Full Length Research Paper

Group guidance services with self-regulation technique to improve student learning motivation in Junior High School (JHS)

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This study aims at: determining students motivation before being given a group guidance with self-regulation technique, determining students' motivation after being given a group counseling with self-regulation technique, generating a model of group counseling with self-regulation technique to improve motivation of learning, determining the effectiveness of group counseling with self-regulation techniques to improve students motivation at JHS of 13 Semarang State. This study used research and development (R & D) method; Students' motivation increased after they follow the activities of the group with self-regulation techniques. Therefore, it proves to be effective to increase students' motivation, which is indicated by changes in student motivation before and after being given a treatment. The conclusions and recommendations of the study are: Students' motivation after being given guidance service group with self-regulation technique is categorized medium and high categories; it is found that a design of a model of group guidance with self-regulation techniques are able to improve students' motivation, the model is effective to improve students' motivation.

Key words: Group guidance, self-regulation, learning motivation.

INTRODUCTION

Guidance Group Conventional commonly performed using only the stages already common practice, common in the conventional group guidance is opening stage, intermediate stage, stage activities and stages of closing/termination. Stages through guidance group with different techniques of self-regulation for the stage in group counseling with self-regulation techniques, stage activities of self-regulation in the input technique. Techniques of self-regulation are expected to assist students in improving learning motivation.

Educational goals will be achieved if the children are trying to optimize and develop all its potential. Schunk

(2012: 32) explains that learning is a process conducted by an individual to obtain a change in the behavior of the new overall as a result of individual experience itself in interaction with the environment, so it is clear that with the learning process, the child will experience better behavior change and purposeful. These objectives have described their desire to develop all the potential of a child is a good potential for academic and non-academic potential of such skills.

At the time of study there will be an adjustment of the knowledge we have with new knowledge. So that at no stage of the learning process checks and creek, to such information if the knowledge is still relevant or should be renewed. Schunk and Zimmerman (2008: 37) introduced the concept of "Self-Regulated Learning". In the process of learning that must be owned by a student who can be assumed to include the category of 'self-regulated' is an active student in the learning process, both metacognitive, motivational, and behavioral effects. They generate ideas, feeling and actions to the achievement of learning.

Metacognitively they can have a certain motivation is effective in processing information. While the motivation to talk about the spirit of learning that is internal. As for behavior, shown is in the form of concrete actions in the study. In the learning process, there is also the process of monitoring the effectiveness of the motivation that has been applied. Awareness of students choose and use specific learning motivation will distinguish students who learn the correct and modest student learning.

The educators are very aware of the importance of motivation in terms of learning, where the presence of highly motivated student will get a score and a proud achievement because students feel that urge or high motivation in itself will achieve good performance. Definition of motivation according to Schunk (2012: 06) "motivation is a process maintenance of activities aimed at achieving the goal.", While according to Sadirman (2005: 90) motivation to learn is the overall driving forces that exist within the student who learning improve activities so the desired objectives can be achieved by the subjects studied.

Mechanical self-regulation can also be done by maintaining the motivation to complete the task of learning. Taught himself to have the efficiency of the ability to complete the task successfully. Furthermore, by using the technique of controlling attention to maximizing attention on the learning task. Taught himself tried to focus their attention on the problem and explain their emotions. Mechanical application of self-regulation is to select and use the appropriate way to learn. Techniques to monitor yourself is with a view gradually to see how to achieve the goal. Evaluation techniques themselves that determine what has been done or incurred in a business. Learn by themselves determine what they have learned and are effective for their purpose. The latter technique is

the reflection to determine the extent to which the motivation to learn has been successful and efficient and the possibility of identifying for effectiveness impending. Research Zemerman (2008: 167) in the journal entitled "Investigating the Self-Regulation and Motivation: Historical Background, methodological Developments and Future Prospects" which states that self-regulation can be an arrangement to enhance learning motivation in students through thinking and their own behavior.

This research difference with the former is self-regulation techniques in the group guidance include the steps are: Techniques of self-regulation will be implemented in all three phases (phase activities) in the counseling group. At this stage in the activities of group counseling, group leaders will provide strategies of self-regulation techniques to improve students' motivation through the steps as follows: (1) Planning, (2) Self-monitoring, and (3) Self reflection/evaluation.

This study focuses on one of the internal factors, namely education learning motivation is enhanced through group counseling services with engineering self-regulation. motivation to learn is indispensable for anyone in activity. With high motivation, goals to be achieved was the maximum. Conversely, if the lack of motivation, achievement of the objectives will be reduced.

METHODOLOGY

The final goal of this research is the completion of the formulation of the model group counseling services with self-regulation techniques to improve students' motivation. A structured model framework based on the study of theoretical, empirical and factual conditions of group counseling and low student motivation. Therefore, this study uses the method and design of floating research (research and development) that is based on principles and measures according to Borg and Gall (2003:409).

The subjects in this study were students of Junior High School 13 Semarang State with a total sample of 10 students of class VIII G. The samples in this study using purposive sampling technique. This research data obtained from the students' motivation scale.

The purpose of this study carried out drafting group counseling services model formulation with self-regulation techniques to improve students' motivation. A model framework based on a theoretical study, empirical data, and objective conditions of implement Guidance Services Group. Therefore, in this study using the method and design of research and development (research and development) based on the principles and steps of the Borg and Gall (2003).

Putra (2011: 67) explains that the simple R & D can be defined as a method of research that deliberately, systematically, aiming/directed to seek findings, formulate, refine, develop, produce, test the effectiveness of products, models, methods/strategies/ways, services, certain ways that are superior, new, effective, efficient, productive and meaningful. Further Bock in Putra (2011:68) wrote:

Definition 1. Research is a process that acquires new knowledge
Definition 2. Development is a process that Applies knowledge to create new devices on effects. Research seek the truth, while development seeks utility.

Borg and Gall (2003:409), the steps that must taken in research and development, among others: (a) a preliminary study, (b) planning, (c) development of hypothetical model, (d) a review of hypothetical model, (e) revision, (f) limited testing, (g) revision of the test results, (h) test more broadly, (i) revision of the last model, and (j) dissemination and outreach. However, in this study, the tenth step modified into six steps that are tailored to the needs of research. The six steps are as follows.

Phase I: Preparation model development

At this stage, the researchers conducted a preliminary study in Junior High School 13 Semarang State to find the real needs of students oriented to the growth of student motive and photographed the goal conditions of implementation of group counseling services at the school.

Furthermore, researchers conduct studies related theoretical concepts of group counseling services, with the technique of self-regulation, as well as the analysis of the results of earlier studies are relevant. The last step in this phase is to compare the goal conditions on the ground with the ideal, both with regard to group counseling services as well as about the motive to learn, this will do to look at the level of the gap between the goal conditions with ideal conditions. Inequality used as a basis in preparing the hypothetical model.

Preliminary studies

Digging information used as the data for analyze object conditions in Junior High School 13 Semarang State, among others:

1. Describing the findings of the real needs of students of Junior High School 13 Semarang State in increasing motive to learn.
2. Describing the findings of object conditions of implementation of group counseling services in Junior High School 13 Semarang State.

Theoretical review

1. Examines the theoretical concept of group counseling services, self-regulation techniques.
2. Examines the results of research relevant to developing a model of group counseling services with self-regulation techniques to improve students' motivation.

Phase II: Designing a hypothetical model

Designing a hypothetical model of group counseling services with self-regulation techniques to improve students 'motivation, which developed by the goal conditions of implementation Guidance Services Group at Junior High School 13 Semarang State, theoretical studies, the goal conditions of students' motivation, and assessment of relevant earlier research.

Phase III: Feasibility model

1. Test the feasibility of the model by two expert guidance and counseling. As for the aspects of the hypothetical model were assessed by two experts are component models from the scientific guidance and counseling which includes: A rational, spiritual foundation and understanding, purpose, qualified counselor (counselor), the function of the services, content services, criteria

success, procedure implementation, evaluation and support systems.
2. Test the feasibility of the model by two practitioners of guidance and counseling. As for the aspects of the hypothetical model were assessed, among others: The feasibility of model components, contributing a model to the achievement of program objectives of guidance and counseling in schools, ease of models to be understood, chances implementation models, competence counselors as service providers, and fitness model with characteristics of students as subjects of service.

Phase IV: Repair model hypothetical

Measures conducted by researchers at this stage, based on the results of due diligence research models make improvements to the hypothetical model in accordance with suggestions/feedback/recommendations from experts and practitioners in guidance and counseling. In general, the steps that have been made are:

1. Analyzing the results of feasibility studies and inventory models.
2. Fixing hypothetical model.
3. The group also prepared guidance service model with self-regulation techniques to improve students' motivation.

Phase V: Field test hypothetical model

At this stage, the steps undertaken by researchers are trying out (field test) hypothetical model that has been repaired. Field tests carried out in collaboration with teacher guidance and counseling in drafting research activities, as well as implementing the service model of group counseling techniques of self-regulation and describe the results of the field test. Points of the field tests are Junior High School 13 Semarang State with the involvement of the teacher's guidance and counseling as collaborators and students as research subjects. Furthermore, the results of this field test are used as a hypothetical model refinement. In general, the steps conducted by researchers at this stage are as follows:

1. Develop action plan field tests.
2. Carry out field tests.
3. Describing the results of the field tests.

Phase VI: Final results product

At this stage, by researchers is to design a final model of group counseling services with self-regulation techniques to improve students' motivation. Results obtained from field tests then analyzed to base in refining the model. Completion is done collaboratively between researcher and teacher guidance and counseling in schools. Next, after going through the process can produce the final model. In general, the steps conducted by researchers at this stage are as follows:

1. Evaluating the results of the field test with a group counseling service model of self-regulation techniques.
2. Fix service model of group counseling with self-regulation techniques collaboratively.
3. Compiling the final model of group counseling services with self-regulation techniques to improve students' motivation.

Visually stages and the development steps of the research is as shown in Figure 1. Based on the above framework and the
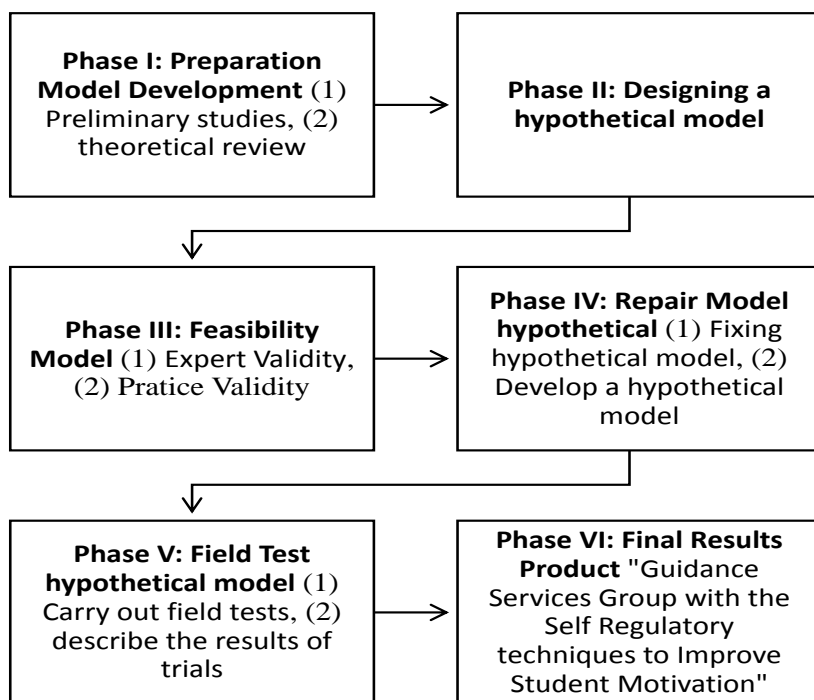
Figure 1. Chart stage research.

characteristics of the problems in this study, it is to get information, data, and information clearly and accurately related to guidance services group in Junior High School 13 Semarang State, in this study using mixed method design sequential concurrent with weights and qualitative methods quantitative impartial, or quantitative and qualitative methods in an integrated way.

Quantitative methods used to assess the level of preparedness of students' learning motivated and effectiveness of group counseling services with the technique of self-regulation. While qualitative methods used to describe the implementation of group counseling services that implemented and which have been developed, as well as validation (experts and practitioners) model design guidance services group with the techniques of self-regulation to improve students' motivation.

Trial product

The products were tested in the research are the development of a model guidance services group with self-regulation techniques themselves to improve students' motivation. The test is done to test whether the model developed has met the criteria as a model of effective group counseling services used in schools.

Design trial

Test the feasibility of the model: To test the feasibility of hypothetical model, the researchers conducted tests and test expert practitioners. Expert test conducted by expert guidance and counseling, while the practitioner test carried out by the teacher guidance and counseling.

Limited test: Carried out to determine the effectiveness of the service model developed. Limited test carried out in JHS of 13

Semarang State where research was conducted.

Research subjects

In this study, carried out in several stages with different subjects. In the preliminary study phase, the chosen subject is class VIII G with a number of 10 students.

At this stage of the development and validation of the subject are the expert guidance and counseling as much as two validators experts and two teachers guidance and counseling as a validator practitioners. While on the subject of service in group counseling services are determined as many as 10 students were determined by purposive sampling or sample of aims. According to Arikunto (2010: 183) samples aiming is done by taking the subject is not based on strata, random, or region but based on their particular purpose. Researchers took a sample of SMP Negeri 13 Semarang. The sampling was based on the results of preliminary studies with the acquisition spread to student learning motivation scale JHS of 13 Semarang State to determine the categories of students who have the motivation to learn. Category motivation to learn is divided into four, namely: high, medium, low and very low.

There are 10 students who become subjects of the research. Students will be guided students in the process of group counseling. Samples spread of students who have a very low category number 1 student, who has a much lower category, 3 students, five students have the moderate category and which has a high category number 1 student. After the 10 students were given group counseling services with self-regulation techniques, then they are given a posttest or final evaluation to determine the increase motivation to learn them.

Research sites

The research was conducted in Junior High School 13 Semarang

State. Some considerations chose this school as a test site, among others:

1. Characteristics of students in JHS of 13 Semarang State in accordance with the characteristics of the subject of service expected.
2. Implementation of group counseling services that have been implemented in JHS of 13 Semarang State more focused.

Techniques and data collection instrument

Samsudi (2009: 97) argues that one important step in the research, and the results will affect the next step is to determine the techniques of data collection and preparation of instruments. In principle researching is measuring, then there must be a good measuring tool. Sugiyono (2011: 148) stated that the research instrument is an instrument used to measure the natural and social phenomena are observed.

The instrument used in this study to reveal the quantitative and qualitative data. Here is presented the data collection instruments used in this study.

Qualitative data

Qualitative data collection through interviews, observation, and validation expert and practitioner validation.

Interview

Sugiyono (2011: 194) stated that the interview was used as data collection techniques if researchers want to conduct a preliminary study to find problems that should be investigated. In interviews conducted research on preliminary studies are used to uncover data and factual information about the condition of the implementation of Guidance Services Group at Junior High School 13 Semarang State. To obtain the desired data, researchers used a structured interview. Still in Sugiyono (2011: 194) argues that a structured interview was used as data collection techniques if researchers have known for sure about the information to be obtained.

Observation

Hadi (in Sugiyono, 2011: 203) argues that the observation is a complex process, a process that is composed of various biological and psychological processes. Two of the most important is the processes of observation and memory. In this study the mean does the observation is to: (a) examine the implementation of counseling services group in JHS of 13 Semarang State has been done and implementation guidance services group with the techniques of self-regulation (the model developed in this study), (b) determine the development of motivation studied for giving treatment.

Validation sheet

At this stage of development of a model also used the same technique to interpret the results of expert validation and validation practitioners. To avoid errors in interpreting the results of expert validation and validation practitioners of the need for the instrument, in this study the instrument used is a sheet of expert validation and validation sheet practitioners.

Quantitative data

The tools used to collect quantitative data is the psychological scale. Azwar (2012: 26) argues that fiscal tends to be used to measure the affective aspects, such as interests, attitude and various other personality variables. Aspects measured in this study is the motivation to learn, then the scale used is the scale of motivation to learn.

RESULTS

Conditions implementation group guidance services at Junior High School 13 the State of Semarang

An overview of the implementation of guidance services group, researchers report based on interviews with Guidance and Counseling teachers and some teachers BK or another counselor. Interview conducted by researchers focused on data relating to; (a) planning group guidance, (b) the implementation of group counseling, (c) material or problems in group counseling, (d) the time and schedule of group guidance, (e) target used in the guidance of the group, (f) evaluation and follow-up, (g) supporting and inhibiting factors. (H) the evaluation of group guidance in the form of immediate assessment.

Guidance group model with self-regulation techniques to improve student motivation

This study was to determine the level of students' motivation is measured by scale motivation to learn in terms of motivation to learn which consists of three indicators: (1) task choice, (2) effort, and (3) persistence, which are translated at 60 and 51 grains which tested its validity by the number of students 32. the categories used to determine the motivation to learn is high, medium, low, very low. For the implementation of the intervention and 10 students conducted research subjects in Junior High School 13 the State of Semarang with the consideration that of the three indicators of motivation to learn, mostly experienced by students of JHS of 13 Semarang State. Therefore this study was conducted in Junior High School 13 the State of Semarang. The results of students' motivation pretest and posttest in Junior High School 13 the State of Semarang is given in Table 1.

Test results effectiveness model to improve student motivation

Based on calculations, it can be seen that the statistics can be interpreted that the Group N as many as 10 students for each treatment. Mean generated at pretest phase amounted to 6.686 while the posttest phase

Table 1. Acquisition of pretest and posttest scores total motivation in junior high school 13 the State of Semarang

Initials	Pree test	%	Categories	Post test	%	Categories	Change (%)
AL	144	70.59	M	197	96.57	H	25.98
ALE	127	62.25	L	184	90.2	H	27.95
BRF	167	81.86	M	183	89.71	H	7.85
CSA	127	62.25	L	201	98.53	H	36.28
EIL	163	79.9	M	191	93.63	H	13.73
FN	83	40.69	VL	166	81.37	M	40.68
KCN	119	58.33	L	187	91.67	H	33.34
NW	165	80.88	M	176	86.27	H	5.39
PW	163	79.9	M	189	92.65	H	12.75
YPD	169	82.84	H	176	86.27	H	3.43

Sources: Primary data is processed, 2015. Information: H, High; M, medium; L, low; VL, very low.

amounted to 10.456. Furthermore, standard error of mean on stage was at 2.11 while the pretest-posttest was at 3.30.

T-test previously conducted with the equality test variant F Test, which means that the same variant of the t using equal variance assumed and if the variant is different then using equal variance not assumed. Testing criteria Ho accepted if P value <0.05. Comparing probability/significant where P value (0.151) so that Ho refused. So we can conclude that the variant is not the same. Testing independent sample T-Test, the results of calculations using the help of SPSS 19 is obtained the data Sig <0.05 (0.000), then Ho is rejected and Ha accepted (Table 2). This means that there are differences of group counseling services to enhance learning motivation that had been done in JHS of 13 Semarang State with group counseling services to enhance the motivation to learn to use the techniques of self-regulation effective.

DISCUSSION

Group guidance service model with self-regulation techniques to improve student motivation Junior High School

Group guidance service model developed in this study is the guidance of a group by using the technique of self-regulation to improve student motivation. The assumption that the problem of student motivation needs to be improved optimally due to the motivation to learn has a major contribution to the success of students in maximizing its capabilities so that students achieve success and excel in real life in the community.

Learning motivation is a process in which an activity is initiated and directed to achieve learning objectives. The purpose of learning motivation is the driving force from the student to trigger teaching learning activities. Through

this motivate the goal is achieved based on each student's learning motivation.

Consideration utilizes a technique of self-regulation in the counseling group that self-regulation technique can also be done by maintaining the motivation to complete the task of learning. Taught himself to have the efficiency of the ability to complete the task successfully. Furthermore, by using the technique of controlling attention to maximizing attention on the learning task. Taught himself tried to focus their attention on the problem and explain their emotions. Mechanical application of self-regulation is to select and use the appropriate way to learn. Techniques to monitor yourself is with a view gradually to see how to achieve the goal. Evaluation techniques themselves that determine what has been done or incurred in a business. Learn by themselves determine what they have learned and are effective for their purpose. The latter technique is the reflection to determine the extent to which the motivation to learn has been successful and efficient and the possibility of identifying for effectiveness impending.

Visually Group guidance with regulatory techniques can be used to improve students' motivation show in Figure 2. Group guidance with regulatory techniques can be used to improve students' motivation show in Figure 2. Committed in a situation of group counseling in group dynamics that the students are effective in revealing the topic of problems regarding motivation to learn together with other members. through the guidance of the group stages, namely: (1) the establishment phase, (2) an intermediate stage, (3) the stage of activity, (4) the stage of termination. Techniques of self-regulation will be implemented in all three phases (phase activities) in the counseling group. At this stage in the activities of group counseling, group leaders will provide strategies of self-regulation techniques to improve students' motivation through the steps as follows: (Show in Figure 3 and Figure 4) (1) Planning, (2) Self-monitoring, and (3) Self reflection / evaluation.

Table 2. Calculation results independent sample T-test.

Group statistics			N	Mean	Std. Deviation	Std. error mean
Group			**N**	**Mean**	**Std. Deviation**	**Std. error mean**
Result	Pretest		10	161.4000	6.68664	2.11450
	posttest		10	185.0000	10.45626	3.30655

Independent samples test									
		Levene's test for equality of variances		**t-test for equality of means**					
		F	**Sig.**	**t**	**Df**	**Sig. (2 tailed)**	**Mean difference**	**Std. error difference**	**95% Confidence interval of the difference**
									Lower **Upper**
Result	Equal variance assumed	2.246	0.151	-6.013	18	0.000	23.60000	3.92485	1.84580 5.35420
	Equal variance not assumed			-6.013	15.306	0.000	23.60000	3.92485	1.95106 5.24894

Figure 2. Process group guidance service model with self-regulation techniques to improve student motivation junior high school.

Figure 3. Students create concept maps in learning.

Figure 4. Students make planing and study schedule in the form of learning tree.

Experienced researchers as a group leader in the activities of group counseling by utilizing the techniques of self-regulation to improve students' motivation, it was found that the procedures for implementing the service increase student motivation with the model group guidance through the techniques of self-regulation provide equal opportunities to each group to get involved and active during the activity. Starting from the establishment phase to the termination stage.

Group counseling be effective and efficient if all the elements involved in the process of guidance is seen as a system. Variable or component in the guidance system of the group according Wibowo (2005: 189), namely: "Variable raw input (students / group members); instrumental input (counselors, programs, stages and facilities); environmental inputs (norms, goals and environment); processor intermediary (interactions, treatment of behavioral contract that was agreed to be changed and group dynamics); output that is related to changes in behavior or control tasks ".

Conclusions

Group guidance with regulatory techniques can be used to improve students' motivation. Committed in a situation of group counseling in group dynamics that the students are effective in revealing the topic of problems regarding motivation to learn together with other members. through the guidance of the group stages, namely: (1) the establishment phase, (2) an intermediate stage, (3) the stage of activity, (4) the stage of termination. Techniques of self-regulation will be implemented in all three phases

(phase activities) in the counseling group. At this stage in the activities of group counseling, group leaders will provide strategies of self-regulation techniques to improve students' motivation through the steps as follows: (1) Planning, (2) Self-monitoring, and (3) Self reflection/evaluation.

Based on this research, it was found that there are significant differences between the average scores of students 'motivation before receiving group counseling services and the value of the average score of students' motivation after receiving group counseling services. This implies that the implementation of counseling services group with the techniques of self-regulation effective in improving students' motivation.

Suggestions can be put forward for researchers who want to carry out research on students' of goal, so that these models can be developed to assess the development of other indicators that exist on students.

Limitations

Model guidance of the group is still possible to be developed further by extending the model components and the various parties who can contribute so that guidance and counseling program becomes more comprehensive. The test model is not only implemented in certain schools, that can be ascertained objectively whether a particular model of group counseling services with self-regulation techniques are also effective when given to students from other schools, and therefore expected next researcher to cooperate with various parties.

RECOMMENDATIONS

Based on the research conclusions, the following suggestions are given, among others.

For teachers guidance and counseling

1. In light of the importance of student motivation problems, treatment using techniques of counseling services group with self-regulation can be programmed to periodically, especially for students who are learning motivation to get in a low category.
2. In applying the model of group counseling with self-regulation techniques, the counseling teacher must have the required competency model, and at the time of implementation guidance counseling teachers in order to provide a food or things that support students that are not easily bored and hungry on the activities of group counseling.

For students

Students are expected to follow the activities of group counseling services more enthusiastically and not cool with himself, indifferent, and more excited and participated in group counseling that the activities of the group dynamics can live and achieve the expected goals.

For schools

For the school is expected to provide opportunities, support, or facilities to the teacher guidance and counseling for implementing group counseling services with self-regulation techniques to improve students' motivation.

For further research

1. Researchers (continued) will conduct a study related to the same techniques that self-regulation techniques are expected to examine more deeply about this technique of self-regulation, self-regulation technique has various methods that have not all taken.
2. The test model is not only implemented in certain schools, that can be ascertained objectively whether a particular model of group counseling services with self-regulation techniques are also effective when given to students from other schools, and therefore expected next researcher to cooperate with various parties.

Conflicts of Interests

The authors have not declared any conflict of interests.

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