



Creative Counseling Using *Tembang Macapat Sinom* and *Tembang Macapat Kinanthi* in Improving Vocational High School Students Motivation and Discipline Behavior

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Abstract. The present research aims to compare the effectiveness of the application of creative counseling techniques with *Tembang Macapat Sinom* and art counseling with *Tembang Macapat Kinanthi* on learning motivation and disciplined attitudes in learning for vocational high school students in Klaten. This research includes a quantitative research approach with the type of experimental research. The research design used is a repeated measure design. Seven participants were vocational high school students with learning motivation and discipline attitude problems who are willing to participate in group counseling, recruited using the purposive sampling technique. The data were collected by using two scales. Learning motivation and learning discipline scales were analyzed by using repeated measure-Anova to compare the score of both variables after the intervention. The results show that art counseling with the *Tembang Macapat Sinom* and Art Counseling with the *Tembang Macapat Kinanthi* was effective in learning motivation, but were not effective on disciplined attitudes in learning for vocational high school students in Klaten. This study concludes that *Tembang Macapat Sinom* and *Tembang Macapat Kinanthi* are effective in improving vocational high school students' learning motivation in Klaten, Indonesia.

Keywords: Counseling · *Tembang Macapat* · Motivation in Learning · Discipline in Learning

1 Introduction

Counseling services with cultural factors are very important by prioritizing cultural characters and values as well as cultural comfort in counseling sessions [1]. In line with the Ministry of National Education, the Research and Development Center for the Curriculum Center [2] explains that cultural and national character education is defined as education that develops cultural values and national character in students so that they have their own values and character.

Creative counseling services with art by researchers using literary arts from Java, namely the *macapat* song. Literature is one of the arts of the archipelago as well as

Javanese literature. Moral values in Javanese literature are a noble heritage that is used as a reinforcement for character education. The famous Javanese literary art is the *Tembang Macapat* [3]. According to Darusuprpta [4], the *macapat* song is *Serat Wedhatama*, which is a type of literary creation of Javanese cultural arts that has a long history, has a special position as a means of conveying the message. There are 11 kinds of *macapat* songs, including; *Dhandanggula*, *Maskumambang*, *Sinom*, *Asmarandana*, *Kinanthi*, *Gambuh*, *Pangkur*, *Durma*, *Mijil*, *Megatruh*, *Pocung* who have different meanings in life [4]. The selection of songs is adjusted to the message for the problem of learning motivation and student discipline attitudes.

The purpose of education, students need to instill confidence, interest and motivation in order to smoothly participate in learning [5]. Initial self-interest to move students to carry out learning activities so that they can achieve the desired goals [6]. Students who take part in learning activities determine learning outcomes. If students do not have the interest and motivation to learn then what will arise include; feeling lazy to take part in learning, not caring about grades, not doing assignments and not enthusiastic about learning [8].

Discipline is also needed when students learn in class. The discipline possessed has an impact on the learning achievement of students. Students who have discipline tend to have high learning achievement due to several factors that affect the attitudes of students who are different [9]. In several developed countries, the student discipline factor is highly prioritized in encouraging student achievement [10]. This attitude relates to one's control over the forms of rules. Discipline is shown to individuals who are present on time, obey the rules, behave in accordance with applicable norms [11].

Based on school data, it is known that more than 40% of students have an average score below the minimum standard set. The total number of students is 84, only about 21 students scored above the minimum standard, and the rest were below the minimum standard. From the results of the data and several interviews with the principal, many factors affect student learning outcomes. The tendency towards technological developments, the school environment, the family environment, discipline, student motivation, character, and other factors are considered to have a role in the success of learning so that student learning achievement excels in school.

Counseling services to overcome discipline and motivation in interesting learning are delivered with appropriate cultural values and proactively direct the behavior of students with creative counseling techniques with art [12]. The creative counseling process with art aims to provide a meaningful and enjoyable experience. Like art that emphasizes creativity, stages, uniqueness and authenticity [13]. Art counseling used can be of various kinds, such as music, pictures, or poetry/rhymes. One of the arts that can be used is creative counseling with rhymes or poetry. This counseling technique is tailored to the needs of students.

Researchers are interested in testing and comparing counseling techniques with the *Tembang Macapat Sinom* to increase learning motivation and the *Tembang Macapat Kinanthi* to instill students' disciplined attitudes, with elements of literature as cultural heritage. The art technique was chosen because it is in art counseling techniques, such as the creative process. This technique helps students to find specific solutions that allow

them to explore and express themselves [13]. According to Freud's idea that thoughts and experiences arise from the subconscious which form images and symbols.

The suitability and feasibility of the value of character education in *Sinom* as a medium to gain a deeper understanding and to know the formation of students' character [14]. The song of *Macapat Kinanthi* comes from the word *kanthi* or *tuntun* 'guidance' which means someone needs guidance or guidance. The *kinanthi* song tells the story of a child's life who needs guidance to get to the right path [15]. Guidance in the form of religious norms, customs, and guidance from teachers and parents in order to achieve happiness and safety in their lives. Students are expected to have social values and spiritual responsibility as well as manage students' discipline and motivation to learn [7].

In the study there were no modifications to the songs of the *macapat sinom* and *kinanthi*, but the *tembang macapat* was used as a medium for conveying messages in counseling steps with the art of understanding the meaning of each stanza by interpreting it [16]. The difference in the use of *macapat* in art during the *Wali Songo* period as a vehicle for *da'wah* to spread Islam and convey the message, because in each stanza there is a meaning of life [7]. Counseling with art as a medium in the stage of students understanding to contemplating and actualizing meaning in everyday life [16].

In previous research, the *macapat* song was used as a service technique in counseling guidance by teaching the meaning of each *macapat* song verse, so that students could imply the meaning contained in the *macapat* song in life [17]. The meaning of each verse is then associated with the values needed by students so that it can bring up motivation and discipline in learning. The existence of meanings and values of life in each stanza of the *Macapat Sinom* and *Kinanthi* songs, the researchers are interested in comparing the effectiveness of the *Macapat Sinom* song with the *Macapat Sinom* song on learning motivation and disciplined attitudes in learning vocational high school students in Klaten.

2 Method

This research is an experimental study with repeated measure designs. According to Campbell & Stanley (1963: 103) "Experimental research methods are used to find the effect of certain treatments on others under controlled conditions". The next step before being given treatment, the group was given a test with a scale of learning motivation and discipline in learning. Furthermore, the treatment given is art group counseling with the technique of *Tembang Macapat Sinom* and *Tembang Macapat Kinanthi*. Implementation of the treatment in 3 meetings. The frequency of meetings is once a week with a duration of 40 minutes per meeting. Then after being given treatment, a test is held with a scale of learning motivation and discipline in learning to determine the condition after treatment.

The time of the study was held in June–July 2022 at the Rahani Husada Health Vocational High School Klaten. The author determines the type of sampling that is purposive sampling. Subject selection is based on the results of the criteria for the motivation scale and student learning discipline attitudes. The sample in this study is part or part of the total second grade students. The data collection instrument used a learning motivation scale and a student discipline attitude scale.

The first step in the research is to spread the scale of learning motivation and discipline in learning, the results are used as data before being given treatment. The next step is

giving treatment to 7 predetermined subjects. The treatment was carried out 3 times and the time allocation were 40 minutes for each meeting. The last step, the researchers re-measured the scale of learning motivation and discipline in learning as research data after treatment.

The first meeting is the initial counseling stage in fostering good relations (familiarity) between group members. Furthermore, the researcher gave an understanding to the subject regarding group counseling activities. The second meeting, introduced the material for the *Macapat Sinom* Song and the *Kinanthi Macapat* Song to the counselee which contained the meaning and meaning of the *Macapat Sinom* and *Kinanthi* Song. Then proceed to the counseling stage, first, understanding the contents of each stanza (poetry). The second stage is to re-examine the examination of each stanza of *Tembang*, with the meaning of each stanza to raise the subject's awareness.

Finally, the third meeting was carried out by the third stage of counseling activities, comparing understanding with the counselor so as to add new understanding and awareness and new values by working on task sheet 2. The fourth stage, applying understanding in everyday life. The researcher helped to combine the meanings of *Tembang* by working on worksheet 3. At the end of each meeting, the researcher gave a scale of learning motivation and disciplined attitudes in learning to determine the progress of the subject.

Data analysis of this study was repeated measures ANOVA, SPSS 15.0 with a significant Greenhouse Geisser value > 0.05 , so H_0 was accepted and H_a was rejected. On the other hand, if the Greenhouse-Geisser value is sig. < 0.05 , then H_0 is rejected and H_a is accepted. The purpose of using analytical techniques to test the hypothesis of differences in the effectiveness of group counseling with *Macapat sinom* and *macapat kinanthi* songs based on data before being given treatment and data after being given treatment.

3 Findings and Discussions

The description of research data from each research variable includes data on the results of the learning motivation scale and discipline in learning at each meeting. Figures and tables should be placed either at the top or bottom of the page and close to the text referring to them if possible.

Based on Fig. 1, the results show that on average the subjects experienced changes in learning motivation starting from the first, second, and third meetings after being given art counseling treatment with *Tembang Macapat Sinom*. The score of the learning motivation scale for each subject has a significant change, 100% of the total subjects experienced an increase in learning motivation after being given treatment with art counseling with *Tembang Macapat Sinom* from the 1st meeting to the 3rd meeting. The increase in the average number of scores is 9.15%.

Based on Fig. 2, it can be seen that on average there was an increase in discipline in learning starting from the first, second, and third meetings after being given art counseling treatment with the *Tembang Macapat Sinom* the score on the discipline attitude scale of each subject has a significant change, 100% of the total subjects experienced an increase in discipline attitude after being given art counseling treatment with *Tembang Macapat*

Sinom from the 1st meeting to the 3rd meeting. The increase in the average number of scores is 14.83%.

Based on Fig. 3, it can be seen that on average there was an increase in learning motivation starting from the first, second, and third meeting after being given art counseling treatment with *Tembang Macapat Kinanthi*. The score of the learning motivation scale after being given treatment with *Tembang Macapat Kinanthi* at the 2nd meeting was 57.14% of the total subjects had experienced changes in learning motivation, 28.57%

Art Counseling with *Sinom* Song on Learning Motivation.

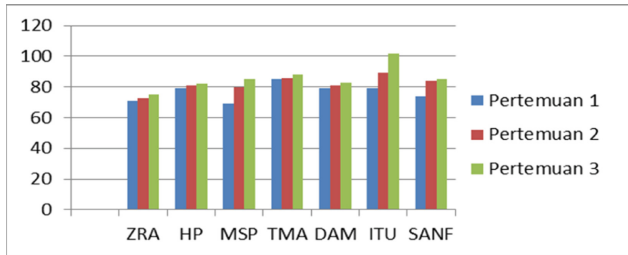


Fig. 1. Graph of Learning Motivation Scale Score.

Art Counseling with the Song *Macapat Sinom* on Discipline in Learning

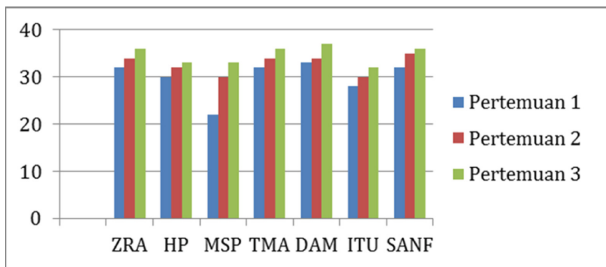


Fig. 2. Graph of the Discipline Attitude Scale Score in Learning

Art Counseling with *Kinanthi* Song on Learning Motivation.

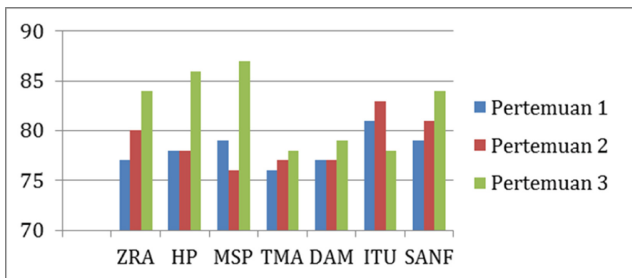


Fig. 3. Graph of Learning Motivation Scale Score

did not experience changes, 14.29% actually experienced a decrease in learning motivation. While at the end of the study 85.71% of the subjects experienced an increase in learning motivation and 14.29% did not experience an increase until the end of the study.

Based on Fig. 4, it can be seen that on average there was an increase in discipline in learning starting from the first, second, and third meetings after being given art counseling treatment with *Tembang Macapat Kinanathi*. The score of the discipline attitude scale in learning after being given art counseling treatment with *Tembang Macapat Kinanathi* at the 2nd meeting was 42.85% of the total subjects had increased discipline in learning, 57.14% of the subjects did not experience an increase. The 3rd meeting 85.71% of the subjects experienced an increase, while 14.29% of the subjects did not experience a change in discipline in learning.

The results of the ANOVA test on the data after being given counseling treatment with the art of the song *macapat sinom* and *kinanathi* on learning motivation and disciplined attitudes in learning at meetings 1, 2, 3. The results on learning motivation and disciplined attitudes in learning at meetings 1, 2, 3. The results as follows:

Art Counseling with *Tembang Kinanathi* on Discipline in Learning

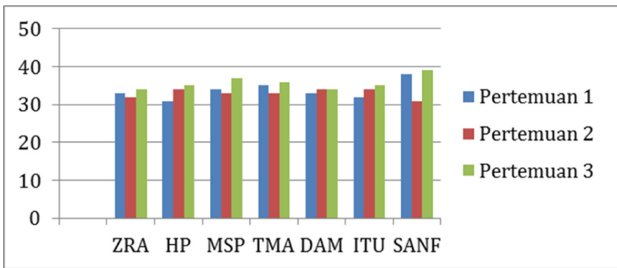


Fig. 4. Graph of the Discipline Attitude Scale Score in Learning

Table 1. Within Subject Effects Test Results on Treatment

No	Treatment	Within Subject Effects Test Results	
		F	Sig (Greenhouse Geisser)
1	Art counseling with the <i>Tembang Macapat Sinom</i> on students' learning motivation	7,951	0,015
2	Art counseling with the song <i>Macapat Sinom</i> on discipline in learning	5,001	0,053
3	Art counseling with the <i>Tembang Macapat Kinanathi</i> on students' learning motivation	6,283	0,013
4	Art counseling with <i>Tembang Macapat Kinanathi</i> on discipline in student learning	1,599	0,251

Based on Table 1, art counseling with the song Macapat Sinom and the song Macapat Kinanthi on learning motivation and discipline in learning. The first treatment was proven to be accepted, there was a difference between the average increase in learning motivation in the art counseling of *Tembang Macapat Sinom* obtained from the F value of 7.951 and the sig value < 0.05 . The second treatment was not accepted, because there was no difference between the average increase in discipline attitude at the stages of counseling the art of *Tembang Macapat Sinom*, the F value was 5,001 and the sig value was $> 0,05$. The third treatment is accepted, then there is a difference between the average increase in learning motivation at the stages of counseling the art of *Tembang Macapat Kinanthi*, obtained an F value of 6.283 and a sig value < 0.05 . The fourth treatment, was not accepted so that there was no difference between the average increase in discipline in learning at the stages of counseling the art of *Tembang Macapat Kinanthi*, obtained an F value of 1.599 and a sig value > 0.05 .

The results of the explanation, it can be said that the use of art counseling with the *Tembang Macapat Sinom* and art counseling with the *Tembang Macapat Kinanthi* were both proven to be effective in increasing students' learning motivation. However, art counseling with the *Tembang Macapat Sinom* and art counseling with the *Tembang Macapat Kinanthi* were not proven to be effective in increasing disciplined attitudes in learning. This is because in each stage of art counseling with the *Macapat Sinom* song there is an increase in learning motivation and discipline in learning, as well as the material in the *Macapat Sinom* song according to teaching in everyday life so that students are more motivated in the learning process at school.

4 Conclusion

Based on the results of research and discussion in testing the hypothesis that the effectiveness of the *Tembang Macapat Sinom* and *Kinanthi* there is an increase in learning motivation after being given treatment. The results of the study concluded that the comparison of art counseling with *Tembang Macapat Sinom* and art counseling with *Tembang Macapat Kinanthi* was effectively used to increase students' learning motivation, while both were not effective in increasing discipline in student learning.

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