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Group Guidance on Symbolic Modeling Techniques to Enhance Online Learning Motivation for Students

Desi Elly Rizky
Guidance and Counseling Program, Faculty of Education, Hamzanwadi University
desyellyrizky@gmail.com
Husnu Ma'ab
Guidance and Counseling Program, Faculty of Education, Hamzanwadi University
husnumaab468@gmail.com
Moh. Majdi
Guidance and Counseling Program, Faculty of Education, Hamzanwadi University
syafaatulhamidah2@gmail.com
Syafa'atul Hamidah
Guidance and Counseling Program, Faculty of Education, Hamzanwadi University
mohmajdi179@gmail.com

Abstract

The primary issue with this study is that students are not motivated to learn, as evidenced by their poor attendance records, low engagement in class, scores that fall short of the KKM, and disregard for remediation. The goal of the study is to use symbolic modeling strategies in a group guidance context to raise students' motivation for learning. The Guidance and Counseling Action Research (PTBK) research method was employed in this study, which involved seven students who had low category motivation issues during their online learning experiences. The research subjects who received group guidance were seven students from class VIII of SMPN 15 Palu. The findings revealed a difference as well as an increase in group leader and student activity, group leader activity, and the pretest-posttest averages differed. Activity increased to the good category by 25.5, moving it out of the moderate category. There was a 6.42 difference in the average score between the pretest and posttest, and the group leader's or teacher's activity in providing services saw a score increase of 27.3 from the good enough to good category. The state of this activity increase indicates that students' motivation for online learning is effectively increased by the symbolic modeling technique.

Keywords: Symbolic Modeling Techniques, Online Learning, Motivation, and Students

1. Introduction

As a result of COVID-19 becoming a pandemic, government authorities in several countries have implemented lockdowns or quarantines. According to Republic of Indonesia Law No. 6 of 2018 regarding Karantina, Karantina refers to the activities and/or treatment of an individual who has a health condition that is outlined in the regulations governing each individual's rights, even if they do not explicitly mention any circumstances that could hinder the ability of those in the immediate vicinity to receive medical care (Cleopatra, 2015). In accordance with those guidelines, the people are warned not to enter the house without proper protection to prevent the spread of the virus.

Based on observational findings, interviews with the guidance counselor (BK), research, and discussions with class teachers and parents, it has been observed that some students exhibit a strong motivation to learn. More specifically, in class VII, approximately one class did not participate in class during the COVID-19 pandemic. Another condition that indicates the motivation for learning rendah is that some students rarely attend school (alpa), are not very attentive in class, do not complete assignments given to them by teachers, and do not follow the guidelines provided by KKM, which require them to participate in remedial activities. However, some students among them do not want to participate in remedial activities. In accordance with those guidelines, the people are warned not to enter the house without proper protection in order to prevent the spread of the virus.

Education has a crucial role in producing high-quality and globally competitive generations. Student motivation to learn is one factor that significantly affects the success of the learning process. Learning motivation is not only about reaching goals; it also involves satisfying an innate desire to keep learning and growing.

"The modeling strategy is a behavior modification strategy through the observation of model behavior," as stated by Nelson (Nursalim, 2005:63). In the modeling technique, it is not necessary to directly observe or interpret the actions and execution of the model. Instead, modeling addresses behavioral or latent aspects, analyzing different inputs and ultimately influencing cognitive processes. Lumongga (2011:175) explains that "modeling" is a technique in which a client can observe an individual designated as a model for experimentation and then be assessed by observing the model's behavior. In this context, it is important to understand how to apply symbolic modeling techniques to improve student motivation. This creative method uses symbols and visual representations to help students understand, express, and cope with learning challenges. By connecting these two elements, we can create a learning environment that fosters students' creativity and curiosity.

Student learning motivation is complex and involves a variety of psychological, social, and personal factors. Understanding one's own needs, desires, and goals is the first step in developing a successful motivational strategy. Describing themselves as unique individuals and understanding how to make the most of their potential is the first step towards creating a learning environment that fosters learning confidence in students.

Using symbols, graphic representations, and visual techniques, symbolic modeling allows for the explanation of complex concepts in an understandable manner. This technique can be used to create visual aids that illustrate learning objectives, encourage students to learn with enthusiasm, and create connections between abstract concepts. By utilizing these resources, teachers can create engaging and challenging learning experiences.

As a result of COVID-19 becoming a pandemic, government authorities in several countries have implemented lockdowns or quarantines. According to Republic of Indonesia Law No. 6 of 2018 regarding Karantina, Karantina refers to the activities and/or treatment of an individual who has a health condition that is outlined in the regulations governing each individual's rights, even if they do not explicitly mention any circumstances that could hinder the ability of those in the immediate vicinity to receive medical care (Cleopatra, 2015). In accordance

with those guidelines, the people are warned not to enter the house without proper protection in order to prevent the spread of the virus.

Based on observational results, interviews with BK, study, and wali kelas teachers, and information obtained, some students have strong motivation to learn. More specifically, in class VII, approximately one class did not participate in class during the COVID-19 pandemic. Another condition indicating low learning motivation is that some students seldom attend school (alpa), lack attentiveness in class, fail to complete assignments given by teachers, and disregard guidelines provided by the KKM (Minimum Completion Criteria), which mandate participation in remedial activities. However, some students among them do not want to participate in remedial activities. In accordance with those guidelines, the people are warned not to enter the house without proper protection in order to prevent the spread of the virus. (Durrotunnisa et al., 2018; & H. Durrotunnisa et al., 2020b), namely the use of modeling techniques as a symbology in the context of bimbingan and konseling (Durrotunnisa & Tri Dewi, 2021).

This technique is used to increase student motivation for the COVID-19 pandemic. This study will yield new insights into student activities related to layanandi in the classroom as well as the condition of teacher-student or group leader-activitarian interactions when providing bimbingan services using the modeling technique of symbols. These findings will complement previous research that focused more on students' abilities to use the bimbingan services and the modeling technique of symbols.

2. Method

2.1 Participants

The research was conducted at SMPN 15 Palu from July to mid-August 2021. The initial respondents who filled out the questionnaire were 39 students. Subsequently, seven students were selected based on specific criteria, including low engagement in online learning and a tendency to neglect assignments.

2.2 Data Collection

The type of research used is descriptive classroom action research. The research findings can be categorized into four types: participatory action research, critical action research, institutional action research, and classroom action research (Susilowati, 2018).The study employed the Classroom Action Research (PTK) approach, which is known as PTBK in the context of counseling and guidance. Improving the services that guidance counselors offer to students was the main objective. The time frame for gathering the data was July through mid-August of 2021.

2.2.1 Instrument of Collecting Data

The research instrument consisted of a questionnaire with 12 statements related to student learning motivation, referring to the academic motivation scale that encompasses three dimensions: behavior, emotion, and thinking of the subjects (Durrotunnisa et al., 2018). This instrument had been previously tested on 282 junior high school students in Malang in 2016,

demonstrating a loading factor value ranging from 0.541 to 0.860 and a GFI value of 0.935 > 0.90, indicating a good fit. The instrument was modified by the researcher to measure "online learning motivation" and was retested on 39 students at SMPN 15.

2.2.2 Techniques for Collecting Data

This study provides an analysis of the research subject using the modeling technique group guidelines with the aim of understanding whether there is an increase in learning motivation prior to and after the group guidelines technique guideline is provided. In this study, the technique of data collection using observation, questionnaires, and documentation is examined using a rigorous, descriptively conducted data analysis.

2.3 Data Analysis

The analysis of the courageous learning motivation instrument's validity and reliability results is displayed in Table 1. Cronbach's alpha was used to gauge the instrument's validity and reliability. Nine out of the twelve questions satisfied the requirements for validity and reliability, according to the results. The data were deemed normally distributed according to the results of the Shapiro-Wilk normality test (α=0.05). The sign value > 0.05 in both the pre-test and post-test indicates that the data is normally distributed. Next There is no decrease in the pre-test and post-test scores, according to the Wilcoxon test results. The motivation of students to learn online has increased, and this is acceptable (sign = 0.018 < 0.05).

3. Results

Based on observations of student and teacher activities, as well as an analysis of student learning motivation, it can be concluded that the implementation of the symbolic modeling technique in group guidance yields positive results. There are several issues in section I that still need resolution, particularly concerning formation and transition issues. Conversely, due to strategic changes in Phase II, both student and teacher activities have reached a commendable level, indicating significant improvement. The increase in student activity scores from 37 in semester I to 50 in semester II indicates a clear increase in student participation. The increase in student activity from cycle I to cycle II was seen with scores increasing from 72.5 to 98.03.

Commensurately, guru activities increased from 44 in semester I to 62 in semester II. The results of the analysis of the learners' motivation for learning show that there are significant differences between the pretest and posttest, with relatively high significance levels. Increased teacher activity from cycle I 44 9 quite good) to cycle II 62 was seen with a score that increased from 66.6 (44/66.6x100=66.6) to 93.9 (62/66.6x100=93.9). There was an increase in students' online learning motivation from pre-test to post-test with the average score increasing from 37.28 to 43.71.

In this manner, it can be demonstrated that the application of symbolic modeling techniques in group guidance can effectively enhance both student and teacher engagement, as well as student motivation for learning. This study contributes significantly to the advancement of group guidance methods aimed at improving student motivation and learning effectiveness.

4. Discussion

The evaluation of the learning motivation instrument before and after the intervention indicates a positive improvement in the motivation of the seven students involved in the study. The enhancement is evident in their ability to identify intrinsic and extrinsic motivations, their task-solving skills under teacher guidance, and the positive feelings cultivated while completing assignments. The study reveals a positive correlation between the assessed aspects of cognitive, behavioral, and emotional dimensions of students' learning motivation during the group guidance services using symbolic modeling.

5. Conclusion

In the process of implementing the program, the active counselors, or gurus of guidance and counseling, in the school are crucial in ensuring that the students receive the services they need. Through this research, differences were found between the students' motivation to learn before and after receiving group instruction using symbolic modeling techniques. Based on the results of the instrument used to evaluate student motivation for learning, it can be concluded that students who meet the requirements set out in the subject of student research experience an increase in their motivation for learning. This increase can be identified based on the students' abilities to identify their intrinsic and extrinsic motivations, their ability to accept guidance from their teachers, and the positive reinforcement they receive when they work toward goals.

Based on analysis and discussion results, it can be inferred that the modeling technique of group guidance is effective in increasing student activity, teacher activity, and student motivation for learning.

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