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EFFORTS TO INCREASE LEARNING MOTIVATION OF CLASS VIII STUDENTS THROUGH INDIVIDUAL COUNSELING USING A GESTALT APPROACH

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ABSTRACT

This research is entitled: "Efforts to Increase Class VIII Students' Learning Motivation through Individual Counseling with a Gestalt Approach at Jaya Krama Beringin Private Middle School, Deli Serdang Regency." The aim of this research is to increase the learning motivation of class VIII students through individual counseling using a Gestalt Approach at the Jaya Krama Beringin Private Middle School, Deli Serdang Regency. The method used in this research is Action Research which consists of 2 (two) cycles, and each cycle consists of: Planning, Implementation, Observation and reflection. Based on the results of action research, Individual Counseling using Gestalt Approach can increase the learning motivation of class VIII students at SMP Swasta Jaya Krama Beringin, Deli Serdang Regency. Furthermore, the researcher recommends: (1) Guidance and Guidance Teachers who experience the same difficulties can apply Individual Counseling using a Gestalt Approach to improve Learning Outcomes. (2) In order to get maximum results, it is hoped that BK teachers will make Individual Counseling using a Gestalt Approach more interesting

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INTRODUCTION

Currently, Indonesia has entered a free market era where everyone can enter Indonesia to carry out activities regardless of their nationality. This condition requires every Indonesian citizen to be able to compete with citizens of other countries because the milestone of a nation's progress in being able to compete in the free market depends on the quality of its human resources. Therefore, various kinds of competencies and life skills are needed that Indonesian citizens must have in order to be able to compete with citizens of other countries. One of these competencies is good learning motivation to achieve success.

Learning motivation is emphasized within oneself, by getting encouragement from teachers and parents. Students who have plans for their future will be motivated to study hard.

Motivation has a very important function in an activity, which will later influence the strength of the activity. Where motivation is what drives someone to carry out an activity. According to Sardiman (2018:25), there are 3 functions of motivation, namely: a. Encourages humans to act, acting as a driving force or motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out. b. Determining the direction of action, namely towards the goal to be achieved. In this way, motivation can provide direction and activities that must be carried out in accordance with the formulated goals. c. Selecting actions, namely determining what actions must be done in harmony to achieve the goal, by setting aside actions that are not useful for the goal. Furthermore, Sukmadinata (2011:62), said that motivation has 2 functions, namely: a. Directing (directional function) In directing activities, motivation plays a role in bringing individuals closer or further away from the targets to be achieved. If the goal or objective is something the individual desires, then motivation plays a role in bringing it closer. Meanwhile, if the target is not desired by the individual, then motivation plays a role in moving away from the target b. Activating and increasing activities (activating and energizing function) An action or activity that has no motive or the motive is very weak, will be carried out without seriousness, without direction and will most likely not bring results. On the other hand, if the motivation is big or strong, it will be done seriously, purposefully and enthusiastically, so that the chances of success are greater.

Motivation is one of the life skills It is very important and needs to be owned by everyone in order to achieve success in life, not only success in learning but also success in social life. However, it cannot be denied that there are still many people who have no motivation in their lives. There are many reasons why someone is not motivated, including being lazy and not being able to be assertive with themselves. Therefore, efforts are needed so that someone can have motivation in life. One way is through education, both formal and non-formal education.

Jaya Krama Beringin Private Middle School is one of the middle schools where most of the students at this school come from lower middle class families, although

there are also some students who come from economically well-off families. So the students who go to school in this place are heterogeneous, they have different habits in terms of how they study, socialize and obey the rules set by the school.

As in other schools, SMP Swasta Jaya Krama Beringin also has extracurricular activities that can motivate children in terms of skills and arts apart from studying. These extracurriculars include Futsal, Pencak Silat, Marching Band, Scouts and Dance. This extracurricular exists with the aim, in general, that students can be motivated in positive activities outside of lessons, and can increase learning motivation, and the goal in particular is for student achievement in the future.

Based on the results of observations during carrying out Field Experience Practices at Jaya Krama Beringin Private Middle School, researchers captured the phenomenon of many students whose motivation was low in every lesson at school. During the lesson, there is a point that states that students enter class and then pray together, guided by the teacher. However, researchers found that many class VIII students in the class did not pray fervently, they often talked to their friends.

One of the supervising teachers at the Private Jaya Krama Beringin Middle School stated that all students at the Jaya Krama Beringin Private Middle School understood the motivation for learning conveyed by the teacher. However, this still stops at the level of understanding and has not yet been manifested in action. There are still many students who are not motivated to study, they think that studying is not important.

Based on the results of a study at Private Jaya Krama Beringin Middle School, data was obtained that the level of awareness of students' learning motivation at Jaya Krama Private Middle School was still low. This is shown by the large number of students who are lazy and do not do their homework. Most human behavior is aimed at certain goals. Some goals are short-term and temporary goals, some other goals are long-term and relatively long-lasting goals (Eva Latipah, 2012)

Apart from often not coming in for no reason, there are still many students who are late for class to attend class time. When they are not following the lesson well in class, they usually chat to themselves or are more engrossed in drawing when the teacher is explaining. When researchers taught there were 30% of students who always came late to class, they often made excuses from the bathroom. When class time starts, students do not immediately enter class but must be told to do so before

they enter class.

Sense of responsibility students of Jaya Krama Beringin Private Middle School, especially in terms of learning, are still low. This is shown by the irregularity of students' study schedules, they do not have personal schedules to organize study outside school hours.

This data was obtained by researchers when providing Individual Counseling with study skills material, only 5% of students. Learning is a process of changing individual behavior which includes knowledge, attitudes and skills for the better. This is permanent, stable and long-standing behavior in children that comes from the results of training or experience. The learning process can be influenced by the individual himself or external influences such as family and social environment (Ahmad Adib, 2021). have a definite study schedule. Students are still not able to utilize their free time well. The impact that arises from this condition is that many students use their free time for things that are less positive. Researchers observed the impacts that arise because students do not have internal motivation to learn, namely that many students are exposed to cases of promiscuity, namely: smoking, pornographic videos and excessive dating styles. Independence needs to be developed to the maximum, including by taking steps: creating participation and involvement of teenagers in the family, creating openness, creating freedom, positive acceptance without conditions, empathy towards teenagers, creating warm relationships with teenagers (Al-Mighwar, 2006)

One way that can be used to increase student learning motivation is to use guidance and counseling services. Guidance and counseling services are a form of service aimed at each individual and aim to make each individual independent. One service that can be used to increase student learning motivation is to use Individual Counseling services.

The general goal of individual counseling is to help clients restructure their problems and become aware of their life style and reduce negative judgments about themselves and feelings of inferiority. Then help in correcting his perception of the environment, so that the client can direct his behavior and redevelop his social interests. Specific objectives of individual counseling in 6 things. Namely, the understanding function, alleviation function, development or maintenance function, prevention function, and advocacy function (Prayitno, 2004). There are several factors that can influence the formation of discipline in a person, including the

existence of educational tools to influence, change, develop, and form disciplined behavior and role models are needed to form discipline itself. Therefore, researchers chose Individual Counseling with a Gestalt Approach to help overcome student problems. This is based on the results of research conducted by Ahmad Salman Alfarisi (2021:12).

The application of gestalt therapy with techniques that can be adjusted to the causes of low learning motivation, both intrinsic and extrinsic factors. The diversity of techniques available in gestalt therapy will make it easier for a counselor to determine techniques to increase student learning motivation. This research starts from the reasons behind students' low motivation, such as boredom, broken homes, and others. counselors use several techniques from gestalt therapy and are able to increase students' learning motivation. In this way, students' learning achievement targets at school can be met and the counselor's contribution to educating the nation's next generation can be realized.

Based on the profile of SMP Swasta Jaya Krama Beringin, pre-research studies, research journals, researchers concluded that the level of student learning motivation is still low and efforts are needed to increase it. Individual counseling can be used to improve a person's ability to master certain content, and is thought to be effective in increasing student learning motivation at Krama Beringin Private Jaya Middle School.

Referring to the previous explanation, the researcher is interested in conducting research with the title "Efforts to increase student learning motivation through individual counseling with a Gestalt approach in class VIII SMP Swasta Jaya Krama Beringin

METHOD

StudyThis was implemented at Beringin Private Middle School, Deli Serdang Regency, North Sumatra Province, Academic Year 2023-2024. Jaya Krama Beringin Private Middle School has 6 study groups, quite complete facilities with an adequate library, science laboratory, computer laboratory and others. With a total of 2 certified teachers and 11 honorary teachers and 3 educational staff.

The object of this research is Class VIII students at SMP Swasta Jaya Krama Beringin, with a total of 23 students, consisting of 11 male students and 12 female students.

In analyzing the data from this research, researchers used descriptive percentage analysis techniques to determine the level of student learning motivation before (test) and after (post test) treatment in the form of Individual Counseling using the Empty Chair technique. The formula used to calculate the descriptive percentage is:

$$N = R / SM \times 100\%$$

Information:

N = Value in percent

R = Real score achieved

SM = Ideal score (Ngalim Purwanto, 2001: 102)

The percentage obtained is then compared with the percentage criteria to draw conclusions. The steps for creating percentage criteria are as follows:

Maximum score percentage

$$= (4 : 4) \times 100 \% = 100\%$$

Minimum score percentage

$$= (1 : 4) \times 100 \% = 25 \%$$

Score percentage range

$$= 100\% - 25\% = 75\%$$

Number of criteria = 5 (very low, low, medium, high, very high)

Class interval length

$$= \text{range} : \text{number of intervals} = 75\% : 5 = 15\%$$

Based on the calculations above, the criteria for assessing the level of Learning Motivation are as follows:

Table of Criteria for Assessment of Learning Motivation Level

Intervals	Criteria
85% - 100 %	Very high
70% - 85%	Tall
55% - 70%	Currently
40% -	Low

55%	
25% - 40%	Very low

Table Initial Condition Table

No	Name	Score	Criteria
1	Abil Ali Sibqi	60	Currently
2	Sister Aulia	80	Tall
3	Adinda Imelda Putri	70	Currently
4	Aizad Ardiansyah	60	Currently
5	Andi Kurniawan	70	Currently
6	André	70	Currently
7	Cindy Aulia	60	Currently
8	Love Vita	60	Currently
9	Daka Pratama	80	Tall

10	Febby Melati	60	Currently
11	Geisya Winata	70	Currently
12	Muhammad Fiqri	70	Currently
13	Muhammad Iqbal	60	Currently
14	Nabila Mutia	60	Currently
15	Novaldo Jeriano	60	Currently
16	Panji Gumilang	80	Tall
17	Qurrotul Ainia	60	Currently
18	Rapal Kartiansyah	70	Currently
19	Shirly Apriliani	70	Currently
20	Siti Hayanti	60	Currently
21	Taufiq	70	Currently
22	Tia Fitri Ayumi	60	Currently
23	Vany Amelia	80	Tall
	Amount	1540	
	Average	67.0	Currently

RESULTS AND DISCUSSION

Preparation

Based on the objectives to be achieved in this research, namely to find out the description of the condition of school learning motivation before being given Individual Counseling with the Gestalt Approach, a test was given to students before giving treatment.

The service activities carried out consist of three stages, namely preliminary activities, core activities and closing activities. The time allocated for preliminary activities is 10 minutes, while the time allocated for core activities is 90 minutes and the allocation for closing activities is 20 minutes.

Observation

The following is results of observations from the school's Learning Motivation scale before being given Individual Counseling with the Gestalt Approach.

Table Comdition

No	Name	Score	Criteria
1	Abil Ali Sibqi	70	Currently
2	Sister Aulia	90	Very high
3	Adinda Imelda Putri	80	Tall
4	Aizad Ardiansyah	70	Currently
5	Andi Kurniawan	90	Very high
6	André	80	Tall
7	Cindy Aulia	70	Currently
8	Love Vita	70	Currently

From the seen that before Individual Symbolic Reality 23 class VIII Krama Beringin School, there were (17.4%) in the high students (82.6%) in category in terms Study. There were who had levels of Motivation in the very low

Discussion Description of

Based on the goal to be research is to find of the condition of motivation before Individual the Gestalt test is given to giving following are the observations from Learning through Individual the Gestalt

Reflection

9	Daka Pratama	90	Very high
10	Febby Melati	70	Currently
11	Geisya Winata	80	Tall
12	Muhammad Fiqri	90	Very high
13	Muhammad Iqbal	70	Currently
14	Nabila Mutia	80	Tall
15	Novaldo Jeriano	70	Currently
16	Panji Gumilang	90	Very high
17	Qurrotul Ainia	70	Currently
18	Rapal Kartiansyah	80	Tall
19	Shirly Apriliani	90	Very high
20	Siti Hayanti	70	Currently
21	Taufiq	80	Tall
22	Tia Fitri Ayumi	70	Currently
23	Vany Amelia	90	Very high
	Amount	1810	
	Average	69.0	Currently

table, it can be being given Counseling with a Approach, of the students of Jaya Private Middle 4 students category and 19 the medium of Motivation. no students found Learning very high, low and categories.

Cycle II

the results above, achieved in this out the description school learning being given Counseling with Approach, so a students before treatment. The results of the student's Motivation scale Counseling with Approach

From the table, it can be seen that before being given Individual Counseling with a symbolic Gestalt Approach, of the 23 class VIII students of Jaya Krama Beringin Private Middle School, there were 7 students (30.4%) in the Very High category and 7 students (30.4%) in the High category and 9 students (39.2%) moderate in terms of Learning Motivation. There were no students found who had levels of Learning Motivation in the low and very low categories.

Discussion

Service Results

The results of the research show that the results of the initial condition evaluation service for Class VIII students at SMP Swasta Jaya Krama Beringin to increase learning motivation with initial observations obtained an average initial condition score of 67.0 with the highest score being 80, there were 4 people and the lowest score was 60, there were 11 people. person.

The results of the research show that the results of Class VIII student services at SMP Swasta Jaya Krama Beringin in cycle 1 to increase Learning Motivation using Behavior Contracts obtained an average score for cycle 1 of 68.0 with the highest score being 90, there were 4 people and the lowest score was 70, there were 11 people.

person. Meanwhile, in cycle II, the average score for cycle II was 79.0, with the highest score being 90, there were 7 people and the lowest score was 70, there were 8 people. Students who do not complete both cycle I and cycle II are the same students, this is because these students basically have no intention of studying and often do not go to school. Based on data on student learning outcomes from cycle I and cycle II, it shows that there is an increase in the learning outcomes of Class VIII students at SMP Swasta Jaya Krama Beringin for the 2023/2024 academic year, showing increased results in learning motivation using Behavior Contracts

Conclusion

Based on the results of research using Individual Counseling using the Empty Chair Technique, the following conclusions can be drawn: Individual Counseling using the Gestalt Approach can increase the Learning Motivation of Class VIII Students at SMP Swasta Jaya Krama Beringin.

Based on the conclusions above, researchers can provide suggestions, namely:

Gestalt approach as an alternative to improve the quality of the class teaching and learning process.

- 2) Teachers who want to implement Individual Counseling with a Gestalt Approach are advised to make Individual Counseling with a Gestalt Approach more interesting and varied

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