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JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

Needs Analysis for Design Optimization Psychoeducative Guidance Service Device in Elementary School

Arismunandar [1], Abdul Saman [2], Musfirah [3], Nurhikmah H [4], Imron Burhan [5]

[1] Universitas Negeri Makassar, Indonesia; arismunandar@unm.ac.id
[2] Universitas Negeri Makassar, Indonesia; abdulsaman72@gmail.com
[3] Universitas Negeri Makassar, Indonesia; musfirah@unm.ac.id
[4] Universitas Negeri Makassar, Indonesia; nurhikmah.h@unm.ac.id
[5] Universitas Negeri Makassar, Indonesia; imron.burhan@unm.ac.id

Abstract	This study aims to analyze the need to optimize the design of psychoeducational guidance services in elementary schools. A descriptive quantitative approach was applied, and questionnaires were distributed to teachers and students, serving as the primary data collection tool. The analysis employed descriptive statistical techniques to illustrate elementary school students' needs for psychoeducational guidance services. The process of descriptive statistical analysis involves several steps: first, gathering data through questionnaires; next, presenting the data in a visual format such as frequency percentage tables for each indicator; and finally, interpreting the presented data. The results of the study indicate an urgent need for more comprehensive guidance and counseling services that are structured, innovative, and effective in meeting students' needs and supporting their holistic development, both in academic and personal aspects. The absence of BK teachers in elementary schools, challenges in student learning motivation, and variations in the use of learning methods and media appropriate to students' learning styles indicate the need for special interventions. Social support from family, friends, and teachers and a conducive school environment are important factors that need to be strengthened through psychoeducational guidance service devices. By focusing on developing interactive teaching materials and effective guidance strategies, this service can increase students' motivation, participation, and self-confidence, thereby supporting a more optimal learning process.
Keywords	Psychoeducative; Guidance Service Device; Elementary School

Corresponding Author
Musfirah
Universitas Negeri Makassar, Indonesia; musfirah@unm.ac.id

1. INTRODUCTION

(Indonesia Kementerian Pendidikan dan Kebudayaan Republik, 2014) Regarding Guidance and Counseling in Elementary and Secondary Education, it highlights that every student can achieve optimal development. In this case, the development of life competencies requires an educational service system in educational units that does not only rely on subject learning and management services but also special services that are psycho-educational. This is expected to allow every student to grow and develop optimally. Growing and developing optimally certainly requires stimulation, including

stimulation from the school environment, a place for children to develop themselves. Schools have a significant responsibility to help students succeed in their learning. Therefore, schools should assist students in addressing the problems that arise within them. In such conditions, guidance and counseling services at school must be implemented to help students overcome their challenges (Sibua, 2020). According to (Hasibuan et al., 2022), guidance and counseling in school services are provided to support students in developing according to their talents, interests, potential, and developmental stages. In achieving developmental tasks, students often encounter problems that hinder their progress. In such situations, guidance and counseling are essential to help students overcome various issues and even prevent these problems from occurring. According to (Setianingsih, 2018), in educational guidance services, guidance and counseling aim to help students develop good study habits in mastering knowledge and skills and prepare them for continuing their studies. School guidance and counseling teachers are crucial in enhancing students' learning motivation (Zubaidah et al., 2023).

According to (Ambarwati et al., 2023), education in elementary school is an essential foundation for developing the attitudes, knowledge, and basic skills students need to become skilled, healthy, capable, and confident learners, as well as to prepare them for continuing their education at higher educational institutions. Elementary school students face a variety of developmental tasks. However, failure to complete these tasks can lead to unhappiness, rejection from society, and difficulty in completing subsequent tasks (Ginting, 2020). According to (Kartadinata. S, 2002) The developmental tasks for elementary school students encompass 1) developing habits and attitudes of faith and devotion to God Almighty; 2) developing basic reading, writing, and arithmetic skills; 3) developing morals, conscience, and values as guidelines for behavior; 4) learning simple physical skills; 5) learning to socialize and work in peer groups; 6) becoming an independent person and being able to control oneself; 7) building a healthy life for oneself and the environment; 8) developing important concepts for life; 9) living social roles according to gender; and 10) choosing attitudes towards social groups and institutions. These developmental tasks are natural challenges that students must go through. If successful, they will be ready to face the next developmental task, but if they fail, students will face problems. As stated by (Widada, 2015) The failure of elementary school students to achieve developmental tasks can cause disappointment, anxiety, and unpreparedness in facing the next developmental task.

Observations conducted in several elementary schools in Makassar City revealed a common issue among students: a lack of drive to learn. This is reflected in various indicators such as minimal enthusiasm for learning, poor academic performance, absence of clear learning objectives, reluctance to study, low interest in educational activities, avoidance of challenges, and other related behaviors. In addition, the results of observations in research conducted by (D. A. Sari et al., 2020) During science learning in grade IV of SD Negeri 80/I Rengas Condong, students were found to be sleepy, chatting with friends, not doing assignments, not feeling the benefits of cooperation when the teacher explained the material, and not being enthusiastic when learning. Low learning motivation can hurt students. These impacts include poor academic achievement, low independence, low self-esteem, lack of interest in positive activities, and difficulty establishing social relationships. Students' motivation for learning can influence success in the learning process. As a facilitator, teachers need to guide students to be more diligent in their studies to help achieve the intended goals (Nurfaisal, 2021, in (Mudiantoro & Muhid, 2022)). As found in the research of (Datu et al., 2022) That there is an influence between learning motivation and learning outcomes of grade IV elementary school students. Therefore, paying attention to students' learning motivation and finding ways to improve it is important.

(Uno, 2019) stated that learning motivation is an internal and external drive for students to make behavioral changes, generally supported by several indicators or supporting elements. According to (Afriani et al., 2023), Motivation is one factor that influences students' adjustment to achieve results. Students learn more when motivated, active, and focused on the learning process with perseverance. The decline in students' learning motivation can stem from the school environment and external factors

such as the family or other surroundings. A lack of attention from parents, the condition of their peers, and the learning atmosphere in school are obstacles that particularly hinder the learning process within the school itself. (Wulandari et al., 2023). According to (Sardiman, 2011), the traits of motivation observed in students include 1) Persistence in completing tasks (able to work consistently over an extended period until the task is completed). 2) Endurance in overcoming challenges (not easily discouraged) without relying on external motivation to achieve optimal performance (not easily content with their current accomplishments). 3) Demonstrating curiosity toward a variety of issues. 4) Preferring independent work. 5) Losing interest quickly in repetitive or routine tasks (mechanical work that is repetitive and less engaging). 6) Confidently defending their opinions (when convinced of something). 7) Holding firmly to their beliefs. 8) Enjoying the process of discovering and solving problems or answering questions.

The causes of low learning motivation include internal and external factors. Internal factors include boredom, interest in learning, and students' physical and mental health. External factors include family conditions, home environment, and infrastructure.(Puthree et al., 2021). In addition, (Hidayati et al., 2022) Identified that reduced interest, student attitudes, and physical aspects of students caused the decline in students' learning motivation. Other factors that influence this are the family, social, and school environments. Anggraini and Sukartono (Anggraini & Sukartono, 2022) also support that the causes of low student learning motivation come from the internal conditions of students and environmental factors. Internal and external factors affect students' learning motivation. Still, if examined more deeply, internal causes such as boredom, low interest, mental conditions, health, and student attitudes have the most significant impact.

Based on the analysis of the causes of the problem, students need help to overcome learning motivation problems, especially those related to internal factors such as boredom, interest in learning, and physical and mental health. Facing the problem of low learning motivation, the existence of psychoeducational guidance services is very much needed at the elementary school level,(R. K. et al Sari, 2024). According to (Prima et al., 2020) Psychoeducation is a systematic, objective, logical, sustainable, and programmed effort carried out by teachers to facilitate student development. The goal is to achieve independence by understanding, accepting, directing, making decisions, and realizing oneself responsibly. Psychoeducational guidance to increase learning motivation aims to help students achieve complete and optimal development. In general, psychoeducational services are also useful for improving the quality of life (Bhattacharjee et al., 2011) A needs analysis is needed in producing psychoeducational guidance service devices, which is a crucial step in developing effective psychoeducational guidance service devices in elementary schools. By conducting a needs analysis, educators can identify students' problems, challenges, and expectations that need to be addressed through guidance services. This helps in designing interventions appropriate to the conditions and characteristics of students so that the services provided are relevant and on target. In addition, needs analysis allows the development of structured service devices, including clear objectives, implementation strategies, and effective evaluation methods. Thus, the needs analysis results not only improve the quality of psychoeducational guidance services but also contribute to the optimal development of students in academic, social, and emotional aspects. By providing services that align with students' motivational needs, schools can create a more supportive environment, thereby enhancing students' learning motivation.

Facts on the ground show that currently, there are no guidance and counseling teachers in public elementary schools. Only private schools have guidance and counseling teachers, and the number is still limited. Tyas (2014) and (Insani & Maksum, 2023) state that counseling guidance is a service and assistance for students, both individuals and groups, to be independent and develop optimally in personal, social, learning, and career relationships through various types of activities and supporters based on applicable norms. The substance of guidance and counseling facilitates educational units in realizing the educational process by paying attention to and addressing the students' various abilities,

needs, and interests (Falah, 2016). In Elementary Schools, class teachers carry out learning activities, guidance, and counseling activities. (Anti, 2020) research revealed that class teachers implemented psychoeducational guidance service policies as an additional task the principal gave. This is supported by assessing class teachers who can manage the class well. However, this condition is an additional burden for class teachers, considering they also have a teaching burden and other administrative tasks. Therefore, it is not surprising that they focus more on learning and pay less attention to the psychological condition of students. Research by (Tanod et al., 2019) also showed that the competence of class teachers needs to be improved so that the implementation of guidance and counseling in Elementary Schools can be programmed properly. Attention to students' psychological conditions is very important to support their development by the standards of student independence (SKPD) in elementary schools.

The application of psychoeducational guidance in elementary schools remains suboptimal due to several factors, including the lack of guidance counselors in schools, the absence of clear implementation guidelines, and unstructured service programs. This is in line with Anti's research (2020), which states that the obstacles faced include the absence of guidance and counseling teachers in schools, services that class teachers do not program well, and the government not placing guidance and counseling teachers in public Elementary Schools. In addition, if schools provide their services, they are constrained by budget problems and the absence of counseling rooms. Research by (Hidayati et al., 2022) It also shows that psychoeducational services have not been able to meet the demands of the Industrial Revolution 4.0 Era, which is caused by the different psychological conditions of teachers in dealing with disruption. The guidance and counseling process fosters student characteristics such as discipline, responsibility, and hard work in achieving desired achievements. The factors that influence achievement motivation include internal and external factors (Rochmah et al., 2020)

Psychoeducational guidance services for students at the elementary school level are very important in the curriculum; this is supported by research by (Setiowati & Nuryanto, 2021) 98.6% of teachers agree on the necessity of guidance and counseling services for elementary school students. Research by (Virgiawan & Cahyana, 2023) After participating in psychoeducational services through role-playing methods, students can understand and describe their roles so that they can be directed to be responsible for carrying out these roles in real life, which can increase learning motivation. In addition, research by (EY et al., 2022) Revealed that psychoeducation, motivational interviewing, cognitive remediation training, and social skills training are effective interventions for patients with spectrum disorders schizophrenia. The results of (Nihayati et al., 2021) The study showed that psychoeducation had an impact on the self-efficacy and motivation of breast cancer patients to undergo treatment. (Hayatri, 2019) Students need guidance because they still do not understand themselves and their surroundings and have little experience determining their life's direction. (Nurlaily, 2019) States that classroom teachers play a key role as implementers of guidance services. They understand the characteristics and abilities of each student, teach behavioral skills and social interactions, and consistently assist students in resolving problems or difficulties they face. Additionally, classroom teachers help students develop learning discipline. According to (Amala & Kaltsum, 2021) Teachers play a role in building the personality of students at the educational level they attend, particularly in elementary schools. However, in practice, guidance services at the elementary school level have not been implemented to their full potential. According to (Nazari & Utami, 2020) Teachers influence and guide students to improve and achieve their life goals. Guidance is a process of assisting individuals to direct them toward a better path through various actions. With the design of psychoeducational guidance services based on student needs analysis, students' rights to receive a quality education that focuses on learning and psychological aspects can be fulfilled. Therefore, the competence of class teachers is very much needed to implement guidance services optimally.

2. METHODS

This type of research is quantitative descriptive research. According to (Sugiyono, 2016), quantitative descriptive research is research used to determine the value of independent variables, either one or more variables (independent), without making comparisons or connecting with other variables. The main goal is to create a description, picture, or painting systematically, factually, and accurately regarding the facts and relationships between the investigated phenomena. This research was conducted at UPTD SD Negeri 33 and UPTD SD Negeri 47 in Parepare City, with a population of all students in both schools. The sample included 21 students and 25 teachers selected using a random sampling technique to ensure an accurate representation of the student population. This study uses a quantitative descriptive approach to analyze students' needs related to psychoeducational guidance services in elementary schools. Data were collected through a questionnaire designed to identify students' needs in the context of psychoeducational guidance services. Data were collected through a questionnaire distributed to students who were the research sample. This questionnaire covers various aspects of students' needs in psychoeducational guidance services.

The data analysis technique used is descriptive statistical analysis. According to Sugiyono (2016), descriptive statistics are used to analyze data by describing or depicting the collected data as it is, without aiming to draw general conclusions or generalizations. Descriptive statistics can include tables, graphs, or statistical calculations such as averages, percentages, and others (Musfirah et al., 2022). This research will be conducted in several stages, including (1) **Preparation and Instrument Development,** which involves the creation of a questionnaire to identify students' needs for psychoeducational guidance services; (2) **Data Collection, where** the questionnaire will be distributed to students and teachers using a random sampling technique at UPTD SD Negeri 33 and UPTD SD Negeri 47 Parepare; (3) **Data Analysis,** using descriptive statistics to illustrate students' needs; and (4) **Designing Psychoeducational Guidance Services.**

3. FINDINGS AND DISCUSSIONS

This study discusses the needs analysis results aimed at optimizing the design of psychoeducational guidance services in elementary schools, which play a vital role in supporting students' emotional, social, and academic development. Psychoeducation, integrating psychotherapy and educational interventions, aims to strengthen coping strategies for individuals and families in dealing with mental changes. The needs analysis was conducted from the perspectives of teachers and students to identify factors influencing their needs and provide recommendations for service development. The results of the analysis are the foundation for designing responsive services tailored to the school context.

Analysis of Psychoeducational Guidance Service Needs from a Teacher's Perspective

In this study, an analysis was conducted on the needs of service devices. Psychoeducational in elementary schools based on teachers' perspectives. This analysis covers several aspects relevant to the conditions and needs of teachers in schools, such as the availability of guidance and counseling services, students' learning goals and motivations, and the use of learning methods and media. First, we will look at how teachers assess the need for guidance and counseling in their schools, including the availability of BK teachers and the implementation of guidance services. Next, the analysis will focus on students' learning goals and motivations, including the obstacles they may face and the social support they receive from family, friends, and teachers. Finally, attention will be paid to the learning methods and media used by teachers, and the extent to which the teaching materials used are by students' learning styles and support increased learning motivation. The needs analysis results are presented in the table below to provide a clear picture of teachers' perceptions and needs for psychoeducational guidance service devices.

a. Availability and Implementation of Guidance and Counseling Services

This section will conduct a needs analysis based on the availability and implementation of guidance and counseling services in elementary schools. The main focus of the analysis includes 1. Availability of guidance and counseling (BK) teachers in schools 2. School experience in implementing guidance service activities 3. Teachers' views on the need to use additional teaching materials/ media, such as animation, videos, and quizzes, in guidance to improve students' understanding of lesson concepts; 4. Development of guidance service devices that can improve student learning motivation. This analysis will be presented in Table 1 below to provide a clear picture of the need for guidance and counseling services in schools and to formulate effective development strategies.

Table 1. Analysis of Psychoeducational Service Equipment Needs Based on the Aspects of Availability and Implementation of Counseling Guidance Services.

No	Indicator	Percentage of Answers	
		Yes	No
1	At School, there are BK teachers available for Elementary schools	0%	100%
2	Schools have implemented Service activities, Guidance	71,42%	28,58%
3	Agree if the guidance uses teaching materials/media (animations, videos, quizzes, etc.) so that students can master the lesson concept well	85,71%	14,29%
4	Agree if there is development of service devices guidance to increase learning motivation	100%	0%

Source: Processed questionnaire data, 2024

Table 1 above shows that no school reported having a guidance and counseling teacher for elementary schools. This indicates the absence of specialized professionals in the field of guidance and counseling in all schools surveyed. This gap underscores the necessity of creating roles for guidance and counseling educators or fostering professionals equipped to meet students' psychological and social requirements. Without a guidance and counseling teacher, schools may be unable to provide adequate support to students in terms of counseling and guidance, which can affect their emotional well-being and social development. According to(Hutami et al., 2022)Guidance and counseling services are also factors that can influence learning achievement, as providing good services can enhance students' potential according to their talents, interests, abilities, and aspirations.

The table above shows that most schools have implemented guidance services, but 28.58% have not. This indicates the need to ensure consistent and quality school access through additional training or support programs. Most respondents also agree that using teaching materials/media such as animations, videos, and quizzes can improve students' understanding. However, 14.29% have not utilized them, indicating the need for more training to integrate technology and media into guidance services. All respondents agreed on developing psychoeducational tools to enhance students' learning motivation. Based on the analysis, it can be concluded that psychoeducational guidance services in elementary schools require a structured approach focusing on increasing professional staff, implementing guidance activities, using media, and developing guidance tools.

b. Motivation and Social Support for Students

This section conducts a needs analysis of students' learning motivation and the various forms of social support they receive. This analysis includes identifying obstacles that hinder students' learning motivation, as well as an assessment of social support obtained from family, friends, and teachers. In addition, we will also evaluate the extent to which the school environment supports students' learning

motivation and whether students have sufficient self-confidence in their learning abilities. The analysis results will be presented in Table 2 below to provide a clear picture of the need for guidance and counseling services in schools based on aspects of student's learning motivation and the various forms of social support they receive.

Table 2. Analysis of Psychoeducational Service Device Needs Based on Motivation Aspects and Social Support for Students

No	Indicator	Percentage of Answers		
		Yes	**No**	**Some/Sometimes**
1	Some obstacles hinder student learning motivation	57,14%	42,86%	-
2	Students get enough social support from the family to increase learning motivation	71,48%	-	28,58%
3	Students get enough social support from friends to increase learning motivation	42,85%	-	57,14%
4	Students get enough social support from the teacher to increase learning motivation	71,42%	28,58%%	-
5	The school environment is supportive of student learning motivation	76,19%	23,80%	-
6	Students have self-confidence sufficient for the ability to learn that they have	57,14%	42,85%	-

Source: Processed questionnaire data, 2024

Based on the table above, most respondents (57.14%) reported that students face obstacles affecting their learning motivation, with the main barriers including delays in basic reading skills, lack of parental support, an unfavorable family environment, insufficient textbooks, and lack of self-confidence. These obstacles require special attention and appropriate intervention to improve student motivation and engagement in learning. Most respondents also felt that students received adequate social support from their families (71.48%), although 28.58% considered this support limited. Peer support was also deemed sufficient by 42.85% of respondents, though it was occasional, indicating the need for further monitoring to ensure consistent support. 71.42% of respondents considered social support from teachers adequate, while 28.58% felt this support was insufficient.

On the other hand, most respondents (76.19%) reported that the school environment supports student learning motivation, although 23.80% felt that school facilities and culture were still lacking. Regarding self-confidence, 57.14% of respondents felt that students were confident in their learning abilities, while 42.85% disagreed. This indicates the need for interventions to enhance students' self-confidence through psychological support and skill-building. Based on this analysis, to improve student learning motivation, it is important to focus on strengthening social support from families, peers, and teachers, addressing existing obstacles, and improving the learning environment. According to (Rahmi et al., 2020), the implementation of guidance and counseling services in elementary schools still faces various issues that require serious attention from all educational staff. These issues may arise during the interaction between students and teachers during the service delivery. Additionally, the insufficient facilities for guidance and counseling services in elementary schools also act as obstacles to the effectiveness of these activities.

c. Student Activities and Participation in Learning

In this section, a needs analysis is carried out on the aspects of activity and participation. Students

in learning focus on the extent to which teachers understand students' learning objectives and the level of student activity in class. The following table will present data on two indicators: teacher knowledge of students' learning objectives and teacher observations of students' activities during learning. The analysis results will be presented in Table 3 below to provide a clear picture of the need for guidance and counseling services in schools based on aspects of student activity and participation in learning.

Table 3. Analysis of Psychoeducational Service Equipment Needs Based on Activity Aspects and student participation in learning

No	Indicator	Percentage of Answers	
		Yes	No
1	Knowing students' goals in learning	100%	0%
2	Students look active in learning	61,90%	38,09%

Source: Processed questionnaire data, 2024

Based on the table above, all respondents (100%) stated that they were aware of the student's learning goals, indicating a strong understanding of this among teachers or school administrators. Knowing the learning goals is an essential first step in designing appropriate interventions. In the student activity indicator, about 61.90% of student respondents were observed to be active in learning. In comparison, 38.09% felt that students were not active, indicating a difference in perception regarding student engagement. Some forms of student activity in class include asking questions, presenting, and answering questions, with causes of inactivity such as boredom and saturation, which may be due to less varied or uninteresting teaching methods. Other factors influencing inactivity include lack of intrinsic motivation, personal issues, or incompatibility with the applied learning style. Based on this needs analysis, psychoeducational guidance services are essential to address the issue of student inactivity, enhance their engagement in learning, and design services that align with students' learning goals and the challenges they face.

d.   Learning Methods and Media

This section presents the analysis of the need for psychoeducational service devices based on aspects of learning methods and media used by teachers. This analysis includes indicators of the suitability of learning media to students' learning styles, the level of agreement on using interactive teaching materials/media, and the teacher's experience in using the media during the learning process.

Table 4. Analysis of Psychoeducational Service Equipment Needs Based on Method Aspects and Learning Media

No	Indicator	Percentage of Answers		
		Yes	No	Sometimes
1	Learning media used according to student learning style	57,14%	-	42,86%
2	Agree to use teaching materials/media (animation, video quiz, etc.) in learning	100%	0%	-
3	Have you ever used teaching materials/media (animation, video quiz, etc.) to explain learning materials	85,71%	14,29%	-

Source: Processed questionnaire data, 2024

Based on the table above, 57.14% of respondents stated that the learning media suited students' learning styles. In comparison, 42.86% said the media is only occasionally suitable, indicating the need for psychoeducational guidance services to identify and align media with individual learning styles.

Additionally, 100% of respondents agreed that the use of media such as animations, videos, and quizzes is crucial in learning, highlighting the need for training for teachers to utilize interactive media effectively. The experience of using teaching materials shows that 85.71% of respondents have used media in their teaching, while 14.29% have not, emphasizing the importance of support in integrating media into teaching methods.

Based on the description of the analysis above, it can be concluded that psychoeducational guidance services are very relevant in using learning methods and media. By identifying and adapting media to students' learning styles, training teachers on teaching media, and optimizing learning methods, psychoeducational guidance services can help improve teaching effectiveness and students' overall learning experience. According to (Nurlaily, 2019), it is important for teachers to enhance their knowledge, understanding, and awareness, both theoretically and practically, about the implementation of guidance and counseling services in elementary schools through seminars, workshops, and sharing experiences with other teachers.

Analysis of Psychoeducational Guidance Service Needs from the Student's Perspective

In this section, an analysis of the service device requirements is carried out. Psychoeducational guidance in elementary schools based on students' perspectives. This discussion covers several aspects: learning goals and motivation, student activeness in learning, social support received, the environment and learning methods used, the use of learning media, and services guidance in schools. This analysis is expected to obtain a deeper understanding of students' needs to design effective psychoeducational guidance service devices. The needs analysis results are presented in the table below to provide a clear picture of students' perceptions and needs for psychoeducational guidance service devices.

a.   Learning Goals and Motivation

Table 5 below presents the analysis of the needs for psychoeducational service devices from the aspects of learning goals and motivation. This table describes the extent to which students know their learning goals, face obstacles in learning motivation, have realistic goals, and have sufficient self-confidence and motivation to achieve achievement in learning. This data is expected to provide insight into aspects that must be considered to improve student learning motivation.

Table 5. Analysis of Psychoeducational Service Equipment Needs Based on Aspects of Goals and motivation to learn.

No	Indicator	Percentage of Answers	
		Yes	No
1	Know the purpose of learning	65,71%	34,28%
2	Some obstacles hinder your motivation to learn	51,42%	48,57%
3	Have realistic and measurable goals to achieve learning achievements.	37,14%	62,86%
4	Have sufficient self-confidence in your learning abilities	48,57%	51,42%
5	Have the drive to learn	54,28%	45,71%

Source: Processed questionnaire data, 2024

Table 5 reveals that while most students (65.71%) understand their learning goals, about a third (34.28%) remain unclear, indicating a need for better communication. Almost half of the students (51.42%) face obstacles that affect their motivation, suggesting a significant challenge to overcome. Additionally, 62.86% of students feel that their learning goals are unrealistic or unmeasurable, highlighting the importance of setting clearer, achievable goals. Regarding self-confidence, 48.57% of students feel confident in their learning abilities, while 51.42% do not, indicating the need for support

to build their confidence. While more than half (54.28%) are motivated to learn, 45.71% lack motivation, underscoring the need for strategies to boost motivation among less-engaged students. Overall, this analysis reveals that while there are positive aspects to students' goal understanding and motivation, there are still significant challenges related to realistic goals, self-confidence, and motivational barriers. Efforts to improve goal communication, increase self-confidence, and overcome motivational barriers are essential through psychoeducational guidance services for elementary school students.

b.   Activeness in the Learning Process

Table 6 below shows the analysis of psychoeducational service device needs based on student activeness in the learning process. This table identifies students' active participation level in class and the forms of activity they usually do. These results provide an overview of student engagement in learning, an important indicator for understanding the need for and development of psychoeducational guidance services.

Table 6. Analysis of Psychoeducational Service Equipment Needs Based on the aspect of activeness in the learning

| No | Indicator | Percentage of Answers | |
		Yes	No
1	Actively involved in the learning process in class	54,28%	45,71%

Source: Processed questionnaire data, 2024

Table 6 presents the psychoeducational service device needs analysis based on student activeness in the learning process. The data shows that 54.28% of students are actively involved in the learning process in class, while 45.71% are not actively involved.

This percentage indicates that most students have a positive level of activeness in teaching and learning activities, although almost half are not actively involved. Student activeness in class, such as asking questions, answering, or other activeness, is an important indicator in the learning process. This activity can vary from asking questions to clarify material, answering teacher questions, and participating in group discussions or presentations. These data show that although most students show activeness, some groups still do not actively participate in learning. This indicates the need for further efforts to encourage all students to be more involved in learning.

c.   Social Support in Learning

Table 7 below analyses the need for psychoeducational service devices from social support in learning. This table evaluates the extent to which students receive sufficient social support from family, friends, and teachers to increase their learning motivation. Social support is an important factor influencing student success in learning, so this analysis is the basis for developing more effective services.

Table 7. Analysis of Psychoeducational Service Equipment Needs Based on the Aspect of Social Support in Learning

| No | Indicator | Percentage of Answers | | |
		Yes	No	Sometimes
1	There is sufficient social support from the family to increase learning motivation.	57,14%	-	42,86%
2	There is sufficient social support from friends to increase learning motivation.	37,14%	22,86%	40%

No	Indicator	Percentage of Answers		
		Yes	No	Sometimes
3	There is sufficient social support from teachers to increase learning motivation	74,29%		25,71%

Source: Processed questionnaire data, 2024

Table 7 analyses the need for psychoeducational service devices based on aspects of social support in learning. The results show that 57.14% of students feel that they get enough social support from their families to increase their learning motivation, while 42.86% of students feel that the support is inconsistent. This positive family support is important because the role of the family in providing motivation and supporting students' learning process is very significant. However, when looking at social support from friends, the data shows that 37.14% of students feel that they get enough social support from friends, while 22.86% do not, and 40% feel that the support is sometimes there. This figure indicates that social support from friends is uneven. Inconsistent friend support can affect students' learning motivation, indicating the need for initiatives to strengthen peer support.

In contrast, social support from teachers appeared stronger, with 74.29% of students feeling they get enough support to increase their learning motivation. This shows that teachers are important in providing the motivation and support needed for student success. However, 25.71% of students felt that support from teachers was still lacking, indicating room for improvement in the mentoring and motivation efforts provided by teachers.

d.   Learning Environment and Methods

Table 8 below shows the analysis of psychoeducational service device needs from the learning environment and methods. This table examines how the learning environment and methods teachers use contribute to students' motivation and the learning methods most often applied in the classroom. This information is important to understand how current learning conditions affect students' needs and can be a reference in developing more effective learning strategies.

Table 8. Analysis of Psychoeducational Service Equipment Needs Based on Environmental Aspects and Learning Methods

No	Indikator	Percentage of Answers		
		Yes	Yes	Yes
1	The learning environment supports your learning motivation	68,57%	31,42%	-
2	The learning methods used by the teacher suit your learning style	37,14%	22,85%	40%
3	The teacher's explanation is enough for you to understand the lesson material	60%	40%	-

Source: Processed questionnaire data, 2024

Table 8 analyzes the need for psychoeducational service devices based on environmental aspects and learning methods. The data shows that most students (68.57%) feel that the learning environment supports their learning motivation, while 31.42% feel that the environment is less supportive. A supportive environment can positively influence student motivation and create a conducive atmosphere for learning. However, it should be noted that almost one-third of students feel that the learning environment is not fully supportive, which indicates the need for more attention in creating an optimal learning environment.

Furthermore, data on the suitability of learning methods with students' learning styles shows that

only 37.14% of students feel that the methods used by teachers are appropriate for their learning styles. On the other hand, 22.85% of students feel that the methods are not appropriate, and 40% feel that they are sometimes appropriate. These results indicate that there is a need to adjust learning methods to various learning styles of students to be more effective. Inappropriate learning methods can hinder understanding of the material and reduce learning effectiveness. Regarding teacher explanations, 60% of students felt that the explanation given was sufficient to understand the subject matter, while 40% felt that the explanation was inadequate. This shows that although most students feel that the teacher's explanation is sufficient, many students still need additional explanations or different approaches to understand the material better. The learning methods often used by teachers in the classroom, such as lectures, projects, discussions, and other methods, play an important role in the learning process. The diversity of these methods can provide variation in the learning experience. However, it is important to ensure the methods are appropriate to the student's needs and learning styles to maximize their effectiveness.

e.   Use of Learning Media

Table 9 below presents an analysis of the need for psychoeducational service devices based on aspects of the use of learning media. This table evaluates how teachers use teaching materials or media such as animation, video, and quizzes in learning and how students assess the effectiveness and attractiveness of using these media. This analysis provides important insights into the role of learning media in improving students' understanding and motivation to learn, as well as the need for further development in this area.

Table 9. Analysis of Psychoeducational Service Equipment Needs Based on Learning Media Aspects

No	Indicator	Percentage of Answers	
		Yes	No
1	The teacher used teaching materials/media (animation, video, quizzes, etc.) to explain the lesson material.	74,29%	25,71%
2	Need to use teaching materials/media (animation, videos, quizzes, etc.) in learning	91,42%	8,58%
3	In your opinion, the use of teaching materials/media (animation, video, quizzes, etc.) in learning is interesting.	85,71%	14,29%

Source: Processed questionnaire data, 2024

Table 9 presents the psychoeducational service device needs analysis based on the learning media aspect. The results show that 74.29% of students reported that their teachers had used teaching materials or media, such as animations, videos, and quizzes, in explaining the subject matter. This shows that most teachers have utilized learning media to increase the effectiveness of material delivery. However, 25.71% of students still have not experienced using this media, which indicates that there is room to improve the integration of learning media in the classroom. The data also shows that 91.42% of students need to use teaching materials or media such as animation, videos, and quizzes in learning. This high percentage indicates that students consider these learning media important to improve their understanding of the material and make the learning process more interesting. In contrast, 8.58% of students feel that these media are unnecessary, which may reflect individual preferences or discomfort with using technology in learning.

In addition, 85.71% of students considered using teaching materials/media in learning interesting, while 14.29% felt the opposite. This shows that most students want media use in the learning process, which can help maintain their attention and engagement in learning. The media used in the classroom, such as whiteboards, videos, books, and mobile phones, provide various ways to deliver material, making the learning process more dynamic and varied. Overall, this analysis shows that using learning

media is quite common among teachers and is highly appreciated by students. However, to further improve the effectiveness of learning, there needs to be an increase in the use of learning media and adjustments to student preferences so that all students benefit from the various types of teaching materials/media available.

f.   Guidance Services

Table 10 below describes the analysis of psychoeducational service device needs from the aspect of guidance services. This table includes information about guidance service activities in schools and students' opinions regarding using teaching materials/media such as animation, video, and quizzes to provide guidance services. This analysis aims to evaluate whether the current guidance services meet students' needs and how the integration of learning media can improve the effectiveness of these services.

Table 10. Analysis of Psychoeducational Service Equipment Needs Based on Service Aspects Guidance

| No	Indicator	Percentage of Answers	
		Yes	No
1	At your school, have you ever carried out guidance service activities	48,57%	51,42%
2	Do you agree that guidance services should be provided using teaching materials/media (animation, video, quizzes, etc.) so that students can master the concepts well	97,14%	2,86%

Source: Processed questionnaire data, 2024

Table 10 presents the analysis of the need for psychoeducational service devices based on aspects of guidance services in schools. The data shows that only 48.57% of students reported having participated in guidance services activities in their schools, while 51.42% of students stated that they had never participated in such services. This percentage indicates that school guidance services are still uneven and may not be integral to the student learning experience. This indicates a need to expand and improve the provision of guidance services to reach more students.

In addition, most students, namely 97.14%, agreed that tutoring services were provided using teaching materials or media such as animations, videos, and quizzes. This shows students' enthusiasm for using technology in tutoring services, which can make the tutoring process more interesting and effective in helping them master concepts well. Only 2.86% of students disagreed with this idea, which may reflect concerns about the effectiveness of digital media in the context of tutoring or a preference for more traditional tutoring methods. Overall, this analysis emphasizes the need for the development and expansion of tutoring services in schools and the importance of integrating technology in delivering these services to meet students' needs and preferences. Implementing media-based teaching materials in tutoring services can effectively improve the quality and accessibility of these services.

Design of Psychoeducational Guidance Services

Based on the needs analysis conducted, it is crucial to develop a well-structured design for psychoeducational guidance services that can meet the specific needs of elementary school students. This design aims to integrate various components, ensuring that the guidance services are effective and responsive to the needs identified in the analysis. The following is the proposed design for psychoeducational guidance services.
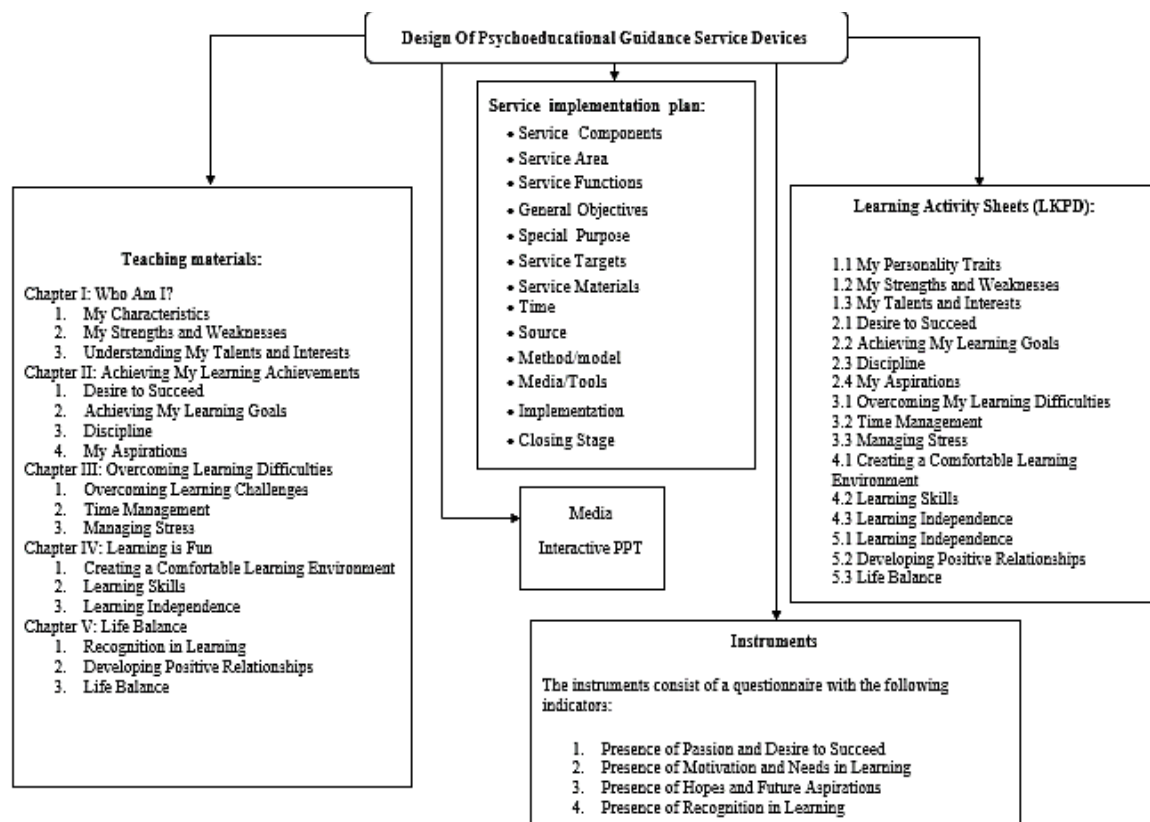
Figure 1. Design of Psychoeducational Guidance Services to Enhance Student Learning Motivation in Elementary Schools

The design of psychoeducational guidance services to enhance elementary students' learning motivation focuses on personal development, learning management, and maintaining a balanced life. The learning materials are organized into chapters, each addressing crucial aspects of student growth. Chapter I, "Who Am I," assists students in better understanding themselves by exploring personal characteristics, strengths, weaknesses, talents, and interests. This foundation is essential for building self-awareness, a vital step in boosting students' learning motivation.

Chapter II, "Achieving My Learning Achievements," emphasizes the importance of fostering a desire for success and how students can achieve academic excellence through discipline and goal-setting. This chapter also helps students recognize the significance of having aspirations, providing them with long-term motivation in their educational journey. Chapter III, "Overcoming Learning Difficulties," teaches students strategies to tackle academic challenges, such as time management and stress management, which are common barriers to effective learning. With these skills, students are expected to navigate obstacles in their pursuit of better achievements.

Chapter IV, "Learning is Fun," and Chapter V, "Life Balance," further stress the importance of creating a comfortable and independent learning environment while maintaining a balance between learning activities and social relationships. These chapters instruct students on making learning enjoyable and efficient and fostering positive relationships with others, ultimately supporting their emotional well-being. This comprehensive program is designed to provide holistic support, focusing on academic aspects and students' overall welfare.

The implementation plan for the services includes various essential components, such as service objectives, materials, timing, methods, and media to be used. Additionally, the measurement instruments consist of questionnaires with indicators that cover the desire to succeed, motivation in learning, aspirations, recognition, and engaging activities. These are designed to evaluate the

effectiveness of the services and provide necessary feedback.

4. CONCLUSION

The results of the analysis of the needs of psychoeducational service devices in elementary schools based on the perspectives of teachers and students indicate an urgent need for the development of more structured, innovative, and effective guidance and counseling services in meeting students' needs and supporting their holistic development, both in academic and personal aspects. The absence of BK teachers in elementary schools, challenges in student learning motivation, and variations in the use of learning methods and media appropriate to students' learning styles indicate the need for special interventions. Social support from family, friends, and teachers and a conducive school environment are important factors that need to be strengthened through psychoeducational guidance service devices. This service can increase student motivation, participation, and self-confidence by developing interactive teaching materials and effective guidance strategies, thereby supporting a more optimal learning process.

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