

Group Counseling with Modeling Techniques to Increase Vocational High School Students' Learning Motivation

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ABSTRAK

Penurunan motivasi belajar menghambat efektivitas proses pembelajaran, sehingga perlu adanya intervensi yang tepat. Tujuan penelitian ini adalah untuk mengembangkan buku panduan konseling kelompok dengan pendekatan modeling guna meningkatkan motivasi belajar siswa. Metode yang digunakan dalam penelitian ini adalah Research and Development (R&D) dengan model pengembangan 4D, yang terdiri dari empat tahap: Define, Design, Develop, dan Disseminate. Subjek penelitian ini adalah 12 siswa yang dipilih berdasarkan kriteria tingkat motivasi belajar rendah. Teknik pengumpulan data dilakukan melalui kuesioner yang terdiri dari 30 pernyataan, yang dirancang untuk mengukur berbagai aspek motivasi belajar siswa. Teknik pengolahan data dilakukan dengan uji-t berpasangan setelah dilakukan uji normalitas dan homogenitas data. Hasil penelitian menunjukkan bahwa penggunaan buku panduan konseling kelompok dengan pendekatan modeling secara signifikan meningkatkan motivasi belajar siswa, yang dibuktikan dengan adanya perbedaan yang signifikan antara hasil pre-test dan post-test. Implikasi dari penelitian ini adalah buku panduan tersebut dapat digunakan oleh guru BK sebagai acuan dalam melaksanakan konseling kelompok yang lebih efektif, khususnya dalam upaya meningkatkan motivasi belajar siswa di SMK, serta dapat menjadi pedoman dalam pengembangan layanan konseling kelompok di sekolah lainnya.

ABSTRACT

Many students do not have motivation and discipline in the learning process, including students who do not want to complete their assignments on time, like to procrastinate and procrastinate, do not want to complete their assignments, do not focus on carrying out the learning process and even tend to be very lazy. This study aims to analyze the effectiveness of cognitive behavioral counseling with cognitive restructuring techniques to improve learning discipline and learning motivation. The research design used is a pretest-posttest nonequivalent control group design. The data collection methods used by the researcher include questionnaires, observation methods, and interview methods. In this study, the normality test was carried out with the Shapiro Wilk normality test with the help of SPSS 23.0 for Windows. The hypothesis test conducted with MANOVA is the result of a multivariate test on Wilks' Lambda informing that the F value is 2.963. To determine the effectiveness of the treatment given, the size effectiveness (ES) formula is used, while the result of the calculation of size effectiveness (ES) is 0.408. When viewed based on the criteria for the level of effectiveness in the effect size test, which is $0.2 < ES \leq 0.8$ is categorized as moderate or quite effective. So it can be concluded that cognitive counseling with simultaneous cognitive restructuring techniques is quite effective in improving learning discipline and student learning motivation.

1. INTRODUCTION

Learning is a tool used by humans to achieve their goals. When a teacher is able to effectively transfer their knowledge to their students, they have achieved an important educational goal. One of the factors in students' learning success is the active role of teachers in providing a good, conducive, and motivating learning climate for students. Learning motivation is very much needed by every student because it encourages students' enthusiasm for learning and vice versa (Arianti, 2019; Harahap et al., 2021; Nurrawi et al., 2023). Making a person into an intelligent and clever person is easier than making a

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person into a good and wise person (Isnaini, 2020; Iyan & Dewi, 2021; Lase & Halawa, 2022). Therefore, learning motivation needs to be an important focus in the world of education. One of the tasks of teachers as mentors is to make students able to develop motivation in every activity. The existence of high learning motivation is very important to support the success of learning, because it functions to increase a person's passion and involvement in the learning process. Conversely, low levels of learning motivation may have the opposite impact, namely inhibiting the effectiveness of the overall learning experience. Becoming a smart and intelligent person is easier when compared to making humans into good and wise people (Hadi, 2017; YL Putri & Rifai, 2019). Therefore, learning motivation needs to be an important focus in the world of education. One of the tasks of teachers as mentors is to enable students to develop motivation in every activity.

The existence of high learning motivation is very important to support the success of learning, because it functions to increase a person's passion and involvement in the learning process. Conversely, low levels of learning motivation may have the opposite effect, namely inhibiting the effectiveness of the overall learning experience. To achieve educational goals, it is important to consider students' learning motivation. The effectiveness of learning depends on the existence of a high level of motivation among students (Harahap et al., 2021; Jainiyah et al., 2023; Syachtiyani & Trisnawati, 2021). Student motivation in participating in learning activities can be formed by several elements, both internal and external (Bariyah et al., 2023; PT Dewi, 2023). Internal elements that influence students include several aspects, including level of attention, physical and mental well-being, goals and ambitions, and abilities. External factors refer to several elements that originate from outside the student. Students in vocational schools are given special training and resources that enable them to use their knowledge and skills effectively according to their respective fields of competence (Debora et al., 2022; Dirgantara et al., 2023; Supardi et al., 2023). Vocational high schools differ from regular high schools in several important ways because their students study and work in industry (Anitasari et al., 2022; Sobari et al., 2023; Wibowo et al., 2020). Vocational education as regulated in Law Number 20 of 2003 concerning the National Education System is a type of secondary education that aims to equip students with the skills and knowledge needed to pursue a particular professional field. Therefore, vocational schools offer a variety of disciplines that are tailored to accommodate each student's field of expertise.

Based on the observations conducted by the researcher at SMK N 2 Singaraja in the form of interview results conducted with the BK Teacher and direct observation during the MBKM Internship activity, that students at SMK N 2 Singaraja have various achievements, both academic and non-academic, but besides that there are some students who experience a decrease in learning motivation, especially in class X. This is in line with the opinion of the BK teacher at the school and is strengthened by the author's observations when conducting research at school. Where when learning is taking place, there are students who do not pay attention to the delivery of material by the teacher in class, instead students play by themselves until they skip school when the learning process is taking place so that the grades achieved are low. This shows that learning outcomes will be difficult for the younger generation to obtain. Student motivation can be increased with group therapy. To stimulate thinking, attitudes, and the ability to adjust behavior and behavior carried out in groups, group therapy with the modeling method uses a model whose behavior will be observed along with the skills acquired (Alifya Shafira et al., 2022; Durrotunnisa et al., 2023; Sulistiyani et al., 2019).

The implementation of the modeling technique is by observing the model and then studying the behavior and skills it has as a stimulus for personal change to the observer's attitude. In addition to observing, in the modeling technique, the client is also invited to imitate and apply the model's behavior. Through this service, the client will be encouraged to be able to increase their learning motivation by observing real models or models in the form of symbols (RV Putri & Rosita, 2019; Sukmawati et al., 2020; Waras, 2018). In theory, modeling techniques aim to receive new skills possessed by the observed model so that it can be a stimulus to the mind and attitude of the observer. If the result is, the intrinsic incentive of students to learn will be stimulated when the observer imitates the model's actions. Encouraging students to form study groups can increase their learning motivation. In addition, other studies support this conclusion; Specifically, that the modeling group counseling approach can increase students' enthusiasm for learning. This view is supported by research findings in line also showing that group counseling with the use of audiovisual media can increase students' learning motivation (Prihatiningtia, 2020; RV Putri & Rosita, 2019; Ratri & Pratisti, 2019). When providing counseling services related to low learning motivation, the researcher developed a guidebook that is useful for BK teachers. This guidebook contains a summary of materials to procedures that can be followed by teachers. The purpose of this study is to use a group counseling guidebook with a modeling approach to increase the level of learning motivation of vocational high school students. The author is motivated to create a group counseling guide using a modeling strategy in responding to the above problems.

The novelty of this study lies in the development of a group counseling guidebook with a modeling approach that is specifically designed to improve students' learning motivation in vocational high schools. Although modeling techniques have been used in various educational contexts, this study

offers innovation by integrating it into group counseling services focused on vocational high school students, who have different characteristics and needs compared to students at other levels of education. The guidebook developed in this study not only offers a theoretical approach but also provides practical steps that can be directly applied by guidance and counseling teachers in real contexts. In addition, this study tests the effectiveness of the approach through careful statistical analysis, thus providing strong empirical evidence of its benefits. Thus, this study provides a significant new contribution in the field of guidance and counseling, especially in efforts to improve learning motivation among vocational high school students through modeling techniques in group counseling.

2. METHOD

This research utilizes R&D, or research and development. The value of this research will be seen after obtaining real results (Alifya Shafira et al., 2022; Zuhara, 2020). This research uses a 4D development model. Where this development paradigm consists of four processes (4D), namely; Defining, Designing, Developing, and Disseminating (LPYS Dewi et al., 2022; Kudadiri, 2023; Prabayanti et al., 2023). The definition stage has a valuable purpose in identifying and clarifying the demands in the learning process, as well as collecting related information related to product development. The planning stage produces a conceptual framework that is in line with the findings obtained from the analysis conducted. The development stage aims to modify the original product which is a prototype of the group counseling handbook modeling approach developed in the previous stage. The dissemination stage is the concluding stage in the research and development process. Twelve students were selected to be subjects in this study who were students with low levels of motivation. This study used a questionnaire approach for data collection. The research instrument used to assess students' learning motivation was a questionnaire specifically designed to test several aspects of motivation in the context of learning. Each questionnaire consists of 30 statement questions, with each statement offering 4 possible answer choices. The questionnaire grid used to assess students' learning motivation is shown in Table 1.

Table 1. The Instrument Grid

No.	Dimensions	Indicator	No item Positive	No negative items	Number of items
1.	Perseverance in learning	a. Attendance at school	1	2	2
		b. Following PBM in class	3,4	5,6	4
		c. Studying outside school hours	7	8,9	3
2.	Persistence in the face of adversity	a. Attitude towards Difficulties	10,11	12,13	4
		b. Efforts to overcome difficulties	14	15	2
3.	Interest and sharp attention in learning	a. Habits in attending lessons	16	17,18	3
		b. Enthusiasm in following PBM	19	20,21	3
4.	Achieving in learning	a. Desire to achieve	22	23,24	3
		b. Quality of results	25	26	2
5.	Independent in learning	a. Completion of assignments or homework	27	28	2
		b. Using opportunities outside school hours	29	30	2
Amount			13	17	30

Lawshe's formula will be used to conduct the content validity test and a total of five people will provide their expert opinions on the matter: three BK Lecturers and two BK Teachers. After we collect the data before and after the test, we will proceed to data analysis. The normality and homogeneity test of the data is the first step in analyzing the data to see if it can be handled with parametric statistics, such as the t-test which relies on paired sample data. SPSS 20, a statistical analysis tool, is used to conduct the trial data analysis and is continued with the hypothesis test.

3. RESULTS AND DISCUSSION

Result

This research is focused on Research & Development (R&D) and aims to provide a guidebook for implementing group counseling using the modeling approach. The purpose of this guidebook is to improve learning motivation in vocational high school students. This research uses a 4D research approach consisting of four different stages: (1) Definition, (2) Approach, (3) Development, and (4) Dissemination. Each of the four phases is accompanied by its own set of implementation strategies. The first stage, called the Define stage, the research includes the use of observations and interviews with

guidance and counseling instructors at SMK Negeri 2 Singaraja. The purpose of this activity is to determine the extent to which learning motivation problems influence the daily learning process. In addition to conducting observations and interviews with guidance and counseling teachers, the author also conducted a needs analysis. The findings of this analysis show consistent responses, indicating that the provision of appropriate guidance and counseling services is needed to overcome the problems of student learning motivation at SMK Negeri 2 Singaraja, especially in class X.

After the problems are identified, further analysis includes determining the appropriate guidance and counseling services to address the challenges related to students' learning motivation. The study conducted is a theoretical study that includes a comprehensive review of relevant literature and previous research findings regarding effective strategies for addressing problems related to learning motivation. Based on the theoretical analysis conducted, it was determined that a particular form of group counseling service is effective for many students. This service is further enhanced through the application of modeling techniques, which allow students to acquire and apply new behaviors by observing and generalizing the behavior of others, called models. This modeling process also includes cognitive and creative abilities, not just relying on imitation. Furthermore, the next stage requires a design process. At this stage, an initial version of the group counseling handbook was developed using a modeling approach with the aim of increasing students' enthusiasm for learning. At this time, the current stage is greatly influenced by the previous determination stage. The first step in this stage is the preparation of the main framework of the group counseling handbook, so that there is a methodical arrangement in the guide. The framework developed consists of the following components: (1) Title of the Guidebook; (2) Foreword; (3) Table of Contents; (4) List of Tables; (5) List of Attachments; (6) Chapter I: Introduction; (7) Chapter 2: Bounded Theory; (8) Implementation Instructions; and (9) Bibliography.

The next phase requires a development process. During this phase, the author modifies the contents of the guidebook to align with the many services, products, and procedures that will be included in the guidebook. In this regard, the author obtains criticism and suggestions from practitioners before being tested on students. The next phase involves the transmission of information. At this time, the Group Counseling Guidebook including Modeling Techniques aimed at increasing student learning motivation, as developed in the previous stages, has reached a stage of completion suitable for use by guidance and counseling instructors. Validity testing is carried out to determine the applicability and validity of the resulting product, namely a group counseling guidebook that uses a modeling approach to increase the enthusiasm for learning of vocational high school students. Validity testing is carried out by a panel consisting of five experts, including three lecturers specializing in Guidance and Counseling and two teachers specializing in Guidance and Counseling.

The group counseling guidebook with modeling strategies to improve learning motivation of vocational high school students has been tested for validity to see whether the book is valid and can be used on students. Five experts who conducted the validity test were three lecturers and two teachers in the field of guidance and counseling. The data collection used was a questionnaire with 30 statements. Based on the results of the validity test by judges, there were 30 items that were considered relevant according to the criteria. This is in accordance with the calculations made if the item meets the criteria. As a calculation method, the calculation of the validity index with CVR is used to make decisions on items.

All items are valid, as indicated by the CVR findings, resulting in a CVR test score of 1. In addition to the CVR and CVI tests, precursor tests need to be conducted before conducting hypothesis testing. Normality tests and homogeneity tests are necessary examinations. The normality test will provide positive findings if the data follows a normal distribution. To find out whether the data is normally distributed or not, the Shapiro Wilk test is conducted. The normality test is shown in [Table 2](#).

Table 2. The Normality Test

Variables	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Learning Motivation Pretest	0.143	12	0.200	0.948	12	0.604
Post-test Learning Motivation	0.137	12	0.200	0.975	12	0.956

Data analysis on [Table 2](#), shows that the significance levels of the pre-test and post-test are 0.604 and 0.956, respectively. Both numbers are more than 0.05, which is the threshold for declaring normally distributed data. The homogeneity test is used to ensure stable results. The results of the homogeneity test indicate whether or not the data collected is consistent with each other. If the p-value is greater than 0.05, the data is considered homogeneous. The results of the analysis show a significance level of $0.761 > 0.05$, indicating that the data is consistent. Parametric statistical analysis can be continued if both prerequisites have been met.

To analyze the effectiveness of this guidebook, an effectiveness test was conducted on 12 vocational high school students. Before conducting group counseling with modeling techniques, students

were given a pre-test questionnaire, then filled in the post-test questionnaire. Data obtained before and after the test showed that students were more motivated in learning. The t-test statistics showed that the group counseling handbook using modeling strategies had a significant impact on students' willingness to learn while they were enrolled in vocational schools. This finding supports the acceptance of H_a but rejects H_o .

Table 3. The Hypothesis Testing

Pair 1	Mean	Std. Deviation	Std. Error Mean	95% Internal Confidence of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Learning Motivation Pretest -Posttest	-6.333	3.551	1.025	-8.589	-4.007	-6.179	11	0.000
Learning Motivation								

Based on [Table 3](#), the data above produces a 2-tailed significance value of 0.000. Therefore, H_o is rejected and H_a is accepted because the significance value of 0.000 0.05 shows the benefits of group counseling guidebooks with a modeling approach in improving student learning motivation. To analyze the effectiveness of this guidebook, an effectiveness test was conducted on 12 vocational high school students. It was not necessary at all. The data obtained before and after the test showed that students were more motivated in learning. The t-test statistics showed that the group counseling handbook using the modeling strategy had a significant impact on students' willingness to learn during their enrollment in vocational high school. This finding supports the acceptance of H_a but rejects H_o .

Discussion

The final result of this study is a guide to using the modeling approach in group counseling for vocational high school students in an effort to increase their willingness to learn. The next four steps of the 4D development model are a direct result of this. The commitment of students to be able to directly practice the behavior that has been observed during the counseling process. There is a positive correlation between the level of learning motivation shown by students and their ability to achieve high learning goals. Conversely, students who lack learning motivation are less likely to achieve high learning goals. The product produced is a guidebook for implementing counseling services. With this development, it can help the process of implementing problem solving in the realm of counseling, especially in the problem of low student learning motivation at the vocational school level ([Fatihah et al., 2021](#); [Hayati et al., 2021](#)). This guidebook will provide new insights to BK teachers as practitioners of guidance and counseling science in schools as an alternative solution to existing problems. At the same time, as a guideline in implementing group counseling in schools. BK teachers as practitioners in schools do not need to create a counseling guidebook because the development research that the author has carried out can save costs and time efficiency ([Fitriani, 2019](#); [Prihatiningtia, 2020](#)). This guidebook can be a reference for the implementation of other similar counseling services.

The application of group guidance with symbolic modeling techniques to improve student learning motivation is in line with previous studies that aim to overcome similar problems. This study is similar to other studies that use modeling techniques and shared dependent variables. Previous studies found that the similarities between this study and academic research lie in the use of modeling techniques ([Ratri & Pratisti, 2019](#)). Although group mentoring was used in the above-mentioned study, group counseling will be explored as a therapeutic option in future investigations. Other studies have looked at whether group counseling that emphasizes role modeling leads to increased student autonomy in the classroom ([Fitriani, 2019](#)). The difference with the research that will be conducted is that the research above focuses on building the independence of high school students, while in this research the researcher will concentrate on increasing learning motivation in vocational high school students.

Group counseling with modeling techniques can significantly increase the learning motivation of vocational high school students because this approach utilizes the basic principles of observation and social learning, which are very relevant in the context of vocational education. Vocational high school students, who tend to have a practical orientation and direct application, are often more motivated when they can see concrete examples of how certain skills or behaviors are applied in real-life situations or in the workplace ([Pramudiastuti & Firman, 2016](#); [Riyanti, 2020](#)). Modeling techniques allow students to observe models, whether teachers, peers, or professional figures, displaying effective learning behaviors, such as persistence, problem-solving strategies, or active engagement in learning ([Jamilah et al., 2020](#); [Zuhara, 2020](#)). This observation process is important because it gives students a concrete picture of how the knowledge and skills they are learning in class can be applied in practice. When students see the model successfully applying relevant skills, they are more likely to be motivated to imitate that behavior

because they see the immediate value of learning in a context they understand and appreciate (Ireel et al., 2018; Ratri & Pratisti, 2019).

Group counseling provides a platform for students to learn collectively, where they not only observe models but also discuss, share experiences, and support each other in overcoming learning challenges. In this setting, students can gain significant social support, which is an important factor in increasing intrinsic motivation (Mardianti & Dharmayana, 2020; Sutarjo et al., 2014). When students see that their peers are experiencing the same challenges and that they can overcome them with the help of modeling, they feel more motivated and confident to engage more actively in the learning process. Modeling techniques allow for direct feedback and constructive correction in a group environment. When students try to imitate the model's behavior, they can receive feedback from the guidance counselor or other group members, which helps them understand their mistakes and correct them directly (Khoirina, 2018; Nurhayati, 2020). This iterative process gradually increases students' skills and knowledge, which in turn increases their sense of accomplishment and motivation. Seeing successful models also increases students' expectations of their own ability to succeed, a concept known as "self-efficacy." When students believe they are capable of replicating and achieving the same results as the model, their motivation to continue learning and improving increases. This is important in the context of vocational high schools, where the belief in the ability to apply knowledge and skills in the real world is critical to student success (Badriyah, 2020; Fatimah et al., 2021).

This study has several limitations that need to be considered. This study only involved 12 students as subjects, so the results may not be fully representative of the general population of vocational high school students. In addition, this study focused on one school, namely SMK Negeri 2 Singaraja, so the generalization of the findings to other schools may be limited. The data collection method using questionnaires can also have weaknesses related to the accuracy of the answers, because students may provide answers that are considered the most socially correct (social desirability bias).

This study also has several significant advantages. The use of the 4D development model in this study allows for a systematic approach in the development of the guidebook, ensuring that the final product is not only theoretical but also practical and applicable. In addition, the modeling technique applied in group counseling has been proven effective in increasing students' learning motivation, which can have a long-term positive impact on their academic and professional development. The implications of this study are quite broad, especially in the context of vocational education. The guidebook developed can be used as a tool by BK teachers in various vocational schools to overcome the learning motivation problems that students often face. The use of modeling techniques in group counseling can be integrated into school guidance and counseling programs more broadly, helping students not only in academic aspects but also in the development of social and professional skills. In addition, this study opens up opportunities for further research to further explore the effectiveness of modeling techniques in various educational contexts and for larger groups of students.

4. CONCLUSION

The conclusion of this study shows that the use of group counseling with modeling techniques is effective in increasing the learning motivation of vocational high school students. This technique successfully utilizes the principles of observation and social learning that are relevant to vocational education, where students tend to be more motivated when they see the real application of the skills and knowledge they are learning. Group counseling not only provides an opportunity for students to imitate positive behavior from models, but also creates a supportive and collaborative learning environment, where constructive feedback can be received and applied directly. This study also underlines the importance of social support and increased self-efficacy in the learning process, which directly impacts student motivation. Although this study has limitations in terms of the number of subjects and research locations, the results still show the great potential of modeling techniques in group counseling as a method that can be applied more widely in guidance and counseling programs in vocational high schools. The implications of this study provide valuable contributions to the development of more effective learning strategies, especially in the context of vocational education, as well as paving the way for further research to test the effectiveness of this approach in various other educational settings.

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