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Counseling Guidance Services in Improving Learning Motivation Post Covid 19

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ABSTRACT

The issue of student learning motivation has a significant impact on learning outcomes, which means it has a significant impact on success in learning and success in the world of education. Educational objectives will be met if each educational institution is capable and successful in developing quality and intellectual human resources. The researcher focuses on analyzing how the influence of online learning on learning motivation influences learning motivation, what efforts the supervising teacher makes to increase learning motivation, and what obstacles the supervising teacher faces in increasing the learning motivation of class VIII students at SMP Negeri L. Sidoharjo during the new normal period. The research method employed is descriptive qualitative research. Researchers discover that online teaching and learning processes modify student learning motivation, resulting in reduced student learning motivation as seen by students' attitudes, values, and behavior during the teaching and learning process. The supervising teacher's efforts in enhancing the learning motivation of SMP Negeri L. Sidoharjo grade VIII students using information services and individual counseling take an emotional approach to explore various information, providing encouragement, guidance, and direction, providing examples, and working together with homeroom teachers, eye teachers, and home visits, it is hoped that parents know and can contribute to helping increase student learning motivation.

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1. INTRODUCTION

Education is something that cannot be isolated from human existence. According to the National Education System Law, Chapter 1 Article 1, to have spiritual, religious, self-control, personality, intelligence, noble character, as well as national and state skills, conscious and planned efforts must be made to realize the atmosphere in learning and the learning process so that students can be active in developing the potential that exists within them is an explanation of education (UUD Sisdiknas, 2003).

The deliberate and purposeful effort used to "humanize" humans is education. Humans can grow and develop naturally and perfectly with education so that they can carry out their duties as humans, and humans can take care of their surroundings properly and usefully. Education also means something that cannot be separated and kept away from human life, because with an education humans can develop the potential within themselves, namely the potential that God has given to every living human being (Syarifudin et al, 2019).

A very important and valuable capital in living life is education. We get so much knowledge, about morals, religion, discipline, and much more in studying in Indonesia. The process of transferring knowledge systematically from someone who is given or distributed to others under the standards set by experts in education. The existence of knowledge transfer is expected to be able to change attitudes, behavior, thinking maturity, and personality maturity in formal and informal education. There are several school policies to deal with the student learning process in this new normal period (Melmambessy, 2012).

With education, quality human resources (HR) are created, intellectual and free from ignorance, therefore education is an important thing. But on the other hand in the world of education, various problems or challenges hinder achieving the goals of education itself. One of the problems that arise in the world of education is children's learning motivation.

The problem of student learning motivation is very influential on learning outcomes, which means it also greatly affects success in learning and success in the world of education. Educational goals will be achieved if every educational institution is able and successful in producing quality and intellectual human resources. This goal can be achieved if in the world of education there are professional educators who can implement good and successful learning methods, and success in learning is influenced by the interests and learning motivation of these students because of the higher and better the student's learning motivation, the greater the learning motivation. as well as opportunities for success in learning.

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With the shift in online learning techniques, it is hoped that educators will be able to carry out these methods successfully and attractively, keeping students interested in studying even while using diverse learning methods. The learning atmosphere created by the online teaching and learning process will affect student learning motivation; however, in the offline learning system, the teacher can create a conducive classroom environment to maintain student learning motivation so that the learning process can be completed because the classroom climate has a significant influence on learning motivation.

It was revealed by one of the supervising teachers at SMP Negeri L. Sidoharjo, namely Mrs. Winda Yunita, S.Pd. that the learning system carried out at SMP Negeri L. Sidoharjo is carried out online where students are required to have cellphones that are used to study using the Whatsapp application and some are using Google Classroom. But on the other hand, with this online learning method, children often spend time playing cell phones, playing social media, and online games. Based on observations and interviews from parents and subject teachers and homeroom teachers during the new normal period, some children experience learning problems, including not doing schoolwork, being lazy to study, playing online games more often, and skipping school. Even from the observations, some children received a summons from the supervising teacher and their parents or guardians were called because they did not go to school without permission and some did not do the assignments from their subject

teachers at all. After some time of using online learning methods, August 2021 finally entered the new normal period where the learning system was carried out again as before, namely face-to-face.

From the results of these interviews, researchers are increasingly convinced that the influence of online learning is very large, therefore efforts to overcome children's learning motivation are very important to discuss because students' learning motivation will also affect the success of learning. This is what was expressed by Emda (2018) that the learning process will achieve success if students have good learning motivation. Thus, this research is very useful for students, especially supervising teachers, to build student learning motivation, to build student learning enthusiasm, because the higher and better the learning motivation, the greater the possibility of success in learning. In this study, researchers focused on the effects of guidance and counseling services in helping students increase their motivation in the post-COVID-19 era. Motivation to learn as a driver and or mover of children in the learning process, so children will be encouraged to continue to learn and not be lazy. For this reason, this research was conducted to reveal three things that were formulated into three research questions, namely: 1.) How is the influence of online learning on the learning motivation of eighth-grade students of SMP Negeri L. Sidoharjo? 2.) What are the efforts of the supervising teacher in increasing the learning motivation of class VIII students of SMP Negeri L. Sidoharjo during the new normal period? And 3.) What are the obstacles faced by the supervising teacher in increasing the learning motivation of class VIII students of SMP Negeri L. Sidoharjo during the new normal period?

2. METHODS

The type of research used is descriptive qualitative research. This qualitative research is a type of research that does not prioritize numbers and calculations in data processing methods. In other words, this research from the planning process to the conclusion drawing process data does not involve a lot of numerical considerations. Qualitative research is research about a person's life, story, and behavior and also about the function of social movement organizations or reciprocal relationships (Sahlam dan Syalmn, 2018). The subjects of this study were SMP Negeri L. Sidoharjo's supervising teacher, the class teacher, and class VIII pupils. As previously stated, this study focuses on three (three) major points in examining the influence of guidance and counseling services on student learning motivation, namely: How is the influence of online learning on learning motivation, what are the efforts of the supervising teacher in increasing learning motivation, and What are the obstacles faced by the supervising teacher in increasing learning motivation of class VIII students of SMP Negeri L. Sidoharjo dua. Observation, interviews, and documentation were employed as research instruments in this study.

The data collection approach for this research's emphasis was carried out utilizing observational study techniques, in-depth interviews, and documentation. Researchers utilize the direct observation technique, which is to perform observations and records in a real situation, to gather information on the entire target of study, which includes the status of facilities and infrastructure, organizational structure, process support facilities, and so on. discover how to teach. The researcher used the interview method or interview to find out the data directly from the source, namely the guidance and counseling teacher at the school. This research also goes through several stages, the stages of research in question include: describing the process of implementing research starting from preliminary research, design development, and actual research to report research, to provide an overview of the overall planning, implementation of data collection, analysis and interpretation of the data to the format of writing. The data was then analyzed using Miles and Huberman's interactive model version in Sugiyono, with phases of analysis including Data Reduction, Data Display, and Conclusion Drawing/Verification.

3. FINDINGS AND DISCUSSION

In answering the problem formulation written in the previous chapter, some related information is needed to get the answer, so below is a discussion of the research results

3.1. Online Teaching and Learning Process on Students' Learning Motivation

Based on the theory according to Sardiman, there are several indicators of student motivation, namely as follows:

- a) Devoted to the task at hand (can work continuously for a long time, never stop before finishing).
- b) Be tenacious in the face of adversity (don't give up easily). Does not require external motivation to operate optimally (not quickly satisfied with the achievements he has achieved).
- c) Demonstrate an interest in a variety of topics.
- d) Work more autonomously.
- e) Can justify his position (if you are sure of something).
- f) It is difficult for him to let go of what he believes in.
- g) Take pleasure in identifying and resolving issues (Sardiman, 2007).

However, the findings of research in the field of online teaching and learning greatly affect student learning motivation so the online learning process is not conducive and student learning motivation decreases. The same thing was conveyed by Mrs. Windi Yunita, S.Pd. as the guardian of the supervising teacher, namely: "The online teaching and learning process has an impact on students' learning motivation to decrease because after the online teaching and learning process is carried out and the offline teaching and learning process is carried out again, it can be seen that many students have problems such as not doing the assignments given by the teacher, truant school, do not go to school without successive information and students play online games on their cell phones more often than study, although at school it is not allowed to bring cell phones there are some students who have been caught carrying cell phones and have had their cell phones confiscated, it shows after the online teaching and learning process is carried out using cell phones, children are addicted and cannot be separated from their cell phones and affect motivation in learning" (Interview, 20 December 2022)

The results of the interview, show that online teaching and learning affect students' learning motivation to decrease, they do not have the enthusiasm to learn. According to Winkel's idea, learning motivation is a motivation that is employed in teaching and learning activities with the total psychological driving force in students that causes learning activities, ensuring learning continuity in reaching one objective (Sardiman, 2007). Findings in the area show that when the teaching and learning process is done online, pupils lose motivation to study. their learning motivation decreases so that they lack the psychic driving force in students which makes online teaching and learning activities less effective because it does not guarantee the continuity of learning in achieving learning objectives.

3.2. Efforts of Supervising Teachers in Improving Student Learning Motivation

When a student has a high learning motivation, it makes the child the will to study sincerely and seriously, and the success that will be obtained can run well every day because whoever is diligent and earnest will have success in his business.

Increasing students' learning motivation so that learning becomes a hobby and a need is an important aspect that must be developed for students to achieve success in learning. Good learning motivation will make students learn sincerely and earnestly without feeling forced and pressured.

There are four functions of teaching teachers related to how to maintain and increase students' learning motivation, including exciting students, providing real hope, providing incentives, and direct teaching (Syaiful, 2008). This is in line with the results of research that has been done that teachers make efforts to increase students' learning motivation. It was also stated that:

"Mrs. Sulistyowati, S.Pd said that her efforts as the homeroom teacher for class VIII.5 in increasing students' learning motivation were by providing direction, advice, and guidance, then seen from the students if the student seemed very less interested in learning such as not paying attention to the teacher's explanations either online as well as when they are new normal, do not do assignments or even often do not come to class without explanation, an individual approach is carried out if yesterday when

online it could be done contacting students directly and then given some advice and providing motivation that makes children even more enthusiastic in learning."

Efforts carried out by homeroom VIII to increase students' learning motivation during online teaching and learning are carried out by contacting students who experience these problems, and providing direction and advice to these students, then if there is still no change, the homeroom teacher visits the student's home. and ask parents for help to participate in overcoming the problem.

The theory regarding the function of the teacher is also in line with the efforts of the supervising teacher in his efforts to increase student learning motivation, expressed by one of the supervising teachers, namely:

"Mr. Rengga Frima Davisa Putra, S.Pd said that the efforts of the supervising teacher in increasing students' learning motivation were to dig up information first by approaching the student and then providing direction and guidance, doing individual counseling if the child did not get the desired result, he still had low learning motivation, then a home visit is carried out or a home visit here, the supervising teacher collaborates with the homeroom teacher to make home visits to students, home visits are carried out in the hope that students' parents know that the child lacks the motivation to learn and with that needed help from parents as well to grow or increase the student's learning motivation"

Guidance and counseling are classified into four groups based on the services they provide: basic guidance services, responsive services, individual planning services, and system assistance (Achmad, 2006). Orientation services, information services, placement and distribution services, subject mastery services, individual counseling services, group guidance services, mediation services, and consultation services are among the nine categories of counseling services offered by the supervising teacher. And supporting activities, such as instrumentation applications, data collecting, conferences, home visits, library exhibition, and case transfer (Rahman et al, 2021).

Based on the above theory, the supervising teacher has made efforts to overcome the obstacles and increase the students' declining learning motivation, namely by using information services and individual counseling services and by taking an emotional approach, especially to students so that the causes of obstacles and decreased learning motivation then provide direction towards If the student still does not experience changes, then the supervising teacher collaborates with the homeroom teacher or subject teacher and works together to conduct a home visit or home visit so that parents know what the student is experiencing and can work together to help overcome the problem. obstacles and increase the student's learning motivation. This was conveyed by the supervising teacher, namely:

"The service used in increasing student motivation is by using information services and individual or individual counseling guidance services"

"In terms of increasing students' learning motivation, we use information counseling and individual counseling services"

"Using information services and individual counseling to provide broad information to open students' minds to know the importance of having high learning motivation and individual counseling is used in the hope that it can help students solve the problems they are experiencing"

According to Ulifa Rahma's theory, the responsibilities and duties of the supervising teacher/counselor are:

- a) Running a comprehensive mentoring program
- b) Identifying various needs as well as student problems related to the implementation of career guidance programs in the school environment.
- c) Running/career guidance module
- d) Observing and recording the development process towards self-concept in every activity in the implementation of career guidance in the classroom with the package system
- e) Recording things that are deviant and can be recorded by the supervising teacher in an ongoing guidance and counseling activity, also then consulting with school counselors, parents, and also other parties needed to play a role in helping to harmonize student development (Ulifa, 2010).

The theory is in line with the findings of the researchers in the field that the supervising teacher has carried out the duties and responsibilities as a supervising teacher in line with what the researchers found when conducting field observations. During the online teaching and learning process until now, the efforts made by the supervising teacher through an emotional approach to students, and then if it still doesn't produce the desired results, the supervising teacher collaborates with the homeroom teacher and continues to student home visits, it is proven to be fruitful. the results some students who used to be alpha often didn't even do assignments, after these efforts made students were not often alpha again and do assignments as usual. However, there are indeed some children who don't want to and have no motivation to learn any more by doing things that violate school rules, some even really don't go to school anymore after carrying out the online teaching and learning process these students are no longer After entering school, after a home visit, it turns out that students don't want to go to school anymore, so efforts to increase learning motivation are indeed carried out to the maximum, but there are also some things that happen beyond expectations and that are beyond the control of the school and the tutors themselves.

This means that the supervising teacher at SMP Negeri L. Sidoharjo seeks to increase student learning motivation by providing information services and individual counseling guidance services and collaborating with other teachers utilizing an emotional approach, directing students, encouraging them by giving hope and passion to achieve achievement and success, as well as guiding students so that students lead to supportive behavior in the learning process.

3.3. Obstacles Faced by Supervising Teachers in Efforts to Improve Student Learning Motivation

In this case, the obstacle faced by the supervising teacher of SMP Negeri L. Sidoharjo to increase the learning motivation of class VIII students is the lack of enthusiasm from within the students and lack of attention to direction and guidance from the teacher, then the most common obstacle is the lack of encouragement from the environment. students, for example, family and peers of students.

Obstacles encountered to increase student learning motivation can be controlled and removed by the efforts of homeroom teachers and supervising teachers of SMP Negeri L. Sidoharjo, namely home visits so that parents know what is going on and experienced by these students with the aim of parents providing support and encouragement by giving more attention to their children so that these students have a high enthusiasm for learning.

4. CONCLUSION

Researchers find that online teaching and learning procedures alter student learning motivation, resulting in lower student learning motivation, as seen by students' attitudes, values, and conduct while the teaching and learning process is in progress. The efforts of the supervising teacher in enhancing the learning motivation of SMP Negeri L. Sidoharjo grade VIII students using information services and individual counseling take an emotional approach to explore various information, provide encouragement, guidance, and direction, provide examples, and work together with homeroom teachers, eye teachers lessons for home visits, it is hoped that parents know and can contribute to help increase student learning motivation. Obstacles faced by supervising teachers to increase student learning motivation are the lack of enthusiasm from within students, lack of attention to direction and guidance from teachers, and lack of support from the environment such as parents and students' peers.

This research is limited to an analysis of the effects, efforts that can be made, and the challenges faced by the supervision teachers of guidance and counseling services in growing students' learning motivation in the post-Covid-19 pandemic era. Furthermore, for future researchers, researchers recommend research that focuses on the influence of guidance and counseling services on student learning outcomes in the post-Covid-19 era.

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