

Cognitive Behavioral Counseling Modeling Technique Procedures to Increase Student Learning Motivation and Concentration

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ARTICLE INFO

Article history:

Received August 10, 2023

Accepted December 10, 2023

Available online December 25, 2023

Kata Kunci:

Konseling Cognitive Behavioral,
Teknik Modeling, Motivasi Belajar,
Konsentrasi Belajar

Keywords:

Cognitive Behavioural Counselling,
Modelling Techniques, Learning
Motivation, Learning
Concentration



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ABSTRAK

Rendahnya motivasi dan konsentrasi siswa terlihat dari kurang fokusnya mereka dalam mengikuti pembelajaran di kelas. Hal tersebut berdampak pada penurunan hasil belajar siswa. Salah satu upaya yang dapat dilakukan untuk mengatasi permasalahan tersebut yakni dengan memberikan layanan konseling cognitive behavioral pada siswa. Penelitian ini bertujuan untuk menganalisis prosedur pelaksanaan konseling cognitive behavioral teknik modeling untuk meningkatkan motivasi dan konsentrasi belajar siswa serta menganalisis kelayakan validitas isi buku panduan konseling cognitive behavioral teknik modeling. Penelitian ini termasuk penelitian pengembangan dengan menggunakan model penelitian Four-D. Subjek yang terlibat pada penelitian ini ialah 3 pakar yang berkompeten dalam bidang Bimbingan Konseling dan Psikologi, 5 Guru Bimbingan Konseling, dan 34 siswa SMP sebagai subjek dalam uji coba terbatas. Pengumpulan data dilakukan dengan metode kuesioner dengan instrumen penelitian berupa instrumen validitas produk buku panduan. Analisis data dilakukan dengan rumus Lawshe, sedangkan uji hipotesis menggunakan MANOVA. Hasil penelitian menunjukkan nilai CVR per-item memperoleh skor 1 ($CVR > 0$) dan hasil analisis CVI memperoleh skor 1 ($CVI > 0$). Sedangkan, hasil uji hipotesis memperoleh nilai sig. 0,000 ($< 0,05$). Dapat disimpulkan bahwa, inovasi produk ini memiliki nilai validitas isi sangat tinggi dan terbukti bahwa panduan konseling cognitive behavioral teknik modelling efektif dalam meningkatkan motivasi dan konsentrasi belajar siswa. Penelitian ini berimplikasi pada peningkatan kualitas belajar siswa melalui peningkatan motivasi dan konsentrasi belajar.

ABSTRACT

Students' low motivation and concentration can be seen from their lack of focus in participating in class learning. This has an impact on reducing student learning outcomes. One effort that can be made to overcome this problem is by providing cognitive behavioral counseling services to students. This research aims to analyze the procedures for implementing cognitive behavioral counseling modeling techniques to increase student learning motivation and concentration as well as analyzing the suitability of the validity of the contents of the cognitive behavioral counseling manual modeling techniques. This research includes development research using the Four-D research model. The subjects involved in this research were 3 competent experts in the field of Guidance Counseling and Psychology, 5 Guidance Counseling Teachers, and 34 junior high school students as subjects in a limited trial. Data collection was carried out using a questionnaire method with a research instrument in the form of a guidebook product validity instrument. Data analysis was carried out using the Lawshe formula, while hypothesis testing used MANOVA. The research results showed that the CVR value per item obtained a score of 1 ($CVR > 0$) and the results of the CVI analysis obtained a score of 1 ($CVI > 0$). Meanwhile, the results of the hypothesis test obtained a sig value. 0.000 (< 0.05). It can be concluded that the innovation product has a very high content validity value and it is proven that the cognitive behavioral modeling technique counseling guide is effective in increasing students' learning motivation and concentration. This research has implications for improving the quality of student learning through increasing learning motivation and concentration.

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1. INTRODUCTION

When studying, students need to prepare themselves to take part in lessons in class or study independently at home. Regarding learning readiness, things that need to be considered include physical and mental readiness (Hafidz et al., 2023; Syahrani et al., 2021; Rifai & Fahmi, 2017). Mental readiness is something important because it can influence the learning process, namely motivation and concentration in learning (YZ et al., 2023; Aviana & Hidayah, 2015). Motivation and concentration in learning are important aspects and main assets for students in receiving teaching materials and are indicators of successful learning implementation (Rahmawati et al., 2022; Husna et al., 2021; Ardila & Hartanto, 2017). Learning motivation and concentration are closely related to the learning achievements achieved by students. Motivation to learn is an encouragement or change in energy within a person consciously or unconsciously to carry out an action characterized by the emergence of feelings and responses to the goals to be achieved (Mubarok, 2019; Sari, 2018). Based on this definition, it is known that learning motivation contains indicators of (1) inner energy, (2) awareness of learning, and (3) feelings and responses. Learning motivation is also defined as internal and external encouragement for students who are studying to make changes in behavior (Djarwo, 2020; Sidik & Sobandi, 2018; Hamzah, 2014). Based on this definition, it can be seen that learning motivation contains two indicators, namely (1) internal and external indicators and (2) changes in behavior.

Learning concentration is a form of a person's ability to focus their thoughts and attention on learning activities without thinking about other things (Sati & Sunarti, 2021; Idrus, 2018). This definition means that learning concentration has several indicators, namely (1) a person's abilities, (2) thoughts and attention, (3) learning activities. Learning concentration is also interpreted as concentrating one's thoughts and actions on an object being studied by eliminating or setting aside everything that has nothing to do with the object being studied (Ikawati & Prihantini, 2015; Ditasari & Masykur, 2014). This definition means that learning concentration has indicators of (1) thinking and acting, (2) the object being studied, and (3) eliminating or setting aside everything. The results of previous studies show that students' learning concentration is in the poor category (Haslianti, 2019; Sastrawan & Griadhi, 2017). Several previous research findings also show that learning motivation and concentration are problems in learning (Dhey et al., 2023; I Komang Winata, 2021). Likewise, this happened in the SMP Negeri 1 Melaya environment. Based on the results of the student needs questionnaire which was distributed by researchers at SMP Negeri 1 Melaya in Jembrana district via Google Form, in class 9 with a total of 210 students, the results showed that 51.70% of students had poor learning motivation and concentration.

These results are also supported by observation activities and interviews with guidance and counseling teachers as well as direct observations carried out during classroom monitoring activities. The results of observations from subject teachers during the teaching and learning process as well as the results of interviews conducted by the homeroom teacher during classroom assistance found a lack of student motivation and concentration in learning. Lack of motivation and concentration in learning is experienced because students do not pay close attention to the teacher's explanations, postpone assignments given during learning, are sleepy during learning, and are less active in participating in learning. This attitude is caused by many things, such as students not having the energy within themselves to participate in learning and students not having an awareness of the importance of participating in learning. Knowing this, it is very necessary to take action to increase learning motivation and concentration so that it has a more positive impact on student learning patterns or learning outcomes. There is a need for assistance and intervention to achieve goals using cognitive behavioral counseling, modeling techniques. Cognitive behavioral counseling is a type of behavior modification therapy that uses cognition as the key to behavior change.

Based on the problems above, researchers are interested in researching more deeply about students' low motivation and concentration in learning by using modeling techniques in counseling services as a form of assistance in solving problems. This research aims to analyze the procedures for implementing cognitive behavioral counseling modeling techniques to increase student learning motivation and concentration as well as analyzing the suitability of the validity of the contents of the cognitive behavioral counseling manual modeling techniques. It is hoped that this product innovation can help Guidance and Counseling teachers in carrying out counseling guidance service activities more effectively with appropriate activity procedures.

2. METHOD

This type of research is research and development using 4D development procedures which include definition, design, development and distribution. The subjects in this research were 3 experts who

have expertise in the field of Guidance Counseling and Psychology with the task of providing validity tests for instruments and guidance products. Apart from that, this research also involved 5 guidance and counseling teachers to provide a practicality test on the guide and 34 students of SMP Negeri 1 Melaya as subjects to test the effectiveness of the guide using a one group pretest posttest design. The data collection method in this research is by using a questionnaire. A questionnaire is a collection of written questions to obtain information from respondents about themselves or things they know. In this method, questionnaires are used to determine student needs. The validity aspects developed consist of material standards, presentation standards and design standards. The product content validity instrument grid in this research can be presented in [Table 1](#).

Table 1. The Product Content Validation Instrument Grid

No	Aspect	Indicator	Item Number	Total
1	Standard Material	a. Suitability of guidance material to student characteristics b. Accuracy of guidance materials c. Accuracy of the contents of the guidance material d. The guide material is easy to understand	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	12
2	Standard Presentation	a. Clarity of guide components b. Ease of use guide	13, 14, 15, 16	4
3	Standard Design	a. The attractiveness of the guide display b. Accurate selection of letters and colors	17, 18	2

Source :[Suarthama \(2016\)](#) with modifications

The data collected will be analyzed using Lawshe, while hypothesis testing will be carried out using MANOVA. Lawshe's formula of Content Validity Ratio (CVR) and Content Validity Index (CVI) was used to test the validity of the guidebook in this research. In measuring the Content Validity Ratio (CVR), experts will correct each component of the measurement instrument. Next, each statement is given a score, and the score is analyzed using the CVR formula. The benchmark for acceptance of statement items can be classified as a reference for the minimum CVR score. The contents of the statement items are accepted if they meet the criteria for a CVR score > 0. Then all statement items can be calculated using the CVI formula. Meanwhile, the effectiveness of the book was tested using MANOVA with the help of the SPSS program. Next, an effect size test was calculated to determine the magnitude of the influence of providing cognitive behavioral counseling with modeling techniques in increasing students' learning motivation and concentration.

3. RESULTS AND DISCUSSION

Result

The product produced in this research is a cognitive behavioral counseling guidebook on modeling techniques to increase student learning motivation and concentration. This guidebook is adapted to the 4D stages: define, design, develop, and disseminate. The first stage is define or definition which is carried out using student analysis, material analysis and needs analysis. The results of the analysis show that 51.70% of grade 9 students at SMP Negeri 1 Melaya, Jembrana have poor learning motivation and concentration. The lack of motivation and concentration in learning experienced by students includes students not paying proper attention to the teacher's explanations, delaying assignments given during learning, being sleepy during learning, and being less active in participating in learning. This is because students do not have the energy within themselves to participate in learning and do not have awareness of the importance of participating in learning well. The second stage of this research is design. The design of this guide consists of (1) Guide title, (2) Supervisor profile, (3) Foreword, (4) Table of contents, (5) Introduction, (6) Basic concepts, (7) Practice of implementing cognitive behavioral counseling techniques modeling to increase learning motivation and concentration, (8) Conclusion (9) Bibliography, and (10) Appendix. Product visualization guides can be presented on [Figure 1](#), [Figure 2](#), [Figure 3](#), and [Figure 4](#).



Figure 1. Guide Product Cover



Figure 2. Author Profile and Product Coach

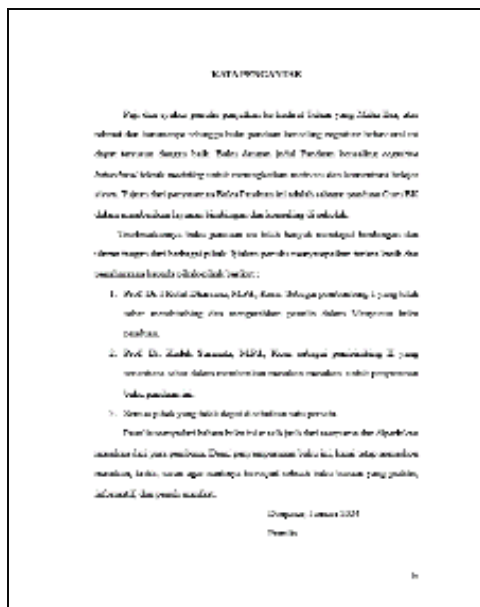


Figure 3. Guide Preface

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The third stage is develop or development. Testing the validity of the contents of the guidebook was carried out by three experts in the field of Guidance and Counseling. The scores obtained from the assessments of the three experts are accumulated in a table, relevant scores in the table are denoted by the number 1 and irrelevant are denoted by the number 0. The results of the score recapitulation can be presented in Table 2.

Table 2. The Guidebook Product Expert Test Recapitulation

Item	Expert 1	Expert 2	Expert 3	Ne	N	CVR	Category
Item 1	3	3	3	3	3	1	Relevant
Item 2	3	3	3	3	3	1	Relevant
Item 3	3	3	3	3	3	1	Relevant
Item 4	3	3	3	3	3	1	Relevant
Item 5	3	3	3	3	3	1	Relevant
Item 6	3	3	3	3	3	1	Relevant
Item 7	3	3	3	3	3	1	Relevant
Item 8	3	3	3	3	3	1	Relevant
Item 9	3	3	3	3	3	1	Relevant
Item 10	3	3	3	3	3	1	Relevant

Item	Expert 1	Expert 2	Expert 3	Ne	N	CVR	Category
Item 11	3	3	3	3	3	1	Relevant
Item 12	3	3	3	3	3	1	Relevant
Item 13	3	3	3	3	3	1	Relevant
Item 14	3	3	3	3	3	1	Relevant
Item 15	3	3	3	3	3	1	Relevant
Item 16	3	3	3	3	3	1	Relevant
Item 17	3	3	3	3	3	1	Relevant
Item 18	3	3	3	3	3	1	Relevant
CVR						18	

The CVR score results were obtained from 18 statement items which were declared relevant. The results of the content validation ratio analysis were 1 for 18 items. Based on the CVR data results in the table above, a value of 1 ($CVR > 0$) is obtained. This shows that the contents of the guidebook are deemed relevant or accepted. Furthermore, the CVI or Content Validity Index for the validity of the book's content is calculated. The content validity results based on calculations using the Lawshe formula show that the content validity index (CVI) is 1, which means the CVI is greater than 0. This shows that content validity is at very high criteria. Therefore, the validity of the book's contents has met the requirements to proceed to the practicality test stage. The practicality test was carried out by 5 Guidance and Counseling teachers. Practicality test results by practitioners can be presented in Table 3.

Table 3. The Practicality Test Recapitulation

No.	Guidance teacher	Percentage (%)	Criteria
1	Guidance and Guidance Teacher 1	90	Very Practical
2	BK 2 teacher	93	Very Practical
3	BK 3 teacher	91	Very Practical
4	BK teacher 4	92	Very Practical
5	BK 5 teacher	89	Practical
Average		91	Very Practical

Based on the assessment of (5) Guidance Teachers, the practicality of this guide was found to be an average of 91%, which means that this guidebook is very practical for use by Guidance and Counseling teachers. Next, a hypothesis test was carried out using MANOVA. The results of hypothesis testing can be presented in Table 4.

Table 4. The MANOVA test results

	Effect	Value	F	Hypothesis df	df error	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	0.998	19235.044	2.000	65.000	0.000	0.998
	Wilks' Lambda	0.002	19235.044	2.000	65.000	0.000	0.998
	Hotelling's Trace	591.847	19235.044	2.000	65.000	0.000	0.998
	Roy's Largest Root	591.847	19235.044	2.000	65.000	0.000	0.998
Class	Pillai's Trace	0.980	1587.111	2.000	65.000	0.000	0.980
	Wilks' Lambda	0.020	1587.111	2.000	65.000	0.000	0.980
	Hotelling's Trace	48.834	1587.111	2.000	65.000	0.000	0.980
	Roy's Largest Root	48.834	1587.111	2.000	65.000	0.000	0.980

The multivariate test on Wilks' lambda showed that there was a significant difference in students' concept mastery from the pretest and posttest, $F(2,65) = 1587.111$, $p = 0.000$; Wilk's $\Lambda = 0.020$. Known sig value. 0.000 (< 0.05) this value is less than 0.05, so it can be concluded that there is an influence of cognitive behavioral counseling modeling techniques to increase student learning motivation and concentration. Based on the table above, it can be seen that the Partial Eta Squared value is 0.980, which is an effect size value in the high category ($0.8 < ES$). It can be interpreted that cognitive behavioral counseling modeling techniques have high effectiveness in increasing students' learning motivation and concentration. The fourth stage is dissemination or distribution of the product with limited trial activities to 34 junior high school students.

Discussion

The writing of the guidebook for this research has met the structuring requirements and validity testing requirements. The design guide can be in the form of a book consisting of 3 parts. The first part is the beginning of the book which consists of the cover, profile of the author and supervisor, foreword, and table of contents. Part 2 is the main part of the book, introduction, basic concepts, practice of implementing counseling. Meanwhile, part 3 is the conclusion, bibliography and attachments. The content validity of the guide has been carried out by three experts or experts in guidance and counseling. The cognitive behavioral counseling guidebook developed has a very high content validity index using the model developed by Lawshe. The content validity index assessment of this cognitive behavioral counseling guidebook is one of the important stages in developing guidance and counseling service tools. This assessment aims to ensure that this guidebook meets theoretical requirements before being used to provide services to students. Meanwhile, the product practicality test was carried out by five guidance and counseling teachers, including two counseling guidance teachers from SMP Negeri 1 Melaya, two guidance and counseling teachers from SMP Negeri 1 Negara, and one guidance and counseling teacher from SMP Negeri 2 Melaya. The results of the practicality test analysis show that this guidebook is practically used by Guidance and Counseling Teachers. These results show that cognitive behavioral counseling modeling techniques to increase students' learning motivation and concentration have met the criteria for material standards, presentation standards and usability standards and have been proven to be effective in increasing students' learning motivation and concentration.

The results of hypothesis testing in this study showed that there was an influence of cognitive behavioral counseling modeling techniques to increase student learning motivation and concentration. Teachers in schools play an important role in increasing student motivation and concentration in learning. This is in line with previous research which proves that teachers have an important role in increasing student learning motivation (Arianti, 2019; Suharni, 2021). Previous research also revealed that teachers play an important role in increasing students' learning concentration (Rozi & Rahayu, 2022; Iswandi, 2019). This research provides meaning and usefulness for BK practitioners and teachers in providing counseling guidance services that are effective and in accordance with procedures. Cognitive behavioral counseling modeling techniques have been proven to have high effectiveness in increasing students' learning motivation and concentration. This is in line with previous research which revealed that counseling can increase students' learning motivation (Suryanti & Parmawati, 2021; Hanan, 2017). Counseling is a process of assistance provided by counselors to clients (Syahri et al., 2022; Fatchurahman, 2018). Counseling is an important thing that must be given to students. Counseling can be done using various techniques and approaches. With a safe and comfortable environment, counseling activities make it possible to provide change to the client. Counseling can also have an emotional impact and can support someone to face life's challenges.

The guiding innovation in this research can help Guidance and Counseling teachers carry out counseling guidance service activities more effectively with appropriate activity procedures. This research has implications for improving the quality of student learning through increasing learning motivation and concentration. This research is limited to subjects consisting of 3 experts, 5 Guidance Counseling Teachers, and 34 junior high school students, which may not fully represent the wider student population. Future research can expand the subjects or research samples to ensure maximum results.

4. CONCLUSION

This development research resulted in a guide titled 'Cognitive Behavioural Counselling Modelling Techniques to Increase Student Learning Motivation and Concentration.' This innovative product was developed to assist Guidance and Counselling Teachers in conducting counselling activities more effectively using appropriate procedures. The content validity test of the guidebook showed high validity, indicating it is suitable for further development. Additionally, the guidebook has proven to be highly practical for Guidance and Counselling Teachers. The effectiveness test results demonstrate that the cognitive behavioural counselling manual on modelling techniques is highly effective in enhancing students' learning motivation and concentration.

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