



The Role of Guidance and Counseling Teachers in Increasing Learning Motivation of Grade X Students of Mass Safinatunnajah Salura

Ainun Sahara

Guidance and Counseling

ad5967603@gmail.com

Siti Ro'mah

Guidance and Counseling

omah28199@gmail.com

Karyasatin Andini

Guidance and Counseling

karyasatinandini@gmail.com

Dhiyah Badi'atur Rohmah

Guidance and Counseling

dhiyabadiaturrohmah@gmail.com

Abstract

This research is based on the results of observations and experiences of researchers, that at MAS Safinatunnajah Salura there are still many students who do not have the motivation to study at home or at school. The purpose of the researcher was to determine the efforts of BK teachers in increasing the learning motivation of MAS Safinatunnajah salura students. Low learning motivation is a problem experienced by students in their learning activities, factors that affect student learning motivation are because parents are busy working so that students become less attentive, when explaining lessons subject teachers do not provide learning techniques that provoke students and weak student learning motivation from within themselves. This study was conducted on grade X students Mas safinatun jannah salura.who experienced low learning motivation(Riyanti, 2019).

Keywords: Guidance and Counseling, Teachers' Role, Learning Motivation.

1. Introduction

Welcome to this study that explores the factors that influence student motivation and discipline in the school environment. In the context of this descriptive study, we used interview instruments, observation guidelines, and documentation to gather significant data.

The main objective of this study is to identify factors that influence student motivation and discipline, as well as explore the important roles of various parties, including principals, BK teachers, subject teachers, homeroom teachers and parents. Using the source triangulation method, we aim to increase the validity of the findings.

This introduction will provide a brief overview of the conclusions of the research results, including practical recommendations that can be applied in improving student motivation and discipline in the educational environment. Let's better understand the complexity of these dynamics through detailed in-depth research

The research method we apply involves a series of systematic steps, ranging from random sample selection, data collection through in-depth interviews with various related parties, to critical analysis. Using a quality approach, we seek to gain a deep understanding of students' subjective experiences and perceptions of learning motivation and discipline.

As part of this research, we also applied observational techniques to understand the physical and social context in the school environment. Documentation plays an important role in tracking significant changes and events that can affect motivation and discipline.

We consider that the results of this study can provide valuable insights for education practitioners in developing more effective strategies and interventions. By understanding the dynamics of factors that affect motivation and learning discipline, it is hoped that a more conducive educational environment can be created for the holistic development of students.

This research also reflects our commitment to continuously contribute to improving the quality of education. We hope these findings can lay the groundwork for further research and policy innovation in education.

Next, we will detail the methodological steps we undertook, the data analysis carried out, and the resulting findings. All this aims to provide a comprehensive and in-depth picture of the factors affecting student motivation and discipline in the school environment. Let's continue this research journey with dedication and objectivity.

After such an informative introduction, the study will continue by discussing the methodological measures used. It involves random sample selection, in-depth interviews, and critical analysis of data. Then, data analysis will provide deep insight into the factors that influence student motivation and discipline.

Furthermore, the findings resulting from this study will be presented in detail, supporting a

comprehensive picture of the dynamics of student motivation and discipline. It involves using the source triangulation method to increase the validity of findings, involving various parties such as principals, BK teachers, subject teachers, homeroom teachers, and parents.

In the discussion of practical implications, research will explore concrete ways in which these findings can be implemented in school policy or teaching practice. Specific recommendations will be put forward to help improve student motivation and discipline.

Overall, this research reflects the determination to make a positive impact in education, focusing on developing strategies that can improve the quality of learning and create a supportive learning environment for learners

Involving stakeholders such as teachers, parents, and principals in the evaluation and implementation process can amplify positive impacts. The continuation of this research can also inspire further research, opening the door to further exploration of the psychosocial factors that influence student performance.

Moreover, the publication of the results of this research through various educational platforms can make an important contribution in supporting best practices in various educational institutions. Thus, the study is not only an analysis, but also a driver of positive change and a focus on the continuation of this research, the next step will involve an in-depth analysis of the findings obtained. This research has the potential to lay the foundation for the development of intervention programs that can be effectively implemented in schools. In addition, collaboration with related parties will be key in implementing sustainable solutions.

After the development of the intervention program, the implementation phase will require careful monitoring of its impact. Periodic evaluations with stakeholders will enable the necessary adjustments to keep the program relevant and effective. In this case, close cooperation with the school and parents will be the main foundation.

In addition, further investigation of psychosocial factors can lead to deeper understanding, opening up opportunities for more targeted approach strategies. This process can include additional surveys, group discussions, or even collaboration with psychologists to support a more comprehensive understanding.

The publication of research results is not only for information, but also as a tool to inspire policy change at the education level. Approaching governments or educational institutions with strong findings can drive positive changes in approaches to student motivation and discipline more broadly. Thus, this whole process becomes a meaningful contribution to the improvement of the education system.

2. Method

2.1 Participants

The research method used is a qualitative approach, where two BK teachers act as the main subjects, while two grade X students become secondary subjects. The qualitative approach emphasizes a deep understanding of the context and meaning of the research subject (Rukin, 2019). During the study, data can be obtained through observation, interviews, and content analysis (Rozali, 2022). The main subjects, namely two BK teachers, can provide rich insights related to the research topic. Meanwhile, grade X students as secondary subjects can provide a more direct perspective from the perspective of learners. Direct observation of teacher-student interaction and in-depth interviews can be useful data collection methods (Purnomo et al., 2020).

The emphasis on qualitative aspects allows researchers to understand the nuances and complexity of learning situations in the BK environment. The results of this study are expected to contribute to a deeper understanding of the role and impact of guidance and counseling in schools. In line with previous research showing the effectiveness of qualitative methods in the context of education (Like & Mustoip, 2023).

2.2 Data Collection

2.2.1 Instrument of Collecting Data

First, interview: The list of questions is structured for interviews with BK teachers, and students, questions relating to factors that influence student learning motivation, such as the influence of the school environment and residence. Questions about the role, Teacher BK, in efforts to improve student discipline.

Second, observation Guidelines: List observations relating to student behavior in the context of learning, such as participation level, focus, and discipline. Notes on interactions between students and the school environment.

Documentation: Analysis of documents relating to disciplinary records, learning achievement, and other reports relating to student learning motivation. Documentation of programs or activities that have been carried out to improve student discipline.

Source triangulation method: This triangulation is the most commonly used way to increase the validity of data in qualitative research. In Moleong's (2016) view, triangulation is a technique of checking data validity for checking purposes or as a comparison of data validity.

2.2.2 Techniques for Collecting Data

Data reduction was carried out through thematic analysis, where researchers identified the main theme related to the lack of student learning motivation (ANDINI, 2022) Mas safinatun

jannah salura .this process involves recording and selecting key elements that reflect challenges in learning motivation. is summarizing, choosing the main things, focusing on the things that matter, looking for themes and patterns(Sidiq et al., 2019). Therefore, researchers note that it is considered important and in accordance with the lack of motivation to learn Mas Safinatunnajah salura students. The presentation of data is done through short descriptions, relationship charts or categories, and the use of narrative text. For example, graphs can be used to illustrate the relationship between factors that cause a lack of motivation

2.3 Data Analysis

Data analysis from this study includes data reduction using a thematic analysis approach (Andini, 2022). This process involves recording and selecting key elements that reflect challenges in student motivation at Mas Safinatunnajah Salura. The method of summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns is used in identifying the main themes (Sidiq et al., 2019).

In the data reduction phase, researchers recorded important information related to the lack of student learning motivation, including the causative factors. The recording was carried out in accordance with thematic understanding to make a clear and concise summary related to student motivation challenges in the Mas Safinatunnajah Salura environment.

Furthermore, the presentation of data is done through short descriptions, mapping relationships between categories, and the use of narrative texts. For example, graphs can be used to illustrate the relationship between factors that lead to lack of motivation to learn. This approach aims to provide a visual picture that supports an understanding of the complexity of the factors that influence student learning motivation.

Thus, this data analysis focuses on exploring the main themes related to the lack of student learning motivation, using thematic analysis methods to find patterns and relationships between the observed elements. This approach helps break down information into more focused conclusions and can be used as a basis for recommendations or further actions in increasing student motivation.

3. Results

In accordance with the results of research conducted by researchers, it can be concluded as follows: Based on the results of interviews 1 BK teacher and 2 students know the factors causing student indiscipline in studying at Mas Safinatunnajah salura the attitude of parents who are indifferent / negligent, lack of supervision of their children and overprotective(Affifah et al., 2023). Second, the family economic factor, that is, the mediocre economy of parents, students must

work(Fadlan, 2022), and the needs are also borne by the family so that often students do not focus on their school because they are more concerned about their work, from there students have almost no motivation to learn.

Those who play an important role in efforts to increase student motivation are principals, BK teachers, subject teachers, homeroom teachers and parents of students as well as people who relate to school residents, just like the principal in addition to his main duty to be a leader in the school environment, there is nothing wrong if he also supervises his students who seem to have no motivation to learn(Azriana, 2019).

These forms of sanctions include several levels, ranging from verbal reprimands to severe punishments, with the aim of educating and changing student behavior(Year 2019). The awarding of punishment is no different from the awarding of awards. Between punishment and reward is a person's response to others because of his actions. The difference is, giving rewards includes positive responses, while giving punishments includes negative responses. However, both have the same goal, which is to change one's behavior(Muzammil, 2022).

BK teachers' efforts to increase student learning motivation are by providing self-understanding to students, collaborating with other parties, and implementing counseling both groups and individuals. coordination with other parties such as the Tatib team, subject teachers, homeroom teachers and also parents, as BK teachers it is their obligation to accompany every student who experiences disciplinary problems in student learning, namely through group counseling and individual counseling, and do not forget that when the learning process takes place BK teachers also provide material about the school environment in order to always apply an attitude of learning discipline.(Mardes et al., 2022)

Factors that affect student indiscipline in learning are environmental factors, both student residence and school environment, the living environment can be that the family never sets a good example and in the school environment may follow their friends if one of them does not learn other friends will also participate or be affected(Hikmah et al., 2020).

Those who play an important role in efforts to improve student learning discipline are school principals, BK teachers, subject teachers, homeroom teachers as well as parents of students and related people as school residents. A form of sanction that can improve discipline is to make summaries of certain subjects and translate English into Indonesian.

BK teachers' efforts to improve student learning discipline say as follows: Efforts made by Guidance and Counseling teachers to improve student learning discipline are with a student approach to be able to understand the nature and character of students.

4. Discussion

Research Findings

Research findings show that the factors causing student indiscipline in studying at Mas Safinatunnajah Salura include indifferent parental attitudes, lack of supervision of children, and overprotection. Family economic factors are also a significant cause, with mediocre economic conditions, students have to work, and their needs are borne by the family. The impact of this condition is the loss of focus of students in learning, so that their learning motivation decreases.

The Role of Stakeholders in Increasing Motivation and Discipline

Research highlights the important role of school principals, BK teachers, subject teachers, homeroom teachers, and parents in efforts to improve student motivation and discipline. The principal is not only the leader of the school, but also has the responsibility of supervising learners who may lose motivation to learn. BK teachers, as the person in charge of guidance and counseling, play a key role by providing self-understanding to students, collaborating with others, and carrying out counseling both groups and individuals.

Strategies in Improving Learning Discipline

The strategies described in this study include forms of sanctions involving several levels, ranging from verbal reprimands to severe punishments. These sanctions are aimed at educating and changing student behavior. The importance of creating a balance between punishment and reward is also emphasized, as both have the same goal, which is to change student behavior.

Recommendations and Implications

Based on the research findings, a number of recommendations can be put forward. BK teachers need to increase efforts in providing self-understanding to students, collaborating with others, and adopting group and individual counseling. In addition, coordination with the tatib team, subject teachers, homeroom teachers, and parents needs to be strengthened.

The application of personal approach strategies to students, providing examples or examples, and providing counseling and personal counseling with peers needs to be the focus in efforts to improve learning discipline. Principals and teachers should play an active role in setting a good example and creating a school environment that supports student motivation and discipline.

Research Restrictions

Although the study provides valuable insights into the factors influencing student motivation and learning discipline at Mas Safinatunnajah Salura, limitations of the study include a limited sample size. Therefore, the results of this study may not be generally applicable to other school contexts. Follow-up research with larger samples can provide a more comprehensive understanding.

5. Conclusion

Factors that influence students not having learning motivation are environmental factors, both student residence and school environment. Meanwhile, those who play an important role in efforts to increase student motivation are principals, BK teachers, subject teachers, homeroom teachers as well as parents of students and related people as school residents. A form of sanction that can improve discipline is to make summaries of certain subjects and translate English into Indonesian.

BK teachers' efforts to increase student motivation Mas Safinatunnajah Salura said as a gift, so that it can be known. The efforts made by Guidance and Counseling teachers at MAS Safinatunnajah Salura to increase student learning motivation are to approach students to be able to understand the nature and character of students. The treatment given to students who commit violations uses punishments that are more educative.

References

- Affidavit, A., Suhailah, N., & Anggraini, SP (2023). Improving Children's Emotional Well-Being through Islamic Counseling Guidance: Parent and Teacher Perspectives. *Innovative: Journal of Social Science Research*, 3(3), 976–990.
- ANDINI, M. (2022). *TEACHER STRATEGIES IN MINIMIZING OBSTACLES TO THE THEMATIC LEARNING PROCESS IN MIN 2 BANDAR LAMPUNG*. UIN RADEN INTAN LAMPUNG.
- US, US, & Mustoip, S. (2023). Exploration of the implementation of character education in elementary schools: a qualitative study. *EduBase: Journal of Basic Education*, 4(1), 22–28.
- Azriana, C. F. (2019). *The efforts of guidance and counseling teachers in directing the interests and talents of students of SMA Unggul Ali Hasjmy Aceh Besar*. UIN AR-RANIRY.
- Fadlan, A. (2022). The Effect of Family Economic Background and Education Costs on the Learning Motivation of Students of SMA Negeri 1 Linggabayu. *Pamator Journal: Scientific Journal of Trunojoyo University*, 15(1), 81–88.
- Hasnawati, H. (2019). IMPLEMENTATION OF SCHOOL REGULATIONS ON PUNISHMENT IN THE PERSPECTIVE OF ISLAMIC EDUCATION IN MADRASAH ALIYAH NEGERI I INHIL. *EDUCATION*, 7(2), 57–76.
- Hikmah, M., Kadar, K., & Risnawati, R. (2020). THE INFLUENCE OF THE FAMILY ENVIRONMENT AND THE APPLICATION OF SCHOOL REGULATIONS ON STUDENT LEARNING DISCIPLINE IN PUBLIC JUNIOR HIGH SCHOOLS IN BATANG GANSAL INDRAGIRI HULU DISTRICT. *Journal of Instructional Development*, 4(1), 73–83.
- Mardes, S., Khadijah, K., & Arlizon, R. (2022). The efforts of counseling guidance teachers in improving student discipline in the new normal era. *Journal of Education and Counseling (JPDK)*, 4(1), 569–575.

- Muzammil, M. (2022). Implementation of the concept of reward and punishment in improving educational interaction in learning activities. *Hidmah: Journal of Research and Community Service*, 1(1), 103.
- Purnomo, H., Mansir, F., Tumin, T., & Suliswiyadi, S. (2020). Islamic character education in managing online classes at SMA Muhammadiyah 7 Yogyakarta During the Covid-19 Pandemic. *Tarbiyatuna Journal*, 11(1), 91–100.
- Riyanti, R. (2019). *The role of guidance and counseling teachers in increasing the learning motivation of grade VII students of MTS Masyariqul Anwar Bandar Lampung for the 2018/2019 school year*. UIN Raden Intan Lampung.
- Rozali, YES (2022). Use of content analysis and thematic analysis. *Use of content analysis and thematic analysis of scientific forums*, 19, 68.
- Rukin, SP (2019). *Qualitative research methodology*. Ahmar Scholar Indonesia Foundation.
- Sidiq, USA, Choiri, M., & Mujahideen, A. (2019). Qualitative research methods in education. *Journal of Chemical Information and Modeling*, 53(9), 1–228.