



Home-Based Guidance Service Management "Omah Ngelmu" in Maintaining Existence in The 5.0 Era

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Abstract

This study aims to explore how the home-based tutoring service "Omah Ngelmu" manages its educational services to maintain its existence in the Society 5.0 era. The study employed a qualitative case study approach. The research subjects were tutoring managers and the research informants were students and their parents. Data were collected through interviews, observation, and documentation. The results showed that service management at Omah Ngelmu is flexible, simple, and personal. Learning plans are adapted to student's needs, sessions are conducted in small groups or individually, and evaluations are carried out through practice questions and school performance monitoring. Its survival strategy with strong community ties. These findings suggest that home-based tutoring can serve as an effective and relevant model of non-formal education even in the digital age.

Keywords: service management, home based tutoring, non formal education, society 5.0.

1. Introduction

The development of information and communication technology has had a significant impact on various aspects of life, including the education sector. Entering the era of Society 5.0, education is required not only to adapt to technological advances but also to remain grounded in humanitarian values. Educational institutions, both formal and non-formal, must be able to balance these two aspects in the learning process (Maharani, JF, et al., 2024). In this regard, non-formal education holds a strategic position due to its flexibility in reaching community groups not yet fully served by the formal education system. One form of non-formal education that is developing in society is tutoring services.

Tutoring, especially home-based tutoring, is characterized by its small-scale, personalized nature and the ability to build strong relationships between tutors, students, and parents. This model offers several advantages, including flexibility in terms of time, an individual approach, and a more intimate and contextual learning environment (Mulia, 2023; Manik, 2020). According to Romadhon (2018), tutoring institutions are a form of non-formal education aimed at helping students overcome learning difficulties and strengthen academic achievement in formal schools. Furthermore, tutoring also plays a crucial role in increasing motivation, strengthening self-confidence, and adapting to the ever-evolving demands of education (Yusuf, 2013).

The success of a child's education is largely determined by the synergy between the three centers of education: family, school, and community. This is evident in the concept of the Three Centers of Education proposed by Ki Hadjar Dewantara (Maharani, JF, et al., 2024). In this context, the role of tutors as part of the community is crucial in supporting a child's learning process, particularly through additional services such as tutoring. This aligns with the view of Listyaningrum et al. (2020), who stated that the success of a child's education can be achieved if these three stakeholders work together.

Omah Ngelmu is an example of a home-based tutoring service that has been operating for over two decades in Pakisaji Village, Malang Regency. This tutoring service has attracted attention because it has managed to maintain its existence amidst modern advancements and competition from larger educational institutions. With only one tutor as the main manager, Omah Ngelmu remains able to reach and provide educational services to the surrounding community with a distinctive family-like approach. According to Syamsurijal (2019), technological advances also support the effectiveness of tutoring services, such as the use of online applications or platforms that allow students to learn flexibly, anytime and anywhere. Although not entirely digital-based, Omah Ngelmu has utilized simple technology to strengthen communication and the learning process.

The long-standing survival of Omah Ngelmu demonstrates the existence of an adaptive and relevant management system, particularly in addressing the needs of rural communities in the digital era. In the context of non-formal education, previous studies have shown that home-based tutoring is an effective alternative to complement formal education, particularly in areas where access to quality education is still limited (Munandar et al., 2021). Therefore, this study aims to describe how the management of Omah Ngelmu's home-based tutoring service has been able to survive and continue to exist for over twenty years, as well as to analyze the implemented survival strategies and their impact on students.

2. Method

This research employed a qualitative approach with a case study. This approach was chosen to gather in-depth information about the service management process at Omah Ngelmu. The subjects were the administrators, who also include tutors, and the informants were active students and parents of the tutoring center.

Data collection techniques included in-depth interviews, direct observation of teaching and learning activities, and documentation in the form of archives and photographs of activities. To ensure the validity of the data, the researchers used triangulation of sources and methods. Data analysis was conducted using the interactive model by Miles and Huberman, which includes data reduction, data presentation, and drawing conclusions.

3. Results and Discussion

Result

Service management at Omah Ngelmu emphasizes flexibility and a humanistic approach, which are hallmarks of community-based non-formal education. The administrators, who also serve as tutors, have full authority in developing service policies and strategies, allowing for swift and responsive decisions tailored to student needs. This finding is reinforced by Christiani's (2025) research, which states that individually managed non-formal educational institutions tend to be more responsive to field conditions because the administrators have direct control over every aspect of the service. This allows for swift and targeted decision-making.

In terms of lesson planning, Omah Ngelmu develops materials based on the real-life challenges students face in formal schools, rather than strictly following the national curriculum. The material presented is tailored to each student's level of understanding and readiness. This allows for a more relevant and focused learning process. This finding aligns with Fathonah's (2023) opinion that planning in non-formal education must be situational and participatory, with teachers planning lessons based on the students' needs and backgrounds.

Learning is conducted face-to-face in small groups or individually. The learning environment is created to be as comfortable as possible to prevent students from feeling mentally stressed. Tutors use methods tailored to each child's learning style, such as audio, visual, or interactive discussions. This finding aligns with Lestari & Kuncoro's (2020) assertion that psychological comfort during the learning process is a crucial factor in the success of non-formal education. Furthermore, Sutanti & Hidayat (2023) also explain that learning tailored to students' learning styles can improve learning outcomes.

The evaluation process is conducted informally, through tutors' observations of students' academic progress and test scores obtained from formal schools. When difficulties or grade declines are identified, tutors immediately provide reinforcement on material not yet understood. This finding aligns with the view of Astuti & Yani (2020), who stated that evaluation in non-formal education should emphasize individual student achievement and not rely solely on numerical assessments.

As a survival strategy, Omah Ngelmu has implemented an adaptive approach, utilizing simple technologies like WhatsApp as a communication medium with parents, and Google Forms to provide independent practice questions. This strategy helps maintain two-way communication between tutors and parents and strengthens family involvement in their children's learning process. This finding is supported by research by Arsih & Rachmawati (2022), which explains that open and regular communication between the institution and parents will increase the effectiveness of family involvement in non-formal education.

Another important aspect of a sustainability strategy is setting service rates that align with the economic conditions of the surrounding community. Most parents come from laborers and small traders, making affordable rates a significant added value. The social closeness between administrators and the community also strengthens participant loyalty. According to Zunaidi (2024), the sustainability strategy for non-formal education in the era of Society 5.0 needs to be based on strengthening social roots, as connections with local communities ensure continued participation.

With a flexible, personalized approach based on local wisdom, Omah Ngelmu has maintained its existence for more than two decades. This proves that even simply managed non-formal education can have a real impact on students and their social environment, as long as it addresses community needs directly and contextually.

4. Conclusion

The management of Omah Ngelmu's home tutoring service demonstrates that a simple, flexible, and needs-based approach can address the challenges of education in the Society 5.0 era. Although not based in a formal institution, this service still makes a real contribution to improving students' understanding and motivation to learn, as well as strengthening the role of non-formal education in society.

The suggestions from the results of this study are as follows: (1) Managers are advised to continue to develop the use of relevant technology to support the effectiveness of learning; (2) Parents are expected to be able to establish more intensive communication with tutors so that the learning process becomes more synergistic; and (3) Further researchers are advised to expand the research object to similar institutions in other areas so that they can be compared and produce broader recommendations.

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