Effectiveness Group Counseling to Increase Learning Motivation Students

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ABSTRACT
The purpose of this study was to test the effectiveness of group counseling to increase learning motivation in student, the number of subjects participating was 10 people with low and very low categories. The treatment was given to subjects in the experimental group for five meetings. This study used the learning Motivation Scale as a pre-test and post-test to measure the level of learning motivation before and after treatment. The data analysis technique used in this study was the Wilcoxon Test. The results showed that there was a significant difference in learning motivation scores on pretests and posttests (N experiment=10, Z=-2.829; p=0.005). This can be seen from the increase in learning motivation scores in the experimental group, group counseling is proven effective for increasing learning motivation in boarding school students.

Keywords: Group Counseling, Learning Motivation, Students

INTRODUCTION
Education is the best way to improve human capabilities. It helps students become themselves, who have tremendous potential. Students are educated to become good human beings, capable of facing the challenges and changes of the times, even controlling them, through an inventive curriculum. God made humans to have a lot of potential. Basically, humans have tremendous strength and ability to face all challenges. This is because humans have tremendous brainpower, which is usually not fully utilised. The forces that drive or encourage human behaviour that influence a person’s behaviour are called determinants. Motivation is the desire and strength of a person to achieve a certain goal. A person must have a strong desire and high enthusiasm for learning to be rewarded for their achievements.

According to Clayton Alderfer, learning motivation is the tendency of students to engage in learning activities driven by the desire to achieve satisfactory learning outcomes or achievements. In general, motivation is defined as a psychological drive that encourages someone to do something that can produce behavioural changes. There is a goal of increasing

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motivation, according to Sardiman. Student motivation is classified into intrinsic and extrinsic. Either it is due to external encouragement or due to the natural desire of the student. Teachers have the most role in providing motivation to students in their learning environment.

Developed aspects that can be used to measure the level of learning motivation called the ARCS model (Attention, Relevance Convidence Satisfaction) as follows: a. Attention. The attitude of students’ attention or focus on what is being learned. b. Relevance. Students’ views on the relationship between benefits and applications in everyday life. c. Convidence. Confidence in students who are pursuing an education level in completing their education level. d. Satisfaction. A sense of satisfaction or satisfaction from within the student in solving the problems being studied.

Motivation according to Djamarah (2011) is a psychological symptom in the form of encouragement that arises in individuals under certain conditions to carry out an action that has a purpose. A form of effort that makes a person or group of people continue to move in activities because to achieve a result that is in accordance with the will or goal to get satisfaction with the effort. The conclusion of learning motivation is an activity of effort to give direction to student behaviour in accordance with the direction or purpose in accordance with their wishes and is influenced by circumstances from within themselves (internal) and circumstances from outside themselves (external). Prayitno and Amti (2004) explain that the failure experienced by students in learning is not always caused by ignorance or low intelligence. Failure often occurs because students do not get adequate learning services. According to Sardiman (2011) learning motivation is an activity that provides a human stimulus to act as a driver or motor that releases energy. Every activity that is done is the result of motivation. So that the direction of the goal to be achieved can be easily determined. So motivation can direct activities that must be carried out in accordance with the goals to be achieved with a distinctive role, namely feeling excited to take part in learning activities and feeling happy.

The teaching and learning process involves several unique attributes of individual characteristics. The learning process is influenced by internal factors, such as intelligence, attention, interest, motive, maturity, and fatigue. External factors include family, school, and society. Students will not be motivated to learn if one of these factors is not present. Setyowati (2007) explained that learning motivation has a significant influence on student learning outcomes. Students who have high motivation to learn are likely to obtain better learning outcomes, meaning that the higher the student’s motivation, the more effort, and effort made. The classroom learning process can help identify highly motivated students. They can be identified because they are interested in the teacher, even if they hate or dislike the teacher; are interested in the subject being taught; are enthusiastic and control their attention, especially on the teacher; always join the class group; want their identity to be recognised by others; and always behave and have good morals.

Based on the above background, researchers are interested in conducting research on ‘the influence of group counselling to increase student learning motivation at Mts Sunan Drajat Lamongan’. The formulation of the problem in this study is ‘Is there an effect of group counselling to increase student learning motivation at Mts Sunan Drajat Lamongan?’. The purpose to be achieved in this study is to determine the effect of group counselling to increase students’ learning motivation at Mts Sunan Drajat Lamongan.

**RESEARCH METHOD**

This study was designed using an experimental research design. This experimental research uses a one group pre post design, which is a study conducted in one group only without a comparison group to determine the effect before and after treatment. In this design,
there are two measurements. The first measurement is done before the group counselling service, and the second measurement is done after the service. This method is only applied to one group without using a comparison group.

This research uses purposive sampling technique, which means the sample is selected based on special considerations. The research subjects were students who had low learning motivation at MTs Sunan Drajat Lamongan. Data collection methods used to obtain data or information needed to achieve high objectivity. In this study, the data collection used was a learning motivation scale. To collect data, the technique used in this study is the ARCS model learning motivation scale. The scale to be used in this study is the ARCS model learning motivation scale which totals 27 items by providing four alternative answers, namely very suitable (SS), suitable (S), not suitable (TS), and very unsuitable (STS). This scale consists of favourable and unfavourable statements. With a reliability coefficient of 0.850.

The most important research process is data analysis. Will be able to prove the hypothesis through data analysis. Experimental research aims to determine the impact of a treatment, namely trying something, then observing the results of the treatment (Arikunto, 2019). The Wilcoxon test is a paired sample test in which the same subject is measured before and after getting treatment (pretest and posttest). The data used in this study are ordinal, so the statistical analysis used is nonparametric. Data analysis using the Wilcoxon test with the help of SPSS (Statistical Package for Social Science).

RESULTS AND DISCUSSION

Based on the research objectives, to determine the effectiveness group counseling to increase student learning motivation in the MTs Sunan Drajat Lamongan. The description of the data obtained from the Pre-test and Post-test results with the learning interest scale in the following table:

<table>
<thead>
<tr>
<th>Empirical Average</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>58.6</td>
<td>69.5</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the pre-test results on 10 students before participating in group counseling with an average value of 58.6 while after participating in group counseling the post-test results obtained an average of 69.5. This shows that there is an increase in learning motivation students at MTs Sunan Drajat Lamongan. A graph of the increase in learning motivation obtained from the results of the pre-test and post-test scores can be seen from the following graph:
The data analysis carried out is the analysis of differences in the learning motivation of students. Data analysis in this study is a non-parametric statistical method using the Wilcoxon Matched Pairs Test through the help of SPSS 23 For windows. The Wilcoxon test is conducted to test the comparative hypothesis of two paired samples when the data is ordinal. This test is conducted to measure whether there is a difference in the average value of two groups of samples that are paired with each other.

The Wilcoxon Matched Pairs test is used to test whether there is a difference in the level of learning motivation in the condition of the research subject before and after the experiment/treatment. Based on the average results, it can be seen that the average level of learning motivation after the experiment is higher than before the experiment. So it can be interpreted that group counseling services are proven to be able to increase the learning motivation of students at MTs Sunan Drajat Lamongan.

Comparison of the scores of the Wilcoxon Matched Pairs Test results obtained, it can be seen the difference in the increase in the number of average scores of students before and after being given group counseling treatment. The average score obtained by students during the pre-test was 58.6, while the average score obtained by students after the post-test was 69.5
with a value of $Z = -2.829$. So it can be concluded that after group counseling, the average score of students has increased by 10.9.

The results of the quantitative analysis showed that students’ learning motivation was significantly different before and after the experiment. By using Asymp. Signification (2-tailed) of $0.005 < 0.05$, it can be concluded that $H_a$ is accepted because $H_a$ shows a significant effect on student learning motivation at MTs Sunan Drajat Lamongan between before and after group counselling. Thus, it can be concluded that there is a difference in students' learning motivation between before and after group counselling.

Motivation is very important in the teaching and learning process between teachers and students. There may be differences in the motivation to learn between teachers and their students. To understand what motivation is, we must know what it is. What kind of incentives are needed to instil incentives in students? One of the internal factors that can affect learning achievement is learning motivation. External variables that can affect learning achievement include the learning environment, environmental components, and learning strategies. If there is a supportive environment, students will benefit from it, and vice versa. As prospective teachers, we should know what we will do to improve student learning achievement in unpleasant situations. If everything goes well, we are ready to achieve our target. Having realised the importance of motivation for teachers and students, educators should always keep their students motivated to learn. Educators should also be aware of the motivational needs of each student, as each student has a different level of motivation.

Group counselling is considered more successful in helping students overcome problems by debating and solving problems more effectively. Group counselling is an effort to help people (students) who are experiencing difficulties. Group counselling helps students who are experiencing personal problems through group activities to achieve the best possible development while maintaining the principles of volunteerism and confidentiality and providing a forum for each group member to voice their opinions and perspectives on the issues being discussed. The result is that group counselling services can increase students’ learning motivation. Hasen, Warner, and Smith state that group counselling is a very effective method of dealing with problems and assisting people in developing their personal abilities. In this context, any group counselling focuses on prevention, alleviation, and individual development (Prayitno and Erman, 2008).

This is in accordance with research conducted by Wibawa Byu Priambada (2018), which states that group counselling is an effort to help individuals in a group setting with the aim of prevention and healing. Group counselling is also intended to facilitate direction in the context of development and growth. Preventive because the counselee concerned has a weak point in his life that interferes with smooth communication with others and can function reasonably in society. Group counselling activities help a person (counselee or student). According to the Guidebook for Competency-Based Guidance and Counselling Services, group counselling is a type of guidance and counselling service that allows students (clients) to have the opportunity to discuss and resolve their problems through group dynamics; the problems discussed are personal problems experienced by each group member (Supriatna, 2018).

The provision of assistance by a counsellor to several counselees to solve problems in group dynamics is known as group counselling. Group counselling services are carried out in four stages: establishment, transition, activity implementation, and termination (Prayitno, 2013). During group counselling, these steps should be followed. In the establishment stage, as the leader of the group counselling, the counsellor should inform the students about how to conduct the counselling. This includes conducting opening activities with prayer, giving a free
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topic to make students feel comfortable, introducing group members, and providing games to make participants more relaxed during the service (Daki & Savage, 2010).

The group leader should be able to control and direct group members to be more relaxed and open when presenting their problems at the transition stage. A group leader should avoid the direct approach of giving orders. To achieve group goals, the group leader should help group members deal with reluctance, shyness, and self-defence. In group counselling services, the implementation stage of activities is very important to achieve good relationships among all group members. Free self-opening occurs in group dynamics as people exchange opinions, convey assumptions, and defend their own opinions. Every conversation made by the group members should be carefully examined by the group leader and it is decided where they will go. In the last stage of group counselling, the termination stage, the group leader should evaluate the new behaviours that the group members learned during counselling. Feedback is essential for assessing and improving group behaviour. Therefore, this stage trains the team members to make changes that are fit for purpose. By taking advantage of group dynamics during the service delivery process, group counselling services are expected to help students in fostering academic desire to achieve their goals. Counsellors seek to assist students in increasing their academic desire (Walgito, 2010).

CONCLUSION

Based on the research data in the field, it can be concluded that there is an increase in student learning motivation after group counselling compared to student learning motivation before treatment. The provision of group counselling given to students has motivated students to carry out their learning activities both guided learning and independent learning. The average value obtained by students during the pre-test was 58.6, while the average value obtained by students after the post-test was 69.5 with a value of Z = -2.829. So, it can be concluded that after group counselling, the average score of students has increased by 10.9. The hypothesis is accepted, where there is a significant difference in students' learning motivation, before being given treatment and after being given group counselling treatment. This shows that learning motivation can be improved by group counselling for students at MTs Sunan Drajat Lamongan.

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