

The Influence of Group Guidance Service Using Poetry Media to Increase Student Learning Motivation in the Industrial Revolution 4.0

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Abstract: The purpose of this study was to determine whether there was any influence from the implementation of group guidance services using poetry media in increasing student learning motivation. This type of research is using the pre-experimental method with one pretest and posttest design group. The population in this study were all high school students. The sample of this study was taken using a Purposive Sample based on low learning motivation criteria so that there were 10 students. Methods of collecting data using observation, documentation, and questionnaires. Data analysis using t-test data analysis techniques. To analyze the data for the t-test the Ha criteria are accepted if $T_{count} > T_{table}$. The results of the analysis obtained thitung value obtained at 4.39 while the table of 1.83 or in other words, $t_{count} > t_{table} = 4.39 > 1.83$. Thus Ha is accepted and H0 is rejected. This shows that the Guidance service group uses influential poetry media to increase student learning motivation.

Keywords: *guidance groups, poetry media, learning motivation*

INTRODUCTION

Teaching and learning process is a process that involves the interaction of teachers and students on the basis of reciprocal relationships conducted in educational interactions to achieve certain goals. According to Sadirman in Novalinda, et al (2017: 2) said that learning motivation is the overall driving force in students who need learning activities, so that the desired goals in learning can be obtained. Thus, to enable children to learn motivation is needed.

From observations made by researchers to class X students of State Senior High School Number 8 in Palembang when researchers conducted Field Experience 2 (PPL 2) in this school, it was found that there were students lacking motivation to learn that could be seen from the lack of activity or student responses to asking questions to school teachers and the lack of interaction and feedback after the teacher explains the subject matter, from interviews conducted by researchers with the Guidance and Counseling teacher, it is known that there are some students in class X who are not confident and often inferior so that there is no motivation to learn during the process learn how to teach. This is reinforced when the guidance and counseling teacher communicates directly with the homeroom teacher that it is true that some students have low motivation to learn, and therefore the need for assistance to these students.

Based on the problems that occur of State Senior High School Number 8 in Palembang, researchers consider the need to use group guidance services to increase student motivation with poetry media that contain the meaning of motivation. Poetry is beauty and wisdom. Poetry is able to provide pleasure or entertainment to the reader. Poetry is also able to provide benefits to the reader in order to shape his life (Aminuddin 2011: 197). The same thing was expressed by (Yu-Ting Ma, 2014: 2) which revealed that poetry has an abundance of meanings. During the researchers practiced field experience 2 (PPL 2) some students poured the contents of their

thoughts into writing such as making poems and short stories. Therefore in this case the researcher will use poetry as a medium in group guidance by reading poetry. The more people read poetry and enjoy it, the more experience they gain and enjoy. Because poetry contains experiences (Tarigan, 2015: 8). Group guidance service activates group dynamics to discuss various things that are useful for personal development and or problem solving of individuals who are participants in group activities (Prayitno, 2014: 149). Another thing is reinforced according to Supriyanto & Wahyudi (2018: 3) that group guidance helps individuals to achieve development and solve a problem experienced.

Poetry is considered one of the most appropriate uses as a medium in group guidance services, this is reinforced according to Jacob (in Satriah, 2015: 43) training techniques can be used when starting a group at the beginning of a session, at the end of a session or during mid-session. As for one type of exercise in group guidance services is Common Reading, this exercise requires participants or group members to read short stories, poetry, or fairy tales.

Thus the authors are interested in conducting research related to the Effect of Group Guidance Services Using Poetry Media to Increase Student Learning Motivation in the Industrial Revolution 4.0.

METHOD

The research method used is a quantitative approach with the method of *pre-experimental design* is often seen as an experiment that is not actually because it is often called a quasi experiment (Arikunto, 2010: 123). The implementation in this study firstly prepares RPL, the second prepares group topics, the third is implementation. In the implementation there are stages as follows:

Pretest, In this *pretest* the researcher distributes questionnaires to students when they are given services or treatments to find out the extent of student motivation that they have. Further treatment is carried out, in this treatment the researcher will provide a guidance and counseling service in the form of group guidance services using poetry media with five stages, including: (a) *the formation stage*, (b) *the transitional stage*, (c) *the activity phase*, (d) *the concluding stage*, and (e) *the closing phase*. Furthermore, the final step is conducted *Posttest*, in this *posttest* the researcher will conduct a questionnaire after providing services or treatments, to determine the level of success of providing group guidance services using poetry media. If there has been no change in the *posttest*, it will be given another treatment.

Data collection techniques in this study using observation, documentation, and questionnaires. According to Ferdiansyah (2015: 54) careful observation can be considered as one of the most appropriate scientific research methods in the field of social science without having to require a lot of money, so that research can be done. Documentation means written items. In carrying out the method of documentation, researchers investigate written objects such as books, magazines, documents, regulations, minutes of meetings, diaries, and so on (Arikunto, 2010: 201). Questionnaire is "a way to collect data using a checklist or a list of questions that have been prepared and arranged so that prospective respondents only need to fill out or mark it easily and quickly" (Sudjana, 2005: 8).

The data analysis technique used by researchers is the t test to test the hypothesis whether there is an influence of group guidance services using poetry media to increase student motivation with the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}} \quad (\text{Arikunto 2010:125})$$

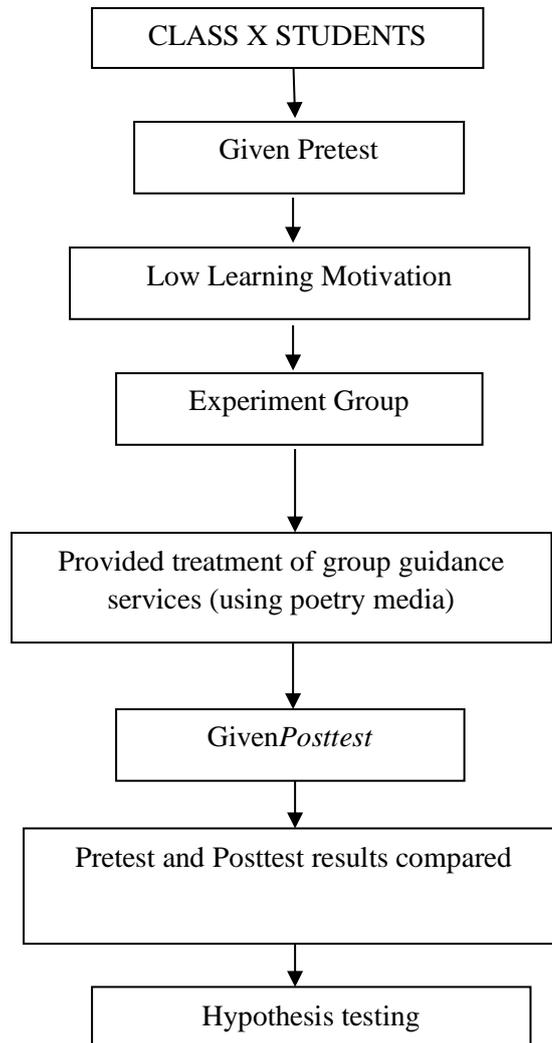


Chart 1. Thinking / Conceptual Framework

Based on the above, the provision of group guidance services (using poetry media) is at *the activity stage* with poetry which is motivational. Conceptually the framework of thinking that can be described.

Validity

Validity is a measure that shows the levels of validity or validity of an instrument (Arikunto, 2010: 211).

Instrument Reliability

Instrument reliability testing is carried out with *internal consistency* with a split half technique which is analyzed by the Spearman Brown formula:

$$r_i = \frac{2.r_b}{1+r_b} \quad (\text{Sugiyono, 2012:185}).$$

RESULTS AND DISCUSSION

Distribution of learning motivation questionnaires were distributed to 10 students who were included in the study sample. The questionnaire consisted of 26 statements related to learning motivation.

Table 1. Learning Motivation Pre-Test Results

NUMBER	RESPOSENT	TOTAL SCORE
1	1	76
2	2	91
3	3	74
4	4	77
5	5	78
6	6	72
7	7	101
8	8	97
9	9	73
10	10	103
Total	Σ	842

After the data is collected, the average is searched using the following formula:

$$Me = \frac{\Sigma x}{n}$$

Information:

Me = Mean

Σx = Total Score

N = Number of Subjects (Sugiyono, 2012: 49).

From the *pre-test* results it is known that the highest value is 103 and the lowest value is 72. With a total score of 842 so an average value of 84.2 is obtained. *Post-test* questionnaire data variable learning motivation Distribution of learning motivation questionnaires were distributed to 10 students included in the study sample. In the questionnaire consisted of 26 statements related to learning motivation, for more complete data the results of the Y variable questionnaire can be seen in the following table:

Table 2. Learning Motivation Post-Test Results

NUMBER	RESPONENT	TOTAL SCORE
1	1	87
2	2	93
3	3	89
4	4	91
5	5	90
6	6	89
7	7	103
8	8	100
9	9	94
10	10	105
Jumlah	Σ	937

After the data is collected, the average is searched using the following formula:

$$Me = (\sum x) / n$$

Information:

Me = Mean

$\sum x$ = Total Score

N = Number of Subjects (Sugiyono, 2012: 49).

From the *post-test* results it is known that the highest value is 105 and the lowest value is 87. With a total score of 937, an average value of 93.7 is obtained. Based on the average results of the post-test it can be seen that the motivation to learn in students has increased quite well after obtaining group guidance services using poetry media. This means that there is a change in the questionnaire score before and after treatment. Previously the average pretest was 84.2, after being treated it changed to 93.7. So that there is an increase / influence in providing group guidance services using poetry media to increase student motivation.

Data obtained from the questionnaire answers *pre-test* and *post-test* variable Y motivation to learn, then analyzed to know the comparison before and after the treatment of group guidance using poetry media given to students using the t-test formula as follows:

Table 3. Pre-Test Results And Post-Test Motivation To Learn

RESPONDENT	PRE-TEST	POST-TEST	Gain (d) (Post-Test Pre-Test)	Gain (d) (Post-Test Pre-Test)²
1	76	87	11	121
2	91	93	2	4
3	74	89	15	225
4	77	91	14	196
5	78	90	12	144
6	72	89	17	289
7	101	103	2	4
8	97	100	3	9
9	73	94	21	441
10	103	105	2	4
Jumlah Σ	842	937	99	1437

Based on the results of the t-count above then compared with the t-table value. To get the value of t-table with $dk = n-1$ or $dk = 10-1 = 9$ if the error is set to 5%, then a t-table = 1.83 is obtained. Based on the t-count above obtained at 4.39 while t-table of 1.83 or in other words, $t\text{-count} > t\text{ table} = 4.39 > 1.83$. Thus H_a is accepted and H_0 is rejected. This shows that the group guidance service using poetry media in the industrial revolution 4.0 has an effect to increase student motivation.

This study provides treatment by providing group guidance services using poetry media. Group guidance services are a way of providing assistance to individuals or students through group activities. In this study group guidance consists of 10 group members consisting of 6 people who have very low learning motivation characteristics 2 people who have very high learning motivation and 2 people who have moderate learning motivation, with such conditions, those with low learning motivation will get discussion and include those with high and moderate learning motivation, while those with high and moderate learning motivation can

sympathize with colleagues with low learning motivation, because group guidance must be heterogeneous because heterogeneous group members will become richer sources for the achievement of service goals.

In this case the media used in group guidance is the media of poetry because in poetry there are several meanings contained therein, including poetry that contains motivational meanings, because in poetry there are thoughts that evoke feelings that stimulate the imagination of the five senses in rhythmic arrangement, all of that is something that is interestingly recorded and gives the impression of its readers to convey the meaning and purpose of a poem. Therefore in this study the poetry used is poetry meaningful motivation so that those who read it later get an impression and message through the meaning of the poem containing the motivation.

The purpose of this study is to determine whether there is an influence from the implementation of group guidance services using poetry media to increase student motivation.

Based on data obtained from the results of the distribution of questionnaires consisting of 26 items of learning motivation to 10 respondents consisting of Pre-Test and Post-Test showed a difference between before and after giving group guidance by using poetry media to increase student motivation. Then it is proven by analyzing using the t-test formula.

Based on the results of the next t-count value compared with the table value. To get the value of t-table with $dk = n-1$ or $dk = 10-1 = 9$ if the error is set to 5%, then a t-table = 1.83 is obtained. Based on the above t-count obtained at 4.39 while t-table at 1.83 or in other words, $t\text{-count} > t\text{-table} = 4.39 > 1.83$. Thus H_a is accepted and H_0 is rejected. This shows that group guidance services using poetry media have an effect on increasing student motivation.

So H_a was accepted and H_0 was rejected. Thus the hypothesis which reads service guidance group by using media poetry in the industrial revolution influential to increase student motivation to prove the truth and can be accepted.

In this case we can see in table 1 *pretest* learning motivation and table 2 *posttest* learning motivation. From the post-test results it is known that the highest value is 105 and the lowest value is 87. With a total score of 937, an average value of 93.7 is obtained. Based on the average results of the *post-test* it can be seen that the motivation to learn in students has increased quite well after obtaining group guidance services using poetry media. This means that there is a change in the questionnaire score before and after treatment. Previously the average pretest was 84.2, after being treated it changed to 93.7. So that there is an increase or influence in providing group guidance services by using poetry media to increase student motivation.

That is, group guidance services using poetry media that are applied effectively and influence to increase student motivation. But in the implementation of group guidance must pay attention to group dynamics so as not to be monotonous and seem boring to group members, so it is necessary for games and media to be applied so that the atmosphere is more lively, as in this study the researchers used random play of names and used poems that had meaningful motivation as media in guidance of this group. The group guidance must also prepare a topic in the RPL that will be discussed in the group's guidance so that it is right on target in accordance with the problems experienced by the group members. In this research, the topic of his assignment is about learning motivation.

After the researchers conducted a group guidance service using poetry media, there was a change in the level of student learning motivation, this researcher could from the results of the posttest, observation or observation to 10 students who were given the treatment of group guidance services that were initially lazy to learn to become enthusiastic in learning, which were initially inferior and not confident being confident and not inferior. This is through the

observation of researchers when given treatment 3 times there is a good change displayed by students and students also ventured to express their opinions and can mingle with other group members.

Guidance by using poetry media group shows the establishment of familiarity in the group, communicating freely and openly by discussing topics about learning motivation and given poetry media which means motivation to add to the atmosphere of increasingly active group guidance, which initially has low motivation to learn due to inferiority or lack of confidence in ask questions the more confident in communicating in this group guidance service, the lazy learners become lazy no longer. So that group guidance services are considered able to solve student problems as well as low learning motivation from students, because the use of group guidance is to enable group dynamics to discuss various things that are useful for personal development or problem solving of individuals who are participants in group activities as said by Prayitno (2014 : 149). This emphasizes that effective group guidance services to help students in their personal development or problem solving.

In 3 times the treatment with group guidance services there was an increase in student motivation, this can be seen in table 3 the results of the pretest and posttest were analyzed using the t-test formula obtained by 4.39 while the t-table was 1.83 or in other words, $t\text{-count} > t\text{-table} = 4.39 > 1.83$. Thus H_a is accepted and H_0 is rejected.

This shows that group guidance services using poetry media have an effect on increasing student motivation. This is in line according to Hartinah's theory (2009: 8) the usefulness of group guidance, among others, is to solve a common problem.

Relationship of Findings with Similar Research

Based on previous studies that are relevant to the title of previous research derived from journals by: Rantiyan (2014) conducted a study entitled "Improving Learning Motivation Through Group Counseling Services With Group Discussion Techniques". This study uses a Classroom Action Research (CAR) method. The results of this study state that the implementation of group counseling services with group discussion techniques can increase student motivation.

The relationship of findings in this research is how to increase learning motivation with group guidance services. Researchers used quantitative research methods while previous researchers used Classroom Action Research (CAR) methods.

Previous studies relevant to this study are further in accordance with research conducted by: Syahrul (2015). Entitled "The Effect of Group Counseling Services on Improving Student Self-Adjustment". This study uses a Pre Experimental Design, the design used is one group pre-test and post-test design. The population in this study was grade VII students. The sampling technique uses purposive sampling. The research sample of 10 students consisted of 4 students with low and medium adjustment criteria and 2 students with high adjustment criteria. Research results show: From the calculation using the Wilcoxon test analysis obtained the number of levels = 55 and t table = 8 so that the number of levels $>$ t table. Thus H_a is accepted and H_0 is rejected. These results indicate the adjustment to the school environment in grade VII students of MTs. Darussalam AnrongAppaka, improved after obtaining group guidance services.

The relationship in this study is that both using the method of research type Pre Experimental Design, using one group pre-test and post-test design. And sampling using purposive sampling with the same number of samples. While the sample difference between the researcher and the relevant study is that the researcher examines high school, the previous researcher is MTS.

CONCLUSION

Based on the results of data analysis using the t-test, the value of t-count above is then compared with the t-table value. To get the value of t-table with $dk = n-1$ or $dk = 10-1 = 9$ if the error is set to 5%, then a t-table = 1.83 is obtained. Based on the t-count above obtained at 4.39 while t-table of 1.83 or in other words, $t\text{-count} > t\text{ table} = 4.39 > 1.83$. Thus H_a is accepted and H_0 is rejected. This shows that the group guidance service (using poetry media) has an effect on increasing student motivation. From the results of the t-test analysis, the comparison of the results of the pre-test and post-test, showed the influence of the implementation of group guidance services (using poetry media) to increase the motivation of students in class X of State Senior High School Number 9 in Palembang.

This research is considered very important to motivate student learning in the era of the industrial revolution 4.0 which is currently a lot of current technological developments that arise, if it can't be controlled it will have a negative impact on children and students, therefore teacher guidance and counseling must appropriate and creative in motivating learning to students who tend not to have the motivation to learn by using group guidance services using poetry media in the industrial revolution 4.0.

SUGGESTION

Based on the conclusions of the results of the research of State Senior High School Number 8 in Palembang above, it can be recommended a few suggestions: *For counseling teachers*, it is expected to provide existing services in guidance and counseling especially group guidance using poetry as an effort to increase student motivation. BK teachers are also expected to approach the students more so that they can uncover students' problems in greater depth and can solve students' problems to the full. *For schools*, it is expected to carry out guidance and counseling services in schools, especially group guidance services using poetry media to increase student motivation and other problems in school during the learning and learning process. *For students*, should have a strong willingness to learn to be able to achieve good results. It is expected that teachers of State Senior High School Number 8 in Palembang will be more motivating students to learn.

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