties, including school principals and subject teachers. School principals and teachers need to continue to encourage and direct students as well as possible, while establishing open communication with parents/guardians. With good cooperation, all parties can work together to create an educational environment that supports students to eliminate learning boredom and increase their enthusiasm to face the learning process. Thus, the implementation of tutoring not only has a positive impact on students directly, but also creates conducive learning and close collaboration between schools, teachers and parents/guardians of students (Rahayu, 2019).

The significant results found in the study between emotional regulation and student learning burnout are consistent with the findings of previous studies. This finding is in line with the results of research conducted by Seibert et al. (2017) and Pristanti et al. (2022), who have identified a significant relationship between emotional regulation and levels of learning burnout. Emotion regulation proves its role in providing students with tools in overcoming learning challenges is an important contribution to education. Students who have a high level of learning regulation tend to be better able to identify factors that cause learning boredom and take steps to overcome them (Siregar, 2022). They can plan study time effectively, set realistic learning goals, and use problem-solving strategies when faced with difficulties. On the other hand, students who have low learning regulation have difficulty managing their learning tasks, tend to feel trapped in a monotonous routine, and lose interest or motivation in the learning process. Emotional regulation helps students to remain emotionally stable when facing difficulties or challenges in learning. The ability to maintain calm and focus can increase learning effectiveness. Students who can regulate their emotions tend to be more motivated and involved in learning. Emotional regulation can help them overcome frustration or fatigue that may arise during the learning process. The ability to communicate and interact well, which is an aspect of emotional regulation, can also help students in working together with classmates and teachers (Lembong et al., 2015; Darmawan et al., 2021; Darmawan & Mardikaningsih, 2022). This can create a positive learning environment. Emotion regulation helps students become more resilient to stress and pressure. They can recover more quickly from failure and use the experience as an opportunity to grow and learn. The ability to manage emotions can improve students' concentration and their ability to solve problems more effectively, because they are not distracted by uncontrollable emotions. Therefore, an in-depth understanding of learning regulations provides a basis for designing more effective educational interventions to improve the quality of learning and student welfare (Harimurti, 2021).

## **CONCLUSION**

Overall, it can be concluded that tutoring and emotional regulation have a very important role in reducing student learning boredom. Tutoring provides support and guidance that is not only academic, but also covers the psychological aspects of students. Tutoring services help students overcome burnout by increasing their motivation, guiding them to manage learning challenges, and providing necessary support. On the other hand, emotional regulation also has a significant

impact on learning boredom. An individual's ability to manage emotions well plays an important role in minimizing emotional fluctuations that can interfere with the learning process. To reduce student learning boredom, implementing tutoring and developing emotional regulation skills are key steps. The following are some suggestions regarding the influence of tutoring and emotional regulation on student learning boredom:

1. Schools can integrate tutoring programs as part of the curriculum to provide additional support to students. Study coaches can help students identify their learning styles, overcome academic obstacles, and find appropriate learning strategies.
2. Students can be involved in emotional regulation skills training through special activities that support the development of emotional intelligence. The program may involve relaxation techniques, emotional reflection, and stress management strategies to help students deal with stress and frustration.
3. Teachers can apply a more student-centered learning approach, understand individual needs, and provide support according to students' level of readiness and interest. Relevant and interesting learning can help reduce learning boredom.
4. Schools can provide psychosocial support facilities, including counseling and psychological services. Students can consult with a psychologist or counselor to discuss learning and emotional problems, and receive guidance on overcoming these challenges.
5. Involving parents in the learning process and providing them with an understanding of the importance of emotional regulation can help create a supportive learning environment at home. Regular discussions between teachers, students and parents can be an effective step.

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