

## EFFORTS TO INCREASE LEARNING MOTIVATION THROUGH GROUP GUIDANCE SERVICES USING GROUP DISCUSSION TECHNIQUES FOR STUDENTS OF SMPN 9 DENPASAR

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**Abstract.** This research was conducted at SMPN 9 Denpasar in class IX which has low learning motivation. This counseling guidance action research aims to determine whether Group Guidance Services with Group Discussion Techniques can increase student learning motivation. Research data on students' learning motivation was collected using a learning motivation questionnaire. Data were analyzed using percentage descriptive analysis. The obtained results in this study indicate an increase in student learning motivation from an initial average of 41%, increasing to 66% in cycle I and increasing to 90% in cycle II. The conclusion that can be drawn from these results is that the application of group guidance services with discussion techniques can increase student learning motivation.

### INTRODUCTION

Learners are members of society who try to develop their potential through the learning process, both in formal and non-formal education. Law No. 20 of 2003 concerning the National Education System Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have noble spiritual strength, as well as the skills needed by themselves, society, nation, and country. In the formal education pathway, students spend part of their time at school participating in the learning process. Therefore, motivation is essential for students to follow the learning process well (Sudiarta & Widana, 2019). Having motivation by students will make the learning process more fun and interactive, communicate more smoothly, and increase students' creativity in learning activities. Learning motivation is also very important so that students can achieve the goals of learning process and can influence student learning outcomes (Eka Adnyana, 2020).

According to Eriany et al. (2014), motivation to learn is a cause, primary reason, encouragement, desire, and hope to achieve specific goals carried out with full awareness. In other words, it can be said that learning motivation is a state within a person that encourages the individual's desire to carry out activities to achieve specific goals that are carried out consciously (Sumandya et al., 2022). Many factors affect student learning motivation; internal factors, such as students' interests and abilities, and external factors, such as the environment and learning methods. As quoted from Gantianus (2018), the

factors that influence learning motivation include; attitude, needs, stimulation, affect, competence, and reinforcement. By having high learning motivation of students, it can be said that students have been able to foster a high enthusiasm for learning, which will later affect students' learning outcomes. Students can also foster a sense of optimism and never give up so that students remain enthusiastic in various conditions.

The teacher has an essential role in improving or increasing student learning motivation. Increasing student learning motivation comes from inside the individual (intrinsic motivation) and from outside the individual (extrinsic motivation). Intrinsic motivation is encouragement from within the learner, such as the desire to succeed, the motivation for learning needs, and the hope for ideals. Meanwhile, extrinsic motivation is encouragement from outside the students, such as learning abilities, student self-conditions, ideals, and teacher efforts in providing learning to students (Baktiningtyas, 2011). Learning outcomes can be optimal if there is motivation; motivation is also a driving force for effort and achievement. With diligent motivation, someone who is studying can produce exemplary achievements. The intensity of a student's motivation will significantly determine the level of achievement of his learning achievement. According to Pranowo & Prihastanti (2020), learning motivation in students can be grown through learning that contains interesting elements so that they can make the maximum contribution to the learning process. These elements include motivation and efforts to motivate students to learn, learning materials and efforts to provide them, learning aids and efforts to provide them, learning atmosphere and efforts to develop them, and conditions of learning subjects and efforts to prepare and reinforce them.

Based on the phenomenon at SMPN 9 Denpasar, the learning motivation of some students tended to be low. It was based on observations of subject teachers and counseling teachers at SMPN 9 Denpasar. Based on the obtained information, the low learning motivation of students was shown by students during learning activities, such as: students are often feeling bored during the learning process, not focusing on learning, disturbing other friends who were studying, talking to friends, being too lazy to take a note of material from the teacher, and being lack of concentration during learning. In addition to information from subject teachers and guidance counselors, information was also obtained from students who said that learning was considered difficult; the atmosphere inside and outside the classroom was crowded, so they could not concentrate. In addition, another factor in low motivation is because the students did not like the teacher who taught.

Based on the phenomenon at SMPN 9 Denpasar, if this problem is not addressed immediately, it is feared that it will hinder the learning process for students and people around them, such as friends and teachers. Therefore, the author seeks to increase student learning motivation through group guidance service activities. According to Suranata (2013), group guidance is the provision of services in a group setting, which in practice is led by the guidance/counselor with activities to discuss topics originating from group members and given by the guidance/counselor. Hortensi (2020) states that group guidance services are a group activity in which the counselor/group leader provides information and directs discussions so that group members increase social activities and assist group members in achieving common goals. The problems discussed in group guidance activities are generally in the form of problems related to the personal, social, study, and career matters. According to Shertzer & Stone (1980), the purpose of group guidance is to provide information regarding areas of study, career, personal and social to students, enable students to discuss and engage in career planning and personal development activities and

provide students with opportunities to investigate and discuss problems being a concern, the purpose of discussing the topic and the solution.

Several techniques can be used in group guidance services, such as expository techniques, group discussions, role-playing, simulation games, and home rooms. To increase students' learning motivation, the used technique is a group discussion. The group discussion technique is a technique that is carried out to give opportunity for group members to solve problems together. The benefit of using group discussion techniques is to increase students' learning motivation. This technique can encourage students to dialogue and exchange opinions so that students can participate optimally. Prayitno (1995) suggests that there are four stages that must be carried out in group discussions, including the formation stage, the transition stage, the activity stage, and the termination stage.

According to Karpika & Mentari (2022), one of the benefits of group counseling with group discussion techniques is to develop learning motivation. The reason for using group discussion techniques is to encourage students to dialogue and exchange opinions so that students can be encouraged to participate optimally, without too strict rules, but still following the principles that have been mutually agreed upon. This is reinforced by the results of research conducted by Yuniarwati (2018) concerning increasing learning motivation through group guidance services using modeling techniques in class XI APh 1 students of SMK N 1 Cepu odd semester of 2017/2018, indicating that there is an increase in learning motivation with an average achievement from the original was 70.73% to 80.6% so that the change of students' average percentage in answering the questions was 15.23%.

Based on the phenomenon at SMPN 9 Denpasar and the description which stated group counseling activities with group discussion techniques can increase student learning motivation, the researcher is interested in conducting research with the title "Efforts to Increase Learning Motivation Through Group Guidance Services Using Group Discussion Techniques for Students Class IX of SMPN 9 Denpasar in the Academic Year 2022/2023". This study aims to determine whether Group Guidance Services with Group Discussion Techniques can increase student learning motivation. The hypothesis in this research is that learning motivation can be increased through group counseling with group discussion techniques for class IX students of SMP N 9 Denpasar in the academic year 2022/2023.

## METHOD

The conducted research is a type of Counseling Action Research which will be carried out at SMPN 9 Denpasar for the 2022/2023 Academic Year. The research subjects in this study were 8 students of class IX E at SMPN 9 Denpasar who were identified as having low learning motivation. This Counseling Action Research was carried out in 2 cycles, with one action implementation in each cycle. The stages carried out in this study were: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. The data collection technique used in this study was a questionnaire on student learning motivation before and after being given action. The data in this study were analyzed by percentage descriptive analysis. The questionnaire was consisting of 20 statements. The formula used to calculate the descriptive percentage is :

$$N = R/SM \times 100\%$$

Information :

N = Value in percent

R = Achieved real score  
SM = Ideal score  
(Arikunto, 2013)

The assessment criteria to determine the level of student learning motivation can be seen in table 1. The following are the criteria for assessing the level of learning motivation.

**Table 1.** Criteria for assessing the level of learning motivation

Interval	Criteria
85% - 100%	Very High
69% - 84%	High
53% - 68%	Medium
37 % - 52%	Low
20% - 36%	Very Low

The success indicator of this research is that there is an increase in student learning motivation with a minimum student understanding in the range of 69% - 84% in the "high" category, so the research can be stopped.

## RESULTS AND DISCUSSION

In the initial data description, the researcher identified the problem to be studied by assessing the results of the student learning motivation questionnaire that was given to class IX E students, which consisted of 29 people. After the questionnaire was collected and analyzed, it was found that five students had scores in the low category, and three students had very low scores, with an average score of 41%. Then the number of students who will be given group guidance services is eight people.

### Description of Cycle I

**Planning.** The researcher designed the RPL to be used in the first cycle of action, namely the RPL-guided group discussion technique with the topic of facing difficulties in learning and time allocation for 40 minutes. The researcher also prepared a learning motivation questionnaire that would be given to students before (pre-test) and after (post-test) group guidance service activities.

**Implementation.** The implementation of the actions in Cycle I was carried out based on group guidance RPL with the topic of facing learning difficulties, which was carried out by following the steps of group guidance using group discussion techniques, namely carrying out the formation stage, the transitional stage, the activity stage, and finally the termination stage. At the formation stage, the researcher made an introduction before the implementation of group guidance, starting with the introduction of each group member, explaining the meaning and purpose of group guidance activities, and the ways of implementing group guidance through group discussions regarding the principles. Furthermore, the researcher transitioned by doing ice breaking and asking students' readiness to implement guidance and counseling services. At the activity stage, researcher put forward topics that will be discussed together and followed by discussion sessions with group members regarding matters that need to be clarified about the problem being discussed. At the closing stage, the researcher asked group members to express their impressions after group guidance implementation, disclose the activities' results, discuss further activities, and express messages and hopes.

Observation. The results of observations made in Cycle I were obtained during the group guidance service activities; students were seen to be quite active in discussions, although some students were still not enthusiastic about group guidance service activities. The results of the increase in learning motivation after the first cycle individually occurred between 16% - 35%, with an average of 25%, from the previous 41% to 66%. The research results in the first cycle can be seen in table 2. The results of the first cycle of research are as follow.

**Table 2.** Research Results of Cycle I

No	Name	Percentage Score (%)		Category	Increase Percentage (%)	Information
		Before Action	Cycle I Actions			
1	G.M	20%	47%	Low	27%	Increase
2	R.R	52%	72%	High	20%	Increase
3	A.S	50%	74%	High	24%	Increase
4	V.O	51%	67%	Medium	16%	Increase
5	C.A	45%	71%	High	26%	Increase
6	D.P	45%	64%	Medium	18%	Increase
7	D.E	32%	67%	Medium	35%	Increase
8	B.K	35%	67%	Medium	32%	Increase
<b>Average</b>		41%	66%		25%	

Reflection. The data in Table 1 shows that the results of the first cycle have not reached maximum result. It can be seen that there are still students with low learning motivation and those who are in the medium category. Furthermore, group guidance services will be held again in Cycle II because, based on the results obtained in Cycle I, group guidance is still not optimal because there are several deficiencies encountered, such as; some students were still passive or did not play an active role during the activity, and students lacked understanding of the discussed topic so that these findings can be corrected in the implementation of group guidance services in Cycle II.

### **Description of Cycle II**

Planning. Since students still having low learning motivation, in Cycle II a more mature plan was made concerning the weaknesses found in Cycle I. The researcher designed an RPL that would be used in Cycle II actions. The RPL guided group discussion technique with the topic of tips on increasing learning motivation by emphasizing feedback and student activity in group guidance activities.

Implementation. The steps in its implementation are following what students have done in Cycle I, namely carrying out the formation stage, transitional stage, activity stage, and finally, the termination stage and giving the emphasis on that researchers are active in guiding students, directing, facilitating, motivating so that they can foster enthusiasm within students.

Observation. The Cycle II meeting was held on Tuesday, February 21<sup>st</sup>, 2023. It was the last meeting in the process of providing group discussion of group guidance services to increase student learning motivation. In Cycle II, researchers improved the provision of group guidance services. Researchers observed counseling results in several ways, such as asking students about changes to homeroom teachers, friends, and counseling teachers and looking at student learning outcomes. After carrying out group guidance, the students' impression is that they are more likely to set the goals they want to achieve in learning. It raises learning motivation on the students, and they become more enthusiastic about doing the assignments given by the teacher. Information on increasing student motivation after Cycle II individually occurs between 19% - 36%, with an average of 24%, from 66% to 90%. The results of research in Cycle II can be seen in Table 3 below.

**Table 3.** Research Results of Cycle II

No	Name	Percentage Score (%)		Category	Increase	Information
		Cycle I Actions	Cycle II Actions		Percentage (%)	
1	G.M	47%	83%	High	36%	Increase
2	R.R	72%	91%	Very High	19%	Increase
3	A.S	74%	96%	Very High	22%	Increase
4	V.O	67%	90%	Very High	23%	Increase
5	C.A	71%	94%	Very High	23%	Increase
6	D.P	64%	84%	High	20%	Increase
7	D.E	67%	93%	Very High	26%	Increase
8	B.K	67%	90%	Very High	23%	Increase
<b>Average</b>		66%	90%		24%	

Reflection. The implementation of providing group guidance services in Cycle II was more optimal and improved than before; students seemed to be more active in group discussions. Students' understanding of learning motivation is broader than before, and students begin to know more about and improve their learning motivation. In the implementation of group guidance using group discussion techniques, the researcher and the group leader have carried out the service according to the plan so that the implementation of group guidance using group discussion techniques can be completed as planned. The obstacles encountered in Cycle I research have been resolved so that students can foster a sense of kinship and comfort and bring about openness in the counseling process so that the expected results can be achieved according to the target. The obtained research results regarding efforts to increase learning motivation in class IX are significant in increasing the enthusiasm for student learning so that they continue to hold fast to their motivation, especially when class IX will immediately prepare for graduation exams.

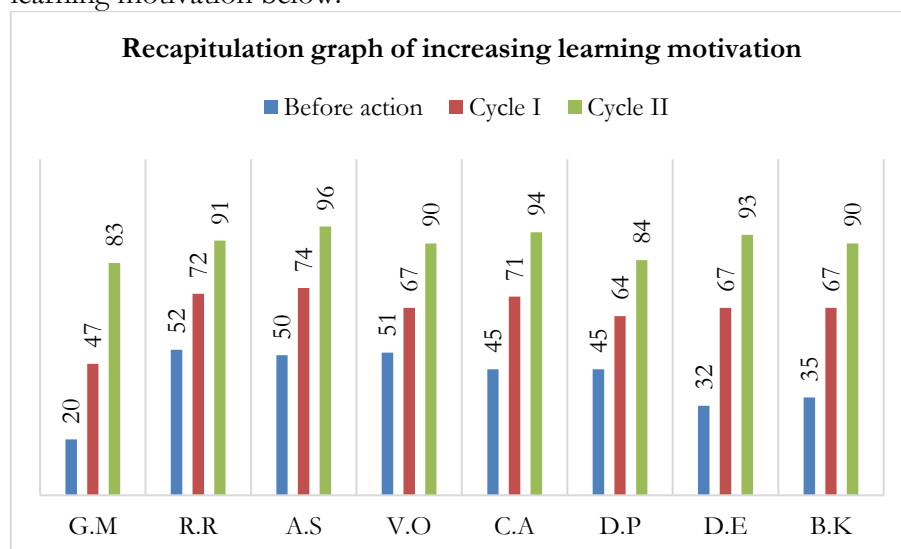
Based on the evaluation results, it was found that implementing group guidance services using group discussion techniques could increase student motivation. After implementing Cycle II, the obtained results were more satisfying and optimal. The scores obtained in Cycle II increased; the average score before the action was 41%, while the average score

after being given the action in Cycle I became 66% with an average percentage increase of 25%, and the average score in the second cycle is 90% with an average percentage increase of 24%. It proves that there is an increase in students' learning motivation after being given the second cycle of action. The achievement of increasing student motivation before being given group guidance services using group discussion techniques and after being given group guidance services in Cycle I and II can be seen in Table 4.

**Table 4.** Results Recapitulation of Cycle I and Cycle II Actions  
Percentage Score (%)

No	Name	Percentage Score (%)				
		Before Action	Cycle I Results	Cycle I Enhancement	Cycle II results	Cycle II Enhancement
1	G.M	20%	47%	27%	83%	36%
2	R.R	52%	72%	20%	91%	19%
3	A.S	50%	74%	24%	96%	22%
4	V.O	51%	67%	16%	90%	23%
5	C.A	45%	71%	26%	94%	23%
6	D.P	45%	64%	18%	84%	20%
7	D.E	32%	67%	35%	93%	26%
8	B.K	35%	67%	32%	90%	23%
<b>Average</b>		41%	66%	25%	90%	24%

Based on the table above, an increase in students' motivation to learn occurs at the end of Cycle I and II, as shown in Image 1, regarding the graph recapitulation of increasing learning motivation below.



**Image 1.** Graph Recapitulation of Increased Learning Motivation

Based on the graph above, an increase and change have been achieved, indicating that the application of group guidance with group discussion techniques is practical and has a positive effect on increasing learning motivation in class IX students at SMPN 9



Denpasar. The findings show that the students who initially have low learning motivation scores can increase to higher through group guidance with continuous and repeated group discussion techniques.

Apart from the results of the descriptive calculation of the learning motivation scale percentage, student improvement can also be seen from the observation results carried out during teaching and learning activities in class with the help of subject teacher as collaborator. The improvement in students that can be seen, such as: students become more courageous in their opinions, are more diligent in doing assignments, are more punctual in submitting assignments, and look more enthusiastic about participating in teaching and learning activities, and so on (Tari et al., 2020). So the application of group guidance with group discussion techniques can increase the learning motivation of class IX students at SMP N 9 Denpasar.

## CONCLUSION

Based on the study results of applying group guidance services using group discussion techniques, it can be concluded that the application of group guidance services with group discussion techniques can increase the learning motivation of Class IX Students of SMPN 9 Denpasar academic year 2022/2023. As for suggestions, teachers who have difficulty in increasing student learning motivation can apply group guidance services with group discussion techniques as an alternative to increase student motivation, and teachers who wish to apply group guidance services with group discussion techniques, should make group guidance services with a more exciting and varied group discussions.

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