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Relationship Between Package C Learners' Perceptions of Tutorial Learning Implementation and Academic Achievement at PKBM Lentera Nusa Cendikia

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Abstract

Non-formal equivalency education requires instructional approaches that can accommodate learners with diverse ages, educational experiences, and learning needs. Tutorial learning offers opportunities for more intensive interaction, guidance, feedback, and adjustment of learning support to individual needs. This study aimed to describe learners' perceptions of tutorial learning implementation and academic achievement and to examine the relationship between these variables among Package C learners at PKBM Lentera Nusa Cendikia. A quantitative correlational design was employed involving all 25 Package C learners as the local study population. Learners' perceptions of tutorial implementation were measured using a 12-item Likert-scale questionnaire covering learner participation, tutor-learner interaction, guidance and mentoring, material adjustment, feedback, and supportive learning conditions. Academic achievement was represented by learners' report card scores, while perceived learning achievement was used as supplementary descriptive information. Data were analyzed using descriptive statistics and Pearson Product-Moment correlation. The findings showed that learners generally reported highly positive perceptions of tutorial implementation, with a mean score of 55.60 (SD = 4.77). Report card scores ranged from 79 to 93, with a mean of 87.00 (SD = 4.08). The correlation analysis revealed a positive and statistically significant relationship between tutorial learning implementation and academic achievement, $r(23) = 0.808$, $p < 0.001$. The coefficient of determination ($r^2 = 0.653$) indicated substantial statistically shared variance between the two variables. These findings suggest that more positive experiences of tutorial learning are associated with higher academic achievement among the Package C learners examined, while causal interpretations remain beyond the scope of the correlational design.

Keywords: Academic Achievement; Equivalency Education; Non-Formal Education; Package C; Tutorial Learning

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INTRODUCTION

Education is one of the most important instruments for developing individual capacities in terms of knowledge, skills, and the ability to participate in social and economic life. Educational needs are not fulfilled solely through formal schooling but also through non-formal education, which provides learning opportunities for individuals who, for various reasons, are unable to attend or complete formal education. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System defines non-formal education as an educational pathway outside formal education that may be organized in a structured and tiered manner. One form of non-formal education is equivalency education through the Package C Program, which provides educational services equivalent to the senior secondary school level. In its implementation, Community Learning Centers, or *Pusat Kegiatan Belajar Masyarakat* (PKBM), play an important role as non-formal education institutions that provide access to learning for people with diverse social backgrounds, ages, educational experiences, and learning needs.

The diversity of learner characteristics is an important aspect that must be considered in the implementation of the Package C Program. Unlike formal education, which generally groups students according to relatively homogeneous grade levels and ages, equivalency education may involve learners with more diverse educational and life experiences. This condition requires learning processes that are flexible and responsive to learners' needs. Learning approaches for adults should consider their experiences, practical needs, independence, and active involvement in the learning process. Darmawan et al. (2023) emphasized the importance of an andragogical approach in community education by

positioning tutors as facilitators who are able to develop interactive learning and adapt instruction to learners' characteristics. Therefore, the quality of learning in equivalency education is determined not only by the content delivered but also by how tutors facilitate the learning process in accordance with learners' needs.

One instructional approach that is relevant to these characteristics is the tutorial learning method. Tutorial learning positions the tutor not merely as a transmitter of information but as a guide and facilitator who provides learning assistance according to the needs of participants. Hamalik (2020) explains that tutorial learning is a form of learning assistance provided to help learners overcome difficulties and achieve learning objectives in a more directed manner. Rusman (2021) similarly states that effective tutorial implementation involves learner participation, two-way interaction, guidance, adjustment of learning materials, provision of feedback, and the creation of supportive learning conditions. These characteristics make tutorial learning particularly relevant to the Package C Program because learners require opportunities to obtain additional explanations, discuss learning difficulties, and receive support that corresponds to their individual learning needs.

The role of interaction and feedback in tutorial learning is also supported by empirical research. Wisniewski et al. (2020), through a meta-analysis involving 435 studies and more than 61,000 participants, found that feedback has a positive effect on learning, although the magnitude of the effect depends substantially on the quality and content of the information provided. This finding suggests that the mere presence of feedback is insufficient because its effectiveness depends on the extent to which the information helps learners understand their errors and determine appropriate corrective actions. In tutorial learning, this process can occur through direct communication between tutors and learners, enabling learning difficulties to be identified and addressed through more appropriate explanations or guidance. Tutorial learning therefore has pedagogical characteristics that support a more interactive, responsive, and learner-oriented learning process.

Broader empirical evidence also indicates the potential of tutoring to support learning achievement. Nickow et al. (2024), through a systematic review and meta-analysis of experimental studies, found that tutoring programs consistently produced positive effects on learning, with a pooled effect size of approximately 0.288 standard deviations. However, the benefits of tutoring varied according to implementation characteristics, including who provided the tutoring, the intensity of the intervention, and the instructional context. This finding is important because it demonstrates that the relationship between tutorial learning and learning outcomes cannot be explained solely by the presence of a tutorial method but must also consider the quality of interaction and implementation. Although much of this evidence comes from formal education, mechanisms such as intensive guidance, personalized interaction, and feedback remain relevant for investigation within non-formal education.

In the context of equivalency education in Indonesia, the role of tutors has also received increasing attention in empirical studies. Sahalessy et al. (2025), in a study of Package C programs at several PKBM institutions in Ambon City, found that tutor performance and learner motivation were positively associated with academic achievement. The study showed that tutors' capacity to perform instructional functions represents one component relevant to the academic achievement of equivalency learners. This finding also indicates that learning outcomes in equivalency education do not stand alone but are associated with the quality of the learning environment and the support received by learners. Therefore, research on tutorial methods should not be limited to describing the instructional approach but should also provide empirical evidence concerning its relationship with learners' academic achievement.

Learning outcomes themselves serve as indicators of the competencies attained by learners after participating in the instructional process. Sudjana (2019) states that learning outcomes reflect the abilities acquired by learners following the learning process, while Slameto (2020) explains that these outcomes may be associated with both internal and external factors. Internal factors include motivation, interest, prior ability, and individual conditions, whereas external factors include the learning environment, educators, facilities, and instructional methods. In this study, academic learning outcomes are positioned as achievements represented by learners' report card scores, while participants' perceptions regarding understanding, task completion, and learning engagement are used as supporting information about their

learning experiences. This distinction is important to ensure that academic achievement is not equated with learners' subjective evaluations of their learning experiences.

Although research on tutoring and tutors' roles has developed considerably, several limitations remain in the literature relevant to the present study. First, many tutoring studies have been conducted in formal education settings and have involved children or adolescents, whereas evidence from equivalency education involving learners with more heterogeneous characteristics remains relatively limited. Second, studies in Indonesian non-formal education have more commonly examined tutor competence, learning motivation, or general instructional implementation, while the relationship between learners' perceptions of tutorial implementation and actual academic achievement in Package C programs has received limited specific attention. Third, the local context of each PKBM differs in terms of learner characteristics and instructional implementation, meaning that findings from one institution cannot necessarily be directly applied to another. These conditions indicate the need for more contextual empirical evidence regarding how tutorial implementation is associated with learners' academic achievement.

PKBM Lentera Nusa Cendikia, located in Monjok Village, Selaparang District, is one institution that provides the Package C Program for community members with diverse learning characteristics. However, empirical evidence specifically describing learners' perceptions of tutorial implementation and its relationship with academic achievement in this PKBM context remains limited. Research in this setting is important not to prove that tutorial learning causally improves academic achievement, but to determine whether there is a pattern of association between learners' tutorial experiences and their academic outcomes. This position is consistent with the correlational design employed in the study and distinguishes the research from intervention studies intended to test causal effectiveness.

The novelty of this study lies in examining the relationship between learners' perceptions of the implementation of the tutorial learning method and academic learning outcomes within the specific context of the Package C Program in non-formal education. Tutorial implementation is examined through dimensions including tutor-learner interaction, guidance and mentoring, adjustment of learning materials, provision of feedback, and learning conditions, while academic learning outcomes are represented by learners' achievement scores. Through this approach, the study is expected to provide a clearer understanding of the relationship between the quality of tutorial learning experiences and academic achievement without drawing causal inferences that exceed the scope of the research design.

Based on the above considerations, this study aims to (1) describe learners' perceptions of the implementation of the tutorial learning method, (2) describe learners' learning achievement, and (3) analyze the relationship between the implementation of the tutorial learning method and the learning outcomes of Package C learners at PKBM Lentera Nusa Cendikia, Monjok Village, Selaparang District. The hypothesis proposed in this study is that there is a positive and statistically significant relationship between the implementation of the tutorial learning method and the learning outcomes of Package C learners. Through these objectives, the study is expected to provide contextual empirical evidence for the development of equivalency education practices, particularly in strengthening the quality of interaction, guidance, and learning support provided by tutors to learners.

METHOD

Research Design

This study employed a quantitative correlational design to examine the relationship between learners' perceptions of the implementation of the tutorial learning method and the learning outcomes of Package C learners. A correlational design was selected because the study focused on identifying the direction and strength of the association between variables without manipulating instructional conditions or assigning participants to experimental groups. Accordingly, the analysis was intended to identify statistical associations rather than establish causal relationships between tutorial learning and academic achievement.

Participants and Research Setting

The study was conducted at PKBM Lentera Nusa Cendikia, Monjok Village, Selaparang District. The research population consisted of 25 learners enrolled in the Package C Program, all of whom participated in the study. Because the entire accessible population was included, the participant selection was treated as a census of the local population rather than sampling intended to represent a broader population. The participants represented heterogeneous age groups ranging from 19 to 58 years and included both male and female learners. Consequently, the findings were interpreted primarily within the context of the Package C learners participating at this PKBM.

Variables and Instruments

The study examined two primary variables. The first variable was learners' perception of the implementation of the tutorial learning method, measured using a 12-item questionnaire. The indicators included learner participation, tutor-learner interaction, guidance and mentoring, adjustment of learning materials to learners' needs, provision of feedback, and supportive learning conditions. Responses were recorded using a five-point Likert scale ranging from strongly disagree to strongly agree.

The study also included an eight-item questionnaire assessing perceived learning achievement, including learners' perceptions of their understanding of learning materials, ability to complete learning tasks, and engagement in learning. However, this measure was treated as descriptive information concerning learners' perceived learning experiences rather than as the primary measure of academic achievement. Academic learning outcomes were represented by learners' report card scores obtained through institutional documentation. This distinction was applied to separate learners' subjective perceptions of their learning achievement from documented academic outcomes.

The research instruments consisted of 20 questionnaire items in total. Instrument quality was assessed using Pearson item-total correlation for validity and Cronbach's alpha for internal consistency. The reported item correlations ranged from 0.436 to 0.934, and all questionnaire items were retained. The reliability coefficients reported for the two scales ranged from 0.967 to 0.973, indicating high internal consistency.

Data Collection

Data were collected using questionnaires and documentation. The questionnaire was administered to all 25 Package C learners to obtain information regarding their perceptions of tutorial implementation and perceived learning achievement. Documentation was used to obtain learners' report card scores as the measure of academic learning outcomes. The use of these two data sources allowed the study to distinguish between self-reported learning experiences and documented academic achievement.

Data Analysis

Data analysis consisted of descriptive and correlational analyses. Descriptive statistics included frequency, percentage, minimum and maximum scores, mean, median, and standard deviation to describe participant characteristics and the distribution of the research variables. Pearson Product-Moment correlation was used to examine the association between tutorial learning implementation and academic learning outcomes. Statistical significance was evaluated at the 0.05 level. The correlation coefficient was interpreted according to its direction and magnitude, while the coefficient of determination (r^2) was calculated to describe the proportion of statistically shared variance between the two variables. The coefficient of determination was interpreted as statistical overlap between the variables and not as evidence of a causal contribution of tutorial learning to academic achievement.

RESULTS AND DISCUSSION

This study involved 25 Package C learners at PKBM Lentera Nusa Cendikia, Monjok Village, Selaparang District. All members of the local population were included in the study; therefore, the findings describe the characteristics of Package C learners at this institution. Based on gender, 15 respondents, or 60%, were male and 10 respondents, or 40%, were female. In terms of age, 9 respondents, or 36%, were aged 19–25 years, 10 respondents, or 40%, were aged 26–35 years, 4 respondents, or 16%, were aged 36–45 years, and 2 respondents, or 8%, were aged 46–58 years. The age range of 19–58 years

indicates that the learners had relatively heterogeneous age characteristics, which represents an important feature in the context of equivalency education.

Descriptive Statistics of the Research Variables

Descriptive analysis was conducted on scores of learners' perceptions of the implementation of the tutorial learning method, perceived learning achievement, and learners' report card scores. The descriptive statistics are presented in Table 1.

Table 1. Descriptive Statistics of the Research Variables

Variable	N	Minimum	Maximum	Mean	Median	SD
Perceived implementation of the tutorial learning method	25	48	60	55.60	58.00	4.77
Perceived learning achievement	25	31	40	36.88	39.00	3.59
Report card scores	25	79	93	87.00	87.00	4.08

The scores for perceived implementation of the tutorial learning method ranged from 48 to 60, with a mean of 55.60 and a standard deviation of 4.77. Based on the instrument score ranges, 19 respondents, or 76%, were classified in the very high category, while 6 respondents, or 24%, were classified in the high category. These findings indicate that learners generally reported positive perceptions of the implementation of the tutorial learning method. These perceptions were associated with interaction between tutors and learners, guidance and mentoring, adjustment of learning materials to learners' needs, provision of feedback, and supportive learning conditions.

Perceived learning achievement scores ranged from 31 to 40, with a mean of 36.88 and a standard deviation of 3.59. A total of 18 respondents, or 72%, were classified in the very high category, while 7 respondents, or 28%, were classified in the high category. These findings indicate that respondents generally reported positive levels of subject-matter understanding, ability to complete learning tasks, and engagement during participation in the Package C learning program.

Learners' Academic Achievement

Academic achievement in this study was represented by learners' report card scores. The scores ranged from 79 to 93, with a mean of 87.00, a median of 87.00, and a standard deviation of 4.08. The distribution of learners' report card scores is presented in Table 2.

Table 2. Distribution of Package C Learners' Report Card Scores

Score Range	Frequency	Percentage
79–82	4	16%
83–86	7	28%
87–90	8	32%
91–94	6	24%
Total	25	100%

Most respondents obtained scores within the range of 87–90, accounting for 8 learners or 32%. Seven respondents, or 28%, obtained scores ranging from 83–86, six respondents, or 24%, obtained scores ranging from 91–94, and four respondents, or 16%, obtained scores ranging from 79–82. This distribution indicates that learners' academic achievement tended to be concentrated within the moderate-to-high score range among the participants examined in this study.

Relationship between the Tutorial Learning Method and Learning Outcomes

Pearson Product-Moment correlation analysis was used to determine the relationship between the implementation of the tutorial learning method and the learning outcomes of Package C learners. The analysis yielded a correlation coefficient of $r = 0.808$with $p < 0.001$among 25 respondents.

Table 3. Results of the Correlation Analysis

Correlated Variables	N	r	p	r^2

Implementation of the tutorial learning method and learning outcomes	25	0.808	<0.001	0.653

The results indicate a positive and statistically significant relationship between the implementation of the tutorial learning method and learning outcomes, $r(23) = 0.808$, $p < 0.001$, $n = 25$. The positive direction of the correlation indicates that higher scores for tutorial implementation tended to occur alongside higher learning achievement scores among the learners examined. Accordingly, the research hypothesis proposing a relationship between the two variables was supported by the data.

The coefficient of determination, $r^2 = 0.653$, indicates that approximately 65.3% of the variation in the two variables was statistically shared within the bivariate relationship analyzed. This value does not indicate the magnitude of a causal effect of one variable on the other. Therefore, the findings are more appropriately interpreted as a pattern of association between the perceived quality of tutorial implementation and learners' academic achievement within the context of PKBM Lentera Nusa Cendikia.

The findings indicate a positive and statistically significant relationship between the implementation of the tutorial learning method and the learning outcomes of Package C learners at PKBM Lentera Nusa Cendikia. The correlation coefficient of $r = 0.808$indicates that respondents who reported more positive perceptions of the implementation of tutorial learning tended to demonstrate higher levels of learning achievement. This finding is particularly relevant in the context of equivalency education because Package C learners differ from students in formal education in terms of age, prior educational experience, social background, and learning needs.

The relationship identified in this study should be interpreted as correlational rather than causal. The study did not manipulate the learning method and did not compare an intervention group with a control group. Therefore, the results provide evidence of an association between tutorial implementation and learning outcomes within the population examined, but they do not demonstrate that tutorial learning is the sole factor determining learners' academic achievement.

The finding can be explained by the characteristics of tutorial learning, which provide greater opportunities for interaction between tutors and learners. Tutorial learning allows participants to communicate the difficulties they experience, obtain additional explanations, discuss learning materials, and receive feedback on assignments and learning processes. In learning environments involving participants with diverse needs and experiences, such forms of support are relevant because tutors can adjust their assistance according to the difficulties experienced by individual learners.

Hamalik (2020) describes tutorial learning as a form of instructional assistance provided to learners to help them understand learning materials and achieve instructional objectives. Rusman (2021) similarly identifies two-way interaction, learner participation, guidance, and feedback as important characteristics of tutorial learning. The findings of the present study indicate that these elements were positively perceived by the learners. Therefore, the findings not only demonstrate a statistical relationship but also suggest that interaction, guidance, and feedback constitute important dimensions that should be considered in the implementation of tutorial learning in Package C programs.

The Role of Guidance and Feedback in Tutorial Learning

One possible explanation for the relationship between tutorial learning and learning outcomes lies in the greater opportunities for providing guidance to learners. In instructional settings that primarily emphasize content delivery, tutors may have limited opportunities to identify individual learning difficulties. In contrast, tutorial learning creates communication spaces in which learners can express their learning problems more openly.

Such guidance becomes particularly important when learners encounter difficulties in understanding specific concepts. Tutors can provide additional explanations, offer alternative examples, direct learners toward relevant learning resources, or help them evaluate errors made in completing assignments. This process allows learners to receive support that is more responsive to their learning needs than merely receiving identical instructional materials.

Feedback is another important component of tutorial learning. Wisniewski et al. (2020), through a meta-analysis of educational feedback research, demonstrated that feedback can benefit learning, although its effects depend on the type, content, and quality of the information provided. This finding is relevant to tutorial learning because feedback enables learners to identify errors, recognize their current level of achievement, and determine areas that still require improvement.

In the context of Package C learners, feedback may also function as support for maintaining engagement in learning. Learners enrolled in equivalency education frequently have responsibilities outside education, including employment or family obligations. Tutor support may therefore help them maintain continuity in their learning activities. Nevertheless, the mere presence of tutorial sessions is insufficient; the quality of communication, the relevance of feedback, and the tutor's ability to respond to learners' needs are more important considerations.

Relevance of Tutorial Learning to the Characteristics of Package C Learners

The respondent characteristics revealed a wide age range, from 19 to 58 years. This heterogeneity provides an important context for interpreting the findings. Learners of different ages may differ in their prior educational experiences, employment backgrounds, family responsibilities, learning patterns, and academic abilities. Consequently, an overly standardized instructional approach may not adequately accommodate all participants.

Tutorial learning is relatively flexible because tutors can provide assistance according to individual learners' needs. Such flexibility is consistent with principles of adult education, which emphasize learners' experiences, practical needs, and active participation in the learning process. Darmawan et al. (2023) demonstrated that an andragogical approach in community education requires instructional practices that are interactive, adaptive, and responsive to learners' needs.

Mayombe (2020) similarly found that adult learning in nonformal education requires opportunities for interaction, facilitation, collaboration, and the use of learners' prior experiences. Within this context, tutorial learning can be understood not merely as a method of delivering instructional content, but as a form of learning assistance that enables instruction to be adapted to the characteristics of individual learners.

This interpretation is relevant to Package C learners at PKBM Lentera Nusa Cendikia. The age diversity identified in the study indicates that tutors work with a heterogeneous group rather than a uniform class. Tutors therefore need to consider differences in ability, experience, learning pace, and the level of support required by individual learners.

Personalization and the Intensity of Tutor-Learner Interaction

The findings can also be interpreted in relation to broader empirical evidence concerning tutoring. Nickow et al. (2024), through a systematic review and meta-analysis, found that tutoring programs generally produce positive effects on learning, although the magnitude of the effects varies according to program characteristics and implementation. One important characteristic of tutoring is the opportunity to create more intensive interaction between educators and learners.

Hardt et al. (2023) similarly reported that small-group tutoring may benefit learning behavior, engagement, and academic achievement. Although the context of their study differs from that of the Package C program, their findings provide empirical support for the relevance of more personalized and structured learning assistance.

In the present study, the positive relationship between tutorial implementation and learning outcomes may be understood in terms of the greater opportunities available to learners to receive attention, clarification, and academic support from tutors. Learners who experience difficulties can request assistance, whereas learners who have already understood the material can deepen their understanding through discussion and task completion. Tutorial learning therefore provides a learning environment that can be more responsive to variation in participants' needs.

However, the intensity of interaction is not necessarily equivalent to instructional quality. Frequent interaction between tutors and learners does not guarantee effective learning when explanations are irrelevant, feedback is unclear, or learners remain passive. Therefore, the quality of tutorial learning is more appropriately understood in terms of the quality of interaction and pedagogical support rather than simply the frequency of meetings between tutors and learners.

Findings in the Context of Equivalency Education

The present findings are relevant to several studies conducted within equivalency education in Indonesia. Sahalessy et al. (2025) identified relationships among tutor effectiveness, learner motivation, and academic achievement within Package C programs at community learning centers. Although the variables examined were not identical to those in the present study, their findings suggest that tutor quality represents an important dimension associated with learners' achievement in equivalency education.

Ramadhanti et al. (2026) also demonstrated the importance of tutor competence in the context of Package B programs. Tutors' pedagogical, social, personal, and professional competencies are associated with how learning is organized and how participants receive support throughout the learning process. This suggests that discussion of the tutorial learning method cannot be separated from tutors' capacity to implement the method responsively and effectively.

Yulianti et al. (2024), in a study of tutor assistance in Package C learning, emphasized the importance of methodological flexibility, variation in instructional media, and the ability to adapt learning processes to learners' needs. These findings are consistent with the characteristics of tutorial learning examined in the present study, particularly in relation to material adjustment, interaction, and academic assistance.

Irvansyah et al. (2026) also reported that learning in community learning centers that emphasizes dialogue, reflection, and learner engagement can strengthen communication within the learning process. The consistency among these findings indicates that two-way interaction represents an important pedagogical characteristic of nonformal education.

The findings of the present study can therefore be situated within a broader body of literature indicating that successful equivalency education is associated not only with instructional content but also with the manner in which learning is facilitated. Tutors occupy an important position in creating environments in which participants can ask questions, engage in discussion, receive assistance, and understand learning materials according to their individual needs.

Tutorial Learning and Learning Outcomes: A More Proportionate Interpretation

Although the study revealed a high correlation coefficient, the finding should be interpreted proportionately. A correlation coefficient of 0.808 does not mean that the tutorial learning method causes an 80.8% improvement in learning outcomes. Rather, the coefficient represents the strength of the linear relationship between the two variables within the group of respondents examined.

Similarly, the value of $r^2 = 0.653$indicates that approximately 65.3% of the variability in the two variables is statistically shared within the bivariate model. This value cannot be interpreted as the percentage of the causal effect of tutorial learning on academic achievement. Factors such as motivation, prior ability, family environment, socioeconomic conditions, and learning facilities may also be relevant to learners' academic achievement, but these variables were not measured in the present study. These factors should therefore be regarded as possible variables for future investigation rather than as empirically established explanations for the remaining variance.

This interpretation is important because the academic achievement of Package C learners is likely to result from the interaction of multiple factors. The learning method represents only one component of the broader learning environment. Learners with strong prior abilities, high motivation, or strong family support may simultaneously be better able to benefit from tutorial activities and attain higher academic

scores. Therefore, the relationship identified in this study cannot be completely separated from the possible presence of individual and environmental factors that were not included in the analysis.

Age Heterogeneity as a Factor Requiring Consideration

The age range of 19–58 years represents a notable characteristic of the participants. Age differences may be associated with previous educational experience, employment experience, family responsibilities, available study time, and the ability to adapt to learning activities. Consequently, age may represent one of the factors associated with both academic achievement and learners' experiences of tutorial learning.

This study did not control for age or other individual characteristics as potential confounding variables, and the identified relationship should therefore be interpreted with this limitation in mind. Future research may employ partial correlation or regression analysis to determine whether the relationship between tutorial learning and academic achievement remains consistent after controlling for age, motivation, prior ability, or other relevant characteristics.

Age heterogeneity also carries practical implications. Tutors cannot assume that all learners have identical needs. Younger participants may have more recent academic experience, while older participants may bring broader employment and life experience but may face more substantial limitations in available study time. Therefore, flexibility represents an important characteristic that should be maintained in the implementation of tutorial learning within Package C programs.

Learning Outcomes and Perceived Learning Achievement

The study also found that learners reported positive perceptions of their learning achievement. The mean perceived learning achievement score of 36.88 out of a maximum score of 40 indicates that the majority of participants responded positively to statements concerning understanding of learning materials, task completion, and learning engagement.

These perceptions provide additional information regarding learners' experiences, but perceived learning achievement should be distinguished from academic learning outcomes represented by report card scores. This distinction is important because perceived achievement reflects learners' subjective evaluation of their learning experience, whereas report card scores constitute institutional documentation of academic achievement.

The two forms of information may complement one another. Report card scores provide information regarding academic attainment, while learners' perceptions can provide insight into how they evaluate their learning experiences and competencies. Maintaining this distinction contributes to greater conceptual clarity and avoids equating subjective learning experiences with academic achievement.

Limitations of the Study

The findings should be interpreted in light of several limitations. First, the study involved only 25 learners from a single PKBM. Although all members of the local population were included, the findings cannot be directly generalized to all Package C learners in Mataram City or to other equivalency education institutions.

Second, the implementation of tutorial learning was measured through learners' perceptions, creating the possibility of *self-report bias*. Learners' assessments may have been influenced by their satisfaction with the tutor, interpersonal relationships, previous experiences, or a tendency to provide socially desirable responses. Future studies could combine questionnaire data with classroom observations so that tutorial implementation can be evaluated using multiple sources of evidence.

Third, the correlational design does not permit causal inference. The positive relationship identified in this study represents an associative pattern rather than evidence of the causal effectiveness of tutorial

learning. Experimental or quasi-experimental studies are necessary if future research aims to determine whether tutorial implementation produces changes in learning outcomes.

Fourth, the heterogeneous characteristics of respondents, particularly age, were not controlled statistically. Other factors, including prior ability, attendance, motivation, employment status, and family support, were also not examined. These limitations provide opportunities for future studies to employ multivariate analytical models and include larger and more diverse populations.

Practical Implications

Despite these limitations, the findings provide relevant information for the implementation of learning activities at PKBM Lentera Nusa Cendikia. Tutorial learning may be considered one instructional approach associated with positive learning achievement among Package C learners. Components that received positive evaluations, particularly two-way interaction, guidance, mentoring, adjustment of learning materials, and feedback, may be maintained and strengthened within instructional practice.

Tutors also need to consider the heterogeneity of learners. Learning assistance should not be provided using an identical approach for every participant but should take into account individual needs, abilities, experiences, and learning difficulties. Feedback should be communicated clearly and meaningfully so that learners can identify what they have mastered and what aspects still require improvement.

The primary implication of this study is not that tutorial learning automatically improves academic achievement, but that more positive tutorial learning experiences are associated with better learning outcomes among the Package C learners examined. This interpretation is consistent with the correlational design of the study while also providing an empirical basis for PKBM administrators and tutors to pay greater attention to the quality of interaction, guidance, and instructional support in the implementation of Package C education.

CONCLUSION

This study found a positive and statistically significant relationship between learners' perceptions of the implementation of tutorial learning and academic achievement among Package C learners at PKBM Lentera Nusa Cendikia. Learners generally reported highly positive perceptions of tutorial implementation, particularly in relation to tutor-learner interaction, guidance and mentoring, adjustment of learning materials, feedback, and supportive learning conditions. Academic achievement, represented by report card scores, was also relatively high among the participants.

The correlation analysis showed that tutorial learning implementation was strongly associated with academic achievement, $r(23) = 0.808$, $p < 0.001$. This finding indicates that learners who reported more positive tutorial learning experiences tended to have higher academic achievement. However, the relationship should be interpreted as correlational rather than causal because the study did not manipulate instructional conditions or control for other factors that may be related to learning outcomes.

These findings suggest that tutorial learning may be considered a relevant instructional approach in Package C education, particularly when it emphasizes responsive guidance, meaningful interaction, and constructive feedback. Nevertheless, the findings are limited to the 25 learners examined at a single PKBM. Future studies should involve larger and more diverse samples, include multiple PKBM institutions, control for potential confounding variables such as age, prior ability, and motivation, and employ longitudinal or experimental designs to examine the effectiveness of tutorial learning more rigorously.

RECOMMENDATIONS

Based on the findings, PKBM Lentera Nusa Cendikia is recommended to maintain and strengthen the quality of tutorial learning, particularly through responsive tutor-learner interaction, individualized guidance, timely feedback, and adjustment of learning materials to learners' needs. Tutors should also

consider the heterogeneous characteristics of Package C learners, especially differences in age, educational background, learning pace, and personal responsibilities, when planning and conducting tutorial activities.

At the institutional level, tutorial implementation can be periodically evaluated through learner feedback, tutor reflection, and classroom observation to ensure that learning support remains relevant and responsive. However, the findings should not be interpreted as evidence that tutorial learning directly causes higher academic achievement.

Future studies should involve larger samples from multiple PKBM institutions, include objective measures of tutorial implementation, and control for potential confounding variables such as age, prior achievement, motivation, attendance, and family support. Longitudinal, quasi-experimental, or experimental designs are also recommended to examine the effectiveness of tutorial learning more rigorously.

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