

Implementation Of Tutoring Services To Increase Student Motivation Class Viii B At Smp State 1 Enrekang

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Abstract

Motivation to learn gives rise to increases the drive to realize certain behaviors that are directed towards achieving a certain goal. Facts in the field show that students of SMP Negeri 1 Enrekang experience low motivation to learn. Therefore, researchers provide solutions to increase student motivation by using tutoring services. The use of tutoring services so that students get maximum learning achievement according to their interests and talents. The purpose of this study is to increase student motivation through the implementation of tutoring services for grade VIII B students at SMP Negeri 1 Enrekang. The research method used is a quantitative research method with a one group pretest-posttest research design and sampling using purposive sampling techniques, with research of 10 students of grade VIII B SMP Negeri 1 Enrekang. The results of this study show that there is an increase in the application of tutoring services to increase the learning motivation of grade VIII B students at SMP Negeri 1 Enrekang.

Keywords: Tutoring Services; Learning Motivation

1. Introduction

Education is an important thing for humans, with education humans are able to do something that can advance themselves in order to live better in the future [1]. According to Law No. 20 of 2003 Education is a conscious effort of humans in a planned manner that aims to grow the potential of their personality, intelligence, morals and skills needed by themselves, society, nation and state. Education in general aims to form moral and knowledgeable people, so it is very important for education for human life which must be prioritized as well as possible so as to obtain the expected results [2].

Implementing education must begin with the procurement of educational personnel both personally and professionally, because basically teachers as educational personnel are field personnel who directly carry out education and as the spearhead of educational success [3]. Especially for those who are still in school, there is a need for guidance from educators so that children are able to grow independently and develop optimally. Therefore, the role of guidance and counseling services in schools is one of the efforts to help students in developing personal life, social life, learning activities, and future planning [4].

Service in developing the potential talents and interests of students is the responsibility of BK teachers as part of the education system in formal educational institutions, by providing guidance services to achieve educational goals (learning) optimally, For that a professional counselor is required to understand various characteristics of the learning process [5]. Learning

is a psychic activity that takes place in active interaction with the environment, by learning a person gets changes, knowledge, understanding, skills and attitude values Learning motivation.

Learning motivation allows a person to achieve what he aspires to. Someone who has high learning motivation tends to always try to achieve what is desired despite experiencing obstacles and difficulties in achieving it. Especially students who are in junior high school are the next generation of the nation who are prepared to continue their education to a higher level and pursue their talents and interests. But not all students have high learning motivation in following lessons, so that their academic achievements are still included in the minimum classification of passing [6].

The results of facts, interviews and observations in the field with several subject teachers and Counseling Guidance Teachers at SMP Negeri 1 Enrekang showed that there were some students who lacked motivation to learn and were less active in following the lessons or less active in listening to the lessons given, thus getting unsatisfactory grades [7]. With this, in the analysis of data on the achievement of special students in class VIII B for the even semester of the 2022/2023 Academic Semester, it was found that There are some students who have low learning motivation, such as learning from learning, lazy to do assignments, studying without preparation, passive in class activities, only studying on exams or tests, and do not have high learning motivation. This can be seen from the difference in the learning achievement scores of each student, some are above the minimum completeness criteria (KKM), below KKM and some are at the KKM value. This is an interesting reason and encourages researchers to develop in depth the implementation of tutoring services to increase learning motivation [8].

Tutoring services provided to students can develop good study habits to get to know knowledge and skills and prepare themselves to continue their education to a higher level [9]. Using tutoring services is one of the areas of guidance that can help overcome the problems of students in achieving their learning goals and to achieve optimal development in accordance with their abilities, talents, interests, and values [10].

2. Methodology

The research method used is an experimental method because in this case researchers use one treatment to find out a result of the treatment. The research design of one group pretest-posttest was used to determine the effect of certain treatments given to students in one group. In it forms from the design of one group pretest-posttest there is a pre-test (initial evaluation) before treatment (tutoring services) and post-test (evaluation of results) after *treatment* (treatment).

The population in this study was all class VII B students totaling 35 students at SMP Negeri 1 Enrekang, while sampling using *purposive sampling* techniques or sampling was based on certain criteria, with low learning motivation in accordance with the recommendations of BK teachers in this study were class VII B students totaling 10 students who had low learning motivation marked from the symptoms of student learning motivation such as, learning from learning, lack of concentration and less active in listening to lessons, behaving uncreatively, lazy to do assignments, learning without preparation, learning achievement scores below KKM and some are at the standard KKM scores.

The techniques used in collecting data in this study are observation, questionnaires, and documentation. The collected data was then analyzed using the SPSS program version 25 with paired t-test or paired t-test used for comparative tests or parametric differences in two paired data.

3. Result and Discussion

3.1 Result

The results of research that have been conducted on grade VIII B students at SMP Negeri 1 Enrekang are as follows:

3.1.1 Overview of Learning Motivation of Class VIII B Students Before the Implementation of Tutoring Services

There are several symptoms that cause low motivation to learn students, namely there are still students learning from learning, less concentration and less active in listening to lessons, behaving uncreatively, lazy to do assignments, learning without preparation, learning achievement scores below KKM and some are at the standard KKM scores. The results of the next study can be seen in the results of the pre-test questionnaire (initial evaluation) regarding student learning motivation that has been distributed by researchers on Thursday, November 10, 2022 in the English classroom of SMP Negeri 1 Enrekang, with 10 students as samples in this study. The following is a table of the results of the pre-test questionnaire for student motivation at SMP Negeri 1 Enrekang:

Table 1. Pre-Test Results of Student Learning Motivation

No	Respond	Total	Category
1.	AUG	53	Low
2.	DSA	50	Low
3.	FA	49	Low
4.	AAQ	51	Low
5.	FAA	61	Low
6.	APB	60	Low
7.	AA	43	Very Low
8.	AYP	49	Low
9.	SK	59	Low
10.	FI	55	Low
Sum		530	
Average		53	Low

Based on data from the pre-test results in the table above, it can be seen that the level of student motivation is proven to be in the category of low learning motivation. The total number of learning motivation scores is 530 with an average of 53, so student learning motivation is in the low category.

3.1.2 Implementation of Tutoring Services (Provision of Treatment)

Researchers carry out or apply tutoring to increase student motivation as many as four meetings with an allocation of time each meeting of 45 minutes. The provision of tutoring services is carried out in three stages, namely the initial stage, the core stage and the final stage. The implementation of tutoring services to increase the motivation to learn

of Class VIII B students at SMP Negeri 1 Enrekang at each meeting is explained as follows:

a. Giving Service First.

Meeting First done on the day Thursday 10 November 2022, which takes place in the room class Language English SMP Negeri 1 Enrekang. At the meeting First counselor discuss indicator exists desire succeeded, which means motivation achievement For succeed in do something task, with matter the counselee will have motivation achievement tall in learn and will tend finish his task with fast without procrastinate. Topic material service The first to cover about understanding motivation learning, function motivation learning, category motivation learning, and tips or method increase motivation Study. Implementation service guidance Study started by collecting information about reason low motivation Study participant educate through discussion (ask answer), cause problems experienced counselee that is don't like a subject and lack concentration in studying. After knowing reason problems experienced counselee, next counselor give possible solution applied counselee in the learning process at school and outside school that is try to like and love the teacher who teaches so that you can indirectly like the lesson and create a conducive learning atmosphere and also change learning methods.

b. Giving Service Second

Meeting second done on the day Thursday 14 November 2022, which takes place in the room class Language English SMP Negeri 1 Enrekang. At the second meeting, the counselor will discuss indicators of expectations and goals, which means that students who want to get high lesson scores, tend to learn effectively and efficiently, diligently in completing tasks thoroughly so that expectations and Their ideals can be achieved. The second service material topic includes understanding, learning principles, how to make effective friends, and tips or how to study effectively and efficiently. The implementation of tutoring services begins with collecting information about the causes of lack of interest in learning through discussion (question and answer), the causes of problems experienced by counsellors are not having records, lack of facilities in learning and boredom. After knowing the cause of the problem experienced by the counselor, then the counselor provides a solution, namely insight into effective and efficient ways of learning to maximize themselves in the learning process of students at home and at school so that their future goals can be achieved.

c. Giving Service Third.

Meeting third done on the day Wednesday November 23, 2022, which takes place in the room class Language English SMP Negeri 1 Enrekang. At the third

meeting, the counselors discussed indicators of creative and interesting activities in learning, which means that a creative and interesting learning atmosphere can solve the problems faced in the counseling learning situation, it will cause the learning process to be meaningful and Motivate to can active and growing in the learning process. The implementation of tutoring services begins with collecting information about the causes of difficulties in learning experienced by counsellors, namely not being creative in making learning targets. Furthermore, the counselor provides solutions that counselors can apply in their lives, namely writing in detail about the situation or situation they want to do, by writing will lead to thinking about completing a task and finding a way out of a problem.

d. Giving Service Fourth.

Meeting fourth will be held on Friday 02 December 2022, which will take place in the room class Language English SMP Negeri 1 Enrekang. At the fourth meeting, the counselors discussed indicators of respect in learning, which means that appreciating small achievements in oneself can foster learning motivation and so can the attitude of appreciating good and effective time can achieve learning goals and motivation Learners. The fourth service material topic includes the understanding of time management, time management principles, time management steps and tips or how to manage time. The implementation of tutoring services begins with collecting information about the causes of counseling not managing time properly the causes of the problems experienced, namely procrastinating, work piling up, being late in doing something. Furthermore, counselors provide solutions that counselors can apply in everyday life, namely respecting time, focusing at one time, making a daily to-do list.

3.1.3 Overview of the learning motivation of grade VIII B students after the implementation of tutoring services.

There are several changes in student behavior towards the way of learning that show improvement after being provided with Tutoring Services which can be seen in the final observations. This increase can be proven from the post-test results of the student Learning Motivation questionnaire which was distributed to respondents on Friday, December 2, 2022 in the English classroom of SMP Negeri 1 Enrekang. The results of the *student Learning Motivation post-test* questionnaire can be seen in the following table:

Table 2. Post-Test Results of Student Learning Motivation

No	Respond	Total	Category
1.	AUG	93	Very High
2.	DSA	84	Very High
3.	FA	80	Tall
4.	AAQ	90	Very High
5.	FAA	90	Very High
6.	APB	97	Very High
7.	AA	79	Tall
8.	AYP	85	Very High

9.	SK	93	Very High
10.	BE	89	Very High
Sum		880	
Average		88	Very High

3.1.4 Comparison of Pre-Test and Post-Test Results of Student Learning Motivation

After obtaining the results of the post-test dissemination, the researchers then compared the results of the pre-test results and post-test results to determine the level of motivation of students after applying tutoring services, can be seen in the following table:

Table 3. *Pre-Test* Results of Student Learning Motivation

No	Respond	Hasil <i>Pre-Test</i>		Increase	Hasil <i>Post-Test</i>	
		Score	Category		Score	Category
1.	AGT	53	Low	40	93	Very High
2.	DSA	50	Low	34	84	Tall
3.	AGO	49	Low	31	80	Tall
4.	AAQ	51	Low	39	90	Very High
5.	FAA	61	Low	29	90	Tall
6.	APB	60	Low	37	97	Tall
7.	AA	43	Very Low	36	79	Tall
8.	AYP	49	Low	36	85	Tall
9.	SK	59	Low	34	93	Tall
10.	BE	55	Low	34	89	Tall
Sum		530	Low	350	880	Very
Average		53		35	88	Tall

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The comparison between *pre-test* scores and *post-test* scores of experimental group learners can be clearly seen in the diagram below:

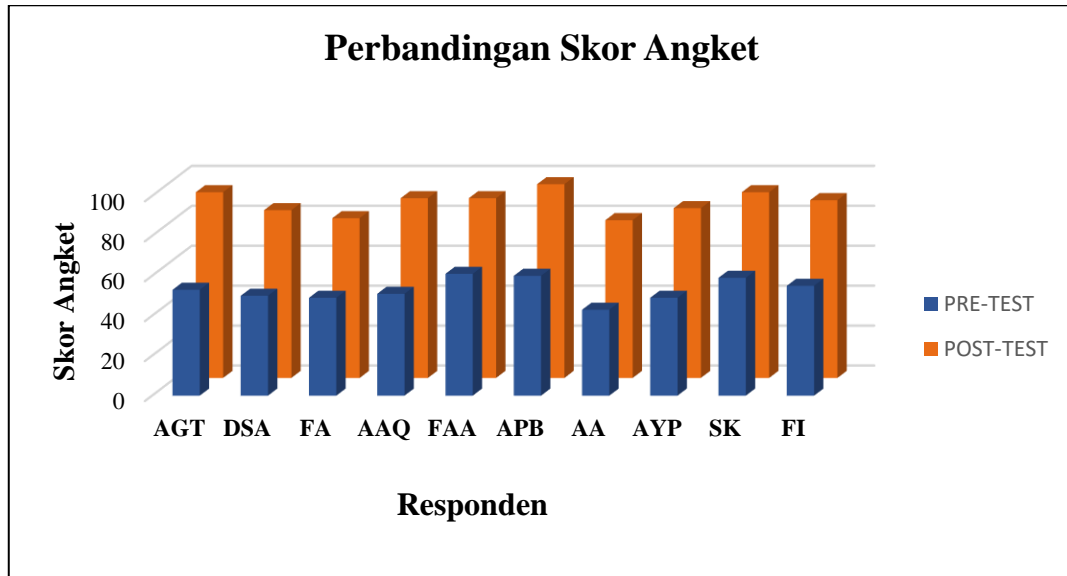


Figure 1. Graph of Pretest and Posttest Results of Learning Motivation

Based on the graph above, it can be seen that the results of the *treatment* show a significant increase from *the pre-test score* to the post-test score of each student.

3.1.5 Test Data Analysis.

a. Paired Samples Statistics

Tabel 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	53,0000	10	5,75423	1,81965
	Post-Test	88,0000	10	5,86894	1,85592

The paired samples statistics table shows the descriptive value of each variable in the paired sample. The pre-test results have an average value (mean) of 53.0000 from 10 data. The distribution of data (Std. Deviation) obtained is 5.75423 with a standard error of 1.81965. Post-test results have an average value (mean) of 88.0000 from 10 data. The distribution of data (Std. Deviation) obtained is 5.86894 with a standard error of 1.85592, this shows that the post-test results on the data are higher than the pre-test.

b. Paired samples correlations

Tabel 5. Paired Samples Correlations

		N	Correlation	Say.
Pair 1	Pre-test & Post-test	10	0,832	0,003

Based on the paired samples table, correlations show the correlation value of both test results, namely *pre-test* and *post-test*, which shows improvement. This is obtained from the pearson variate correlation or in the two-sided significance test of 0.832.

c. Paired Samples Test

Tabel 6. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 for the test Post Test	-35,00000	3,36650	1,06458	-37,40825	-32,59175	-32,877	9	0,000

The test result is significant (2-tailed) of 0.000 ($p < 0.05$) so that the test results on the *pre-test* and *post-test* experience significant changes. Based on the results of the statistical test above, it can be seen that the application of tutoring services can increase the motivation to learn of grade VIII B students at SMP Negeri 1 Enrekang. It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because Sig. (2-tailed) < 0.05 . This means that there is an increase in student motivation after tutoring services are provided.

3.2 Discussion

Learning motivation is one of the important factors that can influence and determine the results of the learning process of students at school. With this, tutoring services are needed in motivating students to increase learning motivation in students. But in reality there are 10 grade VIII B students at SMP Negeri 1 Enrekang who are classified as having a low level of learning motivation. Low student motivation is characterized by students learning from learning, less concentration and less active in listening to lessons, behaving uncreatively, lazy to do tasks, learning without preparation.

The cause of these problems causes students to be unable to achieve their goals and success in achieving later. Learning motivation referred to in this study is divided into four indicators, namely, desire and desire to succeed, hopes and ideals, creative and interesting activities in learning, appreciation in learning. With this, implementing tutoring services is very useful for students in finding solutions and overcoming low learning behavior, therefore the results of this research data analysis use a quantitative approach with *experimental* methods starting from giving *pre-tests* with learning motivation questionnaires, then *given treatment* namely in the form of tutoring for four meetings with different RPL materials each treatment meeting, namely how to increase learning motivation, effective and efficient learning methods, creativity in learning, and time management, and ended with the provision of a *post-test* with the same questionnaire at the time of *pre-test administration*.

After getting the results of the *post-test* administration, the researchers then compared the pre-test results and post-test results, and found an increase in student learning motivation in the *post-test results*. The results of the learning motivation of 10 students before treatment were in the low category with a total score of 530 and an average of 53. After giving *treatment* four times there was an increase in learning motivation in students

seen from the *post-test* results with a very high learning motivation category, there was a total learning motivation score of 880 with an average of 88,

In addition, the results of the t-test (paired sample t test) are significant (2-tailed) of 0.000 ($p < 0.05$) so that the test results on the *pre-test* and *post-test* experience significant changes. Based on the results of the statistical test above, it can be seen that the application of tutoring services can increase the motivation to learn of grade VIII B students at SMP Negeri 1 Enrekang. It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because Sig. (2-tailed) < 0.05 . This means that the implementation of tutoring services can increase the motivation to learn for grade VIII B students at SMP Negeri 1 Enrekang. $H_0 H_a$

5. Conclusion

Based on the results of research conducted by researchers on "Application of Tutoring Services to Increase Learning Motivation of Class VIII B Students at SMP Negeri 1 Enrekang" it can be concluded that:

- a. The picture of the learning motivation of grade VIII B students at SMP Negeri 1 Enrekang before being given *treatment* can be seen in the *pre-test results* measured using questionnaires that have been tested to valid, namely with a total score of 530 and an average of 53 so that they are included in the category of low learning motivation.
- b. The picture of student learning motivation after being given *treatment* (treatment) again measured using the same questionnaire can be seen in the *post-test results* with a total of 880 with an average of 88 so that it is in the category of very high learning motivation. It can be seen that students as a sample have increased their learning motivation. Likewise, based on the results of the paired sample t test significant (2-tailed) of 0.000 ($p < 0.05$) so that the test results on the *pre-test* and *post-test* have significant changes. It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, meaning that the application of tutoring services can increase the motivation to learn of grade VIII B students at SMP Negeri 1 Enrekang.

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