INCREASING TEACHER MOTIVATION IN CREATING AN INTERACTIVE LEARNING MEDIA BY USING GROUP TECHNIQUE COUBSELIUNG THROUGH EORKSHOP AT SMPN 38 BEKASIᴛɪᴛɪ

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ABSTRACT

This study aims to: 1) To find out the application of group guidance techniques in preparing lesson plans and interactive learning media to improve the professional competence of teachers at SMPN Bekasi City. 2) To find out the improvement of teacher competence in making interactive learning media through group guidance activities. The subjects of this study were all teachers of SMPN 38 Bekasi City.

This research is a School Action Research (PTS) which consists of two cycles, each cycle includes the stages of planning, implementation, observation, and reflection. The data analysis technique used is comparative descriptive. The results of the study can show that the school must deliver an announcement to the teacher about the implementation of group guidance activities by making interactive learning media (b) The school must provide guidance material in the form of implementing learning accompanied by simulations; (c) The school prepares group guidance instruments without interfering with learning activities; and d) Conducting observations in class when group guidance activities are carried out by teachers to improve the professional competence of teachers at SMPN 38 Bekasi City in making interactive learning media. Workshop activities can motivate teachers to create interactive learning media with group guidance techniques.

Keywords: Teacher Motivation, Interactive Learning Media, Group Guidance Workshop

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INTRODUCTION

Education is an aspect of life that is very basic for the development of the nation of a country. Law Number 20 of 2003 concerning the National Education System states that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. To achieve these educational goals, it is necessary to have supporting activities, namely schools as one of the institutions that provide formal education which has a very important role in efforts to mature children and shape them into useful human beings for the community. Schools have a big responsibility for their achievement.

Humans were created by God Almighty as social beings, cannot live without the help of others. They need each other to meet the needs of life. In living together, there needs to be an interaction, namely a reciprocal process that aims to mature humans so that later they can find their identity as a whole.

To be able to understand this interaction, the term teaching and learning interaction is specifically known, where the emphasis is on motivation. This motivation is what drives a person to do a job or activity such as studying. Learning outcomes will be optimal if there is motivation to learn. With motivation, students can develop activities and initiatives towards a better direction. So motivation is one of the most important factors in human life, so important that there is a statement that motivation is the energy that a person has to learn (Sardiman, 2010:73).

The ability to motivate begins to be very necessary when humans enter adolescence because adolescence is a turbulent period so that teenagers are often faced with complex problems that become problems that are felt difficult by teenagers, especially in terms of learning.

Burton in (Hamalik, 2007; 160) suggests "The goal is something to be achieved and will satisfy the individual. The existence of a goal will affect the needs and will generate motivation within oneself. So that a person must be given reinforcement about the purpose of what he does to increase motivation.

Group guidance technique is an effort to help solve problems by utilizing group dynamics. If group dynamics can be realized properly, group members will help each other, accept and empathize sincerely. Group guidance is a vehicle to increase self-acceptance and others, find alternative ways of solving problems and making the right decisions from the conflicts they experience and to increase self-goal, autonomy and a sense of responsibility to oneself and others.

Thus group guidance makes an important contribution in motivating teachers, moreover the problem of self-motivation is a problem that is experienced by many students so that it is possible to streamline the time of group guidance more effectively through workshop activities. So from these data, the writer concludes that the problem in this study is related to the low motivation of teachers in making interactive learning media as much as 28%. Therefore, action research is carried out to solve these problems, namely through workshop activities.

LITERATURE REVIEW

Motivation

According to Mc. Donald (in Sardiman, 2010: 73) motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to the existence of a goal. According to Eysenck et al (in Slameto, 2003: 170) motivation is formulated as a process that determines the level of activity, intensity, consistency, and general direction of human behavior, is a complex concept and is related to other concepts such as interest, self-concept, attitude and so on.

According to Hamalik (2007: 28), learning is a process of changing individual behavior through interaction with the environment. The behavioral aspects are: knowledge, understanding, habits, skills, appreciation, emotional, social relations, physical, ethical or character and attitude. Meanwhile, Sardiman (2010: 22) says that "learning is a process of interaction between humans and their environment which may be personal, facts, concepts or theories".

Based on the description above, it can be concluded that learning motivation is a motive or encouragement to carry out an activity/work in order to achieve the goal of changing individual behavior through interaction with the environment both from cognitive, effective and psychomotor aspects.

According to Frandsen (in Sardiman (2010: 87) various kinds of learning motivation are seen, namely:

a. Cognitive motives, this motive refers to intrinsic symptoms, which are related to individual satisfaction.

b. Self-expressive, self-appearance is part of human behavior. The important thing is that the individual needs not only to know why and how something happened, but also to be able to make an event happen.

c. Self-enhancement, through self-actualization and competency development will increase one's self-improvement.

So motivation occurs because of two factors, namely factors that come from oneself (intrinsic) and factors that come from outside a person (extrinsic). According to Sardiman (2010: 83) that every human action occurs because of the element of the human person. So there are separate characteristics in motivation, namely:

a. Diligent in the face of the task (can work continuously for a long time, never stop before completion).

b. Tenacious in the face of adversity. Does not require external encouragement to perform as well as possible (not quickly satisfied with the achievements that have been achieved).

c. Shows interest in various issues (eg issues of development, religion, politics, economy, justice, corruption, and so on).

d. Prefer to work alone.

e. Get bored quickly with routine tasks (things that just repeat themselves so they are less creative.

f. Can defend his opinion (if you are sure of something)

g. It's not easy to let go of what you believe in.

h. Enjoy finding and solving problems

Interactive Learning Media

Interactive Learning Media can be used as a tool to channel messages (learning materials) to make it more interesting, so that it is preferred by students and not boring. With the application of interactive multimedia learning, it can change the mindset of students who think that in learning that's all and every material will be more easily understood by students. Interactive Learning Media Functions :

a. As a tool to clarify learning materials when teachers explain a material to their students.

b. As a tool to find new problems that will be studied in more depth by students.

c. As a learning resource for students, the media must contain various important materials that must be studied by groups or individuals.

The advantages of interactive learning media, before starting to use interactive learning media, know some of the advantages of the following interactive learning media:

a. Increase the "level" of learning by displaying material in the form of videos, animations, games, and so on.

b. Make learning time more effective and efficient

c. Because it is interactive, it will be easier to attract students to interact with teachers, but it can also increase student activities

d. Increase students' learning motivation

However, in its use, teachers must know the function of each media so that they are not wrong in choosing and result in students who are confused about the material presented.

Group conseling

Group guidance is one type of Guidance service that is held in schools. According to Prayitno (1995: 178) suggests that group guidance is an activity carried out in groups that utilize group dynamics. This means that all group members in group activities interact with each other, are free to express opinions, respond and give suggestions, etc., what is discussed is all useful for participants, group guidance techniques are techniques given in an atmosphere of group dynamics.

According to Sukardi (2003: 48), group guidance is a guidance service that allows a number of participants to jointly obtain various materials from resource persons (especially from tutors or counselors) that are useful to support their daily lives, both as individuals and as students. family and community members and for consideration in making decisions. Group guidance techniques have several functions, including informative, developmental, and preventive and curative functions. The purpose of group guidance is not much different from the purpose of counseling guidance itself, namely so that the people served are able to manage their own lives, have their own views and not just follow the opinions of others, take their own attitude and dare to bear the effects and consequences of their actions, but in Group guidance that is primarily aimed is not the development of the group as a group, but the optimal development of each individual who is part of the group. Thus the real emphasis is still on serving each individual, even though he is served through his involvement in group activities.

Implementation of Group Guidance

The stages of implementing group guidance are determined by the stages that must be passed so that it will be directed, coherent, and right on target. The stage of implementing group guidance according to Prayitno (1995: 40) there are four stages, namely :

a.   Phase I Establishment. This stage is the introduction stage, the stage of self-involvement or the stage of entering oneself into the life of a group. At this stage in general, the members introduce themselves to each other and also express the goals or expectations to be

achieved either by each, part, or all of the members. Provide an explanation of group guidance so that each member will know what group guidance means and why group guidance should be implemented and explain the rules of the game that will be applied in this group guidance

b. Phase II Transition. The second stage is a "bridge" between the first and third stages. There are times when the bridge is reached very easily and smoothly, meaning that group members can immediately enter the third stage of activities with full willingness and volunteerism. There are also times when the bridge is traversed with difficulty, meaning that group members are reluctant to enter the actual stage of group activity, namely the third stage. In these circumstances the group leader, with his distinctive leadership style, leads the members across the bridge safely.

c. Phase III Activities. This stage is the core of group activities, so the aspects that become the content and accompaniment are quite a lot, and each of these aspects needs careful attention from the group leader. There are several things that must be done by the leader at this stage, namely as a regulator of the activity process who is patient and open, active but does not talk much, and provides encouragement and reinforcement and is full of empathy.

d. Stage IV Termination. In the final stage of group guidance, the main focus is not on the number of times the group has to meet, but on the results that the group has achieved. The previous group activities and the results achieved should encourage the group to carry out activities so that the common goals are fully achieved. In this case, there is a group that decides for themselves when the group will stop carrying out activities, and then meet again to carry out activities. There are several things that are done at this stage, namely: after group activities enter the closing stage, group activities should be focused on discussing and exploring whether group members are able to apply the things they learn (in a group setting) in their real lives every day.

Workshop

A workshop is a meeting where a group of people who have interests, expertise or professions in a particular field are actively involved in a discussion and intensive activity on a particular subject or project. certain group of people and gather with a group of people with the

same background or profession and carry out interaction activities together to discuss a certain problem.

In the implementation process, this workshop is more focused on discussing certain problems accompanied by training. Participants in it will get new knowledge that is very useful and can also be applied in accordance with their professional field.

RESEARCH METHODS

The research method used in this study is the school action research method, which is a strategy that utilizes real action and the process of developing the ability to detect and solve problems in education by combining a series of actions using research procedures. According to Kemmis and Mc. Taggart (Asrori, 2008:68) this school action research is essentially a series of activities consisting of 4 stages consisting of: planning, action, observation, reflection.

This school action research was carried out in two cycles for three months. As for the implementation, among others, arranging activity schedules, group guidance activities in the form of instruments or questionnaires, group counseling service units in each cycle and counseling methods used in efforts to increase teacher competence, namely the existential humanistic approach, and behavior therapy. Develop a corrective action plan in making interactive learning media that will be used in the next cycle based on the results of reflection and analysis of the learning outcomes in the previous cycle.

This research was conducted in two cycles with each cycle carried out in four stages. These stages are the planning, implementation, observation and reflection stages ;

1) Planning. In this stage, a lesson plan is prepared for the improvement of learning. Where not only contains the goals to be achieved but also must be more highlighted special treatment that must be given. At this stage the steps are as follows:

     a. Analyzing the effectiveness of study time.

     b. Make a need assessment or research instrument.

     c. Create a group guidance service unit.

     d. Make a summary of the material that will be given to the teacher

     e. Develop evaluation tools (assessment scale).

     f. Prepare observation sheet

2) Action Implementation. The implementation of the action is the treatment carried out by the researcher based on the planning that has been prepared. Action is the treatment carried out by the researcher in accordance with the focus of the problem. This action is the core of the research, as an effort to increase teacher motivation in making interactive learning media through group guidance.

3) Observation (observation). Observations were made to collect information about the learning process carried out by researchers in accordance with the actions that had been prepared. Through research observations can note the various weaknesses and strengths of the teacher in carrying out the action, so that the results can be used as input when the researcher reflects on the preparation of a re-planning to enter the next round or cycle. Observations were made by colleagues or partner teachers during the group guidance activity. The things observed include:

a. Perseverance in facing the task

b. Tenacious in the face of adversity.

c. Shows interest in various issues

d. Prefer to work alone

e. Get bored quickly with routine tasks.

f. Can defend his opinion (if you are sure of something)

g. It's not easy to let go of what you believe in.

h. Enjoy finding and solving problems.

4) Reflection. Reflection is an activity to see the various shortcomings carried out by the researcher during the action. Reflection is done by conducting discussions with observers which is usually done by colleagues. From the results of reflection, the teacher can note any shortcomings that need to be corrected, so that it can be used as a basis for re-planning.
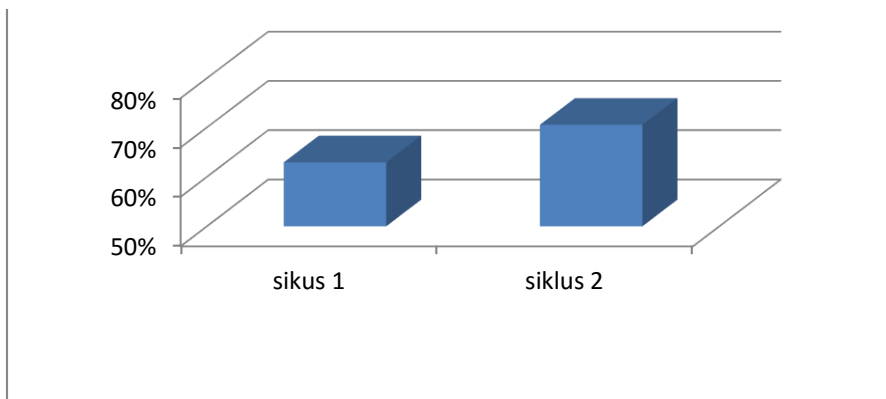
DISCUSSION

The results of action research can be seen in the following graph :
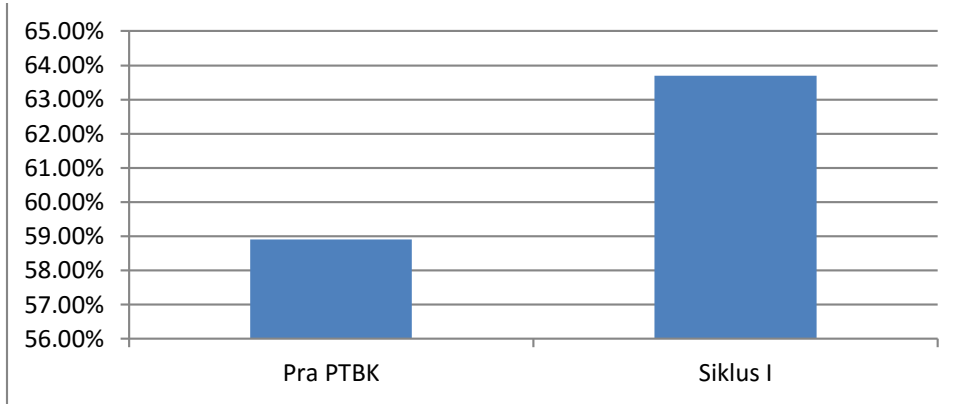
Graph 1. Increasing Teacher Motivation in Making Pre-PTS Interactive Learning Media and Cycle 1

Graph 2. Increasing Teacher Motivation in Making Interactive Learning Media in Cycles 1 and 2

Based on the graph above, it can be concluded that the application of group guidance through workshops in school action research is an effort to assist teachers in solving problems related to motivation in making interactive learning media run well.

Based on the description of the activities and the analysis that has been done, it shows that there is an increase in the teacher's understanding of the notion of motivation, the teacher can identify his own motivation, empathize with the circumstances / motivational needs of others and

try to increase his own motivation for himself and others. This is reflected in the understanding, activity and improvement of teacher motivation test results before group guidance action research as the initial data of 58.9%. After the first cycle the average increased to 63.7%. This proves an increase of 4.8%.

The application of group guidance in the second cycle of workshop activities regarding teacher motivation in making learning media showed a significant increase, in the first cycle the average number obtained was 63.7% after the second cycle the average obtained was 71.7%, which means an increase of 8%. This has exceeded the criteria of 65%.

Likewise with the results of the initial data motivation assessment before the group guidance action research, the average value obtained was 59.8%. After the first cycle was implemented, it became 72.3%, meaning an increase of 12.5%. After continuing with cycle II, the average increased to 76.1%, an increase of 3.2%.

CONCLUSION

Based on the results of school action research on teachers of SMP Negeri 38 Bekasi which has been described in the previous description, the following conclusions are obtained: the application of group guidance techniques in workshop activities can help increase teacher motivation in making interactive learning media, data from the first cycle of research with the application of guidance techniques the group turned out to be able to increase teachers by 4.8% from 58.9% in Pre PTS to 63.7% in Cycle I. Then the results of the second cycle of research increased again by 8% from 63.7% in Cycle I to 71.7% In Cycle II., the research data after applying the group guidance technique had an influence on the motivational assessment results obtained 59.8%. After the implementation of Cycle I, the average daily test value increased to 72.3%, an increase of 12.5%. And after the second cycle was carried out again, the average daily test score increased to 76.1%, an increase of 3.2%. Through the application of group guidance techniques in workshop activities, teachers have an understanding in efforts to increase motivation, enthusiasm and achievement in make interactive learning media. Group guidance activities in workshop activities are very helpful and can increase understanding of motivation and efforts to improve skills and strategies are very effective in achieving an expected goal.

Based on theoretical studies and research results, several recommendations are recommended, namely: for the implementation of teacher development programs to achieve

optimal results, continuous innovation and improvisation are needed in accordance with the needs and developments of the times. In carrying out teacher development and supervisors, it is better to know the characteristics of teacher needs, teacher competencies, teacher self-concepts and tools or media used according to needs. In every coaching activity, teachers involve all actively and make group dynamics activities an effort to solve problems faced by teachers. Supervisors should be willing to try to find creative, innovative techniques or learning methods and group guidance services.

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