

The Phenomenon of Tutoring and the Shift in Teachers' Pedagogical Authority in Schools: A Literature Review

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ABSTRACT

The phenomenon of tutoring has become an increasingly prominent part of contemporary education and can no longer be seen merely as a supplementary learning service. In many contexts, tutoring functions as *shadow education* that accompanies formal schooling and influences students' learning preferences. This article aims to examine how the literature portrays tutoring in relation to the shift of teachers' pedagogical authority in schools, including the contributing factors and its implications for education and the teaching profession. This study employed a qualitative approach through a narrative literature review. Data were drawn from national and international journal articles, proceedings, books, and relevant policy documents. The review indicates that the growth of tutoring is associated with a gradual shift in students' academic trust, in which tutors are often perceived as more practical, communicative, and responsive to examination needs than school teachers. This shift reflects not only students' learning choices, but also broader challenges related to performative academic culture, less personalized classroom instruction, and limited pedagogical responsiveness in schools. The article highlights the need to strengthen teachers' pedagogical authority through more meaningful, communicative, and student-responsive learning practices.

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1. INTRODUCTION

The phenomenon of tutoring has become an increasingly prominent part of the contemporary educational landscape. Its presence is no longer seen as a fringe supplementary service, but has become an integral part of the learning patterns of many students at various levels of education. For some students and parents, tutoring is positioned as a means to strengthen material understanding, improve academic achievement, and prepare for various forms of educational evaluation. The growth of tutoring institutions, both in-person and digital, demonstrates the growing need for learning support outside of school [1]. This development indicates that students' learning culture is no longer only shaped by learning experiences at school, but also by academic mentoring practices that take place outside the formal classroom [2].

In educational studies, the phenomenon of tutoring is often understood as part of shadow education, a form of supplementary education that operates alongside the formal school system. This term refers to learning services whose existence is highly dependent on the school's

educational structure, both in terms of subjects, curricular targets, and academic evaluation orientation. Tutoring does not exist as a completely separate system, but grows by following what is taught, tested, and demanded in schools. When schools place grades, exams, and academic achievement as the primary measures of success, tutoring develops by providing support deemed capable of helping students meet these demands [3]. In that context, tutoring is not just a complementary symptom of education, but part of a dynamic that shows how students' learning needs are increasingly influenced by academic competition and performance demands.

At the same time, schools continue to position teachers as central figures in the learning process. Teachers hold positions beyond formal teaching, but also as holders of pedagogical authority who guide, facilitate, assess, and direct students' learning development. Pedagogical authority stems not only from position or institutional authority, but also from competence, quality of interactions, ability to explain, and the trust students place in classroom learning. In educational practice, teachers serve as a source of academic legitimacy because it is through them that the learning process in schools is designed, implemented, and evaluated [4]. Therefore, discussions about tutoring cannot be separated from the teacher's position, because the presence of learning services outside of school has the potential to influence how students view learning resources that are considered the most effective and most reliable [5].

Problems began to emerge when tutoring was no longer positioned merely as a learning companion, but also as a primary resource for students in understanding lessons. Tutors were (often) perceived as easier to understand, more focused on exam needs, more practical in delivering material, and more responsive to students' learning difficulties. This situation led some students to build stronger academic trust in tutors than in teachers at school, especially in subjects considered difficult or determining grade achievement [6]. If this situation continues to strengthen, it will not only be students' preferences for teaching styles that will shift, but also the teacher's pedagogical position as the primary learning resource in the classroom. From this perspective, the phenomenon of tutoring becomes important to read not only as a supplementary academic service, but also as a phenomenon that touches on teacher-student relations and learning authority in schools.

Reviews of tutoring have often focused on its relationship to student learning outcomes, motivation, or the effectiveness of academic support. While such a focus is important, it doesn't adequately explain the potential shift in teachers' positions within the student learning ecosystem. However, the rise of tutoring can also be interpreted as a sign of a shift in the focus of learning, particularly when students perceive that the understanding they need is more readily available from tutors outside of school [7]. Studies that position tutoring as a phenomenon related to the shift in teachers' pedagogical authority have yet to be developed specifically, especially within the framework of education and teaching. This gap makes the topic worthy of further exploration, as the issue goes beyond the existence of tutoring, but also concerns how the teaching profession is interpreted amidst changes in students' learning culture.

To make the research gap more explicit, previous studies on tutoring, shadow education, and teachers' pedagogical authority can be grouped into several strands, as shown in Table 1. The first strand discusses tutoring as part of non-formal or supplementary education that supports students' learning needs outside school. The second strand examines shadow education from comparative, bibliometric, policy, inequality, and digitalization perspectives. The third strand focuses on students' perceptions of the effectiveness of tutors compared with schoolteachers, particularly in relation to examination preparation and practical explanation. The fourth strand discusses teachers' pedagogical authority, pedagogical competence, and teacher-student relations within formal schooling. Although these studies provide important insights, they generally discuss tutoring and teacher authority as separate themes. Thus, the specific relationship between the growth of tutoring and the shift in teachers' pedagogical authority in schools remains insufficiently synthesized within pedagogical and teacher-professionalism discourse.

Table 1. Synthesis of Previous Research on Tutoring, Shadow Education, and Teachers' Pedagogical Authority

No.	Researcher(s)/source	Main focus	Main findings or research trend	Limitations in relation to this article
1	Umam et al. [1]; Aulia et al. [2]; Fadila et al. [3]; Madde et al. [8]	Tutoring as non-formal and supplementary learning support	These studies describe tutoring as a learning service that helps students strengthen understanding, prepare for academic evaluation, and respond to parental expectations.	The focus remains on tutoring as additional academic assistance. The studies do not yet examine how tutoring changes students' recognition of teachers as pedagogical authorities in schools.
2	Zhang and Bray [29]; Hajar and Karakus [30]; Hajar and Karakus [31]	Comparative and bibliometric mapping of shadow education research	This strand shows that shadow education has become a growing international research field, involving policy, sociology of education, educational inequality, learning outcomes, and cross-national comparison.	These studies map the development of the field at a macro level, but they do not specifically analyze the pedagogical shift of authority from schoolteachers to tutors in classroom learning relations.
3	Alam and Zhu [7]; Fadilla et al. [6]; Sari et al. [5]; Ku et al. [32]	Academic effects, learning support, and inequality in tutoring	This strand examines the relationship between tutoring, students' academic achievement, learning difficulties, interest in continuing education, and inequality of access to educational support.	The studies explain why tutoring is attractive and how it affects academic outcomes, but they do not explicitly frame tutoring as a factor that may reshape teachers' pedagogical authority.
4	Zhan et al. [33]; Yung [34]; Kadang [16]; Prayogi [24]	Students' perceptions of tutors, tutoring effectiveness, and learning style	Students often perceive tutors as more practical, examination-oriented, communicative, and responsive to immediate learning difficulties than schoolteachers.	These studies compare perceived teaching effectiveness or learning experience, yet the implications for the teacher's authority as the primary pedagogical reference in schools remain underdeveloped.
5	Yung and Yuan [35]	Tutor identity and the emergence of "star tutors" in shadow education	This study shows that tutors may construct identities as examination experts, popular figures, and qualified instructors through market-oriented educational discourse.	The study is strong in explaining tutor identity and marketization, but it does not directly connect such tutor visibility to the weakening or negotiation of teachers' pedagogical authority in schools.
6	Zhang [36]	Regulation and policy responses to private tutoring	This strand examines how government policies regulate private tutoring and how tutoring providers respond differently to uniform regulations.	The focus is on policy enactment and institutional response, not on how tutoring affects teacher-student relations or students' trust in teachers as pedagogical authorities.
7	Harjunen [37]; Harjunen [38]	Teachers' pedagogical authority and students' consent to teacher authority	Pedagogical authority is constructed through teacher-student interaction, trust, responsibility, respect, confidence, and students' recognition of the teacher's legitimacy.	These studies explain pedagogical authority within classroom relations, but they do not integrate the role of external learning actors such as tutors in shifting students' academic trust.
8	Desni et al. [13]; Khasanah et al. [14]; Shufa et al. [18]; Setyaningrum et al. [20]	Teachers' pedagogical competence and professionalism	Teacher competence is discussed in relation to instructional quality, active and enjoyable learning, learning facilitation, and the improvement of classroom learning quality.	The studies emphasize internal teacher professionalism, but they do not sufficiently address how external tutoring may challenge or renegotiate the teacher's pedagogical position.
9	Rowiya and Natuna [15]; Nurapipah et al. [19]	Teacher authority and the shifting role of learning resources in the digital era	This strand indicates that teachers' authority and roles are influenced by changes in technology, digital learning resources, and the diversification of students' learning sources.	The shift is mainly discussed in relation to digitalization and source diversification, not specifically in relation to tutoring as a shadow education practice.
10	Rosyada et al. [17]; Kurniawan et al. [25]; Paramita et al. [27]; Utami and Putra [28]	Classroom conditions, differentiated learning, communication, and responsive support	These studies show that teachers' administrative burden, limited individualized support, communication competence, and differentiated learning practices affect students' learning experiences.	These works explain school-level conditions that may make tutoring attractive, but they do not synthesize these conditions as part of a broader shift in teachers' pedagogical authority.
11	Synthesis of previous studies	Unresearched intersection	Previous research has separately examined tutoring, shadow	The gap lies in the limited discussion that connects the rise of tutoring

No.	Researcher(s)/source	Main focus	Main findings or research trend	Limitations in relation to this article
		between tutoring and pedagogical authority	education, tutor effectiveness, tutor identity, policy regulation, teacher competence, and pedagogical authority.	with the shift of students' academic trust and the negotiation of teachers' pedagogical authority in schools. This article addresses that intersection.

Based on the synthesis, the novelty of this article does not lie in proving that tutoring exists or that it supports academic achievement. Rather, its contribution lies in reading tutoring as a pedagogical phenomenon that can influence students' academic trust, reposition teachers within the learning ecosystem, and require schools to rebuild teachers' authority through more communicative, responsive, and meaningful learning practices. Further then, this article aims to examine how the literature portrays the phenomenon of tutoring in relation to the shift in teachers' pedagogical authority in schools. This review is directed at understanding the relationship between teachers' positions in formal learning, the factors that make tutors more trusted by students, and the implications for teacher professionalism and pedagogical relationships in the classroom. This discussion is important so that the phenomenon of tutoring is understood not only as a response to students' academic needs, but also as a reflection of the challenges schools face in maintaining the meaning of learning. This article seeks to present a more critical reading of the changing sources of students' learning authority amidst the increasingly strong culture of academic mentoring outside of school [8]. The direction of this study is expected to contribute to the development of discourse on education and teaching, particularly in understanding how teachers can continue to build pedagogical trust amidst the presence of other learning actors outside of school.

2. METHOD

This article was written using a qualitative approach based on a narrative literature review to examine and synthesize various studies related to the phenomenon of tutoring and the shift in teachers' pedagogical authority in schools. This approach was chosen because the themes discussed are not only focused on learning outcomes but also touch on issues of pedagogical relations, teacher position, student learning culture, and the development of shadow education in the formal education system. Through a narrative review, the literature is read not merely as a collection of stand-alone findings, but also as material for understanding the tendencies of arguments, the direction of discussions, and research gaps in the themes studied [9].

Literature selection was conducted using inclusion and exclusion criteria to ensure the sources analyzed remained focused on the article's focus. Inclusion criteria included: literature discussing tutoring, shadow education, teachers, teacher-student relations, pedagogical authority, formal learning, and studies that were conceptually and empirically relevant to the teacher's position in the student learning ecosystem; published within a timeframe relevant to current research developments; and available in full text for complete reading. Meanwhile, exclusion criteria included: literature unrelated to the field of education and teaching, sources that only discuss learning achievement without linking it to the teacher's pedagogical position, non-scientific popular opinion, and duplicate publications with the same substance. The literature collection process was carried out by identifying keywords such as "tutoring," "shadow education," "teacher pedagogical authority," "teachers and tutors," "teacher-student relations," and "formal learning," followed by searching, selecting, and grouping sources based on thematic relevance. This stage was crucial to ensure the study material used did not become too broad, but still supported a focused reading of the relationship between the rise of tutoring and the teacher's position in schools.

The literature search initially identified 143 records from Google Scholar, Garuda, DOAJ, and Scopus using the keywords "tutoring," "shadow education," "teacher pedagogical authority," "teachers and tutors," "teacher-student relations," and "formal learning." After removing duplicate records, inaccessible full-text sources, and sources with weak relevance to the topic, 97 records remained for title and abstract screening. At this stage, 54 records were excluded because they did not directly discuss tutoring, shadow education, teachers, pedagogical authority, or teacher-student relations. Furthermore, 43 full-text sources were assessed based on the inclusion

and exclusion criteria. From this process, 38 sources were finally selected and analyzed in depth because they were considered most relevant to explaining the relationship between tutoring, students' academic trust, and teachers' pedagogical authority in schools.

The selected sources were then grouped into several thematic categories, namely tutoring and shadow education, students' perceptions of tutoring, teachers' pedagogical competence, pedagogical authority, teacher-student relations, and the implications of tutoring for the teaching profession. This selection process was intended to ensure that the literature analyzed did not merely discuss tutoring as additional learning support, but also contributed to understanding how tutoring may be related to the negotiation of teachers' pedagogical authority in schools. The next stage was to compare arguments and findings across sources to identify common ground, differences in emphasis, and emerging trends in scholarly discussions. The results of this comparison were then compiled into a narrative synthesis to explain the relationships between ideas coherently and critically [10]. From this process, the article attempts to draw general patterns and find research gaps, particularly regarding the still limited discussion that positions tutoring not only as an additional academic service, but also as a phenomenon that influences the pedagogical authority of teachers in schools.

3. RESULT AND DISCUSSION

3.1. Tutoring and Teacher Pedagogical Authority in Schools

Previous studies on tutoring generally position this phenomenon within two related discussions. First, national studies tend to examine tutoring as a form of non-formal or supplementary education that helps students strengthen their understanding, overcome learning difficulties, and prepare for academic evaluation [1], [2], [3], [6], [8]. Second, international literature discusses tutoring as part of shadow education, namely private supplementary learning that grows alongside formal schooling and follows its curriculum, subjects, examination system, and academic competition [7], [29], [30], [31]. These studies show that tutoring does not operate as a completely separate educational space, but is closely attached to the logic and demands of formal schooling.

At the same time, studies on teachers' pedagogical competence and authority emphasize that teachers remain central actors in formal education because they design learning, facilitate interaction, assess students' progress, and provide academic legitimacy within schools [13], [14], [15], [37], [38]. However, these studies also indicate that pedagogical authority is not produced only by formal status, but also by students' recognition of teachers' competence, communication, fairness, and ability to respond to learning needs. Based on this synthesis, tutoring and teacher authority should not be understood as two separate issues. Rather, tutoring needs to be read as part of a broader student learning ecosystem in which formal authority, pedagogical competence, and students' academic trust interact with one another.

In the development of modern education, tutoring can no longer be understood merely as an optional supplementary service, but has become part of the school's support structure, operating according to the logic of formal education. Tutoring has evolved by adapting to the subjects taught in schools, the academic targets set by the curriculum, and the evaluation patterns that determine student success. Its presence is closely related to increasing academic competition, exam pressure, and parental expectations regarding grades and success in entering higher education [3]. At this point, tutoring is developing because it offers support that is considered more focused, faster, and more targeted to students' academic needs. This phenomenon demonstrates that tutoring does not exist outside the school system, but rather grows alongside needs that are not fully met in formal education [11].

The role of tutoring as a supplementary education also demonstrates the dynamic relationship between schools and learning support institutions outside of school. Schools remain the legal and curricular center of education, but tutoring serves as a space often chosen by students to strengthen their understanding, review material, and prepare for academic evaluations. In certain contexts, the presence of tutoring even signals that students' learning processes have transcended the boundaries of the formal classroom. This does not necessarily mean that schools have failed in their function, but rather demonstrates that students' learning needs are increasingly complex and cannot always be accommodated by learning patterns that take place in large classes, with tight schedules, and are oriented towards curricular targets. In this light, the phenomenon of

tutoring needs to be read as part of the changing student learning ecosystem, not simply a stand-alone supplementary learning option [12].

Discussions about tutoring become even more important when linked to the teacher's role in school learning. Teachers fundamentally not only carry out a teaching function, meaning the delivery of material, but also hold pedagogical authority that shapes the direction, meaning, and legitimacy of students' learning processes. Pedagogical authority refers to a teacher's ability to be recognized as a legitimate learning resource, a trusted academic mentor, and a figure capable of guiding students' understanding through competence, quality interactions, and sensitivity to learning needs [13][14]. This authority differs from the formal authority of a position, as it is not solely supported by institutional status but must be built through compelling learning practices. Therefore, when students begin to seek primary sources of understanding outside of school, what is at stake is not only the effectiveness of the learning, but also the teacher's position as the center of pedagogical authority in their learning experience.

Within this framework, teachers retain a unique position compared to tutors, as they simultaneously act as learning designers, facilitators of the learning process, assessors of academic progress, and legitimizers of student learning outcomes. Teachers also exist within broader pedagogical relationships, as they not only target mastery of material but also foster attitudes, learning habits, and long-term character development in students. However, a teacher's pedagogical authority will only be realized if it is truly recognized by students through meaningful learning experiences. When classroom learning is no longer the most effective space for helping students understand the lesson, the teacher's position may shift in practice, although formally it remains irreplaceable [15]. From here, the discussion about tutoring needs to be directed not at the simple conflict between teachers and tutors, but at changing the sources of students' academic confidence in an increasingly competitive educational ecosystem.

3.2. The Shift in Teachers' Pedagogical Authority Amidst the Rise of Tutoring

A number of previous studies show an emerging trend in which students increasingly perceive tutoring as a more practical and examination-oriented learning space. Zhan et al. [33] found that students in Hong Kong tended to perceive private tutors as more effective than schoolteachers in providing examination support and learning strategies. Yung [34] also showed that cram school tutors were perceived by senior secondary students as more effective than schoolteachers in several aspects of English teaching, although the relationship between school learning and tutoring remains complex. In a related study, Yung [39] found that English private tutoring was regarded by many learners as almost indispensable during secondary education, even though it was also criticized for being strongly examination-oriented. Chan and Bray [40] further demonstrated that private tutoring operates as a marketized supplement to regular schooling by closely following curriculum and examination demands. Similarly, Tsai and Kuo [41] found that cram school students often understand learning in relation to memorizing school knowledge, preparing for tests, and practicing tutorial problems.

These findings reveal a pattern that tutoring is no longer used merely as additional academic assistance, but also functions as a space for academic validation, examination confidence, and practical problem-solving. In this situation, students may still recognize teachers as formal educational authorities, but their academic trust can gradually move toward tutors when tutors are perceived as more capable of helping them understand lessons, answer examination questions, and meet short-term academic targets. Therefore, the shift in teachers' pedagogical authority should not be interpreted simply as the replacement of teachers by tutors. Rather, it reflects a negotiation of pedagogical recognition, in which students begin to compare learning experiences in school with learning support outside school and place stronger trust in the actor who is perceived as more responsive to their immediate academic needs.

The increasing popularity of tutoring services may be related to changes in how students perceive the most effective learning resources. In this regard, tutors are perceived as easier to understand because they deliver material directly, concisely, and focus on questions expected to appear on exams. This presentation style suggests that tutors are more in touch with students' practical needs, especially when learning goals are geared toward achieving high grades, passing

exams, or qualifying for certain selection processes [3][16]. On the other hand, learning in schools is often seen as broader in scope, more tied to class administration, and not always providing enough space for strengthening individual understanding [17]. In such situations, students can start to place tutors as the main reference for explaining material that they have not understood at school.

This shift isn't always evident in student rejection of teachers, but more often in a shift in academic trust. Students continue to attend school, participate in teacher instruction, and recognize teachers as authoritative figures in the educational process, but validation of their understanding of the lessons may shift to tutors. When students perceive tutoring strategies as more helpful, practice questions more relevant, and tutors' explanations more on-point, the teacher's pedagogical authority gradually diminishes as the sole reference point in the learning process. This demonstrates that a teacher's formal legitimacy does not always align with students' perceived pedagogical recognition [18]. In other words, a shift in pedagogical authority occurs when students' trust in learning begins to shift from teachers in school to tutors outside of school as the primary source of understanding and academic preparedness.

Several previous studies support this tendency and show that the shift is part of an emerging trend in shadow education research. Zhan et al. [33], for example, found that students in Hong Kong tended to perceive private tutors as more effective than schoolteachers, especially in providing examination support and practical learning strategies. A similar pattern was reported by Yung [34], whose study showed that cram school tutors were perceived by senior secondary students as more effective than schoolteachers in several aspects of teaching, even though the relationship between tutoring and formal schooling remains complex. Yung [39] also found that English private tutoring was regarded by learners as almost indispensable during secondary education, although it was often criticized for being overly examination-oriented rather than oriented toward broader language proficiency. Chan and Bray [40] further showed that marketized private tutoring in Hong Kong operates as a supplement to regular schooling by closely following curriculum and examination demands. Meanwhile, Tsai and Kuo [41] found that cram school students in Taiwan commonly understood learning as memorizing school knowledge, preparing for tests, and practicing tutorial problems. These findings reveal an emerging trend that tutoring is not only used as additional academic assistance, but also becomes an alternative space for examination preparation, academic validation, and student confidence building. Therefore, the shift in teachers' pedagogical authority can be understood as a negotiation of students' academic trust, in which tutors are increasingly recognized as actors who provide more immediate, practical, and examination-oriented learning support.

This phenomenon becomes even more pronounced when tutoring no longer merely serves as a place to ask additional questions but also becomes the primary space for building students' academic confidence. In this pattern, students come to school to participate in the formal learning process, while they seek and confirm their core understanding through tutors. This situation can place teachers in a potentially weakened position in terms of pedagogical authority, as their role as a source of academic validation begins to share space with actors outside the school. This shift also signals a change in the teacher-student relationship, as the trust previously built through classroom interactions can shift to those perceived as more capable of addressing learning needs quickly and practically [19]. At this stage, the issue is no longer whether tutoring helps students or not, but how the presence of tutoring reshapes the map of authority in students' learning experiences.

However, this "issue" needs to be carefully understood to avoid the simplification that teachers are "defeated" by tutors. What has actually shifted is students' recognition of who they trust most to help them understand their lessons and achieve their academic goals. Teachers still hold institutional authority, but in pedagogical practice, that position can be negotiated when students feel their learning needs are better met elsewhere. Therefore, the phenomenon of tutoring opens up space for reflection that pedagogical authority is not something that is automatically inherent in the teaching profession, but rather must be continuously built and maintained through the quality of learning, close communication, and the ability to respond to students' learning needs [20].

Concretely, the quality of learning can be strengthened when teachers do not merely deliver material according to the syllabus, but also diagnose students' initial understanding, explain concepts through varied examples, connect learning materials with students' real

experiences, and provide structured exercises followed by meaningful feedback. Close communication can be built through classroom dialogue that allows students to express confusion, ask questions without fear of being judged, and receive clarification in a supportive manner. In practice, this may include short reflective questions at the end of lessons, individual comments on students' work, small-group discussion for students who need additional explanation, or consultation time outside regular class hours. The ability to respond to students' learning needs can also be shown through differentiated instruction, remedial activities, enrichment tasks, formative assessment, and more personalized academic support for students with different levels of understanding. When students feel that their difficulties are recognized, their questions are answered, and their learning progress is accompanied by the teacher, pedagogical authority is rebuilt not merely through formal status, but through students' trust in the teacher as a reliable academic guide. Readings like this are important so that the discussion does not stop at the dichotomy of school versus tutoring, but leads to a deeper understanding of how learning authority is formed and changes in students' academic lives.

3.3. Causal Factors and Implications for Education and the Teaching Profession

The literature indicates that the shift in teachers' pedagogical authority is influenced by several structural and pedagogical factors. Studies on performativity in education show that teachers and schools increasingly operate under pressure to produce measurable achievement, examination results, rankings, and institutional accountability [21]. Other studies also show that students experience academic stress as a result of achievement demands, examination pressure, and expectations from parents and schools [22], [23]. In this context, tutoring becomes attractive because it offers intensive practice, direct explanation, and strategies that are closely connected to examination success. Research on shadow education and inequality also shows that access to tutoring is often linked to parental investment and socioeconomic background, which makes tutoring not only a learning issue but also a broader educational and social issue [32].

Other studies highlight internal school factors that may indirectly strengthen students' dependence on tutoring. Administrative burdens can reduce teachers' focus on instructional effectiveness [17], while the limited implementation of differentiated learning may prevent students with different levels of understanding from receiving adequate academic support [25]. Research on pedagogical communication also emphasizes that teachers need effective, empathetic, and respectful communication to help students feel understood and supported in the learning process [27]. In addition, responsive learning spaces, constructive feedback, and more personalized support are needed so that students do not seek all forms of clarification and academic confidence outside school [28]. Based on this synthesis, the implication is that the rise of tutoring should not be read merely as evidence that tutors are more effective than teachers. Instead, it should be understood as a reflection of the need for schools to strengthen classroom learning, reduce the distance between teachers and students, and rebuild pedagogical authority through meaningful instruction, close communication, formative feedback, and responsiveness to students' diverse learning needs.

The shift in teachers' pedagogical authority amidst the rise of tutoring did not emerge in a vacuum, but was influenced by various interrelated factors. One important factor is the strengthening of a culture of performativity in education, namely the tendency to judge learning success based on academic achievement, rankings, graduation rates, and success in passing selection tests [21]. In this culture, students and parents readily value learning services that promise measurable results in a short time. Tutoring offers a model that perfectly fits this need, offering quick strategies, intensive practice, and discussions that directly address evaluation targets. When results-oriented learning becomes dominant, the more reflective and gradual learning process in schools is often deemed inadequate to address the academic pressures students face [22], [23].

The next factor relates to the tutor's learning approach and the actual learning conditions at school. Tutors are often perceived as more practical, communicative, and focused on the core issues students want to master [16][24]. Meanwhile, teachers in schools face larger classes, a wider diversity of student abilities, administrative burdens, and curricular demands that don't always

allow for intensive individual mentoring. These limitations can make classroom learning feel less personal, especially for students who need further explanation or more specific learning strategies. Furthermore, when differentiated learning isn't running optimally, some students feel their learning needs aren't fully met at school. This situation reinforces the appeal of tutoring as a space perceived as more responsive to individual academic needs [25].

The evaluation aspect of learning also plays a role in reinforcing this phenomenon. In schools, evaluation is often understood primarily as a tool for measuring achievement, while meaningful feedback on the learning process is not always consistently provided. Tutoring services exploit this gap by offering discussion of problems, mapping weaknesses, and reviewing material, all of which are more directly beneficial to students. From the student's perspective, such services provide a sense of security because they receive more concrete guidance on how to answer questions and face exams. Parental pressure for grades and graduation further exacerbates this tendency, as short-term academic success often takes precedence in learning decision-making [26]. These factors show that the shift in teachers' pedagogical authority is related not only to the teachers' personal abilities, but also to the structure of the learning culture which is now increasingly results-oriented.

In the context of education and the teaching profession, this phenomenon has serious implications and needs to be read as material for pedagogical reflection. Teachers need to strengthen their pedagogical authority not through formal affirmation, but through learning that is more communicative, responsive, and meaningful for students. Strengthening learning communication competencies is crucial so that teachers not only master the material but also are able to explain it in a way that is close to the needs and learning experiences of students [27]. Schools also need to provide more tangible spaces for responsive learning, including through differentiation, constructive feedback, and more personalized learning support [28]. Ultimately, the challenges presented by the rise of tutoring do not simply require teachers to compete with tutors, but rather encourage schools to rebuild students' trust in the classroom learning process as a space that truly helps them understand, develop, and feel supported academically.

4. CONCLUSION

The phenomenon of tutoring in the context of modern education demonstrates that changes in the student learning ecosystem not only provide academic support services but also shift the landscape of pedagogical authority in schools. This literature review shows that teachers retain formal legitimacy as the primary actors in learning, but student pedagogical recognition can shift when tutors are deemed more communicative, more responsive to exam needs, and more effective in fostering understanding. This shift stems not solely from the superiority of tutors but also from an increasingly results-oriented educational culture, limited personal space in school learning, and suboptimal learning practices that build student confidence. Therefore, the phenomenon of tutoring needs to be read as a reflection of pedagogical challenges for schools and the teaching profession, not simply as an additional symptom outside the formal education system. The implication is that strengthening teachers' pedagogical authority needs to be directed at the quality of learning relationships, instructional communication skills, sensitivity to students' learning needs, and the presence of truly meaningful and compelling classroom learning experiences for students.

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