

Group Counseling on Increasing the Learning Motivation of Broken Home Students

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ABSTRACT

The problem in this research is that students' learning motivation after attending group counseling services is higher when compared to before attending group counseling services. The main objective of this research is to increase the learning motivation of broken-home students. Subjects in this study were 6 students. The main instrument used in this research is the learning motivation questionnaire. Research data were analyzed with descriptive analysis and inferential analysis using the Wilcoxon sign rank test formula. The results of the descriptive analysis showed that before attending group counseling services, 3 students had low learning motivation, and 3 students who had very low learning motivation. After participating in group counseling services, there was an increase in student learning motivation, namely, 1 student had very strong learning motivation, 2 students had strong learning motivation, 3 students had low learning motivation. The results of the inferential analysis show that the classification of students' learning motivation at SMK Negeri 1 Tana Toraja after attending group counseling services is higher than before attending group counseling services.

INTRODUCTION

Motivation to learn is all the driving forces within students that give rise to learning activities that guarantee the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved (Panigrahi, 2018). Learning motivation is one of the factors that also determines effectiveness in learning, and a student will learn well if there is a driving factor, namely learning motivation. Students will study seriously if they have high learning motivation. If the dimensions of motivation guide a student, it will lead to excellent learning outcomes for students (Zamsir, L. M & Fajrin, 2015).

The problems experienced by students at school are often unavoidable, even with good teaching. Moreover, because many of the sources of student problems are located outside the school, they go from the bottom to the school, which often causes the student learning process to experience problems, such as learning motivation problems (Yuhana & Aisyah, 2019).

Based on the results of observations at SMK Negeri 1 Tana Toraja in November 2019, the problem of increasing student learning motivation is more dominant among students with a broken home background. From the observations, there were 6 students: GR, US, AP, OR, TO, and KR. The results of the interviews with the 6 students found it challenging to understand the lessons given; laziness in asking the teacher, playing in class, and going in and out of class affected learning behavior. (Rahmayani & Amalia, 2020), Students who lack motivation in learning, namely the condition of students who

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are less enthusiastic about learning, which is shown as being deterrent and lazy in learning activities. Laziness to study appears when assignments are not done, less active, and not concentrating on learning activities in class, and skipping school (Mufied, 2022).

Broken home students who do not have learning motivation can affect learning achievement at school because family situations that are not conducive cause students to be unable to focus and student learning motivation to be low (Rinaldi, 2020). The condition factor of parents who have a broken home is one of the obstacles so that children are not cared for, do not have the enthusiasm to learn, and do not understand the importance of learning for the future. Children at school show learning behavior, such as being often indifferent to learning activities and lazy to follow lessons (Sari et.al 2022).

The family is the first and foremost environment for the development and growth of a child (Santoso, 2020). A child does not feel the presence of a family in life, so growth and development will be disrupted, as is the case with broken home children who do not live with both parents and children who only live with one-sided parents so that they lack attention. No one controls study time and motivates them to study (Hadyanti, 2022).

One factor that influences learning motivation is external factors, namely the role and influence of the family, which in this case is parenting and parental attention (Yuhana & Aisyah, 2019). Parenting and parental engagement are important factors for students' high-low learning motivation; if the attitude of parents is open and always provides time will help students understand themselves who are constantly experiencing changes will also help increase their enthusiasm for learning, feel not forced to schools and student's enthusiasm for learning will continue to grow with a positive attitude so that students will find it easier to increase learning motivation.

Students with broken home family conditions can impact student learning motivation at school. Students cannot accept the reality they face and feel less attention from both parents, and feel lonely when they are at home, so they choose to play with friends, which causes them to forget study time. According to (Failasufah, 2016), there are several indicators of students showing that they have low learning motivation caused by a broken home family, including: having no hope, avoidance, quickly satisfied with learning outcomes (quickly feel satisfied with learning outcomes), defense mechanisms, and anxious attitude (Utami, 2022). This condition certainly cannot be left alone; there need to be serious efforts to be able to increase student learning motivation, especially among those from broken home families (Fauzi, 2022).

The condition of low student learning motivation should not be allowed to drag on (Solikhah, 2022). Presumably, it should immediately receive severe treatment by teachers or education personnel competent to foster students (counselors). Group counseling is an excellent assistance service system for dealing with children's attitudes or behavior, such as knowing the causes and feelings of students who experience learning motivation problems, preventing difficulties in students, and dealing with interpersonal conflicts or problem-solving (Rasimin & Muhammad, 2021). Group counseling services can be used to increase the learning motivation of broken home students at SMK Negeri 1 Tanah Toraja.

Relevant Research

Relevant research is the result of research that has been done before this research. Research that has been conducted related to this research variable is The results of research conducted by (Arifudin, 2021), with the title "Services of BK Teachers in Improving Student Learning Motivation Broken Home" (Case Study of Class XI Students

of SMPN 1 Balongan. The study results show that counseling teacher services can increase student learning motivation broken home through case studies.

Research conducted by (Khoirut, 2021), titled "Effectiveness of Group Counseling to Increase the Learning Motivation of Vocational High School Students Who Experiencing Discrepancies in Choice of Majors." The study results show that the effectiveness of group counseling in increasing the learning motivation of SMK students who experience discrepancies in the choice of majors can achieve the goal.

According to Research (Ghonimah & Siswanto, 2021), "The Effect of Behavioral Techniques Group Counseling on the Learning Motivation of Santri Al-Hidayah Dormitory Sunan Drajat Islamic Boarding School." The study results show that group counseling with behavioral techniques can affect the learning motivation of Al-Hidayah boarding students.

Based on the relevant research results, there are similarities in one of the variables from each research with the research to be carried out, such as the research conducted by Arifudin, which lies in student learning motivation broken home, research conducted by Khoirat, which lies in the independent variable namely Group Counseling, research conducted by Ghonimah & Siswanto which also lies in student learning motivation. This presentation shows differences between the research that will be carried out and the results of studies that have been done. The study entitled "The Influence of Group Counseling on Increasing Student Learning Motivation." Broken Home in SMK Negeri 1 Tana Toraja" can be done because the problem to be studied is not a duplication of previous studies.

Framework of The Study and Hypothesis

The problems experienced by students at school are often unavoidable, even with good teaching. What's more, many sources of student problems are located outside the school, causing the learning process of students at school to experience often problems, one of which is low student learning motivation, especially among children. Broken-home. The problem of student learning motivation is caused by attention from parents, so students are negligent and will skip classes during class hours. This is very concerning for student achievement (Putri, 2022).

The problem that occurred at SMK Negeri 1 Tana Toraja, namely, there were 6 students with different backgrounds and broken-home who had learning motivation problems, which are severe and require special handling from Guidance and Counseling teachers in schools. One way that can be done to increase student motivation in broken-home is carrying out group counseling services.

As stated (Safithry, 2019) which explains that "the advantages of group counseling for counselees through self-help groups, individuals develop and enhance student self-confidence and identity." Students realize they are not alone and feel more empowered through exchanging ideas, providing help, and receiving help themselves.

This study hypothesizes whether there is an effect of increasing student motivation Broken-Home at SMK Negeri 1 Tana Toraja after attending group counseling services compared to before attending group counseling services.

METHODS

Research Design

The type of research used in this research is quasi-experimental research (quasi-experiment research), where this research only controls some of the influential variables

and takes social problems that occur in students' daily lives at school. The type of research source used is quasi-experimental (quasi-experiment research) to examine the Effect of Group Counseling on Increasing Student Learning Motivation Broken Home at SMK Negeri 1 Tana Toraja.

Participant

The sample in this study was 6 students who came from broken home families and had low learning motivation. The background of researchers chose this school because of the consideration that in that school, there were students who came from broken home families who had no motivation to learn.

Data Collection Techniques

The interview technique was a direct dialogue with the guidance and counseling teacher. Through oral questioning and answering, several information and data related to the learning motivation of broken home students could be collected. The documentation technique used in this study was used as a support to obtain some information or data in the form of notes or student documentation. The questionnaire was used to collect data about the level of learning motivation of broken home students at SMK Negeri 1 Tanah Toraja. This data collection was carried out by giving questionnaires to students twice, the first was given a questionnaire to students before being given group counseling, and the second was given a questionnaire to students after being given group counseling. The instrument used in this study was a questionnaire regarding the learning motivation of broken-home students. The learning motivation questionnaire is a written data collection tool filled in by the research subject. The questionnaire used in this study is in the form of a frequency scale which has a weighting that refers to the Likert scale.

Data analysis

Data obtained through data collection tools in this study were analyzed using 2 data analysis techniques: descriptive and inferential. The data collected was analyzed descriptively to provide an overview of students' learning motivation broken-home students of SMK Negeri 1 Tana Toraja before and after being given group counseling.

The null hypothesis (H₀) proposed in this study is an increase in student motivation broken home in SMK Negeri 1 Tana Toraja after attending group counseling services was not higher than before attending group counseling services. Testing the hypothesis, statistical analysis is used with the formula Wilcoxon rank test.

RESULT AND DISCUSSION

Results

Descriptive Analysis Results

Descriptive Student Learning Motivation Data Before Joining Group Counseling Services. The results of the descriptive analysis of the learning motivation of students at SMK Negeri 1 Tana Toraja before participating in group counseling services, in terms of the guidelines for the classification of learning motivation, are shown in the following table 1.

Table 1. Percentage and Classification of Students' Learning Motivation Before Participating in Group Counseling Services

No	Respondent	Score	Classification of Learning Motivation	Percentage
1	GR	7	Very low	22,33
2	US	9	Very low	30
3	AP	10	Very low	33,33
4	OR	15	Low	50
5	TO	17	Low	56,67
6	NOK	17	Low	56,67

Table 2. Classification and Percentage of Students' Learning Motivation After Participating in Group Counseling Services

No	Respondent	Score	Clarification of Student Learning Motivation	Percentage
1	GR	15	Low	50
2	US	17	Low	56,67
3	AP	23	Strong	76,67
4	OR	17	Low	56,67
5	TO	28	Very strong	93,33
6	NOK	23	Strong	76,67

Based on Table 1, it can be seen that of the 6 students who were research subjects, GR, US, and AP had very low learning motivation. OR, TO, and KR have low learning motivation. Description of Students' Learning Motivation at SMK Negeri 1 Tana Toraja After Participating in Group Counseling Services. The results of the descriptive analysis of the learning motivation of students at SMK Negeri 1 Tana Toraja after participating in group counseling services can be seen in the classification of learning motivation, which is shown in Table 2 below.

Based on Table 2 it can be seen that of the 6 students who were the subject, 1 person (TO) had very strong learning motivation, 2 students (AP and KR) had strong learning motivation, and 3 students (GR, US, and OR) had low learning motivation. Description of Increasing Student Motivation in SMK Negeri 1 Tana Toraja Before and After Participating in Group Counseling Services. Increasing Student Learning Motivation at

Table 3. Classification of Students' Learning Motivation Before and After Participating in Group Counseling Services.

No	Student response	Before Joining KK		After Following KK		Information
		Classification Motivation to learn	%	Classification of Learning Motivation	%	
1	GR	Very low	23,33	Low	50	Increased
2	US	Very low	30	Low	56,67	Increased
3	AP	Very low	33,33	Strong	76,67	Increased
4	OR	Low	50	Low	56,67	Still
5	TO	Low	56,67	Verystrong	93,33	Increased
6	NOK	Low	56,67	Strong	76,67	Increased

SMK Negeri 1 Tana Toraja before and after attending group counseling services can be seen in the classification of increasing student motivation shown in Table 3 below.

Based on table 4.3, it is known that there is an increase in the learning motivation of students at SMK Negeri 1 Tana Toraja after attending group counseling services. It can be seen from the 6 students who were research subjects, 2 or 33.33% of students who had very low learning motivation became low, namely students (GR) and (US), 1 or 16.67% of students who had very low learning motivation became strong, 1 or 16.67 students who have very low learning motivation become strong, (AP), 1 or 16.67 students who have low learning motivation become very strong, namely (TO). There are 1 or 16.67% of students who have the score fixed and do not experience an increase, namely (OR). Based on table 4.3 it can be seen that the learning motivation of students at SMK Negeri 1 Tana Toraja before and after participating in group counseling services is 100%. The results show a positive effect of providing group counseling services in increasing student learning motivation at SMK Negeri 1 Tana Toraja.

Inferential Analysis Results

Hypothesis testing is done through statistical analysis using the formula Wilcoxon sign rank test. Calculation of the analysis Using the preparation table T Wilcoxon as follows Table 4. Table 4. obtained the value of T wilcoxon = 0, while the value for N = 6 with a confidence level of 95% ($\alpha = 0.05$), the value of T table = 2 is obtained. Based on these values, the calculated T value < T table value or $0 < 2$ can be shown. It is concluded that hypothesis zero (H0), which reads an increase in student learning motivation broken home in SMK Negeri 1 Tana Toraja after attending group counseling services, was not higher than before attending group counseling services. These results prove that group counseling is effective in increasing student motivation.

Discussion

The research results on student learning motivation at SMK Negeri 1 Tana Toraja before participating in group counseling services (GR, US, AP, OR, TO, and KR) had very low and low learning motivation, and no students had very strong and very strong learning motivation. It can be further reviewed and the results of the descriptive analysis of students' learning motivation before participating in group counseling services; of the 6 students who were the subject of the study 3 students had very low learning motivation, there were 3 students who had low learning motivation and no students who had learning motivation strong and very strong, the descriptive results show that students' learning motivation at SMK Negeri 1 Tana Toraja is still lacking, so an effort is needed to help students increase their learning motivation. One effort that can be made is through group

Table 4. Data on Learning Motivation Before and After Participating in Group Counseling Services.

No	X	AND	D	Rd	Positive Rd	Negative Rd
1	7	15	8	3,5	+3,5	0
2	9	17	8	3,5	+3,5	0
3	10	23	13	6	+6	0
4	15	17	2	1	+1	0
5	17	28	11	5	+5	0
6	17	23	6	2	+2	0
<i>T amount Wilcoxon</i>					+21	0

counseling services. This group counseling service was held in four meetings, and each meeting discussed a different topic related to the problem of learning motivation. The first meeting was held on March 10, 2021; the discussion of the first meeting was the disclosure of problems regarding learning motivation.

In this meeting, 6 students who became the subject were all present. The atmosphere and dynamics in the group make students group members happy so that students look enthusiastic and active in group counseling activities. Because this was the first meeting, there were obstacles to overcome, such as the six students who were members of the group, namely GR, US, AP, OR, TO, and KR, who were still hesitant to raise issues regarding motivation to learn. Still, as the activity progressed, the group members became more active. And enthusiastic to support the smooth running of group counseling activities on that day. At this meeting, group members determine whose problems will be discussed in this case are GR and US, then each other group member gives opinions and alternative solutions to the issues that GR and we can do.

The second meeting was held on March 15, 2021, continuing the discussion regarding the progress of solving student learning motivation problems. At this meeting, all of the 6 students who were the subject were present. As the group leader, the researcher asked about the developments and changes that GR and US students had experienced in their motivation to learn in class; even so, we also discussed the obstacles students faced while carrying out alternative solutions to problems that group members raised at the first meeting. As for the counseling activities, it was found that students with the initials GR and US still experienced a few problems motivating themselves to study. Still, they had started to experience quite good changes. Group members discussed the problems faced by AP and TO in the implementation of group counseling; this time, the group members did not hesitate to share the problems they were experiencing. The first meeting of other group members provides opinions and input that can be done by AP and TO in handling or motivating themselves in learning in class. Giving this input, the group members are active and respond enthusiastically.

The third meeting was held on March 19, 2021, discussing the progress of solving student learning motivation problems and providing input by group members. At this meeting, all 6 students who became the subject were present. This meeting was initiated by AP and TO, who openly and actively shared their experiences and obstacles they experienced and went through while carrying out input from other group members. After discussing the problems and developments of AP and TO, the group members continued by discussing the problems of OR and KR; at the beginning of the OR and KR activities, they were still shy about telling the problems they were experiencing but gradually began to open up about learning motivation problems, just like the initial meeting of other group members provides opinions and input that can be done by the AP and TO in dealing with the problems of learning motivation they are experiencing. Then, group members will provide input regarding AP and TO issues.

The fourth meeting was held on March 22, 2021, to evaluate the progress and increasing problems of student motivation. At this meeting, the six group members who were the subject of the study were all present. The group counseling activities ran smoothly. After implementing group counseling services, students are motivated to study harder, be disciplined, and ask friends and teachers for help if they experience difficulties in the learning process in class.

Results progress based on four meetings on the implementation of group counseling services within the scope of students have understood, comfortable (feelings) students

show feelings of pleasure, joy, relief, and action students show a positive development in the learning process in class. After implementing four group counseling meetings, a second stretch was carried out using a student learning motivation questionnaire.

Based on a descriptive analysis of students' learning motivation after implementing group counseling services, it is known to have increased, namely before implementing group counseling, there were 3 (GR, US, AP) or 50% of students who had very low learning motivation, after implementing group counseling it was obtained an increase. Before group counseling, 3 (OR, TO, KR) or 50% of students had low learning motivation; implementing group counseling had increased results.

The results of the inferential analysis provide an overview of the increase in student motivation after group counseling services which can be viewed through the difference from the average score of students' learning motivation before being given group counseling services and after group counseling services are carried out. These results can also be viewed from the increase in learning motivation among students by 100%.

Implementing group counseling services can increase student learning motivation which can be reviewed through the questionnaire results. Students with the initials GR experienced an increase in several statement items, including 1) in item number 1, which stated that I was not serious about doing the assignments given by the teacher, 2) in item number 2, which stated tasks that were difficult for me to ignore, 3) in item number 3 which stated that they were lazy to ask the teacher about material that I did not understand, 5) in item number 6 which stated that I was sleeping in class while attending lessons, 6) in item number 7 which stated that I felt lazy to attend lessons, 7) in item number 9 which stated that I talked to my friends while the lesson was in progress, 9) in item number 10 which stated that I was in and out of class during teaching and learning activities.

Students with the initials OR experienced an increase in several statement items, including 1) in item number 1, which stated that I was not serious about doing the assignment given by the teacher, 2) in item number 2, which stated that the task was difficult for me to ignore, 3) in item number 3 which stated that I was lazy to ask the teacher about material that I did not understand, 4) in item number 4 which stated that I skipped classes during class hours, 5) in item number 6 which stated that I was sleeping in class while attending lessons, 6) in item number 7 which stated that I felt lazy to follow the lesson.

Students with the initials AP experienced an increase in several statement items, including 1) in item number 1, which stated that I was not serious about doing the assignment given by the teacher, 2) in item number 4, which stated that I skipped class during class, 3) in item number 5 which stated that I cheated on a friend's work, 4) on item number 10 which stated that I was in and out of class during teaching and learning activities.

Students with the initials US experienced an increase in several statement items, including 1) in item number 1, which stated I was not serious about doing the assignments given by the teacher, 2) in item number 2, which stated tasks that were difficult for me to ignore, 3) in item number 3 which stated that they were lazy to ask the teacher about material that I did not understand, 4) in item number 4 which told me to skip classes during class hours, 6) in item number 5 I copied a friend's work, 6) in item number 6 which stated that I was sleeping in class while attending lessons.

The student with the initials TO experienced an increase in several statement items, including 1) in item number 2, which stated a task that was difficult for me to ignore, 2) in item number 3, which stated that I was lazy to ask the teacher about material that I did

not understand. 3) on item number 6, which stated I was sleepy in class during class, 4) on item number 8, which stated I played in class during class hours, 5) on item number 9, which stated I told a story with friends during class, 10) on item number 11 which stated I was in and out of class during teaching and learning activities.

Students with the initials KR experienced an increase in several statement items, including 1) in item number 1, which stated that I was not serious about doing the assignment given by the teacher, 2) in item number 2, which stated that the task was difficult for me to ignore, 3) in item number 3 which stated that they were lazy to ask the teacher about material that I did not understand, 4) in item number 5 which stated that I was cheating on a friend's work, 5) in item number 6 which stated that I was sleeping in class while attending lessons, 6) in item number 9 which stated I told my friends while the lesson was in progress, 7) in item number 10 which stated I was in and out of class during teaching and learning activities.

Internal and external factors of the students themselves influence students who experience a decrease in learning motivation. One of the internal factors that influence is the desire of students to improve their way of learning in class so that they participate in group counseling activities with full attention, enthusiasm, and activeness in expressing the problems they are experiencing (Kushendar & Maba, 2022). In addition, the external factors that influence student motivation after group counseling are group dynamics that are warm and pleasant so that all group members feel comfortable with the group (Setiawan, 2022).

The discussion description in terms of achieving group counseling goals is strengthened by Prayitno (2017), who argues that: A good group is characterized by high enthusiasm, smooth and steady cooperation, and mutual trust between group members. Such a good group will be realized if the members act as friends, understand and positively accept the common goals, feel intensely loyal, and are willing to work hard or even sacrifice for the group. The various positive qualities in the group move and roll which characterize and encourage group life. The forces driving group life are known as group dynamics (Fahmi, 2016).

Group dynamics play an essential role in achieving the goals of implementing group counseling, and this is the implementation of group counseling services. In particular, group dynamics play a role in solving group member problems, fostering warmth in the group so that group members can play an active role during activities and group members can be open in expressing opinions, suggestions, or problems to other group members, gain new understanding and problems of group members resolved through group counseling activities. Based on the descriptive and inferential analysis, it can be seen that students' learning motivation is increased after attending group counseling services. These results indicate that group counseling can increase student motivation.

Research Limitations

Based on the researcher's direct experience in this research process, some limitations are experienced because this research certainly has deficiencies that must be continuously improved. Some limitations in the study, among others. In the process of this research, researchers had a little difficulty because students who were to be given group counseling rarely went to school for various reasons; almost every time they were to be given group counseling services, the reason was that they were absent. This is also because they only come to school when school starts schedule during the Covid-19

Pandemic. Limitations of research using student learning motivation questionnaires, namely the answers given by students, need to show the actual situation that occurred.

CONCLUSION

The following conclusions can be drawn based on the results of the data that have been described from the research results. Before participating in group counseling services, of the 6 students who became research subjects, 3 students had very low learning motivation and 3 students had low learning motivation. Motivation to learn after attending group counseling services, of the 6 students who were the subject of the study, 5 students had increased results and 1 student did not experience improvement (still). Classification of students' learning motivation after attending group counseling services is improved compared to before attending group counseling services.

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