

The Effectiveness of Academic Guidance Service with Animated Media in Improving Student's Learning Motivation

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ABSTRACT

This work was driven by Class VIII-G students' poor learning motivation during the Covid-19 pandemic. It aims to find out the effectiveness of animation media in enhancing students' learning motivation. To this end, a qualitative pre-experimental study with pretest-posttest design was applied. It involved twenty- six students from class VIII-G as participants, recruited using purposive sampling technique. The data were collected using a learning motivation scale and structured interview, and analyzed using t-test. The analysis result showed a sig. value (2-tailed) of 0.00 (< 0.05), indicating that H_0 was rejected and H_a was accepted. In other words, animation media is effective for enhancing students' learning motivation in Class VIII-G of SMP PGRI 1 Buduran. This result could be used as a reference for improving students' learning motivation using animation.

Keywords: academic guidance, learning motivation, animation.

INTRODUCTION

Education is an activity of implementing effective and efficient learning to develop one's potentials. It also functions to develop skills, character, and personality to keep up with the advancement. Students are expected to make a contribution by improving their learning motivation, which the academic guidance service could support.

Indonesia's education has been undergoing a shift since Covid-19 spread in early 2020. It caused the learning system to move to online settings. In this regard, the school-from-home system is reported to encounter a range of issues

(Prasetyaningtyas, 2020) that stem from the students themselves and the guidance and counseling services. Students are reported to perceive boredom during the online learning process, leading to lower learning motivation. Such a condition also affects academic achievement. The students' learning environment is considered to be responsible for students' lack of learning motivation during the Covid-19 pandemic, as teachers could not monitor their students' learning activity at home (Cahyani et al., 2020). Lack of learning motivation also affects their academic score, implying an urgent need for addressing students' learning motivation.

Learning motivation is associated with academic guidance, and classical academic guidance with animation may help improve students' learning motivation. Animation, as a service media, plays a vital role in classical guidance and counseling service by enhancing students' motivation (Rephon, 2019)

This study implements classical academic guidance with animation media. Classical service is deemed more effective in identifying students' problems at school (Myrick, 2003; Geltner and Clark, 2005 in Fahrozin, 2012). Fahrozin's (2012) study investigated classical guidance service performed by junior high school counselors in Kulon Progo and found that 50% of them always used classical services, 15% almost always deliver classical guidance, 20% sometimes provide the guidance service, 5% almost never provide the guidance service, and even 5% stated that they never provide a guidance service.

Our interviews with several junior high school students found that they were bored with online learning due to Covid-19 pandemic. This boredom is also reported in other studies (Hidayah, Adawiyah, and Mahanani (2020). Students' learning motivation may significantly affect a student's academic achievement (Astuti & Zakaria, 2021), especially during the pandemic that has caused less conducive learning process (Ismaniar & Utoyo, 2020) and decrease learning motivation. One's motivation could be enhanced through classical academic guidance with animated media.

Animated media is a medium to deliver messages through a set of images or in-frame texts that are in motion. (Nuryasmin, 2020). Animated media aims to deliver information effectively through its attractiveness and is applicable to the classical academic guidance service to improve students' learning motivation. The use of animated media is also reported to reduce boredom in online learning (Atika & Sukardi, 2021).

In this study, a classical academic guidance service with animated media was conducted to improve students' learning motivation. This study is important to find out the effect of the academic guidance service on

students' learning motivation. This study may serve as a reference for school counselors to improve the students' learning motivation using attractive services with animated media.

METHODOLOGY

This study applied a quantitative, pre-experimental method with a one-group pretest-posttest design to compare the difference before and after an intervention was given. It examined the effectiveness of academic guidance services with animated media on students' learning motivation. The study was conducted in SMP PGRI 1 Buduran, Sidoarjo, for two months (September-November 2021). The study population was 8th-grade students of SMP PGRI 1 Buduran. Participants were recruited using a purposive sampling technique, following the school counselors' suggestions. A learning motivation scale and a structured interview was organized to measure students' learning motivation condition. The scale comprised eight valid items after 30 invalid items were removed. The reliability test using SPSS 25 shows Cronbach's alpha value of 0.897, meaning that the scale was reliable as it was higher than 0.60. Data were analyzed using t-test of pretest and posttest result.

RESULT AND DISCUSSION

Interviews were conducted during the preliminary study in SMP PGRI 1 Buduran. School counselors suggested to involved classes 8F and 8G, who had low motivation. Class 8F was recruited as respondents for validation, while class 8G was recruited as the sample. The interview revealed that students did their assignments and submitted their work on time, and had good learning motivation before Covid-19. As the Covid-19 pandemic forces all school activities to be done at home, students were struck by boredom due to monotonous online learning. Such a condition is also reported in Cahyani et al.'s (2020) study, in which their interview with senior high school teachers found that many changes occur during online learning, including students' lower learning motivation during the pandemic. This poor learning motivation might be accounted for by

students' lack of responsiveness to accept the learning materials, thus requiring more assistance to deliver the materials.

In this study, we conducted eight meetings that started with interviews and questionnaire validation. The intervention was given five times. The treatment was given for forty minutes at every meeting. We made five animated materials as the media for the guidance service. One animated material was given in each meeting using a lecturing method and question-answer evaluation.

Figure 3 presents the 8th-grade students' learning motivation decrease during Covid-19 pandemic.

TOTAL				
Jumlah Responden	Pre-test		Post-test	
	Hasil	Mean	Hasil	Mean
26	2098	80,96	2312	88,92

Figure 1.
Pre-test and Post-test Result

The pretest and posttest result exhibited a mean score of 80.69 and 88.92, respectively. These scores indicate a 8.23 point increase in students' learning motivation in Class 8G when animated media were used during the classical academic guidance service.

Prior to conducting T-test, normality and homogeneity tests were performed. The normality test was done using Shapiro Wilk method with SPSS 25.

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,092	26	,200	,971	26	,637
Posttest	,149	26	,144	,954	26	,290

Figure 2.
Normality Test Result

The normality test result showed a pretest and posttest score of 0.637 and 0.290, respectively. Both scores exhibited a significance level of higher than 0.05. In other words, the pretest and posttest data were distributed normally.

The homogeneity test was also performed using SPSS 25.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Motivasi Belajar	Based on Mean	6,485	1	50	,014
	Based on Median	6,223	1	50	,016
	Based on Median and with adjusted df	6,223	1	43,898	,016
	Based on trimmed mean	6,351	1	50	,015

Figure 3.
Homogeneity Test Result

The homogeneity test result showed a score based on mean of 0.014 (> 0.05), meaning that data on learning motivation were homogeneous.

In this study, paired sample test method was performed using SPSS 25. The t-test result showed a paired sample test Sig (2-tailed) of 0.00 (< 0.05). It indicated that H0 was rejected while Ha was accepted. In other words, academic guidance service with animated media could effectively improve students' learning motivation.

According to Emda (2017), learning motivation emerges when individuals are engaged in learning activities and other activities to achieve their goals. According to Legowo (2017), students with high learning motivation usually exhibited a number of features, such as: 1) studying independently, 2) making a learning schedule, 3) mastering all materials, 4) studying the subject willingly, and 5) confidence in their work. Learning motivation could be seen as students' internal and external motivation. The learning motivation may lead to one's willingness to adapt and and perform difficult jobs (Purwanto, 2004, as cited in Mufidah et al., 2021).

Several aspects known to stimulate learning motivation include one's willingness to seek success, needs for learning, hope and future goals, learning reinforcement, learning attractiveness, and conducive learning environments and situations. These aspects could be improved through academic guidance.

Sriyono (2016) views academic guidance service as a supportive service to help

students cope with problems faced during the learning process. Meanwhile, Yusuf and Syamsu (in Syahputra 2014) view academic guidance as necessary to help individuals manage and solve problems at school, preventing them from experiencing learning difficulties. In other words, academic guidance service is a professional effort made by a school counselor to help the student understand their potential and has consistent academic achievement, in addition to preventing them from learning difficulties.

The study by Pramono et al. (2020) showed that learning motivation among students in Class 10A in SMK Madinatul Ulum Jenggawah was categorized as high prior to the intervention (17). After receiving the intervention, they reported a score of 74-26 in cycle 1 and 82-29 in cycle II, implying that the academic guidance service could improve students' learning motivation.

Another study was conducted by Lidi et al. (2019), who reported that animated media in Basic biology, particularly for the genetics topic, could improve students' learning outcomes and motivation. The gain analysis showed that the improvement was categorized as high, where the learning motivation increased from 23% (low motivation) to 75% (high motivation). Previous studies show that classical academic guidance services and animated media could improve students' learning motivation. Delivering materials through animation could better draw students' attention and avoid boredom during the learning process (Yudha and Tohir, 2021).

The materials used in this study included: 1) Know your internal learning motivation; 2) Know your learning style; 3) How to learn effectively during Covid-19 pandemic; 4) key to learning success, and 5) How to improve learning motivation during Covid-19 pandemic. These materials were expected to help students increase their learning motivation.

Based on the result of this study, several recommendations were made. The school is expected to enhance the students' learning motivation, which could be done by suggesting subject teachers utilize up-to-date

learning materials, including animated media, to prevent boredom and monotony. It is also recommended to organize a study tour to improve students' learning motivation.

School counselors are expected to identify students with a lack of motivation and provide services to help them improve their learning motivation. Meanwhile, the students are expected to understand the factors causing their learning motivation to drop and how to improve the learning motivation. They are also expected to find a suitable learning strategy and remember their goal.

For parents, it is expected that they could support their children and prepare rewards when they manage to achieve the target. Parents are also expected to monitor their children's learning activities.

Future studies are recommended to involve other media to improve student's learning motivation.

CONCLUSION

The paired sample t-test showed a pretest and posttest score of 80.96 and 88.92, showing an 8.23 Increase in learning motivation when animated media were used for classical academic guidance service. This result was obtained from paired sample t-test with sig. (2-tailed) of 0.00. As the p value was < 0.05, H_0 was rejected and H_a was accepted. In other words, students' learning motivation improved after participating in the classical academic guidance service with animated media. To conclude, the academic guidance service with animated media is effective to improve 8th-grade students' learning motivation in SMP PGRI 1 Buduran.

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