

The Role Of Counseling Guidance Teachers In Increasing Student Learning Motivation In The Digital Era

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ABSTRACT

This study aims to understand the role of guidance and counseling (BK) teachers in improving students' learning motivation in the digital era, as well as identify factors that hinder this role. The scope of the research includes analyzing students' needs in the digital context, counseling teachers' ability to integrate technology, and effective strategies to support students' learning. The method used in this research is a literature study by collecting and reviewing literature data which is then connected to the research to get answers to problems obtained from various journals and online books. The results show that counseling teachers have an important role in motivating students by utilizing digital technology to provide more personalized and effective guidance. However, there are some barriers such as limited access to technology and lack of training for counseling teachers. In addition, factors such as parental involvement and the availability of educational facilities also affect the role of counseling teachers in improving students' learning motivation. Nonetheless, this study confirms that a deeper understanding of the role of counseling teachers in the context of digitalization is needed to ensure students get maximum support in their learning process.

Keywords: *Learning Motivation, Digital Age, Role of Counseling Teacher.*

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1. INTRODUCTION

The development of technology in the digital era has indeed transformed many industries, including education. The integration of technology in learning has led to significant changes in the way education is delivered and experienced by both teachers and students (Subroto et al., 2023). In this era, students are faced with various challenges and pressures that can affect their learning motivation. Guidance Counseling (BK) teachers have a special role in helping students develop the abilities and skills needed in the digitalization era (Permana, 2020).

In a study conducted by Janah et al., (2023) showed that learning motivation is the main kunci in improving learning achievement. Therefore, the role of guidance and counseling (BK) teachers in motivating students in the digitalization era is very important. BK teachers must not only understand the various aspects of motivation, but also be able to integrate digital technology into their strategies to support student learning. By utilizing these technologies, BK teachers can provide more effective and personalized guidance, help students set and achieve their learning goals, and overcome the various challenges that arise in an increasingly complex learning environment.

Learning motivation is one of the most important factors in the student learning process. Learning motivation is a condition that exists in an individual where there is an urge to do something in order to achieve a goal (Rahman, 2021). Learning motivation can improve the quality of students' learning and affect their learning outcomes. However, motivation student learning is not always stable and can be affected by various factors, such as fatigue, boredom, and failure.

In the era of digitalisation, students have various needs, such as the need for information, technology skills, and soft skills. BK teachers must be able to identify and understand these student needs, and provide appropriate services (Campus, 2023). By utilising digital technology, counselling teachers can provide more personalised and effective guidance, help students overcome difficulties in learning, and foster their talents, interests, and potential. This shows that a counselling teacher must

continuously encourage students to develop their talents and interests, monitor their progress in real-time, and offer appropriate solutions according to each student's individual needs.

From the explanation above, it can be seen how important learning motivation is for students. Motivation that already exists needs to be improved, and students who do not have motivation are expected to try to grow it. Thus, learning objectives can be achieved optimally. This research is useful in providing an understanding of the role of guidance and counselling teachers in improving students' learning motivation and identifying factors that hinder their role in this process.

2. METHODS

This type of research is a literature study, where the data collection comes from various journals and books that are analysed in accordance with the existing problems. Online searches for journals and books through repositories of various journals that have been published on various websites.

The data source used is secondary data that does not come from direct observation, but from the results of research conducted by previous researchers. This data is generated by searching for various references about the research subject, which are then presented in the form of descriptions (Ernaliana & Rasidi, 2021). The data collection method is carried out in searching or digging up data from the literature related to the existing problems. After the data is obtained, the data is collected until it becomes a document that can be used.

3. RESULTS AND DISCUSSION

In the current era of digital education, various economic, educational and social sectors are experiencing significant impacts. One of the most affected sectors is education. Schools have their own methods to support digital learning, especially through the use of technology and the internet. In practice, digital education offers various benefits. Digital education allows the teaching and training process to be conducted from anywhere (Maslin, 2021).

Student Learning Motivation

According to Riyanti (2019), motivation is an effort to influence the individuals they lead to achieve the desired goals in accordance with certain predetermined goals. Motivation has a very important role in the learning process because its existence will inspire the spirit of learning, while the lack of motivation will hinder the spirit of learning. Resti Riyanti (2019) also revealed that the absence of motivation is often seen in the behaviour of students who are less serious in class hours, tend not to complete assignments properly, and lack focus on teacher teaching.

The provision of information services by counselling teachers to increase student motivation in learning must be done effectively. This is reinforced by the BK teacher's awareness of the low motivation of students, which encourages cooperation between the BK teacher and the principal in overcoming these problems. The principal gives full trust to the counselling teacher in handling the problem of student motivation. Based on the explanation of the counselling teacher and the principal, efforts to handle students with low learning motivation have gone well through the provision of information services.

According to Nafisah and Jarkawi (2021), the way to coordinate student behaviour is by giving assignments, getting closer, providing educational discipline, reproaching with a subtle mentality and with kind and wise words. Some of the efforts made by the counseling teacher to direct and guide students who need inspiration include:

- a. provide emotional support to students to encourage their passion for learning and help them evaluate their personal goals,
- b. providing advice to educators on students' interests to increase their engagement in learning as well as helping them identify and express their strengths with confidence in order to make informed decisions and develop the necessary skills for the future,
- c. providing assistance to subject teachers and homeroom teachers to provide full support to students so that they are motivated to improve their learning achievements, and
- d. establishing a framework that supports the learning process by ensuring the availability of adequate facilities and office supplies in schools (Sitanggang, 2021).

It can be concluded that guidance and counselling (BK) teachers have an important role in guiding and helping students who need encouragement and inspiration in the learning process. Through various efforts, including providing emotional support, providing advice to educators, providing assistance to subject teachers and homeroom teachers, and setting up a framework that supports the learning

process, counselling teachers endeavour to improve students' learning achievements and help them reach their full potential.

The role of counselling teachers in increasing students' learning motivation

The experts statements show that counselling teachers realise that students' learning motivation is still low. However, they have taken steps to increase this motivation through information services (Anggyanna, 2018). This service is provided by counselling teachers in each class they supervise to help increase student motivation. The information services include managing study time and providing encouragement in learning as a preventive measure for students who are less motivated (Baidlowi, 2019).

In today's digital era, the role of counselling teachers is becoming increasingly crucial as they must adapt to new technologies and learning methods. The use of digital technology allows counselling teachers to provide information services more effectively and efficiently. For example, counselling teachers can use online platforms to share learning materials, provide guidance and monitor students' progress in real-time. Technology also allows BK teachers to reach more students and provide more personalised support.

The researcher concluded that counselling teachers routinely offer various forms of assistance to students, such as joint learning or additional courses, especially when facing national or graduation exams. BK teachers consistently provide this data to students, so that they are more motivated to achieve their goals. In addition, BK teachers also implement peer tutors and learning facilities and collaborate with subject teachers to help students who have learning difficulties. Through learning centres and peer mentoring, students can better understand the material they have not mastered (Ibrahim, 2019).

According to Muslih and Harini (2015), the role of counselling teachers includes being counsellors, informers, motivators, directors, and conveyors of information, who are tasked with developing students' potential and independence in making decisions and choices to achieve a productive, prosperous, and caring life for the public good. One of the methods used is face-to-face counselling sessions at school, where counselling teachers interact directly with students to understand their problems and provide personalised guidance.

In the digital era, methods such as face-to-face counselling sessions can be supplemented with digital communication tools, such as video conferencing platforms or instant messaging apps, to provide support to students virtually. This allows counselling teachers to reach out to students who may not be able to come to school, whether due to distance, health or other circumstances. In addition, the use of digital technology also allows BK teachers to conduct group counselling sessions online, where students can share their experiences and get support from their peers. This technology not only saves time and money, but also expands access and flexibility in providing guidance and counselling to students.

The role of guidance and counselling teachers in increasing learning motivation is carried out through information services which aim to provide understanding related to lessons and the learning process. For example, if students do not understand Maths lessons or do not understand the teacher's explanation while learning, the counselling teacher can help evaluate teaching methods. This information service serves to help students understand themselves, the school environment, family, and society, and prevent problems that can hinder their development.

In addition, BK teachers also often offer assistance such as tutoring to increase student motivation. Based on the above explanation, it can be seen that information services provided by counselling teachers are very important to increase students achievement motivation, prevent problems, and help students' overall development. In the digital era, this role is even more important as technology can be used to increase the effectiveness and reach of the services provided by counselling teachers.

Factors inhibiting the role of guidance and counselling teachers

Factors that hinder the role of guidance and counselling (BK) teachers in increasing students' learning motivation are closely related to the availability of educational facilities and infrastructure. In the digital era, the existence of technological devices such as mobile phones or computers is very important in supporting learning. The existence of these devices has a significant role because adequate educational facilities have a strong relationship with the development of student learning motivation. With the increase in educational facilities, it is expected to trigger an increase in student learning motivation (Rosmalah et al., 2022). Research shows that there are still many students who do not have personal technology devices and have to share with parents (Nanda, 2021),

Retno Kristiawati in Nafisah and Jarkawi (2021) stated that some students have not utilised BK services optimally due to limited technology and other supporting facilities. According to Aliwanto in Nafisah and Jarkawi (2021) in implementing guidance and counselling with a humanistic approach, there are obstacles due to the difficulty of applying this method to students who are not responsive to the services provided. This is due to the difficulty in providing guidance and advice with a humanistic approach that has elements that are not in accordance with student conditions.

In the digital era, counselling teachers face the challenge of opening up students' openness to school issues, which requires a more personalised and intensive approach. This challenge becomes more complex as learning is conducted online. To address this, counselling teachers can utilise digital technologies such as video conferencing platforms and instant messaging applications to communicate with students. This allows BK teachers to stay connected with students and provide guidance more flexibly and efficiently.

In addition, the role of parents becomes very important in the digital era. Parents need to collaborate with teachers to support students' learning motivation. Parents who are actively involved in their children's education can provide the necessary emotional encouragement, attention and motivation. Research by Iskandar (2021) shows that parental attention and support greatly influence students' learning development. By using digital technology, parents can more easily monitor and communicate with teachers about their child's learning development.

However, many parents still don't fully realise how important their role is in supporting their children's education in this digital era. They may consider their children's study time at home as a leisurely moment, without realising that their involvement and support plays a crucial role in facilitating their children's learning process. Therefore, parental support in terms of task sharing, providing direction, and providing motivation is very important to improve children's learning achievement in this digital era.

Based on the above explanation, the roles of counselling teachers and parents prove to be very important in the context of the digital era. BK teachers must make effective use of digital technology to provide guidance and counselling services, while parents must participate in supporting and collaborating with teachers to increase students' learning motivation. Both parties must play an active role in creating a conducive learning environment for students, especially by utilising available digital technology.

4. CONCLUSIONS

The role of guidance and counselling (BK) teachers is very important in increasing students' learning motivation in the digital era. This motivation is the key to student success, where counselling teachers must provide emotional support, guidance, and work closely with educators and parents. They also make use of digital technology to provide more effective and efficient services, such as sharing learning materials online, monitoring student progress, and holding virtual counselling sessions. However, challenges such as technological limitations and lack of parental involvement still need to be overcome. Therefore, close collaboration between counselling teachers, educators and parents is needed to create an optimal learning environment for students.

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