

## Application of Guidance Counseling with Cooperative Learning Methods to Increase Middle School Students' Learning Motivation

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### ABSTRACT

Cooperative learning is one method that can be applied to the classroom. Cooperative learning carried out together with other students is a method that can increase learning motivation. This type of research is an experiment with a one group pretest post-test design method. The research was conducted on Malidar Middle School students in Bekasi City, class VII in the 2018/2019 semester. The total research sample was 34 students. The data collection technique is to use pre-test and post-test to determine learning motivation. Data were analyzed using the paired t-test, and data normality and homogeneity tests were carried out. The results of the research show that there is an increase in motivation when using the cooperative method. The cooperative learning process begins with group division and the teacher provides case studies which are discussed by the group and presented.

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## **INTRODUCTION**

Guidance and counseling (BK) services are important services that can determine student learning success at school. Counseling is also an effort to facilitate the development of life values and competencies through a process of empathetic interaction between guidance and counseling teachers/counselors and students/counselees. Components in BK service activities include aspects of values and attitudes related to personal development, fortitude and responsibility. In addition, a foundation of altruistic, empathetic motives, respecting and appreciating the diversity of clients is needed for a counselor in guidance and counseling service activities. With the issuance of Minister of Education and Culture Regulation Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education, the position of guidance and counseling in schools has become stronger, especially in primary and secondary education. This ministerial regulation also serves as a basis or reference for Guidance and Counseling Teachers or Counselors in carrying out the duties of Guidance and Counseling Services in schools, especially the issue of class start times which has been a matter of debate. In article 6 paragraph (4) it is explained that "Guidance and Counseling Services as referred to in paragraph (3) are provided in the classroom with a learning load of 2 (two) hours per week." Teachers as providers of guidance and counseling services must truly fully understand the matters things that must be given to students. The implementation of counseling guidance services in elementary schools can be implemented with various concepts such as Islamic concepts and child-friendly concepts, to realize the expected goals of counseling guidance. The implementation of counseling guidance services includes several types of counseling guidance services such as, Orientation Services, Information Services, Learning Services, Placement and Distribution Services, Content Mastery Services, Individual Counseling Services, Group Guidance Services, Group Counseling Services, Consultation Services, Mediation Services, System Support

Guidance counseling has preventive (prevention) and curative (alleviation) goals. Preventive measures so that students do not fall into negative things can be done in several ways. Student behavior with all things modern is increasingly difficult to monitor (Widiyanto, et al, 2021).

The rapid development of students will be a problem for parents and teachers. The influence of fast and massive information makes teachers overwhelmed. Students are often absent from school. There are many reasons why students cannot attend school, including feeling bored or tired of studying. The role of BK becomes crucial, when students are lazy about studying at school or do not attend school. Group learning can have a positive effect on students. Students can communicate more often if learning is focused on groups.

BK as an important service makes it possible to study in groups. Students can express learning deficiencies and problems to other students. Teachers play a role in facilitating group learning activities, both in class and outside of class

One of the schools that pays attention to learning problems is Malidar Middle School, Bekasi city. The school also provides guidance and counseling services. BK activities are carried out once a week to reduce the number of students with low motivation.

Based on the description above, a research question can be asked, namely, can the Cooperative Learning method increase student learning motivation? And what is the Cooperative Learning learning process for Malidar Middle School students in Bekasi City? while the aim of the research is to find out whether the Cooperative Learning method can increase student learning motivation and describe the Cooperative Learning learning process for Malidar Middle School students in Bekasi City.

## **THEORETICAL REVIEW**

### *Guidance Counseling*

The term guidance is the process of providing assistance to individuals or groups to understand and make extensive use of the educational, positional and personal opportunities they have in order to develop, and as a form of systemic assistance through which individuals are assisted to be able to obtain appropriate adjustments. both to the environment and life where the individual lives. Another opinion says that guidance is a service process provided to individuals to help them acquire the knowledge and skills needed to make choices, plans and interpretations needed to be able to adapt to a better environment. (Smith in McDaniel, 1959). Mortensen & Schmuller (1976) said that guidance can be interpreted as part of the overall educational process that helps provide opportunities and abilities that are fully in accordance with democratic ideas. Guidance is the assistance given to individuals in making wise choices and adjustments.

### *Cooperative Learning*

The term guidance is the process of providing assistance to individuals or groups to understand and make extensive use of the educational, positional and personal opportunities they have in order to develop, and as a form of systemic assistance through which individuals are assisted to be able to obtain appropriate adjustments. both to the environment and life where the individual lives. Another opinion says that guidance is a service process provided to individuals to help them acquire the knowledge and skills needed to make choices, plans and interpretations needed to be able to adapt to a better environment. (Smith in McDaniel, 1959). Mortensen & Schmuller (1976) said that guidance can be interpreted as part of the overall educational process that helps provide opportunities and abilities that are fully in accordance with democratic ideas. Guidance is the assistance given to individuals in making wise choices and adjustments.

### *Motivation to learn*

Starting from the meaning of the word motivation above, what is meant by learning motivation is something that creates encouragement or enthusiasm for learning or in other words as a driver of enthusiasm for learning (Islamuddin, 2012: 259). Meanwhile, according to Hermine Marshall, the term learning motivation is the meaningfulness, value and benefits of learning activities that are interesting enough for students to carry out learning activities. Motivation comes from Latin, *Movere*, which means encouragement or driving force. Many experts have put forward the definition of motivation from various points of view, but the essence is the same, as a driving force that converts energy within a person into the form of real activity to achieve certain goals. *Motivasi Belajar*

## **METHODOLOGY**

This type of research is an experiment with a one group pretest post-test design method. In this method, a research group is carried out a pre-test first before being given treatment (X) and then a post-test is carried out again.

The research was conducted on Malidar Middle School students in Bekasi City, class VII in the 2018/2019 semester. The total research sample was 34 students. The data collection technique is to use pre-test and post-test to determine learning motivation. Learning motivation indicators/values are taken after and before implementing cooperative learning. The value of learning motivation is taken through the number of students' attendance, active learning and interviews. Data were analyzed using the paired t-test, and data normality and homogeneity tests were carried out. Jenis penelitian ini adalah eksperimen dengan metode one group pretest post-test design. Pada metode ini sebuah kelompok penelitian dilakukan pre-test terlebih dahulu sebelum diberikan perlakuan (X) dan kemudian dilakukan lagi post-test .

## **RESEARCH RESULT**

The research results were processed with the help of SPSS 20, the data processed were the results of the pretest and posttest from using the cooperative learning method. The research is also equipped with interview results and secondary data searches such as class notes and teacher counseling results.

Table.1 Statistic

<b>Statistika</b>	<b><i>Pre-test</i></b>	<b><i>Post-test</i></b>
<i>Mean</i>	8,56	15,74
<i>Standart Deviasi</i>	1,928	2,347
<i>Varians</i>	3,718	5,507
Skor Tertinggi	75	19
Skor Terendah	56	12

From Table 2 above, it can be seen that the highest and lowest scores before being given treatment were 75 and 56 respectively, while after being given treatment the highest and lowest scores were 81 and 61 respectively.

Table 2. Normality *Pre-test* dan *Post-test*

Statistik	Result
Sig.	0,710
Uji Kolmogorov-Smirnov	Sig. > 0,05
Kesimpulan	Data Normal

The normality test was carried out using the Kolmogorov-Smirnov formula with the SPSS program, making a decision if the sig value > significance level ( $\alpha=0.05$ ) then the data is normally distributed. Summary of SPSS normality test results as presented in the table above

Table 3. Homogeneity *Pre-test* dan *Post-test*

Statistik	Hasil
Sig.	0,352
Uji Levene's Test	Sig. > 0,05
Kesimpulan	Data Normal

The homogeneity test was carried out with the SPSS program using Analysis of Variance (ANOVA) with a decision made if the sig. > significance level ( $\alpha = 0.05$ ) then the data is homogeneous. A summary of the homogeneity test calculation results is presented in Table 3.

Table 4. Hipotesis *Paired Sample t-test* Data *Pre-test* dan *Post-test*

Uji Hipotesis <i>Paired Sample t-test</i>	Hasil
Sig. ( 2-tailed )	0,000
Kriteria	Sig.> 0,05
Nilai t table	2,052
Nilai t hitung	12,49

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From the results of the Paired Sample t-test in the experimental class using SPSS, the sig.< value of the significance level is  $0.000 < 0.05$  with  $db = n-1$ , namely  $db = 27 - 1 = 26$ , and the value obtained is *thitung* > *ttabel*, namely  $12.497 > 2.052$ , then the conclusion  $H_0$  is rejected and  $H_a$  is accepted, which means there is a significant influence on the application of the cooperative learning method. Cooperative learning begins with the stage of taking the results of counseling interviews for students who are categorized as having learning problems. These results were taken by researchers assisted by guidance and counseling teachers. Interview results and learning motivation scores are converted into numbers. Learning stages using cooperative learning. The teacher divides into several groups, and gives case studies, then they discuss. The results of the discussion will be presented, as well as being a way to increase learning motivation.

## **DISCUSSION**

The cooperative learning model involves the activities of all students, being responsible for their own material, because all students have their own tasks so that students are more active and do not get bored in the learning process (Nuriyanti, et al, 2023). Students in their groups help each other and work together to find the assignments/questions given so that students with low abilities can also be helped by smart students (Fridaram. et al, 2021)

The conventional model is that students only listen to the teacher explaining the lesson material, so students are bored and inactive (Irham et al., 2018). The application of the cooperative learning model provides students with the opportunity to study the material provided by working together in groups (Setyowati, et al, 2023). They help each other in dealing with problems and give each other encouragement and enthusiasm to achieve maximum success. Working together with friends in a group can minimize feelings of lack of self-confidence. The underlying reason for this is that studying with peers will eliminate feelings of awkwardness, reluctance, and embarrassment to ask questions or ask for help (Hijrihani & Wutsqa, 2015)

Each student is required to work in groups through a certain plan that has been prepared to convey the results of the discussion in order to make each student active and focused in carrying out the discussion process (Widiyanto, 2023). This step was taken because by using cooperative learning methods, students will be motivated to be able to express ideas within their own group or other groups (Priyono, et al, 2022). In the end, from the discussion process, students' concentration can become better trained on the learning process they receive, thereby giving rise to students' motivation and interest in developing their learning concentration on the subject matter or materials (Prabowo, et al, 2022). The results of the activity show that concentration in discussing the topics obtained was very effective. After the discussion, each group member appoints a representative to present the results of the discussion in front of the class. When the core stage was ending, the researcher again explained the topics discussed by each group, in order to further increase their understanding to develop concentration when studying. The process must make the students motivation and comfortable to learn (Sriyono, et al, 2022)

## **CONCLUSIONS AND RECOMMENDATIONS**

Cooperative learning can increase learning motivation. There was an increase in the average of students before and after using the cooperative learning method. The teacher divides into several groups, and gives case studies, then they discuss. The results of the discussion will be presented, as well as being a way to increase learning motivation. Teachers should be able to complete counseling data well. Cooperative learning can be an option for guidance and counseling learning.

## **ADVANCED RESEARCH**

This research still has limitations so further research needs to be done on this topic

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