



Research Paper

The influence of the role of counseling guidance teachers and learning motivation on the learning achievement of students at SMA Negeri 1 Pailelang, Alor Barat Daya District, Alor Regency, East Nusa Tenggara

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ABSTRACT: This study aims to find out: (1). The role of counseling guidance teachers on the learning achievement of students at SMA Negeri 1 Pailelang, Alor Barat Daya District, Alor Regency. (2). Learning motivation towards the learning achievement of students at SMA Negeri 1 Pailelang, Alor Barat Daya District, Alor Regency. (3) Whether the role of the counseling guidance teacher and learning motivation both affect the learning achievement of students at SMA Negeri 1 Pailelang, Alor Barat Daya District, Alor Regency. The method used is quantitative research. The data collection techniques used are the results of questionnaires, interviews, and documentation. The research sample was 100 students from SMA Negeri 1 Pailelang, Alor Barat Daya District, Alor Regency. All variables are processed by multiple linear regression analysis methods using the formula ($Y = a + b.X_1 + b.X_2 + e$). Where a = Constant number, b_1, b_2 = regression coefficient, X_1, X_2 = Free variable (BK teacher role and learning motivation), Y = Dependent variable (learning achievement), e = standard error. From the assessment results, it shows that 1) there is an influence on the role of counseling guidance teachers on the learning achievement of students at SMA Negeri 1 Pailelang, Alor Barat Daya District, Alor Regency 2) there is an influence of learning motivation on the learning achievement of students at SMA Negeri 1 Alor Pailelang, Southwest District, Alor Regency 3) there is an influence on the role of counseling guidance teachers and learning motivation together on learning achievement at SMA Negeri 1 Pailelang, Southwest Alor District, Alor Regency.

Keywords: Guidance Counseling, Learning Motivation, Learning Achievement, Regression Multiple Linear.

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I. INTRODUCTION

Education is very important for every human being, so that the desire to achieve everyone takes education. Education is a conscious and planned effort to create a learning atmosphere and learning process in such a way that students can develop their potential actively, have self-control, intelligence, skills, in society religious spiritual strength and personality and have noble character.

In the process of education, guidance and counseling are very necessary because counseling guidance helps a person to achieve achievements, results with maximum abilities. In Law No. 20 of 2003 Chapter II Article 3 which states as follows:

National education functions as developing the ability and shaping the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens.

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beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens. Motivation is the force, both from within and from outside to encourage someone to achieve certain goals that have been set before. Or in other words, motivation is a mental drive towards individuals or people as members of society. Motivation can also be interpreted as the process of trying to influence the individual or the people he leads in order to be able to do the desired work, according to certain goals set in advance.

As individuals who are experiencing a phase of development, of course, these students still need a lot of help, guidance and direction to achieve perfection. This can be exemplified when a student is at the age of toddlers, a person always gets a lot of help from parents or older siblings. Thus, it can be concluded that students are raw materials that must be processed and shaped so that they become an educational product.

The learning process of students certainly has several things that can affect such as motivation, maturity of student relationships with teachers, verbal skills, student security are important factors for teachers in the learning process. Where in the process of learning in humans can be formulated as a mental or psychic activity that takes place in active interaction with the environment, which produces changes in knowledge and attitude values. Change is relatively constant and scarred.

Learning achievement is the mastery of knowledge or skills developed by subjects, usually shown by test scores or scores given by teachers. Student learning achievement is the result that has been achieved by a student in his learning or during and after he experiences the learning process, or it can also be said to be the result of development in the form of knowledge, attitudes, skills, values, confidence, and others obtained through learning.

One of the concepts that has been formulated by experts is that success in learning achievement is strongly influenced by many factors, both those sourced from outside within the learners themselves (internal) and those sourced from outside the individual (external). What is meant by learning achievement by the author, is the success of students achieved through test scores that are determined on student report cards from affective, cognitive, and psychomotor activities. After he did education for one semester, as well as changes in the way he thinks and behaves in a positive direction and benefit others in everyday life.

II. RESEARCH METHODS

This type of research is causal associative using a quantitative approach. The location of this research was carried out at SMA Negeri 1 Pailelang, Alor Barat Daya District, Alor Regency, East Nusa Tenggara. The study was conducted from November to December 2022. The sample in this study was all students of SMA Negeri 1 Pailelang, Alor Barat Daya District, Alor Regency, East Nusa Tenggara, as many as 100 people. The data collection technique used was to collect the results of a questionnaire that had previously been distributed to all students of SMA Negeri 1 Alor Barat Daya. The questionnaire that will be distributed consists of two parts, namely the profile of respondents and factors that affect learning achievement. Respondents' responses are expressed in the form of a range of answers.

The data analysis technique used in this study used multiple linear analysis. Simple linear regression analysis is used to determine the type of relationship between variables studied. The multiple regression equation X to Y a is as follows:

Information:

$$Y = a + b.X_1 + b.X_2 + e$$

a = Number constant

B1, B2 = Regression coefficient

X1, X2 = Free variable (BK teacher role and learning motivation)

Y = Dependent variable (learning achievement)

e = standard error

To determine the magnitude of the influence of the independent variable, namely the role of BK teachers (X1) and learning motivation (X2) on the dependent variable of learning achievement (Y), it is used: 1. Analysis of the coefficient of determination (R²), the coefficient of determination (R²) which is small or close to zero means that the ability of independent variables to explain the variation of the dependent variable is very limited. An R² value close to one means that the independent variables provide almost all the information needed to predict the dependent variables; 2. Statistical Test – t, This test is used to determine whether each independent variable individually has a significant influence on the dependent variable. In other words, to know if each independent variable can explain the changes that occur in the dependent variable in real terms; 3. Statistical test F, This significance test is basically intended to prove statistically that all independent variables, namely the role of the counseling guidance teacher (X1) and learning motivation (X2) on the dependent variable learning achievement (Y) Test F is used to show whether all independent variables have an effect on the dependent variable.

III. RESULTS AND DISCUSSION

1. Analisis Regresi Linear Berganda

In this study, multiple linear regression analysis was used to determine the influence of the role of counseling guidance teachers and learning motivation on learning achievement at SMA Negeri 1 Alor Barat Daya Pailelang Alor Regency, the multiple linear regression equation can be formulated as follows:

$$Y = b_0 + b_1x_1 + b_{12}x_2 + e$$

The results of multiple linear regression analysis conducted using SPSS show the results.

Multiple Regression Analysis Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	25.601	3.327		7.696	.000	18.999	32.204
	X	.151	.065	.242	2.340	.021	.023	.280
	X1	-.006	.083	-.007	-.067	.947	-.170	.158

a. Dependent Variable: Y

Based on the results of the multiple linear regression analysis above, the multiple linear regression equation is obtained as follows:

$$Y = 25.601 + 0.151x_1 - 0.006x_2 + e$$

Where:

Y = Learning Achievement

X1 = Role of Guidance Counseling Teacher

X2 = Learning Motivation

From the equation above can be described as follows:

- The constant value above (25,601) shows that if x1 (BK teacher) and x2 (learning motivation), constant or x = 0, then learning achievement is equal to 25.601
- X1 (The role of BK teacher) shows a coefficient value of (0.151). This means that if there is a decrease in the role factor of bk teachers by 1% against SMA Negeri 1 Alor Barat Daya then learning achievement will also decrease by 0,151
- X2 (learning motivation) shows a coefficient value (0.006). This means that if there is a decrease in learning motivation factors by 1% against SMA Negeri 1 Alor Barat Daya then learning achievement will also experience as much as 0,006.

Based on the results of multiple linear regression above, it shows that the most influential variable on learning achievement at SMA Negeri 1 Alor Barat Daya is the role of counseling guidance teachers as much as 0,151.

1. Uji F (simultaneous)

F Test Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	114.947	2	57.474	2.974	.056 ^a
	Residual	1874.763	97	19.327		
	Total	1989.710	99			

a. Predictors: (Constant), X1, X

b. Dependent Variable: Y

Based on a value of F_{hitung} 2.974 and a significant value = 0.055 > 0.05. After knowing the magnitude, it will be compared between and to calculate (a:5%) with the formula F_{tabel} F_{hitung} F_{tabel} F_{tabel} F_{tabel} =

$df (n_1) = k - 1$ $df (n_2) = n - k$

Description: K= number of variables

N= number of samples

So, $df (n_1) = 3 - 1 = 2$

$df (n_2) = 100 - 3 = 97$

Then, $F_{tabel} = 3.09$

Then it was searched for the value distribution F_{tabel} and found to be 3.09. A significant value of $0.005 < 0.05$ and a value of $2,974 > 3.09$ can be concluded that the independent variable and (x) The role of BK teachers and Learning Motivation together have a significant effect on learning achievement at SMA Negeri 1 Alor Barat Daya Pailelang Alor Regency. F_{tabel} F_{hitung} F_{tabel}

2. Test – t (Partial)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	25.601	3.327		7.696	.000	18.999	32.204
X	.151	.065	.242	2.340	.021	.023	.280
X1	-.006	.083	-.007	-.067	.947	-.170	.158

a. Dependent Variable:

Y

The t-statistical test basically shows some extent the influence of each independent variable individually in explaining the variation of the dependent variable. Based on the results of spss calculations, it is known that the influence of the role of BK teachers and work motivation at SMA N 1 Alor Barat Daya Pailelang, Alor Regency with $\alpha = 5\% = 0.05$ and $t(a/2, n - k - 1) = t(0.05/2, 100 - 2 - 1) = t(0.025, 97)$ then obtained a value of T_{tabel} T_{tabel} 1.984

- a. The magnitude of the coefficient of influencing the role variable of BK teachers (x1) on learning achievement is 0.151. And T_{hitung} the value = 2.340 > 1.984 and the significant value (sig) 021 < 0.05. This means that the variable role of BK teachers is influential T_{tabel} .
- b. The magnitude of the coefficient of work motivation variable (x1) on learning achievement is 0.006 and the value = 067 > 1,984 and significant value (947) < 0.05. This means that the variable of learning motivation has a significant effect on learning achievement T_{hitung} T_{tabel} .

3. Value of Coefficient of Determination (R)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.240 ^a	.058	.038	4.396	.058	2.974	2	97	.056

a. Predictors: (Constant), X1,X

Based on the table above, the coefficient of determination R^2 () obtained an R Square value of 0.058, it can be explained that 58% of the variation of learning achievement variables is determined (influenced) by the role of the teacher, guidance, counseling, and learning motivation. This means that there are still other variables that affect learning achievement that are not included by research into the analysis model. The magnitude of variation in learning achievement that can be interpreted by other variables 42%

The effect of the role of counseling guidance teachers partially on learning achievement

Based on the t test, the value of the coefficient of influence of the role of the counseling guidance teacher (x1) on learning achievement was 0.151 T_{hitung} and the value = 2,340 > T_{tabel} 1984 and the significant value (sig) = 0.021 > 0.005. This means that the variable role of the counseling guidance teacher (x1) has a positive effect on learning achievement at SMA Negeri 1 Pailalang, Alor Barat Daya District, Alor Regency.

The majority of the role of counseling guidance teachers at SMA Negeri 1 Pailalang, Alor Barat Daya District, Alor Regency has been very good. This is because counseling can provide fundamental changes, namely changing attitudes. Attitudes underlie actions, thoughts, views, feelings and others.

Counseling is an activity where all facts are collected and all the experiences of all students are focused on a particular problem to be overcome by the person concerned, where he provides personal and direct assistance in solving the problem, the counselor or guidance counseling in school is not to solve the problem but to help the client to be able to find a way out and be able to solve the problem on his own.

The effect of partial learning motivation on learning achievement

Based on the t test, the value of the coefficient of influence of learning motivation (x2) on learning achievement is T_{hitung} 0.006 = 067 > T_{tabel} 1,984 and a significant value of 0.947 < 0.005. This means that the variable of learning motivation has a positive effect on learning achievement at SMA Negeri 1 Pailalang, Alor Barat Daya District, Alor Regency.

The majority of motivation to study at SMA Negeri 1 Pailalang, Alor Barat Daya District, Alor Regency has been very good. Where motivation as a force contained in the individual, which causes the individual to act or do. Motives cannot be observed directly, but can be interpreted in behavior, in the form of stimuli, drives, or energy generators for the emergence of a certain behavior and can also be interpreted as an effort that encourages someone to do something. Motive can be said to be the driving force from within and within the subject to carry out certain activities in order to achieve a goal.

According to Sardiman, motivation is a change in energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of goals. According to Wasty Soemanto, motivation is a condition or condition that activates or encourages beings to behave to achieve the goals generated by the motivation.

The influence of teachers, guidance, counseling, and learning motivation simultaneously (simultaneously) on learning achievement.

This means that the role of the teacher, counseling guidance and learning motivation both have a positive effect on learning achievement at SMA Negeri 1 Pailalang, Alor Barat Daya District at the same time. Where the role of counseling guidance teachers in schools is one of the main factors in the educational process. It is very necessary because counseling guidance helps a person to achieve achievements, results with maximum abilities.

The role of a counseling guidance teacher is a professional educator who provides assistance to students with the aim of guiding and can develop their abilities in the field of personal life development, social, learning

skills, and career planning that is experiencing a problem so as to be able to make decisions and overcome the problem.

Officially in Indonesia, this guidance and counseling service is provided to students who are studying both at the elementary school level to college. The provision of guidance and counseling in these schools is carried out by "guidance and counseling" (BK teachers) who in subsequent developments are referred to as "Guidance Teachers".

The work of a counselor is not an easy and light job, but this job is very complex and requires its own seriousness and expertise, because the individuals (clients) faced have different backgrounds, both in terms of education, experience, economic conditions, family background, and community environment (social).

Role in its understanding here is etymologically a part that plays a role or acts on the occurrence of an event. Meanwhile, according to the big dictionary, Indonesian is a set of behaviors that are expected to be owned by people in the community.

The role of the counseling guidance teacher in schools is not the same as the role of the subject teacher. A role is a part played by a person, or a part charged to him. In other words, although counselors at school are not the only parties who must be most responsible for the motivation to learn students, counselors at school cannot be separated from this responsibility.

According to Fenti Hikmawati, guidance is a program or activity and service in an educational institution that is directed at helping individuals so that they can formulate and implement their plans and make adjustments in all aspects of their daily lives. While Suyadi said that guidance is assistance given to individuals to choose, prepare themselves, and hold positions and get progress in their chosen positions.

Counseling is one technique in guidance, but it is a core technique or a key technique. This is because counseling can provide fundamental changes, namely changing attitudes. Attitudes underlie actions, thoughts, views, feelings and others.

Counseling is an activity where all facts are collected and all the experiences of all students are focused on a particular problem to be overcome by the person concerned, where he provides personal and direct assistance in solving the problem, the counselor or guidance counseling in school is not to solve the problem but to help the client to be able to find a way out and be able to solve the problem on his own.

Based on the results of the F test, a significant value (sig) of 0.005 was obtained, thus that the role of the counseling guidance teacher and learning motivation had a positive effect on learning achievement at SMA Negeri 1 Pailalang, West Alor District, Daya Alor Regency.

So the influence of dominant variables affects learning achievement. Based on a comparison of the magnitude of the coefficient of influence of the role of the counseling guidance teacher and partial learning motivation on learning achievement, the largest coefficient value is 0.151, which is the coefficient of influence of the variable role of the counseling guidance teacher on learning achievement. So it can be concluded that the most influential variable is the role variable of the counseling guidance teacher. Thus, if these two variables, namely the role of counseling guidance teachers and learning motivation together or partially changed, then the one that most affects learning achievement at SMA Negeri 1 Pailalang, Alor Barat Daya District, Alor Regency is the role of counseling guidance teachers.

IV. CONCLUSION

Based on the results of the research and discussion described earlier, several conclusions can be drawn as follows:

1. The results of the data test using the t test show that the variable role of the counseling guidance teacher has an influence on learning achievement at SMA Negeri 1 Pailalang, Alor Barat Daya District, Alor Regency because $T_{hitung} > T_{tabel}$ value and signification value (sig) are smaller than 0.05.
2. The results of the data test using the t test show that the variable of learning motivation has an influence on learning achievement at SMA Negeri 1 Pailalang, Alor Barat Daya District, Alor Regency because the $T_{hitung} >$ value T_{tabel} and signification value (sig) are smaller than 0.05.
3. Taken together, the results of data testing using multiple linear regression analysis show that the value of the calculation results F_{hitung} of $> F_{tabel}$ and the value of significance (sig) is smaller than 0.05. So it was concluded that the variables of the role of counseling guidance teachers and learning motivation together had a positive effect on learning achievement at SMA Negeri 1 Pailalang, Alor Barat Daya District, Alor Regency.

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