

Guidance and Counseling Strategies in Improving Student Learning Motivation at Madrasah Tsanawiyah

Nur Hotimah¹, A. Rizal², Siti Aminah³

¹Sekolah Tinggi Ilmu Dakwah dan Komunikasi Islam Al-Mardiyah Pamekasan, Indonesia; nhotimah38@gmail.com* (Corresponden)

²Sekolah Tinggi Ilmu Dakwah dan Komunikasi Islam Al-Mardiyah Pamekasan, Indonesia; rizal83@gmail.com

³UIN Sulthan Thaha Saifuddin Jambi, Indonesia; sitiaminah@uinjambi.ac.id

ABSTRACT

Background	Observations at MTs. Nahdlatul Ulum Tagangser Daya indicated that several students exhibited low learning motivation, as evidenced by lack of enthusiasm, failure to complete assignments, and frequent absenteeism. Teachers reported that 4–5 students per class had not yet achieved the minimum competency criteria (KKM) of 75, highlighting the necessity of the role of Guidance and Counseling
Purpose	This study aims to describe the implementation of guidance and counseling services and the role of guidance counselors in addressing the decline in student learning motivation at MTs. Nahdlatul Ulum Tagangser Daya Pasean Pamekasan.
Research Methodology	The study employed a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The research subjects comprised guidance counselors, the school principal, and several students who had received counseling services. Data analysis was conducted through data reduction, data presentation, and drawing conclusions, while data validity was ensured using source and technique triangulation.
Result	The results indicate that guidance counselors play a significant role in enhancing students' learning motivation through individual counseling, group guidance, and personal approaches integrated with religious values. Guidance counselors also collaborate with homeroom teachers, subject teachers, and parents.
Conclusion	conclusion, the role of guidance counselors as facilitators, motivators, and mentors has been proven effective in helping students improve their learning enthusiasm and academic achievement.
Keywords	Guidance Counselor, Counseling, Learning Motivation



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INTRODUCTION

Student learning motivation is a key factor in the success of the educational process and is influenced by various internal and external aspects. Effective teacher leadership, combined with high student self-efficacy, has been shown to play a significant role in enhancing learning motivation, as students who feel confident and supported tend to be more academically engaged (Öqvist & Malmström, 2018). Moreover, creating a positive and conducive learning environment, including strong teacher-student relationships, can strengthen students' motivation and comfort in learning (Dong et al., 2025). The use of interactive teaching methods tailored to learning styles, such as laboratory activities and simulations, can also increase student engagement, particularly for kinesthetic and visual learners (Akturan et al., 2025). Personalized and constructive feedback helps students feel valued and encouraged to develop. Furthermore, teaching independent learning skills and self-regulation contributes to sustained motivation (Nabizadeh et al., 2019), while strong social connections with teachers and peers enhance students' sense of belonging in the learning process (Behal & Kalia, 2024).

Enhancing student learning motivation plays a crucial role in supporting academic success. High learning motivation correlates positively with improved academic achievement, as motivated students tend to be more diligent, focused, and achieve better learning outcomes (Dwijuliani et al., 2021; Thongkoo & Daungcharone, 2025). Additionally, the use of interactive learning methods and engaging instructional media has been shown to enhance learning motivation, particularly in subjects perceived as difficult, such as mathematics (Rachmavita, 2020). Strong motivation also encourages active student participation in the learning process, both through class discussions and group work, making learning more meaningful (Kmecová, 2018). The application of gamification in learning further increases student engagement and motivation, both intrinsically and extrinsically (Adolf et al., 2022; Dicheva et al., 2020).

Beyond its academic impact, learning motivation also contributes to the development of students' social and emotional skills. A supportive learning environment and positive peer interactions can enhance both motivation and student engagement in learning (Malik, 2025). The integration of emotional intelligence in education plays a significant role in promoting emotional well-being as well as learning motivation (Naumoska & Naumoska-Sarakinska, 2025). Highly motivated teachers can also transmit their enthusiasm to students through autonomy-supportive teaching strategies and constructive feedback (Li et al., 2022). In the context of online learning, student motivation can be enhanced through the use of interactive media and responsive teacher support tailored to students' needs (Singh et al., 2025).

Guidance and counseling play a strategic role in addressing and enhancing student learning motivation through planned and innovative approaches. The development of video media in guidance and counseling services has proven effective in increasing high school students' learning motivation due to its engaging presentation and alignment with digital-native characteristics (Hulukati et al., 2019). Moreover, the implementation of counseling techniques such as paradoxical intention and Socratic questioning in group counseling helps students find meaning and life purpose, directly impacting their learning motivation (Fuad et al., 2025). Flipped learning-based guidance supervision programs have also shown positive results in improving both motivation and academic achievement through enrichment sessions that encourage active student participation (Abood et al., 2025). Group counseling approaches that integrate positive psychology and Adlerian individual psychology further enhance academic self-efficacy and foster autonomous, sustainable learning motivation (Lee et al., 2025).

In addition to psychological and pedagogical approaches, the utilization of technology and data-driven strategies increasingly strengthens the effectiveness of guidance and counseling services in enhancing student learning motivation. The use of learning analytics in academic counseling allows counselors to obtain specific data on the curriculum and student performance, enabling more targeted interventions and positively impacting

academic outcomes (Henríquez et al., 2024). Counseling strategies that integrate religious values with daily behavior have also proven effective in helping students, particularly gifted students, manage motivation and emotions more adaptively (Yusmansyah et al., 2019). Furthermore, strengthening collaboration between universities and industry and utilizing digital technologies can improve the quality of guidance services sustainably (Anos et al., 2025). Data-driven educational approaches are also essential in identifying students' specific needs and supporting their overall academic success (Kundhavai et al., 2025).

Preliminary observations at MTs. Nahdlatul Ulum Tagangser Daya indicate the presence of students with low learning motivation, evidenced by a lack of enthusiasm in class, frequent failure to complete assignments, and absenteeism during lessons. Teachers report that each class contains 4–5 students who have not yet achieved the Minimum Competency Criteria = 75, highlighting the need for targeted interventions to improve academic performance. This situation underscores the importance of guidance counselors in providing motivational counseling services to help students enhance their learning enthusiasm and academic achievement. Based on this background, this study aims to examine the role of guidance counselors in implementing student learning motivation counseling at MTs. Nahdlatul Ulum Tagangser Daya, Pasean, Pamekasan, with the objective of describing the counseling process and the counselors' role in addressing student learning motivation. The study is expected to provide theoretical benefits for the development of knowledge in school counseling, as well as practical benefits for students, schools, and other researchers, including improved counseling skills, targeted student interventions, and references for future research.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a descriptive case study design, aiming to gain an in-depth understanding of the role of guidance and counseling teachers in supporting student learning motivation at MTs. Nahdlatul Ulum Tagangser Daya, Pasean, Pamekasan. The research site was selected due to the school's diverse dynamics of student learning motivation. The research subjects consisted of the school principal (1 person), the guidance and counseling teacher (1 person), a subject teacher (1 person), and students (5 persons), totaling eight participants. The study was conducted from July to August 2025, covering the stages of preparation, data collection, analysis, and report writing. Data collection techniques included both participatory and non-participatory observations to examine counseling activities, teacher-student interactions, and motivational practices. Structured interviews were conducted with the principal, guidance and counseling teacher, subject teacher, and students, and were recorded and transcribed for analysis. Documentation was also collected, including school archives, recordings of activities, photographs of counseling sessions, and other relevant notes related to learning motivation. Data were analyzed using interactive analysis techniques consisting of data reduction, data presentation, and conclusion drawing or verification. Data reduction involved identifying data units, categorizing, and simplifying information into main themes. The data were then presented narratively to facilitate understanding of the context and the relationships between themes before drawing conclusions. Data validity was ensured through credibility tests, including source and technique triangulation, prolonged engagement, peer discussions, and member checks to maintain consistency and validity of findings. This approach enabled the researcher to obtain accurate and comprehensive data, providing a holistic depiction of how the guidance and counseling teacher implements counseling services and strategies to enhance student learning motivation at MTs. Nahdlatul Ulum Tagangser Daya.

RESULT AND DISCUSSION

School counseling services for students encompass a variety of services designed to support their academic, social, and emotional development comprehensively. Individual counseling is a direct service

conducted through face-to-face meetings between the counselor and the student. These sessions are relatively brief and, in certain cases, require referral to external professional services for further intervention (McDonald & Hodges, 2024). In practice, counselors employ a range of theoretical approaches, such as client-centered counseling, solution-focused brief therapy, cognitive-behavioral therapy, and narrative therapy, to tailor interventions to the individual needs of students (Desmond et al., 2022). In addition, group counseling provides a safe and supportive environment for students to share experiences and learn collaboratively, making it effective for addressing common issues and fostering a sense of community (Xiong et al., 2023). School counselors also implement guidance curricula through classroom activities and school programs to support students' academic, career, and social-emotional development (Özdemir & Bacanlı, 2020).

Furthermore, the Comprehensive School Counseling Program (CSCP) is designed to provide holistic support for students, parents, and school staff through structured and continuous services (Akins, 2024). The success of the CSCP heavily depends on collaboration between counselors, teachers, school leaders, parents, and the community in addressing the diverse needs of students (Solmonson, 2024). In practice, counselors must also consider special considerations, such as providing inclusive services for students with special needs through collaboration with special education staff to ensure interventions are appropriately targeted (Milner et al., 2022). Moreover, culturally responsive counseling practices are essential for serving diverse student populations, including the use of culturally relevant interventions to promote identity expression and student empowerment (Levy & Molina, 2025; Martinez, 2025). School counselors also play a crucial role in promoting students' mental health and well-being through preventive and supportive approaches to various psychological issues (Adomako Gyasi et al., 2025).

School Counseling Services for Students Experiencing Declining Motivation

The guidance and counseling services for addressing students' learning motivation at MTs. Nahdlatul Ulum Tagangser Daya Pasean Pamekasan begin with a problem identification stage. At this stage, the guidance and counseling teacher plays a strategic role in early detection of students experiencing a decline in learning motivation. Identification is carried out using various techniques, including direct observation of students' behavior in the school environment, reports from subject teachers and homeroom teachers, and interpersonal communication with the students themselves. Key indicators include frequent absenteeism, low participation in learning, failure to complete assignments, social withdrawal tendencies, and declining academic performance.

Additionally, the guidance and counseling teacher collaborates with other teachers to explore the underlying causes of the problem, whether stemming from personal factors, family conditions, or the student's social environment. Through an empathetic approach and comprehensive observation, the guidance and counseling teacher seeks to understand the students' emotional and academic conditions as the basis for providing counseling services tailored to individual needs.

The problem diagnosis stage in guidance and counseling at MTs. Nahdlatul Ulum Tagangser Daya Pasean Pamekasan is carried out systematically and effectively. The guidance and counseling teacher conducts in-depth analyses of the problems faced by students using a personal, collaborative, and empathetic approach. This diagnosis process aims to accurately identify both internal and external factors contributing to the decline in students' learning motivation. The results serve as the primary foundation for designing targeted counseling programs that match the characteristics of students' issues. Counseling services focus not only on academic aspects but also on the psychological and social dimensions of students. Through a personal approach, use of attendance data, and provision of individual and group counseling services, the guidance and counseling teacher gradually helps students overcome learning barriers and rebuild positive learning motivation.

Planning for guidance and counseling services at MTs. Nahdlatul Ulum Tagangser Daya Pasean Pamekasan is conducted thoroughly, systematically, and collaboratively. The guidance and counseling teacher

acts as the primary designer of the guidance program, considering the results of previous problem identification and diagnosis. In implementation, the teacher collaborates with the school principal and subject teachers as strategic partners to ensure each program runs optimally and is relevant to students' needs. Systematic planning includes determining the types of services, implementation methods, and objectives aimed at increasing students' learning motivation. With directed planning, guidance and counseling activities become more effective and efficient, positively contributing to a conducive learning environment and supporting students' academic and psychological development sustainably.

Implementation of guidance and counseling services at MTs. Nahdlatul Ulum Tagangser Daya Pasean Pamekasan is carried out in a planned and continuous manner to enhance students' learning motivation. Services include orientation and information services, individual counseling, group counseling, and academic guidance. Each type of service complements the others in helping students understand their potential, overcome learning fatigue, and rebuild learning enthusiasm through an empathetic and humanistic approach. Implementation of guidance and counseling services receives full support from the school and benefits from strong collaboration among teachers, ensuring optimal execution. Positive outcomes of these services are reflected in improved discipline, active participation in learning, and better academic achievement. Individual counseling assists students in finding solutions to personal problems, group counseling fosters a sense of togetherness and social support, while academic guidance strengthens students' academic skills.

The evaluation and follow-up stage of the guidance and counseling program at MTs. Nahdlatul Ulum Tagangser Daya Pasean Pamekasan is carried out in a planned, collaborative, and continuous manner. Evaluation is conducted to assess the effectiveness of the services provided and the extent to which the guidance and counseling program has increased students' learning motivation. This process involves various stakeholders, including the guidance and counseling teacher, school principal, subject teachers, homeroom teachers, and parents, creating synergy in supporting student development. Evaluation results serve as the basis for follow-up actions, including improvements, reinforcement, or development of guidance and counseling services. Through systematic evaluation and follow-up, the guidance and counseling program has proven to have a positive impact on enhancing students' learning motivation, reflected in improved attendance, active participation in learning, and better academic achievement.

The Role of the Guidance and Counseling Teacher in Addressing Students Experiencing Declining Learning Motivation

The roles of the Guidance and Counseling (Bimbingan Konseling) teacher in addressing students experiencing a decline in learning motivation at MTs. Nahdlatul Ulum Tagangser Daya Pasean Pamekasan are as follows:

1. Early Detector (Problem Identifier)

The Guidance and Counseling teacher serves as an early detector in understanding issues faced by students with declining learning motivation. This role is realized through a systematic initial identification process, which includes direct observation of student behavior in the school environment, analysis of reports from subject teachers and homeroom teachers, and interpersonal communication with students. Key indicators monitored by the teacher include increased absenteeism, low engagement in learning, negligence in completing assignments, tendencies to withdraw socially, and declining academic performance. In addition, the Guidance and Counseling teacher collaborates with other teachers to identify the underlying causes of these problems, whether stemming from personal factors, family conditions, or the student's social environment. Through an empathetic approach and comprehensive observation, the teacher seeks to understand the student's emotional and academic

condition as a basis for providing counseling services that are appropriate and tailored to individual needs.

2. Provider of Responsive Counseling Services

The Guidance and Counseling teacher delivers individual counseling to students experiencing declining motivation using an empathetic, patient, and calming approach. In this process, the teacher strives to create a comfortable environment so that students do not feel pressured or judged. This approach is implemented through warm, attentive conversations that encourage students to share their difficulties openly. The teacher listens empathetically without immediately evaluating or blaming the student, in order to understand the root causes of declining learning motivation. After identifying the problem, the teacher assists students in developing realistic, small steps to rebuild learning motivation. This may include providing positive reinforcement, simple study strategies, and setting achievable daily goals. In this way, the Guidance and Counseling teacher functions not only as a counselor but also as a mentor who provides encouragement, guidance, and moral support to help students regain self-directed and sustainable learning motivation.

3. Collaborator with Homeroom Teachers and Parents

The Guidance and Counseling teacher collaborates with homeroom teachers, subject teachers, and parents to determine joint solutions that support student development, particularly for those experiencing a decline in learning motivation. This collaboration extends beyond school coordination and involves active communication through small meetings, informal discussions, and reporting observations of student behavior and learning enthusiasm. In this role, the teacher acts as a liaison between the school and family to ensure that each student receives attention and support according to their needs. Collaborative efforts include designing guidance programs tailored to student characteristics and problems, monitoring classroom behavior regularly, and maintaining routine communication with parents regarding student progress at home. Through such collaboration, the teacher can obtain more complete and objective information about the student's condition, making intervention measures more effective. Consequently, efforts to increase learning motivation become a shared responsibility among all parties involved in the educational process.

4. Provider of Information and Motivator

The Guidance and Counseling teacher also functions as an information provider and motivator to help restore students' mental resilience and learning motivation. This role is carried out by delivering information relevant to the needs and conditions of students, including study strategies, emotional management, and awareness of the importance of education for their future. Information is communicated in a personal and interactive manner, ensuring that it is easily understood and accepted by students. In addition to providing information, the teacher serves as a motivator, offering moral and psychological encouragement so that students can face learning challenges with a more positive attitude. The synergy between the Guidance and Counseling teacher, school principal, and subject teachers is a key factor in the success of this role. With effective collaboration, guidance and counseling services are not only informative but also provide mental and spiritual reinforcement, resulting in a tangible increase in students' learning motivation at MTs. Nahdlatul Ulum Tagangser Daya Pasean.

5. Evaluator and Program Developer

The Guidance and Counseling teacher conducts regular evaluations of the implementation and outcomes of the counseling services provided. This evaluation aims to assess the effectiveness of programs in enhancing students' mental resilience and learning motivation. Results are systematically recorded in counseling reports and presented to the school principal as a basis for program

improvement and development in subsequent periods. The evaluation process involves multiple stakeholders, including subject teachers, the school principal, and students, ensuring that assessments are objective and comprehensive. Based on the evaluation results, the Guidance and Counseling teacher develops more directed, systematic, and sustainable counseling programs. Thus, the teacher's role extends beyond assessing outcomes to building a continuous guidance system that has been proven to enhance students' learning motivation and awareness of the importance of education.

CONCLUSION

The implementation of counseling services at MTs. Nahdlatul Ulum Tagangser Daya has been active, well-planned, and conducted in a personal and empathetic manner. The Guidance and Counseling teacher identifies and diagnoses students' declining learning motivation through observation, communication, and collaboration with subject teachers, homeroom teachers, and parents. The services provided include individual counseling, group counseling, orientation, information dissemination, and academic guidance, all aimed at helping students understand themselves, overcome learning fatigue, and rebuild their motivation to learn. The role of the Guidance and Counseling teacher encompasses early detection, provision of responsive services, collaboration with school staff and parents, delivery of information and motivation, as well as evaluation and service development. Key factors supporting the success of these services include coordination among teachers, the school principal, and the persuasive and empathetic approach of the Guidance and Counseling teacher. The main challenges involve time constraints and some students' reluctance to share personal issues. With appropriate strategies, the counseling services have proven effective in increasing students' attendance, participation, and academic achievement. Therefore, the school is encouraged to continue supporting Guidance and Counseling activities. The Guidance and Counseling teacher is expected to further develop innovative and empathetic approaches. Additionally, future research is recommended to explore other factors influencing learning motivation, including the roles of family, social environment, and spiritual approaches, to ensure that counseling services are more effective and sustainable.

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AUTHORS' CONTRIBUTION (Arial Narrow, 12pt, Bolt)

- Author 1 : Conceptualized the research framework, designed the methodology, and oversaw the overall project. Conducted data collection, performed initial analysis, and drafted the manuscript.
- Author 2 : Contributed to data interpretation, conducted literature review, and assisted in refining the research instruments. Provided critical revisions to the manuscript and ensured alignment with academic standards.
- Author 3 : Supported data analysis and validation, coordinated collaboration with school staff and participants, and contributed to the discussion of results. Assisted in editing the final manuscript and preparing it for publication.

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