

The Effectiveness of Face-to-Face Tutoring on the Mastery of Law of Distance Education Students

(Study of Elementary School Civic Education Materials and Learning Course StudyatUPBJJ-UT Serang)

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ABSTRACT--- *Face-to-face Tutoring by tutors is highly effective for students in mastering the materials of law. There is an overall significant improvement in learning outcomes after following face-to-face tutoring, both on cognitive as well as affective aspects. Only a small part of the face-to-face tutoring does not affect the mastery of the materials, especially in the high group.*

Face-to-face tutoring is one of the learning forms provided by the Open University (Universitas Terbuka). The tutorial of the SIPGSD (Bachelor Degree of Elementary Education Program) is held in eight meetings in a semester in one of the coursesis “Elementary School Civic Education Materials and Learning”. The method employed in the pretest and posttest of the experimental research is aimed at measuring the effectiveness of the model in learning achievement on the subjects after the treatment. The research sample is a study group in the Serang Regional Office, i.e. four learning group study treatments, which followed face-to-face tutoring. The samples, which were determined using probability sampling, were among the S1 students in the Serang Regional Office.

The research data shows that the students’achievement in the Low Group had significant imprvovement.A smallportion of face-to-face tutoringdid not impact the students’ mastery of the materials. It is supported by three categories of students: 1) those who relied only on the explanation by the tutor and did not study the learning materials, 2)those who not only learned the learning materials but also seriously followedthe tutorials, and3)those who did not follow the face-to-face tutoring nor learned the learning materials, but gained knowledge from materialsoutside of the university’s learning materials and tutorials.

The students stated that the tutorials were very helpful in understanding the learning materials, especially for understanding difficult terms. This research aims to determine the effectiveness of the face-to-face tutoring on the students’mastery of the law materials. To learn the law materials is important, because it needs early awareness of the law.

The results of this study in relation toface-to-face tutoring is expected to be developed by the S1 Elementary Education Program in the Faculty of Education in order to improve the students’ abilities and help them get accustomed to think, judge, and make decisions when faced with issues in learning the materials. To further strengthen of the students’ capability, the Open University students should learn through modules independently, but they also need to follow face-to-face tutoring.

Keywords--- Face-to-Face Tutoring, Law Course Materials

1. INTRODUCTION

The Elementary School Teacher Education (*Pendidikan Guru SekolahDasar* or SIPGSD) is one of the existing courses taught at the Open University (Universitas Terbuka/UT). The Open University implements the distance learning system (*SistemBelajarJarakJauh* or SBJJ) that requires the students to be able to study independently. The learning materials are delivered in the form of printed learning materials called modules. These modules were specifically designed to enable the students to study according to their respective capabilities (Julaeha&Pratmoko: 2004). To facilitate that, the Open University has prepared the following equipment: 1) Printed Instructional Material (*Bahan Ajar Cetak/BAC*), or Subject Matter Book (*BukuMateriPokok/BMP*) that has been arranged systematically so that the students can learn independently without relying on their lecturers; 2)Non-printed Instructional Materials (*Bahan Ajar Non Cetak/BANC*) in the forms of audio/video, computer/internet, television, and radio broadcast; and 3)learning assistance for the students in the form of tutorials includingface-to-face tutoring(*tutorial tatapmuka/TTM*), radio tutorial, and on-line tutorial(*tuton* or tutorial online).

The tutorial for S1PGSD program is specifically conducted in the form of face-to-face tutoring (henceforth will be referred to as TTM). TTM is taught in one semester in eight sessions, at 2 hours each, with the materials required to be tutored. The 3-credit-value Elementary School Civic Education Materials and Learning (PDGK4401) is one of the courses offered in this program. The researcher can specifically state that the reason to recommend that this course be taught through TTM, which the Open University must provide, is that the courses that contain the core competencies require a comprehensive understanding and have a high level of complexities that without the help of tutoring, students are expected to experience difficulty in mastering the competencies expected.

The course Elementary School Civic Education Materials and Learning discusses Civic Education in SD/MI (Elementary School/Madrasah Ibtidaiyah), Materials and Learning that includes Individuals as the Almighty God's Creation, The History of Indonesia's Struggle for Independence and the Spirit of Nationalism, Indonesian Socio-Cultural Diversity and the National Pride, Pancasila and the Constitution of 1945, Human Rights, Democracy, Understanding Materials and Being Able to Teach Law and Law Enforcement, Indonesian Socio-Cultural Communication, and the Characteristics of New Indonesian Citizens.

One of the modules discussed in this course is Law Materials, while the researcher focused on understanding the materials of Legal Norms, Classifications of the Law, Legal Sources, Branches of Law, and Principles of Judicial Power, which would be tested to the students. Then, the students' mastery of the materials between before and after participating face-to-face tutoring would be observed.

The problem that arose was whether TTM on law materials have an impact on the improvement of S1PGSD students? The aim of research is to find out the difference between the mastery of legal materials before and after following the tutorials for students with low ability, high ability, and all students in general.

The Open University implements the open and distance learning system. The open and distance learning are an interrelated related concepts applied by the Open University. The distance learning concept is more directed at the learning process, both in the form of the students' learning process as well as the delivery methods implemented. According to Suciati (in Julaeha & Prاتمoko: 2004), in relation to self-learning as an independent teaching material in the drafting of the modules, the modules should meet the criteria of easy to read and to understand, in that they use simple, communicative, and clear language, are able to involve the students' thinking process, as well as enable the students to evaluate their level of mastery independently.

Distance learning is a process of knowledge transfer to the learners (students) who are separated from the instructors (teachers) physically in terms of both time and space, which makes the use of components of technology, such as video, internet, CDs, tapes, and other forms of technology to achieve teaching and learning. "Distance learning" and "distance education" are terms used in education and educational technology. It has been acknowledged that distance learning has become a teaching and learning method for almost a hundred years (Moore & Kearsley, 1996), starting with print technology and postal services (correspondence education) all the way up to the electronic communications used today.

Meanwhile, distance education is mostly associated with the separation between students and lecturers. It is in accordance with Keegan (1991) who defines distance education as the "separation between teachers/lecturers and learners during the learning period." The concept of openness is interpreted as the provision of greater opportunities for the students to participate in education, as well as the reduction of the entrance criteria for prospective students, with the consideration that the students' abilities are a selection that determines the students' survival level in following the education. As an open and distance higher education institution, students of the Open University need to become the students who are capable of learning independently.

The Open University offers tutorial activities in its learning assistance services for students who are interested. According to Hamalik (1993), tutorial is tutoring in the form of guidance, assistance, instruction, direction, and motivation so that the students can learn efficiently and effectively. The aim of this assistance, instructions, and directions is to help the students learn the material in the modules. Guiding refers to guiding the students to solve problems associated with their learning difficulties.

According to the constructivist approach, learning is building and solidifying knowledge as a result of experience transformations done through various interactions between the students and the sources. When linked with the complete learning process, students will basically be able to finish their studies if they are provided proper and sufficient assistance (Soewondo, 2004). For students who joined distance education institutions, their learning achievement is largely determined by their ability to conduct independent learning. One of the activities that encourage students self-learning is face-to-face tutoring. Through face-to-face tutoring, students will be motivated to learn independently and overcome their learning difficulties, so that they are facilitated to master the course materials well.

The S1PGSD program is an in-service education program aimed at improving the quality and qualifications of elementary school teachers in order to achieve S1 qualifications. The requirements for S1PGSD are: 1) a teacher of either private or state SD/MI (elementary school), 2) possessing a diploma (education background required): a) SPG/KPG (Teacher Education Secondary School/Teacher Education Course) or teacher of SLTA (senior high school) or equivalent who works as an elementary school (SD) teacher, b) D2 Diploma PGSD Program of LPTK (Teacher Education and Training Institute) who received a license from the Directorate General of Higher Education (Catalog 2013).

Independent learning is a learning process initiated by oneself. The success of independent learning is determined by the student's discipline, creativity, and diligence in studying. Independent learning activities for students include learning the course materials, following education radio broadcast, forming small study groups, doing exercises independently, doing practice and practicum (Catalog 2013).

According to Nana Sudjana (1987: 43), "learning is a conscious process of behavior change." Meanwhile, according to Roestiyah (1979: 10), teaching is an activity that is conducted by a teacher in interacting with their students. In developed countries, teaching is defined as a guidance of learning. It means that learning process does not only consider the students as objects, but also as subjects who are involved in obtaining the information or knowledge.

Tutorial is the assistance and tutoring program aims at instigating and encouraging the students' independent learning process. The implementation of the tutorial is conducted through various methods, i.e. face-to-face interaction, radio/television and mass media broadcast, as well as the Internet (online tutorial). Through tutorials, the students are expected to receive assistance in solving their learning problems as well as solidifying and mastering the competencies of the course.

Elementary School Civic Education Materials and Learning (PDGK4401) is one of the courses that the S1PGSD students must take. This course aims to improve the students' knowledge and abilities, especially Elementary School (SD) teachers, who participate and improve their qualification and their role/function through the Open University, especially the teachers who work in rural areas for whom regular learning process is inaccessible. One of the materials being discussed in the BMPis law materials. In the implementation of teaching and learning, it is essential to do a reflection to evaluate the achievement/success level of the learning process. According to Wardaniet al. (2007:4), a class action research is a research that is conducted by teachers in their own classrooms, through their own reflection, which aims to improve their performance as teachers, so that the students' learning outcome improves.

Knowledge of the law in elementary school is one of the aspects of Civic Education subject, which puts more emphasis on attitude and behavior. Knowledge of the law for elementary school students needs the nurturing of a high level of awareness, while so far the awareness level nurture is only on the cognitive level. However, the demand for the students is high because they ought to pass Civic Education subject as the requirements for class advancement and graduation. Meanwhile, law materials emphasize the cultivation of one's awareness level. According to Sudikno Mertokusumo (1986), belief or religious principles are a life of faith. "The principles are humans' obligation towards God and themselves. The source of these principles is religious teachings or beliefs that the followers consider God's ordinance...." Meanwhile, according to Kansil (in Udin S. Winataputra:2010), the politeness norm is the rules of life that emerged from the interaction of a group of people. Those rules are obeyed as guidelines that direct humans' behaviors towards other humans around them. Therefore, in its daily implementation in the society, the principles of politeness has undoubtedly become subjective in nature; what is considered polite or impolite by a certain group of people is not always considered as such by the rest of the society.

Meanwhile, according to Kelsen (1995), the legal norm is a coercive system or order—a social order that seeks to cause expected individual behaviors through the enactment of coercive actions. It is called such because the rules threaten the actions that harm the society, through coercive actions, by including those coercive actions within the law. Therefore, the researcher intended to find out how S1PGSD students who are also elementary school teachers understand the concept of law.

The research was conducted on four study groups, which include Serang City and Regency study groups (one study group each) and two study groups in Tangerang City area. The study groups' locations were considered representative for the students of S1PGSD in UPBJJ-UT of Serang. The research was conducted since mid-March until the end of November 2013.

The population of the research is the students of the Faculty of Teacher Training and Pedagogy (*Fakultas Keguruan dan Ilmu Pendidikan or FKIP*) at the Open University. One of the courses in the faculty is S1PGSD program of the Basic Education Department (*Jurusan Pendidikan Dasar/Pendas*). Those students were teachers who taught in elementary schools.

The sample of the research was selected using probability sampling method by drawing the S1PGSD students who were listed in several study groups in UPBJJ-UT Serang. The instruments include 1) cognitive test, 2) affective test, and 3) the students' perceptions towards the tutor.

The data collection technique includes a pretest (measuring the cognitive and affective aspects), which was held during the first meeting before the TTM commenced, as well as a posttest (measuring the cognitive and affective aspects), which was conducted during the last meeting (the eighth meeting). The data analysis techniques include 1) assessment of the cognitive test results; 2) assessment of the affective test results; 3) entry of data into the computer; 4) grouping of the students into the Low and High Groups; 4) analysis of the increase of the mean scores in the Low Groups, the increase of the mean scores in the High Groups, and the increase of mean scores in all groups, 5) discussion, and 5) drawing conclusion. The effectiveness of the above 'treatment' can be judged by comparing the mean scores earned by the students between pretest-posttest using the Compare Means calculation, as well as observing the significance of the increase of mean scores between pretest-posttest in Low and High Groups.

Research Results and Discussion: Overall, the research results show the effectiveness of face-to-face tutoring (TTM) that was implemented in the delivery of law materials in the course Elementary School Civic Education Materials

and Learning on the students. The effectiveness of tutorial towards the students was tested by conducting a pretest and a posttest that measure knowledge (cognitive aspect) and attitude (affective aspect) in relation to law materials presented during TTM. The students' perception towards the tutor's delivery during the TTM was analyzed through an attitude scale questionnaire.

To determine the effectiveness of tutoring of law materials, the researcher obtained data from 126 students of the Open University S1PGSDFKIP program. The instruments used for the pretest and posttest are the Cognitive Aspects Test, the Affective Aspects Test, and the attitude scale.

The steps of the research implementation: pretest, TTM process, and posttest. Firstly, the researcher conducted the pretest (measuring cognitive and affective aspects) on 126 students from 4 classes/study groups. After the pretest results data were collected, the students were then divided into two groups, i.e. the Low Group (LG) and the High Group (HG). The grouping was based on the pretest scores earned by the students. The Low Group (LG) consists of the students who earned ≤ 50 score, and the High Group (HG) consists of the students who earned ≥ 51 score.

TTM Implementation: the S1PGSD Study Program carried out face-to-face tutoring (TTM) in each study group in 8 meetings, 2 hours each. One of the courses being offered is Elementary School Civic Education Materials and Learning for semester 7 students. The sample of the research is the students who participated in TTM of Elementary School Civic Education Materials and Learning in all 4 Study Groups.

The materials presented as 'treatment' in this research is the materials on "understanding materials and being able to teach law and law enforcement," which was included in module 8 of Elementary School Civic Education Materials and Learning, which covers four concepts, i.e. 1) Legal Norms, 2) Classifications of the Law, 3) Legal Sources, 4) Branches of Law, and 5) Principles of Judicial Power. Those materials were delivered simultaneously to the study groups sample in the 6th meeting, by the tutors according to their areas of expertise. The tutors were university lecturers, staff members of the Education Department, and high school (SMU) teachers around the respective UPBJJ-UT.

The mean scores of the cognitive test results obtained from both the Low and High Groups in each study group can be seen in Table 1 below.

Tabel 1 Average Cognitive Test Results by Study Group and Students' Abilities

No.	Study Group	Students' Abilities	Number of Students	Average Test Scores		
				Pre-	Post-	Margin
1	KOTSRG	Low	18	37.8	80.4	42.6
		High	9	72.3	74.7	2.3
2	KABTNG	Low	35	87.0	81.7	-5.3
		High				
3	KOTTNG-1	Low	11	44.0	84.0	40.0
		High	23	65.0	86.3	21.3
4	KOTTNG-2	Low	8	42.5	77.5	35.0
		High	22	74.7	83.0	8.3

Cognitive Test Results by Study Group

Average Cognitive Test Results of Low Group students

- Serang City/Serang City Study Group (UPBJJ-UT Serang), the average margin score of the low group between pre- and post-test is $37.8 - 80.4 = 42.6$, while that of the high group is $72.3 - 74.7 = 2.3$;
- Tangerang District Study Group (UPBJJ-UT Serang), the average margin score of the high group between pre- and post-test is $87.0 - 81.7 = -5.3$;
- Tangerang-1 City/Tangerang-1 City Study Group (UPBJJ-UT Serang), the average margin score of the low group between pre- and post-test is $44.0 - 84.0 = 40.0$, while that of the high group is $65.0 - 86.3 = 21.3$;
- Tangerang-2 City/Tangerang-2 City Study Group (UPBJJ-UT Serang), the average margin score of the low group between pre- and post-test is $42.5 - 77.5 = 35.0$, while that of the high group is $74.7 - 83.0 = 8.3$.

2. TEST RESULTS OF THE LOW GROUPS

The test results of the low groups of 3 Study Groups (because Tangerang District did not have a low Study Group) show an increase in the average scores as follows.

- Serang City Study Group = 42.6
- Tangerang District Study Group = ----
- Tangerang-1 City Study Group = 40.0
- Tangerang-2 City Study Group = 35.0

1) Test Results of the Low Groups

The test results of the high groups of 4 Study Groups show increase in the average scores of 3 Study Groups, while 1 Study Group did not experience an increase, as follows.

- a. Serang City Study Group = 2.3
- b. Tangerang District Study Group (decreasing) = -5.3
- c. Tangerang-1 City Study Group = 21.3
- d. Tangerang-2 City Study Group = 8.3

2) Overall Cognitive Test Results

Table 2 Average Cognitive Test Results by TTM Study Groups' Abilities

Students' Abilities	Number of Students	Average Test Scores		
		Pre-	Post-	Margin
Low	13	41.4	80.6	39.2
High	113	70.6	81.4	10.8
All	126	56.0	82.0	26.0

The margin of overall cognitive test results (of 126 students in the 4 Study Groups) between the *pre-* and *post- testis* $56.0 - 82.0 = 26.0$.

3) Affective Test Results

Table 3 Average Cognitive Test Results by Study Group and Students' Abilities

No.	Study Group	Students' Abilities	Number of Students	Average Test Scores		
				Pre-	Post-	Margin
1	SRG CITY	Low	10	41.3	82.1	40.8
		High	17	72.9	83.1	10.2
2	TNG DIS	Low	2	43.5	86.5	43.0
		High	33	80.0	86.7	6.7
3	TNG-1 CITY	Low	-	-	-	-
		High	34	77.5	83.0	5.5
4	TNG-2 CITY	Low	1	40.0	87.0	47.0
		High	29	77.0	84.1	7.1

The average margins of Affective Test Scores as shown in Table 3 are as follows.

- a) Serang City/Serang City Study Group (UPBJJ-UT Serang), the average margin score of the low group between pre- and post-test is $41.3 - 82.1 = 40.8$, while that of the high group is $72.9 - 83.1 = 10.2$.
- b) Tangerang District Study Group (UPBJJ-UT Serang), the average margin score of the low group between pre- and post-test is $43.5 - 86.5 = 43.0$, while that of the high group is $80.0 - 86.7 = 6.7$.
- c) Tangerang-1 City/Tangerang-1 City Study Group (UPBJJ-UT Serang), the average margin score between pre- and post-test is $77.5 - 83.0 = 5.5$.
- d) Tangerang-2 City/Tangerang-2 City Study Group (UPBJJ-UT Serang), the average margin score of the low group between pre- and post-test is $40.0 - 87.0 = 47.0$, while that of the high group is $77.0 - 84.1 = 7.1$.

4) Overall Affective Test Results

The overall affective test results are as shown in the following Table 4.

Table 4 Average Affective Test Results by TTM Study Groups Students' Abilities

Students' Abilities	Number of Students	Average Test Scores		
		Pre-	Post-	Margin
Low	13	41.6	76.9	35.3
High	113	76.8	84.2	7.4
All	126	59.2	80.5	21.3

The margin of overall affective test results (of 126 students in the 4 Study Groups) between the *pre-* and *post- test* is $59.2 - 80.5 = 21.3$.

The Students' Perception of TTM

Table 5 TTM Participants' Assessment of the Tutor's Performance Quality by TTM Study Groups

			Percentage of Participants' Assessment			
1	SRG CITY	A Introduction	20.6	78.2	1.3	0.0
		B Delivery	28.4	70.2	1.5	0.0
		C Closing	30.5	69.0	0.5	0.0
		Overall Performance	26.8	72.0	1.2	0.0
2	KABTNG	A Introduction	4.8	90.4	4.8	0.0
		B Delivery	9.0	83.8	7.0	0.2
		C Closing	5.7	92.0	2.3	0.0
		Overall Performance	7.2	87.3	5.4	0.1
3	TNG-1 CITY	A Introduction	23.7	73.4	2.9	0.0
		B Delivery	19.5	77.7	2.8	0.0
		C Closing	32.3	65.2	2.5	0.0
		Overall Performance	22.7	74.6	2.7	0.0
4	TNG-2 CITY	A Introduction	16.2	75.3	8.4	0.0
		B Delivery	21.0	72.5	6.1	0.3
		C Closing	15.9	75.0	9.1	0.0
		Overall Performance	18.7	73.8	7.4	0.2

The students' perception of TTM and the tutor include Introduction, Delivery, and Closing.

- SerangCity Study Group, 26.8% of the students said they had a very good impression of TTM, 72.0% good, 1.2% bad, and 0.0 % poor. So 98.8% of the students of SerangCity Parung Study Group had good impression of TTM, while 1.2% had bad impression.
- TangerangDistrict Study Group. The perception includes Introduction, Delivery, and Closing. 7.2% of the students said they had a very good impression of TTM, 87.3% good, 5.4% bad, and 0.1 % poor. So 94.5% of the students of TangerangDistrict Study Group had good impression of TTM, while 5.45% had bad impression.
- Tangerang-1City Study Group. The perception includes Introduction, Delivery, and Closing. 22.7% of the students said they had a very good impression of TTM, 74.6% good, 2.7%, bad, and 0.0 % poor. So 97.3% of the students of Tangerang-1 City Study Group had good impression of TTM, while 2.7% had bad impression.
- Tangerang-2City Study Group. The perception includes Introduction, Delivery, and Closing. 18.7% of the students said they had a very good impression of TTM, 73.8% good, 7.4% bad, and 0.2 % poor. So 92.5% of the students of Tangerang-2 City Study Group had good impression of TTM, while 7.5% had bad impression. .

According to the data collected, the comparison of the mean scores of the Low Group (LG) students before and after learning law materials through TTM shows some increase, both in cognitive and affective aspects, as shown in tables 2 and 4: the increase of means on the cognitive aspect between pretest and posttest is 41.4<80.6 with a 39.2 margin, and on the affective aspect 41.6<76.9 with a 35.3 margin. Therefore, based on the tests of the two aspects, there was a significant increase, meaning that learning law concepts through face-to-face tutoring (TTM) is highly effective in improving the students' abilities.

According to the data collected, the comparison of the mean scores of the High Group (HG) students before and after learning law materials through face-to-face tutoring (TTM) shows some increase, both in cognitive and affective aspects, as shown in table 2: the increase of means on the cognitive aspect between pretest and posttest is 70.6<81.4 with a 10.8 margin, and on the affective aspect 76.8<84.2 with a 7.4 margin. Therefore, based on the tests of the two aspects, there was a significant increase, meaning that learning law concepts through face-to-face tutoring (TTM) is highly effective in improving the students' abilities.

According to the data collected, the comparison of the mean scores of all of the students, both the High Group (HG) and the Low Group (LG), before and after learning law materials through face-to-face tutoring (TTM) shows some increase, both in cognitive and affective aspects.

On the cognitive aspect, the pretest and posttest means = 73.8<79.0 with a 5.3 margin and on the affective aspect = 73.3<82.0 with an 8.7 margin. Therefore, based on the tests of the two aspects, there was a significant increase, meaning that learning law concepts through face-to-face tutoring (TTM) is highly effective in improving the students' abilities.

According to the data collected, the comparison of the mean scores between the Low Group (LG) and the High Group (HG), after learning law materials through face-to-face tutoring (TTM) shows some increase, both in cognitive and affective aspects.

In the Low Group:

On the cognitive aspect, the means of pretest and posttest score is 41.4<80.6 with a 39.2 increase and on the affective aspect 41.6<76.9 with a 35.3 increase.

In the High Group:

On the cognitive aspect, the means of pretest and posttest score is 70.6<81.4 with a 10.8 increase and on the affective aspect 76.8<84.2 with a 7.4 increase.

After comparing the margins between the Low and High Groups, the margin of the Low Group on the cognitive aspect is higher than that of the High Group. Similarly, the margin of the Low Group on the affective aspect is higher than that of the High Group, at 39.2>10.8 with a 28.4 margin. Based on the ratio between the mean scores, performance improvement through module learning, both on the cognitive and affective aspects for the students with low scores (<50), show effective and significant increase.

3. DISCUSSION

This part will discuss two things, i.e. (1) Learning Outcome, and (2) Students' Perception on Face-to-Face Tutoring (TTM).

1. Discussion on Learning Outcome

The students' learning outcome on the cognitive aspect can be seen from the comparison between the pretest and posttest after learning the law materials.

- a. The Low Group (LG) shows significant increase of learning outcome on the cognitive aspect, 41.4<80.6 with a 39.2 margin. Similarly, the comparison of the affective aspect between the pretest and posttest shows significant learning improvement, 41.6<76.9 with a 35.3 margin. Therefore, face-to-face tutoring (TTM) on law materials can improve the students' abilities both on the cognitive and affective aspects.

Table 6. Mean Scores of the Low Group (N=126)

Low Group					
Cognitive			Affective		
Pretest	Posttest	Margin	Pretest	Posttest	Margin
41.4	80.6	39.2	41.6	76.9	35.3

- b. The High Group (HG) shows significant increase of learning outcome on the cognitive aspect, 70.6<81.4 with a 10.8 margin. Similarly, the comparison of the affective aspect between the pretest and posttest shows significant learning improvement, 76.8<84.2 with a 7.4 gain. Therefore, face-to-face tutoring (TTM) on law materials can improve the students' abilities both on the cognitive and affective aspects.

Table 7. Mean Scores of the High Group (N=126)

High Group					
Cognitive			Cognitive		
Pretest	Posttest	Margin	Pretest	Posttest	Margin
70.6	81.4	10.8	76.8	84.2	7.4

All groups shows learning improvement on the cognitive aspect between the pretest and posttest, 56<81 with a 25 margin. It also shows on the affective aspect, where there is improvement between the pretest and posttest, 59.2<80.5 with a 21.3 margin. In conclusion, face-to-face tutoring (TTM) on law materials can improve the students' abilities, both on cognitive and affective aspects. (See Table 7)

2. The Students' Perception of TTM

Table 8 TTM Participants' Assessment of the Tutor's Performance Quality

Aspect of Tutor's Performance		Percentage of Participants' Assessment			
		Very Good	Good	Bad	Poor
A	Introduction	16.3	79.3	4.4	0.0
B	Delivery	19.4	76.1	4.3	0.2
C	Closing	21.1	75.3	3.6	0.0
Overall Performance		18.9	76.9	4.1	0.2

The Tutoring Materials presented as *treatment* in this research is on law norms, classification of law, sources of law, branches of law, and the principles of judicial power. The materials were taught simultaneously during TTM in the 4 Study Groups. After the students follow the TTM, the researcher gave them an attitude scale questionnaire in order to find out the students' perspective on the tutor's performance during TTM. The attitude scale consists of 3 aspects, i.e. 1) Introduction, 2) Delivery, and 3) Closing. The result of analysis of the students' perspective on the tutor's performance during TTM is shown in table 8.

As many as 95.6% of the students stated that the tutor's introduction part was good, i.e. the tutor explained the materials attractively, provided motivation, explained the scope of the materials, performed a perception prior to teaching, explained the benefits of the materials to discuss, according to the competencies expected to achieve, as well as reviewed past materials. Only a small number of students (4.4%) stated that the tutor scored poorly in the introduction part.

As many as 95.5% of the students stated that the tutor's delivery was good, i.e. the tutor delivered materials according to the BMP, used examples, taught systematically, asked questions, motivated the students to learn, used supporting media, provided opportunities to ask questions, provided reinforcement, implemented tutoring models, encouraged the students to practice, think, and make decisions. Only a few (4.5%) stated that the delivery during TTM was unsatisfactory.

Almost all (95.8%) of the students stated that the tutor's closing part was good, i.e. the tutor concluded the material discussed, assessed the students' learning outcome, provided feedback, provided follow-up activities, taught according to schedule, and explained all the materials. Only a few (4.3%) stated that the closing part was unsatisfactory.

From the students' perception, it can be concluded that they felt that law materials presented through TTM were very helpful in understanding the materials of the modules and were in accordance with the Subject Matter Book (*Buku Materi Pokok* or BMP). The tutoring was highly beneficial because there were many questions that were difficult to answer, especially for the S1 students of PGSD-FKIP-UT as Elementary School teachers.

However, the performance of Tangerang District Study Group declined (-5.3). On the other hand, there was significant improvement in Tangerang District Study Group (15). Therefore, the researcher concluded that TTM has more effect on the Low Group, although there is still possibility that it can affect the High Group on the improvement of knowledge and attitude.

Overall, the tutoring on law materials was influential for the students' mastery. On the other hand, in the control group (Serang District Study Group), there was some increase of the students' mastery of law materials between the pretest and posttest, although little. However, there are students who had good grades without following TTM. This can be concluded that some of the students probably had studied the law materials before not through TTM but from the Subject Matter Book of Elementary School Civic Education Materials and Learning. Through this program, the students could be divided into 3 categories: 1) those who relied on the tutor's explanation during TTM but did not studied the BMP, 2) those who only studied the BMP but did not follow TTM seriously, and 3) those who did not follow TTM nor studied the BMP but gained knowledge from materials outside the BMP and the tutoring.

4. CONCLUSION

The results of the research on "The Effectiveness of Face-to-Face Tutoring on the Students' Mastery of Law Materials through Elementary School Civic Education Materials and Learning Course" in order to improve the students' learning outcome, can be concluded as follows.

1. The TTM model presented by the tutor was very effective for the students in mastering law materials.
2. The students' overall learning outcome improved significantly after TTM, both on the cognitive and affective aspects.
3. The learning outcome of the students in the Low Group (LG) improved after TTM, both on the cognitive and affective aspects.
4. The learning outcome of the students in the High Group (HG) improved after TTM, both on the cognitive and affective aspects.
5. A small portion of TTM did not affect the students' mastery of law, especially in the High Group.

5. RECOMMENDATIONS

1. In order to improve the students' quality of learning, TTM is highly important, especially on S1PGSD program.
2. The research results in relation to TTM are expected to be developed by the PGSD-FKIP-UT Study Program in order to improve the students' quality so that they will be accustomed to thinking, assessing, and making decisions when facing problems in the BMP.
3. It is expected that there will be more tests to assess the students' abilities after TTM that encourage them to think, such as case studies, problem solving, assessment tests, and questions that motivate the students to make decisions.
4. In order to further improve their abilities, UT students should, aside from learn independently through modules, follow face-to-face tutoring.

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