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## THE RELATIONSHIP OF IMPLEMENTING COUNSELING GUIDANCE AND HOME-STUDY FACILITIES TO ACHIEVEMENT MOTIVATION OF STUDENTS' ACHIEVEMENT IN CLASS X STUDENTS OF SMK NEGERI 1 BINTANG BAYU IN ACADEMIC YEAR 2022/2023

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### **Abstract**

*This research is an ex-post facto research. The number of samples in this study were class X students of SMK Negeri 1 Bintang Bayu for the 2022/2023 academic year with a total of 120 respondents. Essential testing tests use factual investigations that involve calculating the mean, middle, mode and standard deviation and correlational testing to test the first and second speculations using the second item relationship by comparing  $r_{count}$  with  $r_{table}$  by testing the third speculation using the double connection recipe with two indicators by comparing  $F_{count}$  and  $F_{table}$ . The results of the study show that: (1) There is a positive relationship between the implementation of briefing and the achievement inspiration of class X students of SMK Negeri 1 Bintang Bayu with  $r_{count} 0.296 > r_{table} 5\% 0.195$ ; (2) There is a positive relationship between learning in the office and achievement inspiration for class X students of SMK Negeri 1 Bintang Bayu, obtained  $r_{count} 0.333 > r_{table} 5\% 0.195$ ; (3) There is a joint positive relationship between the implementation of guidance and learning at home on the achievement inspiration of class X students of SMK Negeri 1 Bintang Bayu obtained  $F_{count} 10.855 > F_{table} 5\% 3.05$  with the level of carrying out guidance 4.6% and learning at home 11.08%.*

**Keywords:** *Guidance and Counseling services, facilities, motivation, achievement*

### **Abstrak**

Penelitian ini merupakan penelitian ex-post facto. Jumlah sampel dalam penelitian ini adalah siswa kelas X SMK Negeri 1 Bintang Bayu tahun ajaran 2022/2023 dengan jumlah keseluruhan sebanyak 120 responden. Uji pengujian esensial menggunakan investigasi faktual yang melibatkan untuk menghitung mean, middle, mode dan standar deviasi dan pengujian korelasional untuk menguji spekulasi pertama dan kedua menggunakan hubungan butir kedua dengan membandingkan  $r_{hitung}$  dengan  $r_{tabel}$  dengan menguji spekulasi ketiga menggunakan resep koneksi dua kali lipat dengan dua indikator dengan membandingkan  $F_{hitung}$  dan  $F_{tabel}$ . Hasil kajian menunjukkan bahwa: (1) Terdapat hubungan positif antara pelaksanaan pengarahannya dengan inspirasi pencapaian siswa kelas X SMK Negeri 1 Bintang Bayu dengan  $r_{hitung} 0,296 > r_{tabel} 5\% 0,195$ ; (2) Ada hubungan positif antara pembelajaran di kantor dengan inspirasi berprestasi siswa kelas X SMK Negeri 1 Bintang Bayu, diperoleh  $r_{hitung} 0,333 > r_{tabel} 5\% 0,195$ ; (3) Terdapat hubungan positif secara bersama antara pelaksanaan bimbingan bimbingan dan pembelajaran di rumah terhadap inspirasi pencapaian siswa kelas X SMK Negeri 1 Bintang Bayu diperoleh  $F_{hitung} 10,855 > F_{tabel} 5\% 3,05$  dengan tingkat melaksanakan bimbingan 4,6% dan pembelajaran di rumah 11,08%.

**Kata Kunci:** *Layanan Bimbingan dan Konseling, fasilitas, motivasi, prestasi*



## INTRODUCTION

Education is a conscious effort made to build information and innovation. National education is regulated in the Education System Regulation no. 20 of 2003 concerning the national education system. This activity aims to improve abilities and form a noble and advanced community personality in the context of educating the nation's life, with the aim of fostering the ability of students to become human beings who are pious and pious to God Almighty, virtuous, with noble character. solid, educated, fit, innovative, free and become a voice-based citizen. Students' self-conditions also affect student achievement motivation, it is only natural that there are students who have high insight but have low learning achievement, because their scientific abilities do not/have not gone well(Cynthia, Martono and Indriayu, 2015)

Learning achievement must be seen from the results of student learning, learning achievement is the ability to master learning material or the ability of students can be seen from the results of the tests carried out, whether the scores are day to day tests (UH), midterm exams (UTS), or final semester exams (UAS). Student learning outcomes are in the form of subject learning outcomes, calculating abilities, interests, pick-up exercises, inspirational learning, insights possessed or possessed knowledge, and factors from outside substitutes, especially climate, ways of learning, educational plans.(Cynthia, Martono and Indriayu, 2015)

As explained by previous research that education is the spearhead of the nation's progress, this is based on the success of the national education system. The progress of a nation starts from the development of one's own personality. The importance of education for the progress of society is to form and plan quality and respectable individuals who are ready to provide new developments to advance the country (Yanti, Harahap and Harahap, 2021)

Motivation to learn is another factor that influences the success of a learning process, in addition to learning facilities (Sardiman, 2016) Inspiration can be said in general to be the main impetus in students that produces learning exercises, which guarantees the progress of learning exercises and that provides guidance for learning exercises, so objectives are desired by research subjects can be achieved. Students become motivated to study happily and with seriousness when they are motivated by motivators, which in turn leads to systematic student learning, full concentration, and the ability to complete learning activities(Mulyaningsih, 2014).



In addition to the understanding of motivation above, based on the results of previous research, it also explains that motivation is a driving force for achieving the goals of education. This can be seen from how ready students are to complete learning exercises so that learning achievement can be achieved ideally

Some things that must be considered by subject teachers and guidance and counseling teachers in increasing achievement motivation (1) the relationship with environmental conditions, which contain sportsmanship environmental conditions, difficulty level conditions, meaningful learning conditions, and meaningful strategy distractions; (2) hope for success, contains program success, teaching objectives, remedial socialization of external awards which can contain prizes, positive competence, the value of learning outcomes (Hamzah B. Uno, 2010)

It can be concluded that motivation is a change in energy in a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. The change in energy in a person is in the form of a real activity in the form of physical activity. (Walgito, 2010)

Learning facilities have a role and influence in achieving achievement motivation, facilities in the establishment of an educational institution are an important part of things to pay attention to. This is because this facility will optimally support learning activities in schools. Without adequate facilities, it is certain that the learning activities and learning outcomes to be achieved will not be realized. (Cynthia, Martono and Indriayu, 2015)

In addition to adequate school facilities, home facilities must also be adequate, this of course will assist in learning activities to improve learning outcomes, especially in increasing achievement motivation. With adequate facilities will provide a sense of comfort to students in learning. These facilities include websites/websites and the internet, study desks and study rooms. (Arrixavier and Wulanyani, 2020)

In the national education system, the important role of guidance and counseling teachers is to improve student learning outcomes, especially at the SMK level students who must be guided and directed so that career decisions, learning outcomes obtained can be achieved. learning outcomes obtained can be achieved. This is based on the target of Permendikbut No. 111 of 2014 concerning teachers, the main task of guidance and counseling teachers in schools is to carry out service activities in accordance with the needs of students in order to achieve national education goals as previously explained above. (Erman Amti, 2009)

Implementation of guidance and counseling in helping solve student problems in learning activities. However, most students clearly understand the duties and responsibilities of the guidance and counseling



teacher, so they rarely consult with the guidance and counseling teacher. Even though the outline above explained that guidance and counseling teachers are also responsible for improving student learning achievement (Syafaruddin, 2019)

Based on the description above, it can be concluded that the importance of guidance and counseling, in increasing achievement motivation, with service activity programs needed by students during the learning process at home. (Erman Amti, 2009) And other relevant research concludes that learning facilities and learning motivation have a very large positive impact on student achievement. This result will be sufficient to improve learning outcomes, although it does not show a large impact on learning achievement. It should be reminded again that learning facilities are an important factor in working to further develop students' learning achievements. Likewise with motivation to learn. (Ayu Novitasari<sup>1</sup>, Syarifuddin Sida<sup>2</sup>, 2022)

These results become the basis of the argument to appeal and suggest that it is important for educational institutions to pay attention to learning facilities. not only because these factors will support the process, but the completeness of standard facilities is also an important point that might trigger students' learning motivation, although in this research it does not show much significance.

Against the background of the problems described above, the purpose of the research is clarified to obtain information about the magnitude of the relationship between the Implementation of Counseling Guidance and Home Study Facilities together with the Achievement Motivation of class X students at SMK Negeri 1 Bintang Bayu.

## RESEARCH METHODS

This research was conducted at SMK Negeri 1 Bintang Bayu which is located on the main road of Bintang Bayu Village, Bintang Bayu, Kec. Bintang Bayu, Kab. Serdang Bedagai Prov. North Sumatra. The research method used in this study is the ex post facto research method. According to (Akdon, 2011) ExpostFacto research is a study that reviews and directs in examining events that have occurred and then rethinking the information to track factors that occurred before or determine potential causes or events under study.

Population is a generalization area consisting of objects/subjects that have certain characteristics determined by research. The population in this study were all students of class X, totaling 120 students. As experts argue, if the population is less than or 100, then the sample is taken as a whole, in this case because the population is only 120, it is taken as a whole with the consideration that it does not interfere



with the learning process because there are some students who are not used as samples in the study. (Arikunto, 2021)

The data collection strategy carried out greatly influences the results of the data that will later be obtained and determines whether the research results are good or bad. Data collection in this study is expected to obtain applicable, precise and solid information. The information sorting technique used in this research is to use a questionnaire. The questionnaire contains various written questions that are used to obtain data from respondents in the sense of personal reports or things they know. This technique is used to obtain information about the implementation of counseling guidance, learning facilities at home and school and achievement motivation. (Arikunto, 2021)

There are three research instruments compiled in this study, namely: the implementation of counseling guidance, home study facilities and achievement motivation. The statistical analysis technique starts from descriptive statistics, then the analysis used to test the hypothesis is simple correlation techniques and multiple correlation. However, before carrying out this analysis, a requirements test is first carried out, namely the data normality test.

## RESEARCH RESULT

In this study there are 3 variables, namely two independent variables and one dependent variable. The independent variable is the implementation of counseling guidance services and learning facilities. The dependent variable is student achievement motivation. Guidance counseling service implementation data was obtained from a questionnaire with a Likert scale with a score of 1-4 for 30 questions. Questionnaire result data is used to determine frequency. The frequency distribution of the results of data analysis can be seen in table 1:

Table 1. Distribution of the Frequency of Implementation of Counseling Guidance

Class Interval	Criteria	Frequency	Percentage
99	Very high	2	1,67
95-98	High	28	23,33
91-94	Medium	54	45
87-90	Low	17	14,17
84-86	Very low	8	6,67
Total		120	100

As the results of the calculation above, the class interval price for the implementation of guidance and counseling is 91-94. Based on table.1, a histogram can be made as shown in Chart.1

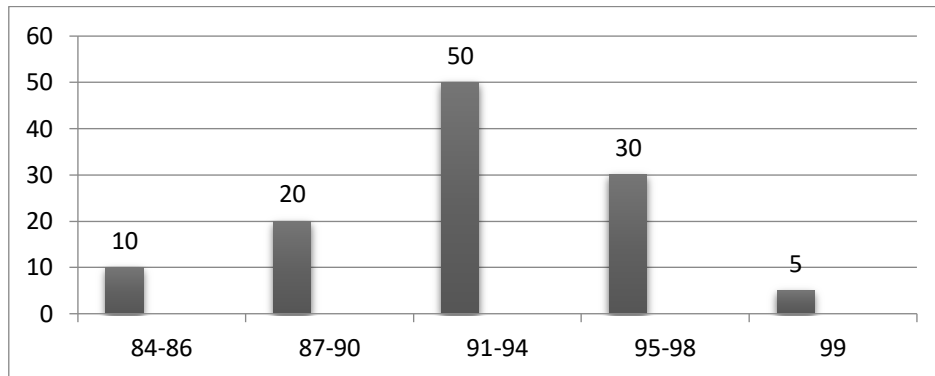


Figure 1. Histogram of Counseling Guidance Implementation

Based on the bar chart above, it can be concluded that the implementation of guidance and counseling is in the middle of the curve which is the average value of class data intervals. Table data and dates show percentages with a level of 45% with moderate criteria Furthermore, the data obtained from the variable housing facilities based on the adopters are distributed from scores based on a Likert scale with a score of 1-4 for 25 questions.

Data analysis obtained mean price = 79.5083 ; median = 80.0000 ; mode = 79.00 and standard deviation = 4.26633. Questionnaire result data is used to determine frequency. The frequency distribution of the results of data analysis can be seen in table.2.

Table 2. Frequency Distribution of Home Study Facilities

Class Interval	Criteria	Frequency	Percentage
87	Very high	2	1,67
83-86	High	32	26,67
78-82	Medium	47	39,17
74-77	Low	25	20,83
70-73	Very low	14	11,67
Total		120	100

As the results of the calculation above, the class interval price for home learning facilities is 78-82. Based on table.2 a histogram can be made as shown below:

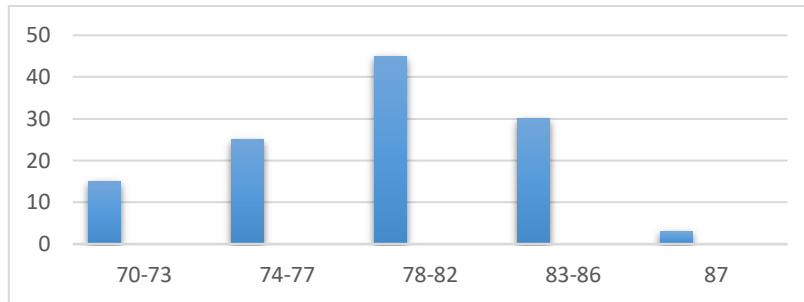


Figure. 2. Histogram of Learning Facilities at Homes of Meaning

From the bar chart above, it is obtained data regarding learning facilities at home, the median data is 78-82 with a percentage of stembel is 39.17% with moderate criteria. Data on student achievement motivation was obtained from a questionnaire with a Likert scale with a score of 1-4 for 30 questions. Data analysis obtained mean = 86.0500; median = 86.0000 ; mode = 84.00 and standard deviation = 3.92974. Based on the distribution of data on the results of the questionnaire on research subjects totaling 120 students, the range of student achievement motivation can be determined as follows in table 3:

Table.3 Frequency Distribution of Student Achievement Motivation

Class Interval	Criteria	Frequency	Percentage
95	Very high	1	0,83
91-94	High	15	12,5
87-90	Medium	38	31,67
83-86	Low	39	32,5
79-82	Very low	27	22,5
Total		120	100

As the results of the calculation above, the price interval class for achievement motivation is 83-86. Based on table 3, a histogram can be made as shown in Figure.3.

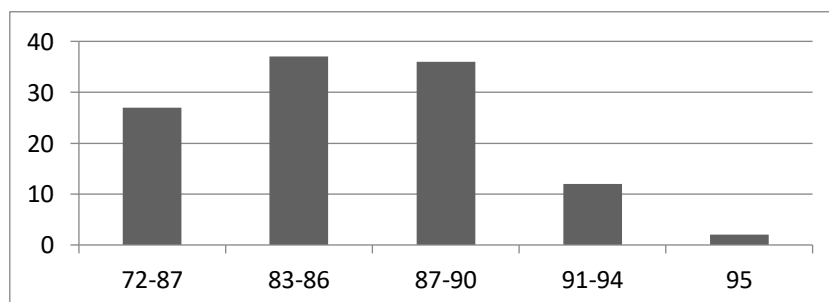


Figure. 3. Histogram of Student Achievement Motivation



The meaning of the achievement motivation histogram is that the middle part of the curve is the average value of the interval class data, while a number called the Standard deviation is the spread of the data around the average value so that the achievement motivation data has a percentage of 32.5% with less criteria.

## RESEARCH DISCUSSION

The first hypothesis shows that guidance and counseling has a very large relationship with student achievement motivation. The final result of the initial guess test is  $r_{count} = 0.296$ , so this value must be expressed in  $r_{table}$ . The cost is averaged out at the very large 5%, so  $N = 120$  is not in the table, so the smallest is taken, to be exact  $N = 100$ , to get a percentage of 0.195. So at that time the percentage of  $r_{count} > r_{table}$ , namely  $0.296 > 0.195$   $H_0$  was omitted and  $H_a$  was recognized with a regression coefficient of 0.273, the regression line equation  $Y = 2.045 + 0.273X$ . As explained in the guidance and counseling book written by Winkel that in order to improve student achievement there must be direction and guidance from the guidance and counseling teacher, especially for students who have cases of learning difficulties or have difficulties in the learning process. Of course this is an important concern among teachers and school officials that without direction from the supervising teacher students will experience difficulties and do not have the right direction (Winkel, 2012)

The reality approach is based on achievement motivation, according to Prof. Dedi Supriadi, based on its implementation, guidance can be carried out individually and in groups. Guidance that is carried out individually is called "individual guidance", while guidance and counseling that is carried out in groups is called "Group guidance" (Ayu Harumbina *et al.*, 2022)

It can be concluded, the duties and roles of guidance and counseling teachers are very important, so that students remain focused on learning activities regarding learning facilities at home and school. The challenge in education is how counselors are able to motivate learning activities. (Priyantoro, 2017)

So it can be concluded in this discussion the implementation of guidance and counseling services can increase student achievement motivation. Therefore it can be said that assuming the implementation of guidance and counseling in schools goes well, student achievement motivation will also be good, conversely if the implementation of guidance in schools does not go well then student achievement motivation will be low. In line with that, relevant research relating to guidance and counseling can increase student achievement motivation is in research





The second hypothesis shows that learning facilities at home have an important relationship with student achievement motivation. The principal result is  $r_{count} = 0.333$ , so this value must be discussed with the  $r_{table}$ . Where  $r_{table}$  is at a significant level of 5%, so  $N = 120$  is not in the table, so the smallest is taken, precisely  $N = 100$ , to get a percentage of 0.195. So the percentage of  $r_{count} > r_{table}$  is  $0.333 > 0.195$   $H_0$  is rejected and  $H_a$  is recognized with a regression coefficient of 0.206, the regression line equation  $Y = 2.244 + 0.206 X_2$ .

Inspiration is energizing interaction and tireless behavior. This means that motivated behavior is one that is ready to go with all the risks and challenges that will be faced, is coordinated and lasts long enough. Mardianto provides three keys that can be drawn from mental understanding, namely: 1) in inspiration there is a push that makes a person move or not move, 2) in motivation there is a thought whether to focus on elective activities, whether activity A or activity B, in motivation there is a climate that gives or turns into a source of information or thoughts for someone to make the pert move first and second. (Mardianto., 2012)

The results of the research analysis show that the study room at home has a positive relationship to inspiring student achievement. This is possible because, for example, students do not have complete facilities at home, students have the opportunity to develop challenges in learning and doing subsequent assignments directly or indirectly, it will affect student achievement motivation and tend to be lacking.

Where the more complete learning facilities at home, the more enthusiastic students are to increase their efforts to inspire achievement in order to achieve high academic achievement. An office is a prerequisite that includes the conditions surrounding the place of study and the circumstances of students or children. Incorporates review rooms, satisfactory lighting, handbooks and other hardware.

The third hypothesis shows that "the implementation of guidance and counseling and learning at home together has a very large relationship with student achievement motivation", with a final coefficient of 0.156. Thus the magnitude of Y variation can be explained by  $X_1, X_2$  of 15.6% while the remaining 84.4% cannot be explained by factors  $X_1, X_2$ . This naturally occurs because there are many factors that affect student achievement motivation outside of carrying out directing and learning tasks at home. two of which can be in the form of poor student learning scores and student participation.

The regression line equation  $Y = 1.740 + 0.169 X_1 + 0.205 X_2$ . This shows that a difference of one unit of  $X_1$  will change Y by 0.169 and a difference of one unit of  $X_2$  will change Y by 0.205. If it stabilizes with almost no change, Y will increase by 1.740. This means that the better the implementation of



guidance and counseling services as well as learning facilities at home will further increase student achievement motivation, which is equal to 15.6%. The results of the analysis of the implementation of guidance and counseling service activities show that learning facilities at home have a positive relationship to student achievement motivation.

## CONCLUSION

The conclusion from the results of this study is that the implementation of counseling has a significant relationship to the achievement motivation of class X students of SMK Negeri 1 Bintang Bayu for the 2022/2023 academic year with  $r_{count} > r_{table}$ , namely  $0.296 > 0.195$ . Home study facilities have a significant relationship to the achievement motivation of class X students of SMK Negeri 1 Bintang Bayu for the 2022/2023 school year with  $r_{count} > r_{table}$ , namely  $0.333 > 0.195$ . The implementation of counseling guidance and learning facilities at home together has a significant relationship to the achievement motivation of class X students of SMK Negeri 1 Bintang Bayu for the 2022/2023 academic year with  $F_{count} 10.855 > F_{table} 3.05$ .

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