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Enhancing Students' Learning Motivation through Bibliocounseling Technique

The present study aimed at enhancing students' learning motivation using bibliocounseling technique. This was a pre-experimental study with one group pretest-posttest design. The subjects of the study were 11th grade students of a Senior High School. They were selected through purposive random sampling. The instrument of the study consisted of learning motivation scale and observation guide. The data of the study were analyzed by descriptive analysis and Wilcoxon test. The result of the study showed that there was a difference between the score of pre-test and post-test, there was a 37% increase from the category of intermediate into high. While, the result of statistical analysis on the Wilcoxon test exhibited there is differences between pre- and post- treatment or student motivation improvement because he/she implemented bibliocounseling. Therefore, it could be concluded that bibliocounseling technique is effective to improve students' learning motivation.

National Education aims to develop the students' potential to be a healthy, knowledgeable, competent, creative, independent, democratic, and responsible individual who possesses faith in the One and Only God and noble characters, (Undang-Undang No. 20, 2003). Based on the stipulation, it is evident that the purpose of the national education is to attain the character of children of the nation. Mostly, every student holds stimulus and impulse to carry out learning activity at school to achieve his or her learning purposes (Su & Cheng, 2015). Such stimulus and impulse are called motivation. (Hester & Gore, 2015).

Motivation refers to fundamental encouragement to drive or to do something in accordance with an individual's self (Baumeister, 2016). In the present education, teachers often face obstacles during the learning process; for example, students are bored during the learning activities for there is no factors encourage the students within the learning (Kennedy, 2016). This makes the students less active during the learning process, especially on the subject they consider difficult (Freeman et al., 2014).

Students suppose to have high-learning motivation (Brophy, 2017), yet, in fact, there are some Senior High School students whose learning motivation is low.. Accordingly, an attempt to enhance students' learning motivation is needed (Wolff, Wagner, Poznanski, Schiller, & Santen, 2015). One of the techniques for improving learning motivation is bibliocounseling (Davis, Wilcoxon, & Townsend, 2017). In general, bibliocounseling and counseling share the same purpose, to assist the counselee obtaining learning motivation improvement (Pardeck, 2014). In particular, bibilocounseling aims to solve the counselee's problem (İlbay, 2016). Therefore, the particular purpose of bibliocounseling highly depends on the type of counselee's problem, and the counselee's hope in overcoming the problems (Akinola, 2014).

Some of the problems the bibliocounseling may handle are unfamiliarity with effective learning method, difficult to get rid of bashfulness, inability to be assertive, lack of confidence, get rid of smoking behavior, or alcohol addictive (Pardeck, 2014). In the current study, the steps of bibliocounseling are as follow (Karacan & Güneri, 2010): (1) Start with motivation, counselor may provide introductory activity such as role-playing which is able to motivate counselee to be actively involved in treatment activity, (2) give the counselee enough time to read the provided reading materials. Prior to this, the researcher/counselor should have comprehended the provided reading materials, (3) the researcher or counselor provides the counselee enough time to contemplate and to reflect the material they have just read, (4) Follow up. It is better to conduct follow up through discussion method. Through discussion, counselee may possess a space to share the view so a new idea may emerge, (5) The researcher or counselor assist the counselee realizing the knowledge in his/her life.

Bibliocounseling utilizing information or knowledge from the literature is expected to be therapeutical media, especially for the students or counselees with low-learning motivation (Canty, 2017). Bibliocounseling is considered suitable assistance in enhancing students' learning motivation (Furner, 2017). Utilizing books as a tool in assisting

counselees and counselors possess many alternatives to guide students, especially those with learning motivation problem, the form of the books can be a storybook, article, newspaper, poem, magazine, novel, motivating video, etc. (Gerlach & Subramanian, 2016). This method is highly recommended, especially for the sufferers who find it difficult to express their problem verbally (Béres, 2015).

Through bibliocounseling, students become more active changing their mind into a positive way, being objective to their experiences, and being open-minded for they obtain insight based on their reading material, so storybook may become one of the solutions in solving students' motivation problem (Altunbay, 2018). Based on the description above, the researcher attempts to improve the students' learning motivation by using bibliocounseling technique.

The present study was a pre-experimental study (Creswell & Creswell, 2017). The One-group pretest-posttest emerged as the design of the study (Nardi, 2018). Before giving any treatment, the subjects of the study were asked to work on the pre-test, and at the end of the treatment, they were asked to work on post-test. There were two variables in the study, Bibliocounseling (Independent) and Learning Motivation (Dependent).

There were eight senior high school students as the subject of the study. They were selected by using purposive sampling technique. Those who were selected possessed a low-learning motivation. The instrument of the study consisted of learning motivation scale and observation guide. The data were analyzed using descriptive analysis and Wilcoxon test.

In addition, the use of bibliocounseling in this study is also based on Meier-Jensen (Meier-Jensen, 2001) who state that there are five steps in conducting bibliocounseling namely: preparation, book introduction, reading, book discussion, and follow up activity. Counselors shall determine the behavior target for the counselee (Shem, 2016). The book should be chosen based on the target behavior and is suitable with the counselee's developmental stage (Gupta, Mishra, & Saini, 2017). Then, the counselor should introduce the book to the counselee and discuss its theme (McMillen, 2014).

This study aims to enhance students' learning motivation through group counseling using bibliocounseling technique. The bibliocounseling technique was implemented using short stories. The first short story was entitled "kesulitan pita." By this story, the students were expected to possess an understanding regarding eagerness and willingness to study. The indicators were; (1) students are able to explain the source of motivation to complete the assignment successfully, (2) the students are able to explain the way in obtaining perfect learning outcome. The title of the second story was "motivasi yang kuat." By this story, the students were expected to possess encouragement and needs in learning. The indicators were; (1) students are able to mention how to avoid learning failure, (2) the students are able to mention the external source of support in learning. The third story was entitled "menggapai cita-cita." Through this story, the students were expected to be able to explain their hope and ideals of learning. The indicators were; (1) students are able to express their belief or perceived action, (2) the students are able to explain the purpose/result they want to obtain based on the belief or perceived action in learning. The title of the fourth story was "rajin membaca." By this story, the students are expected to be able to give rewards for their learning activity. The indicator was students are able to provide examples of reward/ success of learning verbally. The fifth short story was entitled "kemandirian hidupku." Through this story, the students were expected to be able to mention a piece of advice in developing exciting learning activity. The indicator was; The students are able to provide the source of support (stimulus) of learning process. The last short story was "ember yang bocor." Through this story, the students were expected to have an understanding concerning conducive learning environment. The indicator was; students are able to explain how the environment affects learning activity.

In this study, the treatments/ group counseling services with bibliocounseling technique were given for eight meetings. The result of the first meeting (pre-test) showed that the subjects of the study possessed learning motivation that was categorized as low. They were KRR, FM, ANA, MREW, RAA, RI, YA, MRF. The result of the

pre-test showed that KRR's score for learning motivation was 83, FM's was 83, ANA's was 82, MREW's was 84, RAA's was 81, RI's was 83, YA's was 84, and MRF's was 83.

Their learning motivation was categorized as low, and it possibly happened since they faced many difficulties during the learning process, and they were lack of understanding on the subject they learned at school. Based on the result, the researcher treats them with group counseling with bibliocounseling technique in order to enhance their learning motivation.

After the treatments were done, there was an improvement in their motivation. The result of the post-test showed that KRR's score for learning motivation was 131, FM's was 134, ANA's was 138, MREW's was 129, RAA's was 128, RI's was 136, YA's was 129, and MRF's was 128. The comparison between pretest and posttest result of the subjects of the study is shown in chart 1 below:

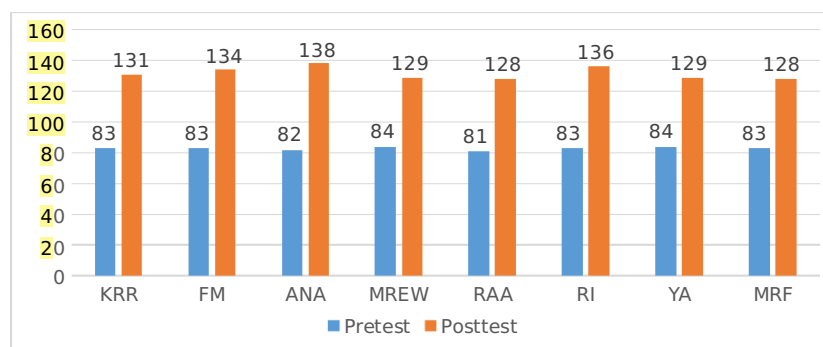


Chart 1 Comparison between Pre-test and Post-test Result of Learning Motivation

The analysis showed that the initial state of learning motivation was classified as low with the average score of 83. After being treated using bibliocounseling, there students' learning motivation were improved by the average score of 131.

The result of pre-test and post-test were then analyzed using the Wilcoxon test (Woolson, 2008) using *IBM SPSS Statistics 25*. The result of the Wilcoxon test is shown in table 1 below:

	Posttest-Pretest
Z	-2.533 ^a
Asymp. Sig. (2-tailed)	.011

Table 1 Wilcoxon Test between Pre-test and Post-test Result of Learning Motivation

Based on the calculation above, it could be concluded that Z count was 2.533 and the significance (2-tailed) was 0.011. If the probability $< 0,05$, H_0 (Hypothesis null) is rejected and H_a (Alternative Hypothesis) is accepted. So, the Wilcoxon test shows that the significance (2-tailed) $0.011 < 0.05$, it means that bibliocounseling is effective to enhance the learning motivation of students of Class XI SMA who become the subjects of the study, and its validity is acceptable.

As it is shown in chart 1, from the result of pretest and posttest, on the whole, the level of students learning motivation experience an improvement. Based on the researcher's observation during the giving of treatment, the improvement may be caused by several factors namely: first, group counseling service with bibliocounseling technique using a short story. Procuring short stories for service media is not difficult to do since the researcher had possessed short stories for the students to read.

In this study, the second factor that takes effect is the aspect of attractiveness. The students' attractiveness on the use of story is a novel thing, and it makes the students more interested and enjoys the service. Accordingly, the service runs seamlessly, and the students feel it is easier to understand and learn new content. The importance of attractiveness of a service or learning process is in line with (Mao, 2014) who states that students are more enjoyable when their interests are drawn by different or foreign presentations. A new style and instrument are more appealing for the students to learn and to be creative (Barkley, Cross, & Major, 2014).

Moreover, based on the researcher's observation while providing the service, biblio counseling technique using short stories make the students not bored by the discussion material (Popa & Porumbu, 2017). Students frequently said that the short story being told is a new one, and it makes they were curious and more interested. Providing delightful service is essential to draw students' interest (Rashid, 2015). A delightful process will indirectly generate other factors affecting students' motivation, such as learning stimulus as well as dynamic factors in learning and affection (Iten & Petko, 2016).

Based on the researcher's observation during the service, students seemed to be very passionate and exhibited good improvement. Based on the result of the study, all students experienced improvement in their learning motivation by using bibliocounseling. Bibliocounseling that was used to assist the students to employ short stories so that there is a change in students' learning (Arulanantham & Navaneethakrishnan, 2014). Through reading, students may obtain insight and knowledge which could improve their learning motivation (Csorba-Simon, 2014). This study proves that bibliocounseling may improve the students' learning motivation.

Based on the result of the post-test, the eight students' learning motivation were improved. The result of the study showed that bibliocounseling is effective to enhance students' learning motivation. Based on the result of the study, there are several suggestions for the counselors and the researchers.

The suggestions are as follows: (1) Since this study found that bibliocounseling can enhance the class XI students' learning motivation, this study can be used as the source of suggestion for the school counselor in considering the counseling strategies. It is expected to be able to improve the guidance and counseling service in handling the students with low-learning motivation. So, the students may enhance their learning motivation by using as much literature as possible for the sake of bibliocounseling. (2) For the researchers, this study can be used as a new, reference, insight, and experience. (3), For the next researchers, the present study still holds many deficiencies, many things can be probed deeper in this study. It is expected that the future study may reinforce the result of the present study. For the next researchers, it is likely that the process of bibliocounseling can be carried out more in-depth.