



Development of a Manual Book Problem Tracking Model to Identify Student Learning Motivation

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Article Information	ABSTRACT
Received: July 2023	Adolescence is a transitional period of development and growth faced by children aged 15/16 years due to various physical, social, and emotional changes, all of which will cause anxiety and discomfort. This period is also known as a period full of storms and pressure because teenagers must learn to adapt and accept all the changes that often cause emotional upheaval. If the activities carried out by adolescents with their peers are inadequate to meet the demands of their energy fluctuations, adolescents often release their excess energy in a negative direction. This activity can happen because the environment is often not following inner desires or expectations, so a person feels disappointed due to an imbalance between expectations and reality. Therefore, individuals in their teenage years, especially early adolescents, need adjustments to these changes in tasks and roles so that adolescents feel that the environment accepts them and can adapt well to situations of environmental expectations. As a Guidance and counseling teacher, you have to properly guide early youth so that they have a directed future. So, the purpose of this study is: 1) to know the various behaviors of early adolescents. 2) knowing the factors behind early adolescent behavior. 3) to know the counseling teacher's role in guiding early adolescents' behavior. In this qualitative research method, all existing data were analyzed using interviews, observation, and documentation.
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INTRODUCTION

Human life is influenced by motivation closely related to hope and the desire to learn. Motivation grows within a person to be able to achieve learning goals. In Learning, motivation grows within a person and can be stimulated from outside. Learning is an activity carried out consciously to achieve goals. According to Muhibbin Syah (1999), Learning is an adaptation or adjustment of behavior progressively. According to Vernon S Gerlach and Donald P. Ely in their book *Teaching and Media: A Systematic Approach*, quoted from Arsyad (2011), Learning is a behavior change, while behavior is an action that can be observed. According to Abdillah in Anurrahman (2010:35), Learning is a conscious effort made by individuals to change behavior through training and experience involving cognitive, affective, and psychomotor aspects to achieve certain goals. Thus, it can be said that Learning will bring changes to the individual who learns, both in terms of knowledge, skills, attitudes, interests, character, and personal adjustment. Wina Sanjaya (2010:249) said the motivational learning process is a very important dynamic aspect.

According to Woodworth (1995) in Wina Sanjaya (2010), a motive is a set that can make individuals carry out certain activities to achieve goals. As stated by Ngalm

Purwanto (2002), motivation is a conscious effort to influence someone's behavior so that they are moved to do something to achieve certain results and goals. Mudjiono, in the journal (Fauziah & Lestari: 2016), believes that learning motivation is a mental force that encourages Learning or a mental impulse that moves and directs human behavior (learning behavior). Motivation to learn is not ready-made but is acquired and shaped by the environment. According to Uno in Aisyah (2021), learning motivation is important for students in Learning. The presence of encouragement both from within (intrinsic) and from outside (extrinsic) will greatly influence students to achieve learning goals. According to Uno in Aisyah (2021)) the characteristics of learning motivation are (1) The desire and desire to succeed; (2) There is encouragement and need for Learning; (3) There are hopes and aspirations for the future; (4) there is appreciation for Learning; (5) there is an interesting desire to learn; and (6) a conducive learning environment.

The phenomenon that occurs in junior high school students is that many students experience low learning motivation. This phenomenon can be seen from their lack of desire to succeed in the subject, studying only when taking exams, and lacking the drive to master the material provided by the teacher. The impact of all this is low learning outcomes. Teachers tend to assume that students have low intellectual

abilities and do not explore the problems that occur with students.

The role of Guidance and Counseling Teachers is very important to help overcome learning motivation problems in students. The role of guidance and counseling teachers is to provide guidance, direction, and counseling services so that students can develop well, take preventive measures so that learning motivation does not decrease, and take curative action to overcome problems with their learning motivation. Guidance and counseling teachers carry out the activity by providing guidance and counseling services. Guidance and Counseling Services are implementing all Guidance and Counseling program component activities. There are four service components in comprehensive or developmental Guidance and Counseling, namely basic services, responsive services, individual planning services, and system support services. A counselor at school should carry out all of these services. Guidance and Counseling services will be effective if they are adapted to the characteristics and needs of students. The diverse needs of students determine the form and variety of guidance that school counselors must carry out. Understanding student needs and characteristics is crucial to designing a good and effective Guidance and Counseling service program.

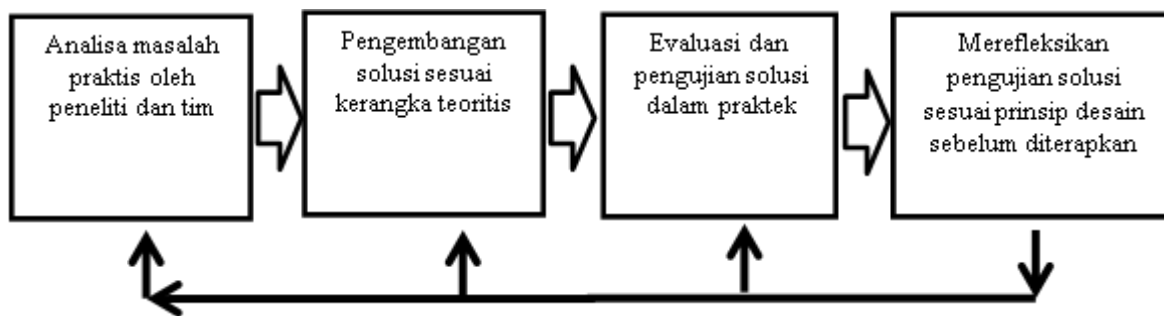
Indonesian counselor competency requires a school counselor to understand in depth the students they wish to serve before providing independent guidance and counseling. The aim of Guidance and Counseling services is for students to plan activities for completing their studies, developing their careers and life in the future, developing all their potential and strengths as optimally as possible, adapting to the educational environment, community environment, and work environment, overcoming the obstacles and difficulties they face. In studies, adjustment to the educational environment, society, and work environment. To achieve these goals, students must have the opportunity to recognize and understand their potential, strengths, and development tasks, recognize and understand the potential or opportunities that exist in their environment, recognize and determine their life goals and plans as well as achievement plans, understand and overcome one's difficulties, use one's abilities for one's benefit, the interests of the institution where one works and society, adapt to the circumstances and demands of one's environment and develop all the potential and strengths one has optimally. In particular, Guidance and Counseling aims to help students achieve their developmental tasks, which include personal-

social, Learning (academic), and career aspects. Guidance and Study Counseling is a process of assisting Guidance and Counseling teachers to help students recognize their learning potential, have attitudes and learning skills, be skilled at planning education, be prepared to face exams, have regular study habits, and achieve optimal learning outcomes so that they can achieve success, prosperity, and happiness in life.

In reality, there are still various service models that are still ineffective and are still being maintained in schools. The problem-tracking model is an instrument developed to replace the function of the problem box. The problem tracking model and the problem box are intermediaries or media for getting student problem data. The difference is that the problem box for getting student problems is passive, namely waiting for the problem to be written on paper and submitted in the problem box. The problem-tracking model is an instrument that contains a list of motivational problems in the field of Learning. Problems obtained using the problem tracking model are short in time and large in number, so they can be immediately analyzed to find solutions to handle them. Through the problem tracking model, problems can be mapped and categorized based on the serious, moderate, and light handling of the problem. Students can also be mapped according to having problems or not having problems. The problem-tracking model for identifying learning motivation problems in Palangka Raya Middle School students makes things easier for Guidance and Counseling teachers at Palangka Raya Middle School.

METHOD

This research develops a problem-tracking model to identify learning motivation problems in junior high school students by adopting the design-based research (DBR) approach from Reeves (2006). The DBR approach is a research approach carried out collaboratively in designing problem-solving according to the phase to be achieved. This approach emphasizes the process by connecting theory, practice, and real experience to produce solutions or changes. The use of the DBR approach in education, especially in designing Guidance and Counseling Services, to identify students' empathetic character. The steps for the DBR approach, according to Reeves in educational research, are as shown in Figure 1:



Refinement of design and methods in problem-solving

Figure 1: Development research uses the DBR approach to education.

Source: Research-based design and educational technology (Reeves, 2006).

In the picture above, the steps for developing DBR consist of four steps, namely: 1) collaborative problem analysis between researchers, lecturers, teachers, students, and practitioners in the field of Guidance and Educational Technology, 2) developing a prototype design, 3) testing and improving the design prototype, 4) Reflecting on the prototype design. The consideration for using the DBR development approach is that it is adapted to the flexible characteristics of this approach, where collaboration occurs between researchers and practitioners so that the resulting product will suit needs. The population in this study was students of Public Middle School 1, 2, and 3 class VIII in the city of Palangka Raya, totaling 600 people. A sample of 300 students will be taken from each of the 3 Junior High Schools to be provided with Guidance and

counseling data collection services through the problem-tracking model.

Variables. The variables in this research are: Manual book model for tracking problems and learning motivation
 2. Operational definitions and indicators. Ming et al. (2005) state that the model is a narrative description to describe procedures or steps in achieving a specific goal, and these steps can be used to measure success or failure in achieving the goal. As for learning motivation, according to Nana Syaodih Sukmadinata (2005), motivation is the force that drives individual activities and conditions within the individual that encourage or move the individual to carry out activities to achieve goals. The data collection techniques and research instruments are explained in the following table.

Table 1. Details of Data Collection and Research Instruments

No.	Data collection technique	Instrument
1.	Interview	Interview guide
2.	Observation	Observation Guide
3.	Questionnaire	Questionnaire and model validation sheet
4.	Documentation	Checklist

RESULTS AND DISCUSSION

Based on the research results, this research produces the leading products: a manual book and a multimedia-based learning motivation inventory application for junior high school students. With the development stage using the Reeves model (2006) and the Design Based Research (DBR) approach. The development stages start with the following steps:

1. First Phase: Identifying and analyzing needs in collaboration between researchers and practitioners.

At this stage, the process of identifying problems and analyzing the needs and initial characteristics of guidance and counseling teachers and State Junior High School students in Palangka Raya is carried out. The results of interviews with guidance and counseling teachers and several junior high school students show that guidance and counseling services, in particular collecting data for needs assessment of junior high school students in the city of Palangka Raya, are still carried out by distributing questionnaires directly and also via Google Form, the process of analyzing the results is still being carried

out. Guidance and counseling teachers use manual analysis and require quite a long analysis time. Guidance and Guidance Teachers have not used or implemented a multimedia-based inventory application model to collect data on student needs, so arriving at the assessment results to determine the service program is still very hampered because it requires quite a long analysis time, and the students are bored in filling out the needs questionnaire sheet, the problem-based inventory tracking model The website to see student learning motivation is still not available, and the guide or manual book for assessing student needs is also not available. This website greatly influences the planning of the guidance and counseling program and the implementation of the guidance and counseling service components in the process of identifying the needs of junior high school students in the city of Palangka Raya, where the systematic process of collecting data on a child functions to see the abilities and difficulties faced by students in their learning readiness, as material to determine what is needed." Based on

this information, the counselor can develop a realistic service program following objective reality. The explanation above explains that needs assessment is one of the stages in preparing a guidance and counseling program, which is carried out by collecting, interpreting, and synthesizing information to make decisions (Danica G. Hays, 2013).

Based on the results of the analysis of interviews with guidance and counseling teachers and students, it was concluded that a problem-tracking model manual book and a learning motivation inventory application were needed, which could facilitate guidance and counseling teachers and students in understanding aspects of developing study guidance for students' learning motivation. Knowing students' learning motivation is very important for advice and learning teachers and subject teachers to see students' learning readiness, especially when students are starting to take part in the learning process at school. The development of learning motivation instruments is carried out by fulfilling various student needs related to student activities to achieve their desired goals. Learning motivation is an individual's effort to obtain satisfaction and self-desire in teaching and Learning (Schunk et al., 2012). Motivation is an internal factor in the learning process which tends to be inconsistent and changes according to individual circumstances. Motivation studies the process of individuals thinking and doing something to bring about a change in themselves (Schunk et al., 2012). Motivation can influence individuals about what they learn when they learn, and how they learn (Brophy, 2004). Motivation is an individual's effort to fulfill life's needs to achieve self-satisfaction (Taormina & Gao, 2013). Conducive family conditions tend to create good student learning motivation (Koerner & Fitzpatrick, 2002). Good learning motivation will directly influence student achievement in Learning (Papalia et al., 2008). The student's environment can facilitate the development of learning motivation. In the home environment, financial fulfillment by parents must be balanced with parental obligations regarding their child's learning development. Apart from that, at elementary school age, there is an assumption that grades or report card numbers indicate success, so motivation to make this happen is needed. In the school environment, the development of student learning motivation is carried out by teachers.

Apart from that, the needs analysis results also found that junior high school students and guidance counselors needed products in the form of inventory guides and multimedia/website-based inventory applications that could facilitate guidance counselors in identifying students' levels of learning motivation. Considering how important learning motivation is for students' lives, Guidance and counseling teachers are required to be able to provide guidance that can increase students' learning motivation; however, the efforts of guidance and counseling teachers in schools to develop this are still not optimal. This can be seen from guidance and counseling services, which are limited to providing information regarding

increasing learning motivation. However, to increase student motivation to learn, appropriate measurements are needed so that the tutoring services provided can be carried out optimally and on target. Therefore, it is necessary to have an instrument to identify the level of student learning motivation from the resulting data.

The appropriateness of the material includes 20 aspects of assessment, the media includes 11 aspects, and the indicators of learning motivation that is instilled include six aspects, namely the first aspect is the desire to succeed, the second aspect is the encouragement and needs to learn, the third aspect is the hope and aspirations for the future, the fourth, there is appreciation in Learning, the fifth aspect is a conducive learning environment and the sixth aspect is there are exciting activities in Learning. Assessment of the feasibility of a guide or manual book with a problem-tracking model or content validity assessment using the content validity ratio (CVR) (Wilson, Pan, & Schumsky, 2012). The validity of the manual book used in this research is content validity by asking for judgment from 2 experts (assessors) to assess the suitability of the content/material aspects and the value of learning motivation and two experts to evaluate the media aspects. The manual book feasibility instrument given to expert assessors consists of four answer choices: very suitable, suitable (S), not appropriate, and very not reasonable (STS). After getting the score, it is then processed using the CVR calculation method and categorized based on the CVR category (Wilson et al., 2012), namely for the CVR score range of 0.68 – 1.00 Very Suitable, 0.34 – 0.67 Suitable, and 0.00 – 0.33 Not Appropriate.

2. Second Phase: Design Development and Prototype of a Problem Tracking Model based on Multimedia Inventory Optimization

Based on problem identification and needs analysis results, the next phase is to prepare a design and prototype for a manual book, a problem-tracking model for student learning motivation inventory, and a multimedia-based student learning motivation inventory application model. At this preparation stage, collaborative discussions were carried out between researchers, lecturers, students, and guidance counselors so that a problem-tracking model design for guidance and counseling services could be produced that met expectations. This model design was developed using the reverse design of Gagne et al. (1992), namely determining learning outcomes first and then formulating objectives, learning procedures, and learning evaluation. The steps for formulating the development of a problem-tracking model design and multimedia-based learning motivation inventory are as follows:

1. Conduct a joint study of the objectives or expectations of guidance and counseling services and programs in the 2013 curriculum and the independent learning curriculum to determine a guidance and counseling service design that can answer problems in implementation and identify the results

of student learning motivation for the development of tutoring services.

2. Determine the basic tutoring service design that will be developed according to the identification in the first phase (materials, learning resources, selection of learning models/counseling services, determination of service/guidance strategies).
3. Design a multimedia-based guidance and counseling service scenario and determine the strategy used in the Guidance and counseling service process.
4. Designing guidance and counseling services with optimizing multimedia-based student learning motivation inventory.
5. Design a testing process for the results of the guidance and counseling service design in the form of scenario prototypes in the service. Material and media expert validation tests refine the agreed design and prototype results. This validation test aims to perfect the guidance and counseling service prototype that will be applied in implementing Guidance and counseling services in schools. Validation regarding materials and media used in service devices (RPLBK, teacher's, and student's manual) using a questionnaire/inventory. The assessment of learning tools will adopt the guidelines for assessing the components of the guidebook from the National Education Standards Agency (BSNP) in 2016. The assessment of the RPLBK is more focused on material experts, namely assessing the suitability of the RPLBK components, identity, Core

Competencies and essential competencies, objectives, materials, methods, learning models, strategies, activities, assessment of results, time allocation, learning resources, references. Research on the components of teacher and student guidebooks from material experts consists of the appropriateness of content, presentation, and usefulness. Meanwhile, the feasibility assessment from media experts is related to graphic and language feasibility aspects.

The prototype of the empathy inventory manual book and the developed multimedia-based learning motivation inventory model provide opportunities for students to learn independently or discuss the results of the inventory descriptions obtained with friends. The prototype of the learning motivation inventory problem tracking model and the multimedia-based student learning motivation inventory model developed can be used not only during guidance and counseling services in class but also anywhere via computers, laptops, and cellphones as long as they are connected to the internet network. After the manual book prototype model for tracking learning motivation problems and an online multimedia-based learning motivation inventory model oriented towards character education were designed, feasibility was tested on material, media, and student learning motivation values. Table 2 displays the results of expert validation for the feasibility test of the manual book inventory of student learning motivation in the material aspect.ice tool.

Table 2. CVR Score on Material Aspects

No	Material Assessment Aspects	Skor CVR	Category
1.	Conformity with basic competencies	0,6	In accordance
2.	Compliance with indicators	0,6	In accordance
3.	Content <i>up-to-date</i>	1	Very suitable
4.	Accurate content, free from misconceptions	0,6	In accordance
5.	The structure and organization are arranged logically and coherently	1	Very suitable
6.	The presentation style is interesting to read	0,6	In accordance
7.	Written language is easy to understand	1	Very suitable
8.	Build students' conceptual understanding	1	Very suitable
9.	Learning and evaluation activities are indicators	0,6	In accordance
10.	Evaluation questions/practice questions according to the indicators	1	Very suitable
11.	Evaluation/exercise questions are formulated clearly	1	Very suitable
12.	Evaluation/practice questions represent each discussion	0,6	In accordance
13.	Use SI symbols and units consistently	0,6	In accordance
14.	Integrated with environmental and social issues	1	Very suitable
15.	Content is appropriate for the age level of students	1	Very suitable
16.	The language used is appropriate, effective, and follows EYD	1	Very suitable
17.	Provide context relevant to the environment	1	Very suitable
18.	Practice empathy in various situations	1	Very suitable
19.	Linked to previous knowledge	1	Very suitable
20.	Connected with the everyday application of technology	1	Very suitable

Based on the data in Table 2, it can be seen that in the feasibility test of the manual book inventory of student learning

motivation on material aspects consisting of 20 assessment aspects, two CVR scores were obtained, namely 0.6 in the

appropriate category and I in the very appropriate category. If the CVR scores for 20 aspects are averaged, a score of 0.86 is obtained in the very suitable category. These results state that

the manual book inventory of student learning motivation from the material aspect is very suitable.

Table 3. CVR Score on Media Aspects

No	Material Assessment Aspects	Skor CVR	Category
1.	Language use	I	Very suitable
2.	Text readability	I	Very suitable
3.	Website image display quality	0,14	Discrepant
4.	Clarity of instructions	0,43	In accordance
5.	The attractiveness of the appearance of the website home page	I	Very suitable
6.	Buttons work fine	0,71	Very suitable
7.	Suitability of font selection	0,71	Very suitable
8.	Website display quality	0,71	Very suitable
9.	Overall view	0,71	Very suitable
10.	Ease of access	0,71	Very suitable
11.	Clarity in assignment instructions	0,43	In accordance

Based on calculations using the CVR score formula in Table 3 by calculating the division of the number of assessors who stated that they were following the total number of assessors, the average CVR score for 11 aspects of media assessment was obtained, namely 0.69 with a very suitable category. The media assessment is arranged based on the order of display, starting from the initial display of the manual book model for tracking student learning motivation inventory problems, the contents of the student learning motivation inventory manual book, the stages of the empathy inventory online installation procedure via the website, the homepage display of the empathy inventory website, as well as the results of inventory analysis and interpretation the resulting student learning motivation. Based on Table 3, the assessment

regarding the image display quality (aspect 3) is in the inappropriate category. According to the assessor, the image quality is still not good because the images displayed on the website homepage are unattractive and do not represent the indicators of student learning motivation. Therefore, the selection of images and videos on the homepage of the student learning motivation inventory website needs to be improved.

The results of the feasibility assessment of the manual book model for tracking inventory problems for student learning motivation in the aspect of suitability of the manual book model for tracking inventory problems with indicators of student learning motivation can be seen in Table 4. The six indicators of student learning motivation are in the very suitable category.

Table 4. CVR Score on Empathy Aspect

No	Student's motivation to study	Skor CVR	Category
1.	The existence of passion and desire to succeed	I	Very suitable
2.	There is Encouragement and Need for Learning	0,70	Very suitable
3.	There are hopes and aspirations for the future	I	Very suitable
4.	There is a Reward in Learning	I	Very suitable
5.	The existence of a conducive learning environment	0,85	Very suitable
6.	There are interesting activities for Learning	I	Very suitable

Based on calculations using the CVR score formula in Table 4 by calculating the division of the number of assessors who stated that they were very suitable by the number of all assessors, the average CVR score for the six aspects of the student learning motivation inventory was obtained, namely 0.925 in the very suitable category.

3. Third Phase: Interactive testing cycle and refining the counseling guidance service device prototype.

The online version of the Student Learning Motivation Inventory application for Junior High School students can be accessed and used with the following steps:

1. To access the empathy test website, program users can type the following link in the Google search field. Link: <https://inventorimotivasibelajar.my.id/>
2. When the website opens, click on the inventory section



Figure 1. Procedure 1 Online Installation

3. Read the instructions for filling in the statement item carefully and fill in the name, class, and school columns accordingly.

Figure 2. Procedure 2 Online Installation

4. If you have filled in the name, class, and school correctly, then click the "Yes, That's Correct" button.

Figure 3. Procedure 3 Online Installation

5. Read each statement item related to student learning motivation and click on the answer option that suits your situation.

No.	Pernyataan	Pilihan
1	Saya teraenyum bangga melihat teman sekelas menjadi juara umum sekolah	<input type="radio"/> Sangat Sering <input checked="" type="radio"/> Sering <input type="radio"/> Kadang-Kadang <input type="radio"/> Tidak Pernah
2	Saya merasa senang melihat orang lain di sakit	<input type="radio"/> Sangat Sering <input type="radio"/> Sering <input type="radio"/> Kadang-Kadang <input checked="" type="radio"/> Tidak Pernah
3	Saya senang belajar budaya orang lain	<input checked="" type="radio"/> Sangat Sering <input type="radio"/> Sering <input type="radio"/> Kadang-Kadang <input type="radio"/> Tidak Pernah
4	Saya memaksa anggota piket untuk melakukan tugasnya walau ia sedang sakit	<input type="radio"/> Sangat Sering <input type="radio"/> Sering <input type="radio"/> Kadang-Kadang <input checked="" type="radio"/> Tidak Pernah
5	Saya menertawakan kesedihan orang	<input type="radio"/> Sangat Sering

Figure 4. Procedure 4 Online Installation

6. After filling in all statement items, click the "View and Print Results" button."

89	Saya suka menyapa guru	<input checked="" type="radio"/> Sangat Sering <input type="radio"/> Sering <input type="radio"/> Kadang-Kadang <input type="radio"/> Tidak Pernah
90	Saya susah menyadari kesedihan sahabat saya	<input checked="" type="radio"/> Sangat Sering <input type="radio"/> Sering <input type="radio"/> Kadang-Kadang <input type="radio"/> Tidak Pernah

[Lihat dan Cetak Hasil](#)

7. The results of the analysis and interpretation will appear, and users can read them immediately.

4:10: 6/26/2023 | http://inventoriempatidocwebhostapp.com/Home/Inventori?nama_siswa=Biki+Christaling+Firmanda+&kelas=12+Multimedia&sekolah=SME+Sangat

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, REKREASI DAN TEKNOLOGI
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RSHASIS

LAPORAN HASIL INVENTORI EMPATI

Nama Siswa : Biki Christaling Firmanda
 Kelas : 12 Multimedia
 Sekolah : SMEK Negeri 1 Sempat

No	Klasifikasi	Interpretasi
10	Baik	Orang yang memiliki klasifikasi ini adalah orang yang memiliki kemampuan, pengetahuan, sikap, minat, motivasi, pemahaman prosedural yang sudah sebagai tingkat empat yang dimiliki orang.

Kesimpulan : Bagi siswa yang memiliki sikap empat rendah, diharapkan dapat memantapkan sikap empat sehingga dapat berubah dan berkembang menjadi pribadi yang lebih baik.

Mengucapkan,
 Kepala Sekolah SMEK 1 Sempat
 Dra. Lintangari

Mengucapkan,
 Konselor BAKN 1 Sempat
 Nasta Suarda, S.Pd.

Print: 1 page
 Destination: Save as PDF, Microsoft Print to PDF, Save as PDF, See more...
 Pages:
 Layout: Portrait
 More settings:
 Save Cancel

Figure 6. Procedure 6 Online Installation

- In the "Destination" section, click on the "save as PDF" option to save the student learning motivation test results in the form of a PDF file, then click the "Save" button.

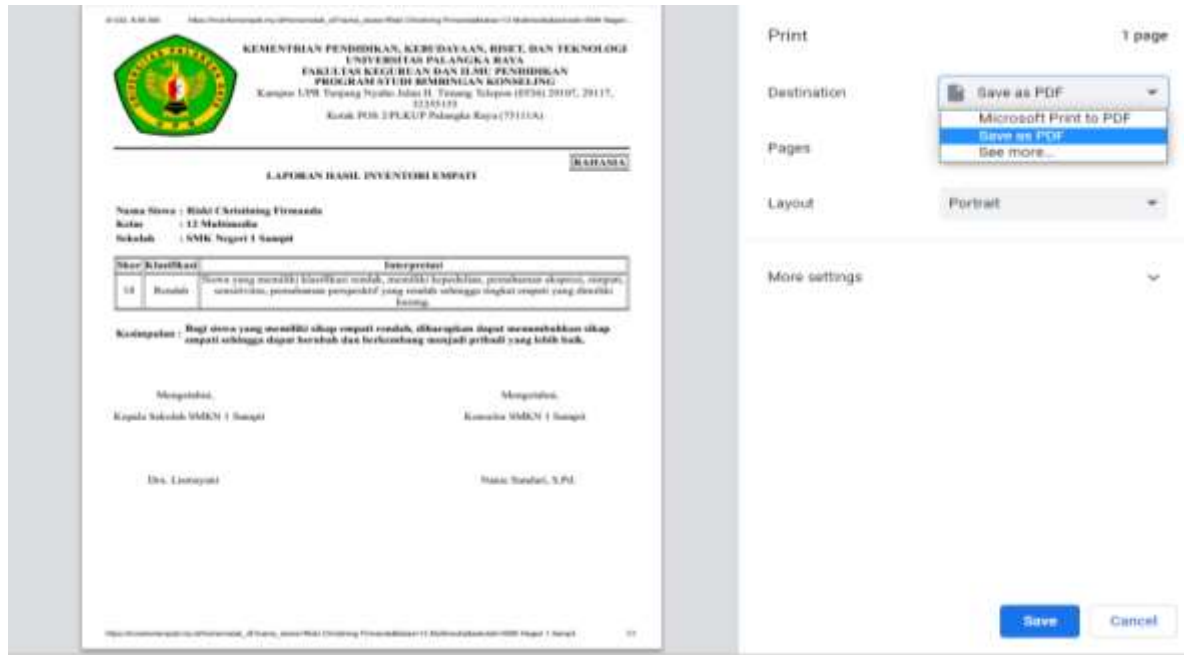


Figure 7. Procedure 7 Online Installation

Results of Trial Use of Website-Based Student Learning Motivation Inventory

After revisions have been made to practitioner input and the situation, the next stage can be carried out, namely product efficacy testing. Testing the efficacy of this product is to produce a product that can be accounted for, ready to be used in schools in the Guidance and counseling service process as an educational challenge in the 21st century. In producing a quality product, a product must go through three stages,

namely 1) preliminary study, 2) product development, 3) product testing. By going through these three stages, product testing is a stage of testing the product's efficacy (Sukmadinata., 2010). Researchers carried out product efficacy testing on Junior High School Students In Palangka Raya City Spread Across 4 State Private Middle Schools with 135 students who were given the student learning motivation inventory application, with the inventory results shown in Table 4 below.

Table 5. Student Learning Motivation Inventory

No	Amount						Total
	High	%	Medium	%	Low	%	
1	35	25.93	65	48.15	35	25.93	135

The data in Table 5 shows that the results of using the student learning motivation inventory website application were obtained from 135 Junior High School students who showed high student learning motivation scores; there were 35 students or 25.93%, moderate student learning motivation

scores, 65 students or 48.15%, and there were 35 students or 25.93% low student learning motivation scores. If you look at the graph, it will show that the level of learning motivation of students at state junior secondary schools in Palangka Raya City is:



Figure 8. Graph of Learning Motivation Inventory Results for Junior High School Students

4. Phase IV: Reflection to produce products according to design principles

After carrying out problem analysis, development, repeated trials, and testing, the next step is reflection. The product obtained is the development of a manual book prototype, a model for tracking student learning motivation problems, and a multimedia-based student learning motivation inventory application model. With this, it is hoped that it will

CONCLUSION

Motivation to learn is formed and is one of the foundations that encourages humans to grow, develop, and advance to achieve something. Learning motivation can be the overall driving force within students that can arise in the learning process and ensure continuity in their Learning. The phenomenon that occurs in First High School students is that many students experience low motivation to learn. This can be seen from their lack of desire to succeed in the subject, studying only when taking exams, and lacking the drive to master the material provided by the teacher. The impact of all this is low learning outcomes. The role of Guidance and Counseling Teachers is very important to help overcome learning motivation problems in students. The role of guidance and counseling teachers is to provide guidance, direction, and counseling services so that students can develop well, take preventive measures so that learning motivation does not decrease, and take curative action to overcome problems with their learning motivation. In reality, there are still various service models that are still ineffective and are still being maintained in schools. The problem-tracking model can be used to identify learning motivation problems. Through the problem tracking model, student learning motivation can be mapped according to the problem based on its severity and can be immediately followed up with Guidance and Counseling services, both individual and group. Counselors can use the problem-tracking model as an alternative to non-test assessment for developing learning motivation materials and

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help guide and counsel teachers and students in identifying and knowing students' learning motivation and readiness to face the new era. Society 5.0 because every student, guidance, and counseling teacher must have 21st-century skills and be technologically literate.

learning motivation indicators. This research aims to solve problems in identifying learning motivation problems for junior high school students in Palangka Raya using the problem-tracking model. This research presents the design and validation results of a manual book and multimedia-based empathy inventory application.

The research method uses design-based research. The instruments used were manual book assessment sheets and multimedia-based student learning motivation inventory applications for aspects of content, media, and student learning motivation results. Two aspects of student learning motivation are assessed, namely intrinsic learning motivation and extrinsic learning motivation. The assessors consisted of two experts to assess material content and student learning motivation, two experts to assess multimedia-based inventory media, and three field practitioners as potential users. The validation test uses the Content Validity Ratio (CVR) equation with a scale of 0-1 and is categorized. The results obtained were that the CVR score for the content aspect was 0.86 in the very suitable category, and the media aspect and student learning motivation were 0.69 in the very suitable category. Based on the discussion results regarding the Problem Tracking Model for Identifying Learning Motivation Problems in Junior High School Students in Palangka Raya City, a service product was produced in the form of a manual book prototype and a student learning motivation inventory application website.

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