



## INCREASING STUDENTS' LEARNING MOTIVATION WITH A SPIRITUAL GUIDANCE PROGRAM

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**Abstract:** The low learning outcomes of students are caused by a lack of student motivation in learning. This study aimed to determine the effect of spiritual guidance on students' learning motivation. This study uses a pre-experimental research design with a one-group pretest-posttest design method. The population is SMKN 1 Kraksaan students, with a sample of 40 Class X students who meet the inclusion criteria at SMKN 1 Kraksaan. The sampling technique used is stratified random sampling. The data analysis with the Kendal Tau test determines the influencing variable with a significance level of  $p < 0.05$ . The research results on respondents' satisfaction before spiritual guidance were mostly moderate motivation (65%) and low motivation (35%). While learning motivation after spiritual guidance mostly comes from high inspiration (80%) and moderate motivation (20%). The results of the data analysis test obtained  $P = 0.000$ , so the conclusion is that there is an effect of spiritual guidance on students' learning motivation. The implications obtained from the program guidance carried out continuously by the teacher will impact student learning outcomes.

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## INTRODUCTION

The human need for education as a guide for life plays an urgent role in realizing a superior and advanced life (Wafi, 2017). The purpose of education is said to be successful when the educational process is carried out in a Qur'anic way and touches the three realms that exist in humans, namely the mind, heart, and body (Munif & Yusrohlana, 2021). According to Ibn Sina, humans consist of two elements. First, *al-jism* means the human body. In the previous discussion, humans are referred to as biological beings or can be called physical beings. Second *an-nafs*. *An-nafs* have two powers: the power to think, called *al-aql*, centered in the head, and the ability to feel, called *al-Qalb*, centered in the heart (Agustina & Dita, 2018).

If only the mind is educated and the heart is ignored, then intellectually intelligent humans will be born but do not have a core or do not have religious

morals (Baharun & Rizqiyah, 2022). Sebaliknya, jika hatinya saja yang dididik, tentu akan lahir manusia character and morals, but intellectually poor. Likewise, if only the body is educated, a superman will be born physically but intellectually and spiritually poor. If the three realms are enlightened, then insan kamil (complete human) will be taken (Sholihah, 2017).

Without support from various parties, learning that is just what it is will feel bland and colorless. Students' success in learning is determined by many factors: learning motivation (Rohman & Karimah, 2018; Herpratiwi & Tohir, 2022). Learning requires guidance and self-development coaching to achieve maximum goals, such as motivation (Widat et al., 2022). Motivation and learning are two things that are interrelated and have a strong influence on one another. Learning motivation arises because of intrinsic factors, namely in the form of desire and desire to succeed and the encouragement of learning needs. The extrinsic factor recognizes a conducive, comfortable, and exciting learning environment. Learning motivation is essentially an internal and external encouragement to students with supporting indicators. This kind of encouragement has a significant role in a person's success in learning (Oktavia & Latifah, 2022). Less motivated students will show an unfocused attitude, lack concentration, their eyesight is everywhere, and even indifference to the teacher (Baharun et al., 2021; Tang & Siti Zuraidah, 2022).

Of course, some educators are fortunate if students already have intrinsic motivation (motivation within the students themselves) because they can learn whatever you give them without being much motivated. This is because they are obedient and diligent children. There is a finding in the theory of motivation that within a person, there is a "mental virus" known as the virus: N-Ach, namely the virus's need for achievement. It is stated that if a person has a significant mental virus, his success will be great. He learns and works to the best of his ability so that he can excel. Teachers do not need to motivate these students too much because they will be moved by themselves even if they are not motivated. It could even be that if we encourage students too much like this, it is called *over-motivation* (Kusumaningrini & Sudibjo, 2021).

Public vocational secondary school Kraksaan I is an educational institution in the Probolinggo Regency area. The school's vision is the realization of a superior school producing competent, characterized, environmentally cultured Human Resources (HR) based on faith and piety to God Almighty. The School's Mission: 1) Creating a culture of superior and outstanding school quality, 2) Cultivating a disciplined and professional work culture, 3) Improving excellent service to students and the community, 4) Realizing students who are honest, independent, disciplined, creative, innovative and skilled in their fields, 5) Creating students who master science and technology, 6) Increasing the faith and piety of school residents who are implemented in everyday life, 7) Creating safe, clean, healthy, shady and beautiful schools, 8) Establishing school residents who care about conservation and environmental culture, 9) Growing school residents who are active in efforts to prevent pollution and environmental damage.

However, the problem is that the learning motivation of SMKN 1 Kraksaan students can be said to be still low. This is based on an interview that was conducted with one of the teachers of SMKN 1 Kraksaan. This low motivation can be seen in the number of students who do not do their homework, even just copying their friends' homework. Many students are also less enthusiastic in the learning process, shown by not concentrating in class, such as being sleepy and not paying attention to the teacher when explaining the material. In addition, some students are engrossed in chatting when learning takes place.

In overcoming this problem, the method of increasing students' learning motivation with spiritual guidance programs is considered to help overcome existing crises, increasing students' motivation to learn more and be more enthusiastic in adding knowledge.

Many studies on learning motivation that can improve student learning outcomes have been carried out by several previous researchers, including Emda (2017), who said that in connection with the achievement of learning and educational goals, growing student learning motivation became a critical task for teachers. Learning will take place effectively if students have the motivation to learn. Then Andriani & Rasto (2019) said that learning motivation is one of the factors suspected of influencing student learning outcomes, so it is used as a study in this study. Next, Rumhadi (2017) said that motivation is one of the factors that determine the achievement of student education; for that, it is essential to have high reason to get exemplary achievements.

The descriptions from several researchers explain the importance of learning motivation in improving student learning outcomes. This research is carried out in the form of spiritual guidance because this is a unique and novelty in research, where spiritual guidance is needed in this era to form a better person, so this research is considered quite essential to study. Referring to this description, the researcher is interested in reviewing the improvement of students' learning motivation with spiritual guidance programs; spiritual guidance is the uniqueness and novelty of previous research.

## **RESEARCH METHOD**

This study used a pre-experimental research design (pre-test and post-test) with a cross-sectional approach. This study's population was all class X students at SMKN 1 Kraksaan, totaling 116 students. The sampling technique used purposive sampling and obtained a sample of 40 students from class X SMKN 1 Kraksaan. Spiritual Guidance Intervention 1 time per student. The instrument uses a motivational questionnaire that contains 14 good questions. Data was collected by giving motivation questionnaires before the intervention (pre-test) was given to all respondents. After that, the respondent will provide the Spiritual Guidance intervention once for each student. Then, the students will fill out the motivation questionnaire after the Spiritual Guidance (post-test). Data analysis using SPSS 21 with Paired T-Test.

## RESULT AND DISCUSSION

It was identified before spiritual guidance was carried out to find out the application of spiritual guidance as an effort to increase student learning motivation. The respondent was given spiritual guidance; the next step was studying the respondent's learning motivation. Spiritual direction was carried out once to the respondent with a time of 1 day.

### General data

General data from this study include the characteristics of the respondents consisting of age, and gender, which are as follows:

#### *Characteristics of Respondents*

**Table 1. Frequency Distribution of Respondents' Characteristics Based on Age and Gender**

Characteristics	Frequency (f)	Percentage (%)
Age (Years)		
16	36	90
17	4	10
Gender		
Man	17	42,5
Woman	23	57,5

Source: primary data, research 2021

Based on table 1., it is found that the age of most respondents is 16 years old, which is 36 respondents (90%). At the same time, the most gender is female, with as many as 23 respondents (57.5%).

### Special Data

#### *Student Learning Motivation Before Spiritual Guidance*

**Table 2. Frequency distribution of respondents, based on student learning motivation before spiritual guidance**

Motivation to learn	Frequency (f)	Percentage (%)
Tall	0	0
Currently	26	65
Low	14	35
Amount	40	100

Source: primary data, research 2021

Based on table 2., it was found that the motivation to learn before spiritual guidance was carried out was mainly in the moderate category, with as many as 26 respondents (65%).

### *Student Learning Motivation After Spiritual Guidance*

**Table 3. Frequency distribution of respondents, based on learning motivation After Spiritual Guidance**

Motivation to learn	Frequency (f)	Percentage (%)
Tall	32	80
Currently	8	20
Low	0	0
Amount	40	100

Source: primary data, research 2021

Based on table 3., it is found that the motivation to learn after spiritual guidance is mainly in the medium category, namely as much as 20%, and the high type, as much as 80%.

### *Analysis of the Effect of Spiritual Guidance on Students' Learning Motivation*

**Table 4. Analysis of the influence of spiritual guidance on motivation student learning**

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Sig. (2-tailed)	
					Lower	Upper			
P	Motivation Before Spiritual Guidance - Motivation After Spiritual Guidance	-1.500	.638	.121	1.748	1.252	12.435	40	.000

Based on table 4., it was found that by using Windows SPSS Paired-Samples T-Test,  $P = 0.000$ , so  $P = 0.000 < = 0.05$ . The hypothesis concludes that there is an effect of spiritual guidance on students' learning motivation.

### **Student Motivation Before Spiritual Guidance**

Based on table 2, respondents in the low category were 35%, while the medium type was 65%. Motivation is the essential thing that must exist in the learning process because learning outcomes will be optimal if there is motivation where motivation is always related to a goal to be achieved. Some of the functions of motivation are: as an impetus to do something from every activity carried out by a person, determining the direction of action, namely towards the goals to be achieved, selecting the actions taken, and driving efforts to achieve the desired achievement (Rahman, 2022).

The motivational process is directed at achieving the goals to be realized and is seen as a power attracting individuals. Several theories and research results describe the relationship between behavior and its effects (Octavia, 2020). Humanistic learning theory explains that the learning process must be initiated and intended for the benefit of humanizing humans (humanization process). Humanistic learning theory emphasizes how to understand human problems from various dimensions, both cognitive, affective, and psychomotor (Purswell, 2019).

There are several ways to be able to grow learning motivation in students; some of these ways include Giving Points: The teacher, in this case, requires an element of objectivity in giving values, which should reflect the cognitive, affective, and psychomotor aspects; giving gifts: Prizes will be exciting students as motivation in doing a job where this prize is a reinforcement for students' learning motivation, Competition: This method can be used both individually and in groups to stimulate and strengthen learning motivation. For example, to determine the individual champion is the class champion, while the group holds competitions and wins in several rounds, Ego Involvement: Is to raise awareness in students to feel the importance of school assignments and accept it as something about it so that students try to work hard to do the task with his self-esteem as a guarantee, Self Worth (respecting himself).

This theory combines the components of motivation with perceptions that lead to success and failure. An individual learns from society's perception that a person is judged for his achievements. a person maintains the perception that he has positive abilities if a person fails in carrying out a task, people's perception that he is not capable. Failure to create feelings of worthlessness and self-rejection, Expectancy Theories Of Motivation: The relationship between needs and individual behavior in response to emerging markets. Individuals are often faced with how to choose a response to various conditions (Parveen et al., 2017; Kompri, 2019).

### **Student Motivation After Spiritual Guidance**

Based on table 3, it was found that the respondents in the medium category were 20%, while the high type was 80%. Spiritual guidance means increasing clients' knowledge and understanding of the religion they believe in, so they can apply it to their lives. In contrast, the meaning of spiritual guidance is the establishment of communication between teachers and students in serving communication related to faith or religion in the context of the purpose of living a better life, more meaningful so that students are more able to live a life full of value and be able to control themselves when students are faced with a problem or cause that happened to them (Harisa, 2019).

The form of spiritual guidance provided at the institution is spiritual guidance which is carried out every Friday by discussing various motivational topics that can increase students' enthusiasm for studying at this institution. Of course, exceptional tutors are already assigned to guide all students through classical lectures or individual private tutoring.

Guidance is carried out continuously so that it becomes a habit and is embedded in students' minds. Educating by training and habituation is by giving exercises to a particular norm and then getting used to repeating certain activities many times to become part of their lives (Sanika & Hidayah, 2018). That way, students will feel familiar and motivated with the institution's spiritual guidance.

Research on religious experience is an activity that never recedes from history. This is because spiritual expertise will never be lost and never finished to be researched from religious experiences (religiosity) that will positively impact individuals who live it (Nurhidayati & Handayani, 2018). As it has been seen that spiritual aridity is increasingly widespread in modern society, people are increasingly coveting religious experiences to get the sweetness of spirituality, the taste of spirituality. The taste of spirituality is not a discourse of thought but a discourse of taste and experience closely related to the meaning of life (Wangsanata et al., 2020).

### **Analysis of the Effect of Spiritual Guidance on Students' Learning Motivation**

Based on table 4, it is found that by using Windows SPSS Paired-Samples T-Test,  $P = 0.000$ , so  $P = 0.000 < = 0.05$ . The hypothesis concludes that there is an effect of spiritual guidance on students' learning motivation. The key to this righteousness is "fear of God" or responsibility to moral ideals, or what is often referred to as "taqwa." The Qur'anic concept of surrender to God (taqwa), as pious emphasized in its ethical sense, has developed in certain groups into an extreme doctrine of denial of the world. So the behavior or motivation of a person must be based on purity. Likewise, in all human activities, one must be aware of God's supervision. Taqwa is one of the most highly valued words, which means more or less 'noble' and 'generosity.' Until in the end, what will bring humans to the level of esotericism or what is called the level of "spirituality" (Kuning, 2018). Islamic spirituality is always synonymous with the effort to witness the one, reveal the one, and recognize the one, the one which is confirmed in the Qur'an by the name "Allah SWT." Therefore, when someone wants to reach the level of spirituality, he must clean the hijabs that have hindered the union of man with his God (Fatah, 2019).

In the language of Sufism, three stages need to be considered to reach the spiritual level, namely *Petama*, emptying and cleansing oneself of despicable worldly qualities (*takhalli*). Second, efforts to fill or produce by getting used to the attitude, behavior, and commendable character (*tahalli*). Third is the disappearance of human traits, replaced with divine attributes (*tajalli*). In the Sufism tradition, many theories mention the noble characteristics humans should have (Fahrudin, 2017).

### **CONCLUSION**

Student learning motivation requires the role of various parties, both internal to the school and external. Students who have high learning motivation will be able to adapt to their understanding and knowledge of the material they

are taught. The reason is one of the factors that need to be improved while students are studying at school. Spiritual guidance (spiritual guidance) that was carried out increased students' learning motivation. The results of this study indicate that schools, as a place for students to learn, should have a sustainable system and program to keep students motivated to learn. Schools have resources that, if maximized, can keep students motivated. Factors Teachers have an essential role as a source of knowledge and role models for students at school. The meaning of spiritual guidance is the establishment of communication between teachers and students in serving communication related to faith or religion in the context of the purpose of living a better, more meaningful life so that students can live more valuable lives and be able to control themselves when students are faced with a problem or cause. That happened to him.

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