# The Influence of Counseling Services on Students' Learning Motivation

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**Abstract:** Analyzing how counseling services affect students' motivation to learn is the goal of this study. A quasi-experimental design with control and experimental groups is the methodology employed. Questionnaires completed both before (pre-test) and after (post-test) the treatment were used to collect data. According to the study's findings, students who receive counseling services report feeling far more motivated to learn. With an average rise of 12.78%, the average learning motivation score rose from 55.91% (low category) to 68.70% (high category). Wilcoxon test statistical analysis supports these findings, demonstrating that counseling services have a significant impact on students' increased drive to learn ($p < 0.05$). The utilization of counseling services as a successful strategy to increase students' motivation to learn is one area in which this research greatly contributes to the field of education. Students who lack motivation to learn can benefit from this in order to enhance their academic performance.

**Keywords:** Counseling services; Improvement in academic performance; Learning motivation

## 1. Introduction

Students' motivation is one of the many variables that affect their learning activities. The Great Dictionary of the Indonesian Language (KBBI) defines motivation as the conscious or unconscious urge that prompts an individual to carry out an action with a particular goal. In contrast, motivation is defined in psychology as the endeavor that can persuade a person or a particular group of people to take action because they wish to fulfill their goals or feel good about what they are doing. An impulse that emerges in a person, either consciously or unconsciously, to carry out an action with a specific goal is known as motivation. When it comes to students' learning activities, motivation is strategically important. Without motivation, nobody learns anything. Learning activities are impossible without motivation. The principles of motivation in learning should be understood and elucidated in teaching and learning activities in order to maximize the role of motivation. This is consistent with the goals and objectives of the school. If the students themselves lack the drive to learn, that accomplishment will not occur. from both external and internal sources. For that school to keep outperforming other schools, learning motivation must undoubtedly be developed.

Understanding motivation using Keller's ARCS theory, which holds that an individual's motivation originates from within them, whether from their personality or characteristics that affect how motivation emerges in them. Put another way, students' motivation to learn can emerge if they themselves intend to accomplish the goals, as evidenced by their actions or attempts to do so. Students must therefore be reminded that they must have objectives or aspirations that they hope to accomplish during the learning process. Students who are

motivated to learn in order to accomplish their goals are much more likely to succeed in doing so. Through observing the current phenomenon, the author hopes to learn more about "The Influence of Counseling Services on Learning Motivation."

## 2. Literature Review

### 2.1. Learning Motivation

Philosophers' theories that not all human behavior is governed by reason gave rise to the idea of motivation. Still, there aren't many human behaviors that are out of our control. As a result, the belief that humans are both rational and mechanistic—that is, motivated by forces other than reason—arose (Chaplin, 2001 in Saleh and Wahab 2005). According to Utsman Najati, motivation is the force that propels an individual to action, produces behavior, and guides them toward particular objectives.

There are three primary components to motivation: driving, which gives someone the strength to act; directing, which guides someone's behavior toward a specific objective; and supporting, which means that motivation keeps behavior going and requires reinforcement from the environment to maintain the individual's strength and encouragement (Saleh & Wahab, 2005). According to Keller, motivation encompasses people's actions, their desire to make the right decision, and their actual actions. generally understood to be the explanation of the magnitude and direction of behavior, or, to put it another way, the explanation of the goals that students decide to pursue and the degree to which they pursue them. Then, a more thorough motivation refers to elements that explain students' persistence, magnitude, and direction (Keller, 2010).

The usage of the term "motivation" in psychology, according to James O. Whittaker. According to him, motivation is defined as the circumstances or states that compel or inspire beings to act in a way that advances the objectives that the motivation has induced. Both humans and animals can benefit from the generalization of Whittaker's remarks regarding motivation. The following viewpoints have a direct bearing on students' learning (Soemanto, 2006: 80). In terms of learning motivation, Ghuthrie believes that rewards and motivation are less significant. Ghuthrie contends that motivation is not a key factor in learning and that it only influences individual responses (Soemanto, 2006: 82). The process of motivation gives behavior vigor, focus, and perseverance; therefore, motivated behavior is vivacious, focused, and long-lasting (Santrock, 2004:510). In psychology, the terms "needs" and "drives/motivation" are used interchangeably; however, needs specifically refer to physiological needs, whereas drives or motivation refer to the psychological aspects of a need. (Wahab and Shaleh, 2005).

Learning and motivation are interconnected. A person will not participate in learning activities if they lack motivation, as learning motivation is a basic component of learning activities. Motivation is what propels someone to take action toward the objectives that

students have set for themselves. Starting with the desire to learn, someone is eager to get better after completing that learning task.

## 2.2 The theory of learning motivation

The discussion of the Cognitive Learning Theory (Gestalt Theory) and the S-R Connectionism learning theory is inextricably linked to the theory of learning motivation. Only two viewpoints will be used to discuss the problem of learning motivation: "intrinsic motivation," which originates from within an individual, and "extrinsic motivation," which originates from outside an individual. These viewpoints are as follows, per W.S. Winkel (1997): 85:

a. Motivation from within

The elements and circumstances that originate within students themselves and can motivate them to participate in educational activities are known as intrinsic motivation. A person's internal motivation or motivation that is directly tied to their learning objectives is known as intrinsic motivation. external inspiration. For instance, the aspiration to become knowledgeable and skilled, learning coupled with enthusiasm, and learning coupled with happiness. This kind of religious motivation is known as guidance, and it will shift and evolve by expressing itself in order to accomplish a goal.

b. Motivation from without

Motives that are active and driven by outside stimuli are known as extrinsic motivation. When students place their learning objectives outside of the context of the learning situation, it is said that their motivation to learn is extrinsic. According to Sardiman (2012), students learn because they have aspirations that are unrelated to the subjects they are studying. Examples include learning to meet needs, learn to fulfill obligations, learn to receive rewards, learn to boost one's prestige, learn to get praise from friends, parents, and teachers, and learn that rewards and punishments are present. Indicator of Learning Motivation

According to Keller (2010), learning motivation comprises the following four motivational indicators: attention, relevance, confidence, and satisfaction.

a. Students' interest and curiosity in learning, or attention.

b. Relevance, or issues pertaining to individual needs and student objectives in order to mold and influence favorable attitudes.

c. Students who possess confidence feel that they can control their success and that they will succeed.

d. satisfaction, is a technique that reinforces accomplishments with both internal and external rewards (Keller, 2010).

The drive students have both internally and externally to change their behavior, which is typically backed by a number of indicators or components, is the essence of learning

motivation. According to Hamzah B. Uno (2011), learning motivation indicators fall into one of the following categories:

a. The existence of motivation and the drive to learn
b. The existence of ambition and the will to succeed
c. The existence of hope and aspirations for the future
d. The existence of gratitude in education
e. The availability of engaging educational activities
f. The existence of an environment that is favorable to learning (Uno, 2011).

In the meantime, Sardiman A.M. claims that the following are signs of learning motivation:

a. Approaching the task with diligence
b. Being resilient in the face of adversity (not easily satisfied)
c. Expressing interest in a range of adult-oriented topics (such as politics, economics, development, and so forth)
d. Prefer to work on your own
e. Easily bored with monotonous tasks (i.e., repetitive tasks)
f. Capable of defending his viewpoint (Sardiman, 2011).

## 2.3 Fundamentals of Motivation for Learning

A person's motivation is strategically important to their learning activities. Without motivation, nobody learns anything. Learning activities are impossible without motivation. The principles of motivation in learning should be understood and elucidated in teaching and learning activities in order to maximize the role of motivation. The following explanation outlines several motivational principles for learning (Syaiful, 2011:77).

a. Motivation as the impetus behind educational endeavors

When motivation has not yet demonstrated genuine activity that propels them, someone participates in learning activities. The motivation that propels someone to learn is known as motivation. A person who is motivated to learn has not yet attained this level and does not exhibit any genuine activity. A psychological tendency known as interest occurs when someone likes something but isn't yet ready to start doing anything with it. On the other hand, interest serves as a learning motivator. One psychological tool that can be used to find motivation is interest.

b. In learning, intrinsic motivation is more significant than extrinsic motivation.

Students' propensity to become reliant on everything outside of themselves is an unintended consequence of extrinsic motivation. In addition to lacking confidence, students are easily swayed and have an expectation-based mindset. Consequently, learning is more impacted by intrinsic motivation.

c.  Praise is a better form of motivation than punishment.

Everyone prefers to feel valued and detests any kind of punishment. Giving others praise entails acknowledging their accomplishments at work. Someone is inspired to perform better at work as a result of this. However, praise must be given in the appropriate context and at the appropriate time; it cannot be given arbitrarily. Mistaken acclaim can be taken as derision. Punishment, as opposed to praise, is intended to stop students' bad behavior. After students receive punishment, it is anticipated that the number of errors will decrease.

d.  Learning needs and motivation are closely related.

Students require acknowledgment in the field of education. He's not interested in being shunned. Instilling confidence in his students is equivalent to the various roles in life that have been entrusted to him. Students believe that teachers and other people value, respect, or admire them. Students naturally crave attention, notoriety, status, dignity, and so forth; these things can all serve as learning motivators.

e.  Learning optimism can be fostered by motivation.

Learners who are driven to succeed always think they can finish any task they set out to do. According to him, learning is not a pointless endeavor. The outcomes will undoubtedly be helpful both now and in the future.

f.  Learning accomplishments are the result of motivation.

It is consistently concluded from a variety of research findings that academic achievement is impacted by motivation. The degree of drive is always

## 2.4 Counseling

Guidance services include group counseling. Group therapy, according to Gazda et al., is a dynamic interpersonal process that is focused on conscious ideas and behaviors. It includes functions like mutual support, acceptance, understanding, trust, and reality orientation (in Adhiputra, 2015: 24). In general, group counseling aims to improve a person's sociability abilities, especially their communication abilities, according to Prayitno in Tohirin's book (2007:181). A person's sociability and communication skills can grow to their full potential when group counseling is used to identify and address problems that can impede or disrupt these processes. Thus, it can be said that the purpose of group counseling is to use group dynamics to boost the development of individual motivation as well as feelings, thoughts, insights, and attitudes that are focused on responsible behavior, particularly in socializing and communication that affects the problem-solving of group members who are having developmental challenges. It is anticipated that mutual aid, acceptance, and sincere empathy will be fostered by the existence of give-and-take interactions in counseling, which will assist the client develop a good self-concept. Thus, it can be said that the purpose of counseling is to support the development of personal motivation as well as feelings, thoughts, insights, and attitudes that are focused on responsible behavior, particularly in socializing and

communication that affects the problem-solving of group members who are having developmental challenges through the use of dynamics.

## 3. Method

A single group pre-test-post-test is used in this study. Three steps are included in the one group pre-test-post-test research design, per Gall, Gall, and Borg (in Setyosari, 2013: 182): 1) measuring the dependent variable with a pre-test, 2) carrying out the experiment or treatment, and 3) measuring the impact or outcomes of the dependent variable with a post-test. By comparing the pre-test and post-test results, the effect of the treatment is thus ascertained. Students are the study's subjects. Low scores on a student learning motivation screening questionnaire were used to identify the research subjects. This study employed a questionnaire as its method of gathering data. A Likert scale is included with the questionnaire. The research's reliability test was calculated with the help of the Statistical Packages for Social Science (SPSS) version 26.0 program, while the validity test was conducted using Microsoft Excel 2007. Inferential statistics are used to test the research hypothesis, and descriptive percentage analysis is utilized to analyze students' learning habits.

## 4. Results and Discussion

With an average score of 149.85, the students' learning motivation level was in the low range before to receiving treatment (pre-test). On the other hand, students' learning motivation level was strong following the treatment (post-test), with an average score of 184.14. This shows that after receiving treatment in the form of group guiding services, the students' level of learning motivation increased by an average of 12.78%, indicating a considerable improvement in their motivation for learning.

### 4.1. Analysis of inferential statistics

Using non-parametric statistical analysis and the Wilcoxon test, data was analyzed to see if group tutoring services could increase students' motivation to learn. Ha is accepted because, according to inferential statistical analysis, a Pvalue $< \alpha$ (0.018 < 0.05) was achieved using the Wilcoxon test at a significance level of $\alpha = 0.05$. This indicates that students' motivation to learn is impacted by group counseling sessions.

The pre-test level of students' learning motivation was 55.91% prior to the provision of group guidance services, and it increased to 68.70% following the provision of guidance services. This indicates an increase in learning motivation of 12.78%, according to the analysis of the pre-test and post-test scores. This is supported by the statistical data analysis results, which show that Ha is accepted after the Wilcoxon Signed Rank Test computation in the Test Statistics table produced an Asymp. Sig. (2-tailed) value of 0.018 < 0.05. This indicates that advisory services have an impact on raising students' motivation for learning.

The findings of Amanda's (2015) study, "Improvement of Learning Motivation in Grade VII Through Group Guidance Services at SMPN 1 Semarang," which claims that group guidance services increased learning motivation for Grade VII students at SMPN 1 Semarang during the 2014–2015 school year, are consistent with the findings of this study. This is demonstrated by Amanda's research findings, which show that students' learning motivation was in the low category of 44.4% prior to the provision of guidance services. The students' learning motivation rose to a moderate category of 65% after receiving group guidance services in Cycle I, and it continued to rise to a high category with a score of 74% in Cycle II. According to the overall data management results from the screening questionnaire, all seven of the study's subjects saw an increase in their learning motivation, which had previously been in the low category, to the high category following group guidance services.

This suggests that the seven pupils' motivation to learn increased significantly. With a 17.91% rise, EP was the only one of the seven students to have a substantial boost in learning motivation. With an initial proportion of 50% rising to 70.83%, or a 20.83% improvement, EP demonstrated progress in the second indicator of the seven, which is tenacity in addressing tasks. Additionally, some students only had a minor gain; PNL, for example, saw an increase of just 8.95%. According to the research data, students' sincere attempts to confront learning challenges and find solutions in their studies, followed by their realization that challenges should not be avoided but rather faced and transformed into opportunities to expand their horizons, are what support the rise in learning motivation.

This supports the explanation provided by Slavin (2011: 122), who claims that students who aim for learning goals are more likely to take challenging courses and look for challenges, whereas students with performance goals concentrate on getting good grades by choosing easy courses and avoiding challenging circumstances. Additionally, performance-oriented students often lose motivation when they encounter difficulties, which has a major impact on their performance. On the other hand, learning-oriented students often persevere through challenges, which can lead to an improvement in their motivation and performance. Learning motivation is crucial because it motivates students to move, rekindle their inner energy, and guide and sustain actions that fuel their enthusiasm for learning. Several experts' understanding supports this in the following ways: Learning motivation, according to Ormrod (2009: 58), is something that propels, guides, and sustains behavior; it forces pupils to move, puts them in a particular direction, and keeps them moving while they are learning.

Moreover, Wahab (2015: 128) clarifies that learning motivation is the general internal driving force that creates, maintains, and gives direction for learning activities in order to accomplish the objectives. The findings of this study can improve learning motivation when accompanied with learning motivation-related resources. Students in the eighth grade who are still in the process of figuring out who they are and who are unable to plan for the future are the study's participants. They require reinforcement, such as learning motivation. In order

to help pupils become more motivated to learn, the researcher plans to offer encouragement. In this instance, the researcher thinks that the five resources offered—namely, the significance of learning motivation for students, the improvement of learning excitement, learning independence, learning inventiveness, and self-confidence in learning—effectively raised students' learning motivation. Learning motivation among students has improved from low to high.

## 5. Conclusions

Guidance services have an effect on students' motivation to learn, according to the research discussion. With Ha is accepted because, according to inferential statistical analysis, a Pvalue < α (0.018 < 0.05) was achieved using the Wilcoxon test at a significance level of α = 0.05. This indicates that students' motivation to learn is influenced by guidance services.

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