



# Needs Assessment of Psychoeducative Guidance Services To Increase Learning Motivation Of Elementary School Students

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**Abstract.** The purpose of this study was to determine the level of students' need for psychoeducational guidance services to increase students' motivation to learn in elementary schools. The research approach used in this study is a quantitative approach. The type of research used is descriptive quantitative. Based on the results of descriptive statistical tests, it is concluded that the level of student needs related to psychoeducational guidance is obtained as many as 4 people (4%) are in the very need category, while those in the need category are 90 people (90%).

**Keywords:** needs assessment, psychoeducational, motivation

## 1 Introduction

The Decree of the Minister of State for Administrative Reform No. 16 of 2009 on the Functional Position of Teacher and its Credit Score, which states that every student is entitled to receive services from a counseling teacher and is referred to as a foster student for the teacher. This means that every school in Indonesia from elementary to high school requires the role of guidance teachers to fulfill government regulations in an effort to help students perform their developmental tasks so that they can develop optimally. Optimal development includes physical-motor development, cognitive development, socio-emotional development, language development, and religious moral development, which develop at different times and at different rates for each individual. Guidance and counseling in schools play an important role in helping students achieve developmental tasks as stated in the Standards and Basic Competencies for Learner Independence (SKKPD).

In addition, Permendiknas No. 111 of 2014: On Guidance and Counseling in Primary and Secondary Education states that each learner has the potential to develop optimally. It is expected that every learner has the ability to grow and develop optimally (Kemendikbud, 2015). Growing and developing optimally, of course, requires stimulation, one of which is the stimulation of the school environment, which is a place for children to develop themselves. Schools are places where students develop themselves regardless of differences in religion, ethnicity, race, social class, and so on. Schools are also a place for children to develop character values such as integrity,

discipline, responsibility, and tolerance. These values help students become good citizens and appreciate diversity. Schools also help students develop life skills such as interpersonal skills, leadership, teamwork, and public speaking. These skills will help students succeed in everyday life and in the workplace in the future.

Elementary students cannot be separated from developmental tasks. Havighurst (1961) defines developmental tasks as "tasks that occur at a certain time in an individual's life, which, if successfully completed, will lead to happiness and success in completing the next task, while failure will lead to unhappiness for the individual, rejection by society, and difficulty in completing the next tasks" (Ginting, 2020). The developmental tasks in late childhood according to Robert J. Havighurst are: learning physical skills needed in games, developing attitudes about oneself as a developing individual, making friends with peers, learning to perform social roles as men and women, learning to master the basic skills of reading, writing, and arithmetic, developing concepts needed in children's lives, developing morals, values, and conscience, developing attitudes toward groups and social institutions (Khaulani, et al., 2019). According to Kartadinata (2002), the developmental tasks of elementary school students/clients are: 1) having habits and attitudes of faith and devotion to God Almighty; 2) developing basic skills in reading, writing, and arithmetic; 3) developing conscience, morals, and values as guidelines for behavior; 4) learning simple physical skills; 5) learning to get along and work in peer groups; 6) learning to become an independent and self-controlled person; 7) building a healthy life about oneself and the environment; 8) developing life concepts that are necessary in life; learning to live social roles in accordance with gender; 10) choosing life attitudes toward social groups and institutions (Kemdikbud, 2016). The existence of various developmental tasks faced by students is something that must be passed naturally. If a developmental task is successfully passed, it prepares the student for the next developmental task, and conversely, if a developmental task is not passed, it brings its own problems to the student. As said by Widada (2015), the failure of elementary school students in achieving developmental tasks will cause disappointment, anxiety, and unpreparedness in performing the next developmental task.

Sukadari (2021) states that currently there are many behaviors of elementary school students that can prevent them from developing their potential and character building. Several factors cause family problems such as divorce or family conflict, school problems such as academic pressure, bullying, life change problems due to moving or losing loved ones, unstable environments such as wars and natural disasters. Stress in children can lead to sleep disturbances, behavioral changes, health problems, difficulty concentrating, and social problems in children.

Based on observations in several elementary schools in Makassar City, one of the problems that many elementary school students experience is low motivation to learn. This is characterized by the behavior of lack of motivation to learn, low learning achievement, lack of learning goals, lazy learning, lack of interest in learning, avoidance of challenges, and so on. Low learning motivation can have a negative impact on students. Among them are poor academic performance, low independence, low self-esteem, lack of interest in positive things, and difficulties in establishing social relationships. Motivation plays a very important role because it is one of the determinants of learning success. As the results of research by Datu, et al (2022) that

there is an influence between learning motivation on the learning outcomes of fourth grade elementary school students. Therefore, it is important to pay attention to students' learning motivation and find out how to increase their motivation.

Uno (2011: 23) says that the essence of learning motivation is internal and external encouragement in students who learn to make changes in behavior, usually with several indicators or elements that support. Sardiman (2011: 83) suggests the characteristics of motivation in students, including: 1) Perseverance in facing tasks (can work continuously for a long time, never stop before completion). 2) Tenacious in facing difficulties (not easily discouraged) does not need external encouragement to perform as well as possible (not quickly satisfied with the achievements he has achieved). 3) Shows interest in a variety of problems. 4) Prefers to work independently. 5) Quickly gets bored with routine tasks (things that are mechanical, repetitive, so it is less effective. 6) Can defend his opinion (when he is sure of something). 7) It is not easy to let go of what is believed. 8) Likes to find and solve problems.

The existence of various problems experienced the existence of psycho-educative guidance services is necessary at the elementary school level (Sari, 2016). Psycho-educative guidance to increase learning motivation as an effort to help students to achieve full and optimal development. Psycho-educative guidance services are systematic, objective, logical, and sustained and programmed efforts made by classroom teachers to facilitate the development of students. The implementation of psycho-educational services is also to help students achieve independence in the form of abilities in terms of understanding, acceptance, direction of decision making, and can realize themselves with full responsibility, to achieve happiness and well-being in their lives.

Based on this, a study entitled "Psychoeducational Guidance Needs Analysis to Increase Student Learning Motivation in Elementary Schools" was conducted to find out more about the level of students' needs in terms of guidance services.

## **2 Method**

This study uses a quantitative approach. Creswell (2014) states that qualitative research is a research process to find out social human problems by creating a comprehensive picture, and there is a natural setting without any intervention from researchers. According to Sugiyono (2013: 13), the quantitative approach is a type of research based on the philosophy of positivism, used to research on specific populations or samples, sampling techniques are done randomly, data collection using research instruments, quantitative data analysis with the aim of testing the set hypothesis. The type of research used is descriptive quantitative. Descriptive according to Sugiyono (2012: 29) is a method that functions to describe or provide an overview of the object of study through data or samples that have been collected as is, without making generalized analyses or conclusions. This type of descriptive qualitative research was chosen with the assumption that it would provide a detailed picture of the data, namely the level of need for psychoeducational counseling services to increase learning motivation in elementary schools. This approach is expected to reveal the problem in detail and

clearly without manipulating or simulating the research setting. The research instrument used was a questionnaire as the main instrument. In this study, the data were analyzed using spss 20 to see the frequency distribution, histogram diagram, mean, minimum value, maximum value and standard deviation.

### 3 Result and Discussion

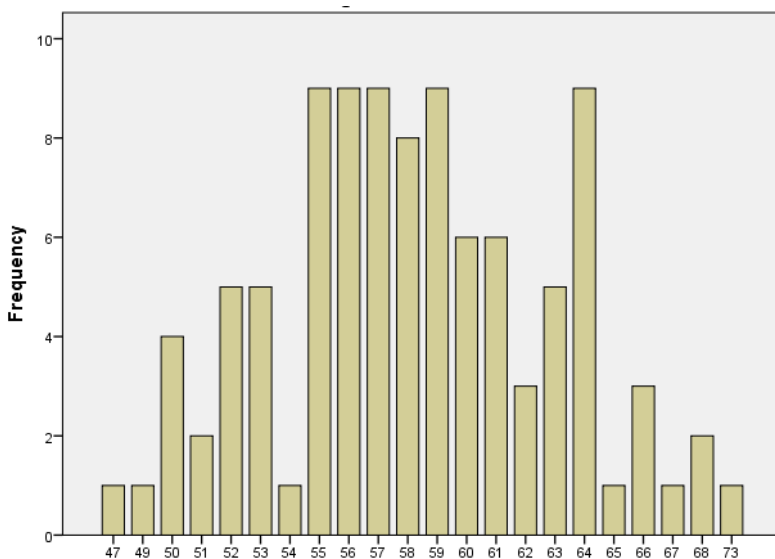
#### 3.1. Results of Descriptive Analysis

Based on the results of research on 100 respondents, regarding students' needs for psychoeducational guidance services, it was analyzed using descriptive analysis to describe the level of students' needs, as follows:

**Table 1.** Results of the descriptive analysis of the level of students' needs for psychoeducational guidance services

|                |         | Statistics                           |
|----------------|---------|--------------------------------------|
|                |         | needs for psychoeducational guidance |
| N              | Valid   | 100                                  |
|                | Missing | 0                                    |
| Mean           |         | 58.26                                |
| Median         |         | 58.00                                |
| Mode           |         | 55 <sup>a</sup>                      |
| Std. Deviation |         | 4.848                                |
| Minimum        |         | 47                                   |
| Maximum        |         | 73                                   |
| Sum            |         | 5826                                 |

a. Multiple modes exist. The smallest value is shown



**Figure 1.** Diagram of descriptive analysis results

Based on the descriptive statistical analysis above, it can be explained that N means the number of respondents or the number of sampled students, the mean or average value obtained is 58.26. The median or middle value obtained from descriptive analysis is 58.00. The standard deviation value obtained from descriptive analysis is 4.84, which means that the standard deviation or data distribution is 4.84. The minimum value obtained from descriptive analysis is 47, which means that the smallest value in the data is 47. The maximum value obtained from descriptive analysis is 73, which means that the highest value in the data is 73.

### 3.2 Overview of students' need for psychoeducational services to increase learning motivation

In order to describe the level of need for psychoeducational guidance services to increase the learning motivation of students in elementary schools, the following will be presented in the form of frequency distribution tables and percentages classified into categories of very needy, needy, less needy, and not needy. The explanation is as follows:

**Table 2.** Level of need for psychoeducational counseling services

| Interval     | Kategori    | Frekuensi  | Persentase  |
|--------------|-------------|------------|-------------|
| 67-82        | urgent need | 4          | 4%          |
| 51-66        | need        | 90         | 90%         |
| 35-50        | less need   | 6          | 6%          |
| 20-35        | no need     | 0          | 0           |
| <b>Total</b> |             | <b>100</b> | <b>100%</b> |

The above table shows that the level of need for psychoeducational guidance services to increase students' learning motivation in elementary schools based on 100

respondents obtained results, namely: urgent need as many as 4 people (4%), while those in the need category are 90 people (90%), less need 6 people (6%) and in the no need category there are none. From these data it can be concluded that the needs of students for psychoeducational guidance services to increase the learning motivation of students in elementary schools are in the need category. This is consistent with the research of Setiowati and Nuryanto (2022), which showed that 98.6% of teachers stated that elementary school students need guidance and counseling services. As for the developmental aspects, the order of need is emotional aspects, cognitive aspects, social aspects, moral aspects, and religious aspects. Sakinah, et al (2022) stated that in elementary schools, counseling services are needed to help students solve problems and develop their potential. According to Hayatri (2019), students need guidance because they still lack understanding or insight into themselves and their environment, as well as experience in determining the direction of their lives. Thus, the focus of guidance and counseling services in elementary schools is not only preventive, but also curative. Although the application tends more to preventive services. The provision of psychoeducational counseling services will promote the fulfillment of students' rights to receive quality educational services that focus not only on learning, but also prioritize the psychological aspects of students.

Hayatri (2019) The importance of guidance and counseling in elementary schools is also based on the many cases of delinquency and criminality committed by elementary school children and the problems that befall them, resulting in hindering their development, both academically and in personal and social relationships. In addition, the need for guidance and counseling activities in elementary schools cannot be separated from developmental problems (Indrawan, 2019). At the age of elementary school, students begin to socialize more extensively and become familiar with norms, rules, and new environments. In Albert Bandura's theory, children learn attitudes and behaviors by observing, internalizing, and then imitating what is around them. The presence of these conditions causes children to often imitate something without any filtering, so they imitate bad behavior. Imitating bad behavior can lead to several problems, including damaging children's social relationships because people are not happy with that behavior, and it can also trigger other negative behaviors such as violence, addiction, and so on. Even worse, it can cause physical and mental damage to children, such as stress, addiction, obesity, and others. In addition, the demands of an increasingly large and competitive life in the modern era make them prone to anxiety, stress and depression (Muhajarah, 2018).

The implementation of psychoeducational guidance in primary schools has not been optimal due to many factors, such as the absence of guidance teachers in primary schools, the absence of guidelines for the implementation of psychoeducational guidance in primary schools, the provision of unprogrammed services. This is in line with the results of Anti's research (2022) that the obstacles experienced include the absence of BK teachers/school counselors, the provision of services is not well programmed by class teachers, the government does not place BK teachers in public elementary schools and if the school holds its own it is constrained by the budget, and there is no counseling room in the school. Similarly, the results of Hidayati's (2019) study show that psychoeducational services are not able to provide capabilities

according to the challenges of the era of the Industrial Revolution 4.0 due to the psychological condition of teachers in dealing with disruptions.

## 4 Conclusion

Based on the results of the research on the level of need for psychoeducational guidance services to increase the learning motivation of elementary school students, conclusions are drawn from the research results. As for the results of descriptive statistical tests, it is concluded that the level of students' needs for psychoeducational guidance services to increase the learning motivation of elementary school students is in the need category.

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