

# Teacher's Efforts to Increase the Learning Motivation of Class Ix Students of Mts Sunan Pandanaran through Group Guidance Services in Guidance and Counseling

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**Abstract:** *The problem in this research is the lack of student interest or motivation to learn in class. This can be seen from the lack of motivation of students because they do not think that without the National Examination (UN) they can be accepted at the school they hope for. These problems require solutions and must be solved immediately, these problems greatly influence learning activities and the achievement of learning objectives. In line with this. This research will try to solve the problems that occur through Classroom Action Research (PTK) so that problems related to student learning motivation can be solved. This research is included in the type of action research with the Mc model. Taggart. This research consists of two cycles. Each cycle consists of four stages, namely planning, implementing actions, observing and reflecting. Data collection techniques, namely observation, questionnaires, interviews and documentation of learning activities. Observations were carried out to determine initial conditions related to the learning motivation of class IX MTs Sunan Pandanaran students, questionnaires were used to evaluate each PTK activity carried out, interviews and documentation were used to obtain further statements, related to group guidance that had been carried out by class IX MTs students Sunan Pandanaran. Analysis was carried out using qualitative descriptive techniques supported by quantitative data. This research produced the following findings; (1) Class IX students' learning activities, especially in increasing students' learning motivation at MTs Sunan Pandanaran before being given group guidance services, obtained a score of 63.88% in the sufficient category, these results need to be improved through the second meeting in the first cycle. After observation and analysis, the second meeting resulted in an increase in score from initially 63.88% to 67.00%.*

**Keywords:** *Improvement; Motivation to learn; Student; Group conseling*

## I. Introduction

The learning process in the classroom involves the efforts of teachers and students. Collaboration between teachers and students will support the success of the learning process (Anita, 2017); (Fridaram et al., 2021); (Arisanti & Adnan, 2021). In line with this, Rahayu & Dahlan R (2021) state that the learning process cannot be done alone, but must involve several components related to learning in order to create the expected goals. One of the factors that really influences and helps teachers in supporting the success of learning is students' learning motivation which must continue to be improved (Risca Alvina Yuliani et al., 2022).

Motivation to learn is a condition that exists in an individual where there is an urge to do something to achieve a goal. According to Mc Donald in Kompri (2016: 229) motivation is a change in energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. Thus, the emergence of motivation is characterized by a change in energy within a person which can be realized or not. Learning motivation is also related to the urge to carry out an activity or work to achieve goals in order to change individual behavior through interaction with the environment both from cognitive, affective and psychomotor aspects (Hanan, 2017); (Rahman, 2021). Learning motivation must be increased, as an effort to achieve learning goals (Arisanti & Adnan, 2021); (Ghufron et al., 2022).

Based on the results of initial observations made on several MTs Sunan Pandanaran students, it was still found that students did not participate in the guidance and counseling teaching and learning process seriously. For example: there were still students who were unable to answer questions from the teacher and there were still students who did not interact to discuss the material. learning, students draw or scribble in notebooks when asked to take notes. This is done by 3 to 5 students. In essence, students learn while doing activities and achieving achievements (Fajri, 2019); (Qodri, 2017).

Guidance and counseling teachers can create a learning atmosphere that develops initiative and responsibility, things that make students enthusiastic about learning must be demonstrated, for example using interesting teaching materials, media, and good approaches to increase students' learning motivation. The learning process will not occur well if one of these three things is not present, namely: Teacher (message giver), message or information and students (message recipients). (Fatimah, 2017) explains that in the learning process the understanding of interaction is always emphasized, namely with other students, education and students with learning resources (Andriati, 2015); (Ghufron et al., 2022); (Mufidah & Atikah, 2020).

In this regard, supervising teachers must be able to choose service strategies that can invite students to participate actively so that students are directly involved in solving the problems they face. This will of course increase students' learning motivation. One of the services used is the group guidance service, which is assistance to individuals carried out in group situations. Group guidance can take the form of conveying information or group activities discussing educational, work, personal and social issues.

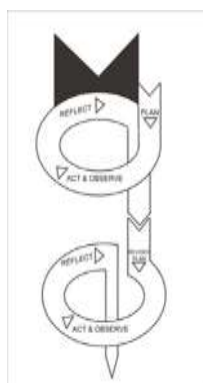
Providing information in group guidance is primarily intended to increase understanding of reality, the rules of life and ways that can be done to complete assignments and achieve a future in study, career or life, this is done to help increase student activity in the classroom (Edeltrudis et al., 2017). Based on the background that has been described, the overall problem formulation that will be the subject of discussion and will be solved in this research is how efforts are made by guidance and counseling teachers to increase student motivation in the classroom through group guidance for class IX students at MTs Sunan Pandanaran. In line with this, the aim of this research is to describe the efforts of guidance and counseling teachers in increasing student activity in class through group guidance for class IX students at MTs Sunan Pandanaran.

In this regard, there is research that is relevant and could have been carried out as a basis for conducting this research. These studies are as follows (Ibnudin & Purnama, 2020); (Indriasari, 2016); (Hanan, 2017); (Galuh et al., 2021); (Kholifa, 2020). Overall, these

studies are relevant to the research conducted in this study. The urgency regarding efforts to improve student competence through guidance and counseling activities becomes the basis and provides contributions in the form of theories for analyzing research data. Overall, this research is a continuation of that research. The novelty shown in this research is an effort to increase the activity of educational participants in understanding learning material that is used in guidance and counseling activities. Apart from that, the novelty of this research can be seen from the research subject in the form of learning motivation in learning which of course, currently requires a solution to be implemented.

## II. Research Methods

This research is included in the type of classroom action research. This research is classroom action research. PTK is an effort to foster innovation and development that can improve or improve the learning process and student learning outcomes (Ananda et al., 2015). The model used is the Kemmis and Mc Taggart model. The research model can be seen in the following image.



*Figure 1. Mc Taggart Model PTK*

The subjects of this research were guidance and counseling teachers and class IX students at MTs Sunan Pandanaran Yogyakarta. The selection of research subjects was based on students who had not carried out learning activities such as asking questions, answering questions, not doing assignments and not participating fully in the learning process according to the explanation from the guidance and counseling teacher. The object of this research is the guidance and counseling teacher's efforts to increase student learning motivation in the classroom through group guidance for class IX MTs Sunan Pandanaran students.

This research consists of two cycles. Each cycle consists of four stages, namely planning, implementing actions, observing and reflecting. Data collection techniques, namely observation, questionnaires, interviews and documentation of learning activities. Observations were carried out to determine initial conditions related to the learning motivation of class IX MTs Sunan Pandanaran students, questionnaires were used to evaluate each PTK activity carried out, interviews and documentation were used to obtain further statements, related to group guidance that had been carried out by class IX MTs students Sunan Pandanaran. Analysis was carried out using qualitative descriptive techniques supported by quantitative data. The validity of the data is obtained through validity (process, results, democratic and dialogue) and reliability. Overall, this research does not only come to the process of analyzing research findings data, but later the research data findings will also be concluded.

### III. Results and Discussion

#### 3.1 Pre-Action Learning Results

Pre-action activities are carried out to measure students' understanding regarding the material "Learning Motivation" before the action is carried out. The activities carried out in this activity are as follows; (1) gather class IX students in a room; (2) divide them into groups; (3) provide a questionnaire to measure students' understanding of the "learning motivation" material; (4) discussing and conducting reviews regarding the questions that have been given. The results of distributing questionnaires regarding student learning activities with learning motivation material before being given group guidance services can be seen in the following table.

**Table 1.** Student Learning Results First Meeting Cycle 1

Category	Score	Questionnaire
Student study	63.88%	Enough

From the results of the questionnaire regarding student learning activities at MTs Sunan Pandanaran, the general percentage was 63.88% in the "sufficient" category for all group guidance service activities. From these results it was concluded that group guidance service activities to increase student learning activities at the first meeting had not run optimally and according to the expected indicators. The group leader has not been able to create good group dynamics. Some of the questions presented and worked on by students have not been done optimally. Some group members still seemed hesitant about participating in group activities. This can be seen in several students who still look shy and are often silent and passive because they are reluctant to take part in group activities. Communication between students and teachers is also not running optimally. Therefore, in this first cycle, the next meeting was planned again to fix things that were felt to be less than optimal, at the first meeting of the first cycle.

Second meeting. The results of observations at the second meeting experienced an increase, namely a percentage of 67.00%. Group leaders are increasingly trying to improve the quality of their services through several activities and encouragement given to students to be actively involved in group discussions. The group leader makes every effort to carry out several stages of implementing group guidance services. Students have started to be active, although it is not very visible, conditions show that the second meeting is slightly better than the previous meeting. This is also proven by the results of the questionnaire relating to the evaluation questions carried out by each group, several questions were answered correctly and appropriately.

**Tabel 2.** Hasil Belajar Siswa Pertemuan Kedua Siklus 1

Cetgory Score	Questio nnaire
Belajar siswa	67.00% Enough

Based on the results of the first

and second meetings of the group guidance service activities described above, it can be concluded that the implementation of group guidance to increase student learning motivation still needs to be continued to the next cycle, because there are still group members who are still doubtful, confused, and seem to be having difficulty completing adapt to group dynamics. Several aspects related to the goals of group guidance also still need to be improved, in order to obtain maximum scores. The results of this reflection become a guide for the group leader to implement improvements in subsequent actions. Before the second cycle is carried out, the group leader first discusses it with the collaborator or guidance and counseling teacher. This is in accordance with the opinion of (Izati et al., 2018); (Sulfemi, 2019); (Sasmita et al., 2021) which states that cycle 2 in PTK is used to improve the conditions of learning that has been implemented, this aims to achieve the objectives of PTK.

### 3.2 Post-Action Learning Results

The learning results of the second cycle can be explained as follows. The first meeting was based on the results of observations in the second cycle, all implementation of the actions produced good scores. At the first meeting, an average score was obtained from observations with a percentage of 70.01% for group leaders in the good category, so it can be concluded that group guidance service activities to increase student learning activities, especially learning motivation for class IX students, have been running well. Good. The leader and group members have done their best to carry out several steps in the PTK that have been implemented. These results can be described in the following table.

**Table 3.** Student Learning Results First Meeting Cycle 2

Category	Score	Questionnaire
Student learning outcomes	70.01%	Good

After the first meeting was held, to maximize student learning outcomes, in this case namely student learning motivation, through group guidance in guidance and counseling, a second meeting was held. Second Meeting, the results of observations at the second meeting of the service process could be concluded to be getting better, so that the results of observations of guidance services had increased with a percentage of 72.70% in the good category. This can be interpreted to mean that the group guidance service carried out by the researcher has gone well. This activity can be said to be the end of the group guidance activities carried out, and has achieved the service objectives.

**Table 4.** Student Learning Results for the Second Meeting of Cycle 2

Category	Score	Questionnaire
Student learning outcomes	72, 20%	Good

This success can be seen from the activities carried out by all group members who were quite good at involving themselves in expressing opinions and being active in discussing the

problems that were the topic of discussion. Several group members have shown enthusiasm in participating in group activities. The members have started to be brave and confident in conveying their respective ideas. From the results of observations of the first and second meetings in this second cycle, it can be concluded that the implementation of group guidance services to increase student learning activities, especially the learning motivation of class IX students at MTs Sunan Pandanaran Sleman, DIY, is going well. All members have shown increased learning motivation as seen from the various activities carried out and the learning evaluation results questionnaire that has been carried out, in carrying out group guidance services. Group members provide feedback to each other regarding what has been discussed. Group members have done their best to involve themselves in group discussions. Students have too.

Sardiman stated that activities in the teaching and learning process are a series of activities that include students' activeness in following lessons, asking questions that are not clear, taking notes, listening, thinking, reading and all activities carried out that can support learning achievement. One of the efforts made to increase learning activities is through group guidance services. Group guidance is one form of assistance in guidance and counseling which is carried out by utilizing group dynamics. Tohirin stated that group guidance is a way of providing assistance to individuals (students) through group activities (Ulandari & Juliawati, 2019); (Erlangga, 2017); (Elfira, 2013). Group guidance services provided by researchers on the topic of learning activities go through several stages, namely; (a) Formation stage. This stage is the initial stage of forming group dynamics. The activities carried out by the group leader are first by saying greetings and thanks, followed by explaining the meaning, purpose, objectives and principles in group guidance and the stages; Transition Stage. The transition stage is a stage that bridges the formation and activity stages. At this stage, the group leader ensures the readiness of group members to participate in group guidance service activities. The group leader explains again the objectives of the group guidance service that will be implemented. Activity step. At this stage, the group leader explains the meaning of learning activities, in this case related to learning motivation, which is the topic and will be discussed at each meeting. Then the group leader asks group members to express their opinions on the topic to be discussed. At the initial meeting, group members still looked awkward about the activities to be carried out, but at the next meeting the students' activities were quite good, showing their activeness in discussing the topic.

Termination Stage. This final stage is filled with conclusions and responses from several group members regarding the group guidance services that have been implemented. In the final stage, group members are still given the opportunity to express their messages and impressions following group guidance. Based on the results of the research above regarding the efforts of guidance and counseling teachers in increasing student learning motivation, it can be said to have increased. Overall, action research will be said to be successful if it experiences improvement between cycles (Elfira, 2013); (Angreini et al., 2023).

#### **IV. Conclusion**

Based on the research results and research discussion, several conclusions can be formulated as follows.

Class IX students' learning activities, especially in increasing students' learning motivation at MTs Sunan Pandanaran, before being given group guidance services, obtained a score of 63.88% in the sufficient category, these results need to be improved through the

second meeting in the first cycle. After observation and analysis, the second meeting resulted in an increase in scores from initially 63.88% to 67.00%. This result showed quite a significant increase. This shows that before any action was taken, students' learning activities increased their motivation to learn.

Cycle 2 was carried out to make further efforts to improve student learning outcomes which were still in the fair to good category. In this stage, several steps or actions are taken so that students' learning motivation through group guidance can be increased. The results of the first meeting of the second cycle obtained a score of 70.01% in the good category and the second meeting resulted in a score of 72.20% in the good category. This shows that there is an increase in learning activities carried out through group guidance to increase students' learning motivation.

The role of guidance and counseling teachers in implementing guidance and counseling at MTs Sunan Pandanaran is as implementing the core form of service in BK by acting as an educator and teacher, guide, advisor, role model, providing motivation and correction in helping solve student problems and forming the desired character at MTs Sunan Pandanaran. With the implementation of continuous guidance and counseling, it is hoped that students will be able to change their individual character both in the school environment, home environment and community environment so that they become better.

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