THE EFFECTIVENESS OF GROUP GUIDANCE AND COUNSELING WITH THE APPLICATION OF THE BEHAVIOR CONTRACT TECHNIQUE IN IMPROVING LEARNING MOTIVATION AMONG STUDENTS

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Abstract	This research aims to evaluate the effectiveness of group guidance and counseling using the behavior contract technique in increasing students' learning motivation. Through a quantitative approach and a pre-experimental research design with a one-group pretest-posttest design, The population in this study were all students in class XI, totaling 75 students at SMA Fathul Falah Bandar Mataram. The sample in this study consisted of students who showed low learning motivation, with a total of 8 people. A study on low learning motivation among eleventh-grade students at SMA Fathul Falah Bandar Mataram involves the entire eleventh-grade population, comprising a total of 75 students who meet the criteria for low learning motivation. From this population, a sample of 8 students was selected using the Non-Probability Sampling method and Purposive Sampling technique, which were determined based on attendance and recommendations from the head of student affairs. Data sources include the class attendance list during the research period, reports or recommendations from the head of student affairs, and the results of observing students' learning motivation using observation instruments or learning motivation questionnaires. Sample data includes students such as SSA, AAW, and DM, with details on gender, average scores, and specific learning motivation issues for each individual. In this research, the data analysis technique uses the Wilcoxon test, which measures the difference in pre-test and post-test means using a special formula. The sampling technique used was Non-Probability Sampling with the Purposive Sampling method, which is a sample selection technique based on certain considerations to obtain eight students who showed problems with low learning motivation. Research shows a significant increase in student learning motivation after receiving group counseling and guidance with behavioral contract techniques. Analysis of pre-test and post-test data using the Wilcoxon Test revealed significant changes, with an initial score of 181 and a final score of 336. The test results showed a Z value of 2,524 from the 11th-grade sample, confirming the effectiveness of group counseling and behavioral contracts in increasing students' learning motivation.
Keywords	Behavior Contract, Group Counseling, Learning Motivation, SMA Fathul Falah Bandar Mataram

INTRODUCTION

The progress of a country is highly dependent on its education system (Sarifani & Rasto, 2017). The improvement of education quality has become the focus of development in the national education sector and is an integral part of efforts to enhance the overall quality of the Indonesian people (Friskilia & Winata, 2018). Education is defined as an effort to enhance the quality of human resources, encompassing intellectual, psychological, and social aspects (Suwardi, 2012). The success of an individual in the learning process can be measured by the changes in thinking abilities, skills, and attitudes demonstrated by that individual (Jannah, 2017). Andriani (2019) states that learning outcomes in the form of changes in abilities or achievements can be observed, demonstrated, and measured through the students' learning experiences built through the learning process.

Education has a very significant influence on the quality of a nation. The success of a nation is highly dependent on the access to and quality of education it receives. This principle is reflected in Law No. 20 of 2003 on the national education system, which emphasizes that national education aims to shape character and civilization throughout life, a crucial aspect to be developed so that individuals become God-fearing and responsible human beings. (Ath Thaariq & Rosada, 2021).

School is a formal educational institution that plays a role in helping students develop their potential and abilities. In the context of developing these capabilities, students are expected to exhibit positive behaviors, one of which is study discipline. The discipline encompasses aspects such as teaching, guidance, and encouragement provided by adults to assist children in learning to live as social beings and achieving their optimal growth and development (Ihsan, 2018).

The learning process can efficiently proceed when students can adhere to well-established rules. Discipline is considered a crucial factor that needs to be instilled, developed, and implemented in daily life (Davidesco & Milne, 2019). Success in various aspects, including success in the learning process, requires strong dedication. Learning is not a simple endeavor and cannot be done lazily; rather, it requires significant effort, perseverance, and consistency (Fitzsimons, G. M., & Finkel, 2018).

Challenges faced by students are often unavoidable, even in a good teaching environment. Therefore, guidance and counseling services are crucial in addition to teaching activities at school. School guidance and counseling are designed as services that cover all aspects of student development. As part of the educational staff, the Guidance Counselor plays a crucial role in the success of students and should be actively involved in providing counseling services using effective

and efficient techniques to help students achieve academic success, especially in improving their study discipline. These efforts involve providing counseling services to students so that the Guidance Counselor can help reduce levels of indiscipline among them. With the active participation of students in school learning activities as much as possible, it is expected that they can achieve learning outcomes comparable to their classmates. (Monica et al., 2022).

According to Hamzah B Uno (2016), the indicators of learning motivation can be outlined as follows: First, a strong desire to achieve success. Second, the drive and needs that propel the learning process. Third, hopes and aspirations related to the future. Fourth, appreciation for learning. Fifth, engaging and challenging learning activities. Sixth, a conducive learning environment that allows learners to optimize their learning. Prayitno (2004) The statement highlights that Guidance and Counseling are integral components of the educational process within a school environment, aiming to achieve optimal growth for students by their potential. According to Putra (2018), guidance and counseling teachers play a crucial role as they serve as supporters in the learning process and the adaptation of students. Their main task is to develop the potential, talents, interests, and personalities of students to individual needs within the school environment. According to Latipun (2008), A Behavior Contract is an agreement between two or more individuals, such as a counselor and a client, to modify specific behavior in the client. Sulistyarinim (2014) The statement suggests that the behavioral approach views humans as reactive beings whose behavior is controlled by external factors. Individuals begin their lives by responding to their environment, and this interaction shapes behavior patterns that form their personalities

Tiara Maharani, Rochani (2021), this is evident in the average values: 1) Experimental group: with a mean difference of 41. 2) Control group: with a mean difference of 1.2. Normality test using Kolmogorov-Smirnov showed that sig. ≥ 0.05, indicating that the data is normally distributed. Furthermore, the homogeneity test for post-tests in the experimental and control groups with Levene's statistic yielded a result of 0.063. Based on the homogeneity test result of $0.000 < 0.05$, it can be concluded that the data is homogeneous. The processing of t-test data, assuming equal variance, yielded a sig (2-tailed) of 0.010, where sig (2-tailed) < 0.05. Therefore, Ha is accepted, and Ho is rejected. In conclusion, the decision-making indicates that Ha is accepted, meaning that the behavioral contract technique is effective in improving the learning motivation of 10th-grade students at SMK PGRI 1 Kota Serang at home during the COVID-19 pandemic. Fitri & Darmayanti (2023). The results of this research indicate that group counseling with the behavior contract

technique is effectively employed to address student truancy behavior. The conclusion drawn from this study is that the behavior contract technique through group counseling services succeeds in addressing student truancy behavior by modifying maladaptive student behavior into the expected adaptive behavior. Christiana (2018), the research, with the title "Behavior Contract Technique in Group Counseling to Reduce Tardiness Behavior in Vocational High School (SMK) Students," started with a pre-test scoring in the high category. Data from the statistical Wilcoxon test conducted with the assistance of SPSS 26 resulted in an Asymp. Sig of 0.041. As 0.041 < 0.05, it can be concluded that the hypothesis is accepted, indicating that the behavior contract technique in group counseling can reduce tardiness behavior in Vocational High School (SMK) students. Sinuhaji et al., (2023), this study is an experimental research aimed at proving the effectiveness of behavioral counseling with the self-management technique in enhancing student learning motivation. The effectiveness of the conducted research was assessed using a t-test and a Sig. (2-tailed) value of 0.024 was obtained, meaning that Sig. < 0.05, and thus Ho is rejected. With these results, it can be stated that behavioral counseling with the self-management technique is effective in enhancing student learning motivation, with an effectiveness level of 0.68 calculated using Cohen's effect size. This result is then interpreted in a table of effect size criteria, and it falls under the category of moderately effective.

After conducting research through interviews and observations with the Vice Principal for Student Affairs at SMA Fathul Falah in Bandar Mataram, it was found that there are 8 (eight) students experiencing low learning motivation and in need of guidance and counseling services. Here are the obtained data results:

Table 1. Description of the learning motivation issues experienced by students at SMA Fathul Falah in Bandar Mataram

No	Students Name	Description
1.	SSA	The students often do not pay attention to the teacher during the lesson.
2.	AAW	Those students often do not attend classes.
3.	DM	The students do not complete their homework on time.
4.	S	The students are less interested in challenging subjects such as mathematics and English.
5.	DB	The students do not pay attention to the teacher during lessons and frequently skip classes.
6.	NCA	The students do not complete their homework.
7.	DSM	The students, whose parents are busy working.
8.	I	The students tend to create disturbances during learning.

Source: Analysis document from the head of student affairs and observations on 7 April – 30 April 2023 at SMA Fathul Falah Bandar Mataram, (2023)

Based on the results from Table 1 and an interview with the Vice Principal for Student Affairs, Mr. Amar Sugiyono, various factors influencing students' learning motivation have been identified. The low learning enthusiasm in students is influenced by laziness during online learning and task completion. Negative behavioral patterns exhibited by students include irregular study habits, lack of attention to teachers during lessons, refusal to do assignments, frequent absences from classes, a tendency to copy assignments, lack of comprehensive note-taking, and similar behaviors. A significant number of students also lack attention and guidance from their parents, leading to a lack of familiarity with independent learning. Another commonly observed factor is cheating behavior during online assignments, where students tend to replicate their peers' work.

These negative behaviors can impact students' learning motivation, ultimately affecting their academic performance negatively. Each student has a different level of learning motivation. Therefore, teachers need to build and sustain students' learning motivation during the learning process. The role of researchers is crucial in this context, as students need additional guidance and attention to enhance their learning motivation. Based on the background issues mentioned above, the researcher is interested in conducting a study titled "The Effectiveness of Group Guidance and Counseling with the Application of the Behavior Contract Technique in Enhancing Student Learning Motivation."

METHOD

This research took place from April 7 to April 30, 2023, and was conducted at SMA Fathul Falah in Bandar Mataram. The research location was chosen because the focus of the study's issue is present in this school. Additionally, in terms of location, time, and cost, the researcher could carry out the research at this school.

The population in this study consists of all students in the eleventh grade, totaling 75 students at SMA Fathul Falah in Bandar Mataram. The sample in this study consists of students who exhibit low learning motivation, with a total of 8 individuals. These students were selected based on attendance records and recommendations from the vice principal for student affairs. The sampling technique used is Non-Probability Sampling with the Purposive Sampling method, which is a sampling determination technique based on specific considerations to obtain eight students with low learning motivation issues. The following are the data of the students selected as research samples:

Table 2. Data of Students Used as Research Samples

No	Respondent	Gender	Class
1.	SSA	F	XI
2.	AAW	F	XI
3.	DM	M	XI
4.	S	M	XI
5.	DB	F	XI
6.	NCA	F	XI
7.	DSM	F	XI
8.	I	F	XI

Source: Analysis document from the head of student affairs and observations on 7 April – 30 April 2023 at SMA Fathul Falah Bandar Mataram, (2023**)**

The interview method used is an unstructured interview, which is employed to obtain information from the vice principal of student affairs and to interview the eight students of 11th grade who are the research samples at SMA Fathul Falah Bandar Mataram. Questionnaires can take the form of closed or open-ended questions. They can be administered directly to respondents or sent via mail or the Internet. As a data collection instrument, questionnaires use a scale with four available answer alternatives: "Very Often (VO)," "Often (O)," "Quite Often (QO)," "Rarely (R)," "Never (N)."

Table 3. Category of Alternative Answer Scores

No	Question	Answer				
		VO	O	QO	R	N
1.	*Favorabel (positif)*	5	4	3	2	1
2.	*Anfavorabel (negative)*	1	2	3	4	5

The researcher provides 15 questions as part of the research instrument. The criteria for truancy behavior are categorized into three levels: high, medium, and low. To determine the intervals, the researcher uses the following formula:

Explanation:

t : the highest ideal score on the scale

r : the lowest ideal score on the scale

JK: the number of interval classes.

Based on this formula, the interval criteria can be determined as follows:

a. Highest score   : 5x15 = 75
b. Lowest score   : 1x15 = 15
c. Range   : 75-15 = 60
d. Interval distance   : 60/3 = 20

And to determine the interval, the formula is as follows: $I = \frac{NT-NR}{K}$ With the information provided:

I : Interval

NT : Highest value

NR : Lowest value

K : Criteria

Table 4. The Criteria for Truancy Behavior in Students

No.	Interval	Criteria
1.	15 – 35	Low
2.	36 – 55	Moderate
3.	56 – 75	Hight

Operational formulation or identification is needed to ensure that the variables in this study can be continued in the research process. In other words, these variables need to be explained in detail and specifically so that they can be measured or observed clearly in the context of the study.

Table 5. Operational Definitions of Variables

No.	Variable	Oprational Definitions	Instrument	Assessment Method	Assessment Result
1.	Independent variable, namely, group guidance and counseling with behavior contract technique	Prayitno explains that group counseling is an effort to assist students through a group to obtain useful information to solve problems, make plans, make appropriate decisions, and enhance and develop an understanding of oneself.	Interview, observation		
2	Learning Motivations	According to Sudarno, learning motivation is a psychological state that encourages students to learn joyfully and diligently, ultimately forming an organized, focused learning pattern capable of carefully choosing learning activities.	Learning motivation questionnaire	Fill out the learning motivation questionnaire	Learning motivation score

Principally, the data focus to be uncovered by the researcher is regarding the evaluation of the effectiveness of group guidance and counseling in enhancing students' learning motivation. Therefore, the instrument to be used in this research is a non-test instrument, which utilizes a

questionnaire.

The reliability of a test indicates the extent to which the test can provide consistent results. In this research, test reliability is tested using the alpha formula. (Sugiyono, 2011).

Alpha Formula

$$r_{11} = \frac{n}{n-1}\left(1 - \frac{\sum_{i-1}^{n} S_i^2}{S_t^2}\right)$$

Information:

r_{11} : Reliability Value

N   : Number of items

$\sum Si$: The amount of variance in the item scores for each item

St : Total score variance

In this study, the data analysis technique uses the Wilcoxon test to measure the difference between the mean pre-test and post-test through a specific formula.

Wilcoxon test formula

$$Z = \frac{T - \left[\frac{1}{4N(N+1)}\right]}{\sqrt{\frac{1}{24N(N+1)(2N+1)}}}$$

Information:

T = Small number of levels/ranks

N = Number of research respondents

Based on the calculation results, the analysis is used as the basis for consultation with the Wilcoxon table index. If the analysis result is greater than the Wilcoxon table index value, then group guidance and counseling services are considered effective in improving students' learning motivation at SMA Fathul Falah Bandar Mataram.

1. Null Hypothesis (H0): "There is no significant difference in students' learning motivation before and after the implementation of group guidance and counseling services at SMA Fathul Falah Bandar Mataram."

2. Alternative Hypothesis (H1): "There is a significant difference in students' learning motivation before and after the implementation of group guidance and counseling services at SMA Fathul Falah Bandar Mataram."

After data collection and analysis, the author makes decisions based on the results of the statistical test. Here are some possible scenarios:

3. If the statistical test results show no significant difference (do not reject H0), the conclusion is that group guidance and counseling services are not considered effective in improving students' learning motivation at SMA Fathul Falah Bandar Mataram.

4. If the statistical test results show a significant difference (reject H0), the conclusion is that group guidance and counseling services are considered effective in improving students' learning motivation at SMA Fathul Falah Bandar Mataram.

The hypothesis used in this study is to determine whether the implementation of group guidance and counseling with the behavior contract technique affects reducing truancy behavior in students at SMA Fathul Falah Bandar Mataram for the academic year 2022/2023. The formulation of the hypothesis test is as follows:

Ho: The implementation of group guidance and counseling with the behavior contract technique is not effective in improving students' learning motivation at SMA Fathul Falah Bandar Mataram.

Ha: The implementation of group guidance and counseling with the behavior contract technique is effective in improving students' learning motivation at SMA Fathul Falah Bandar Mataram. The statistical hypothesis is as follows (not provided in the question):

Ho $\quad: X_1 = X_2$

Ha $\quad: X_1 \neq X_2$

X_1 $\quad$ = Student behavior before group guidance and counseling is carried out using the behavior contract technique

X_2 $\quad$ = Student behavior after group guidance and counseling using behavior contract techniques.

FINDINGS AND DISCUSSION

Findings

This research was conducted at SMA Fathul Falah Bandar Mataram in the 2022/2023 academic year, starting from April 7 to April 30, 2023. The study consisted of four meetings scheduled and agreed upon with the research subjects, assisted by the vice principal of student affairs. Data for the research were obtained through interviews with the vice principal of student affairs and the distribution of instruments in the form of questionnaires to gather information about the issues of

low learning motivation among students. This data was used as an initial analysis to implement group guidance and counseling services using the behavior contract technique to enhance students' learning motivation.

Therefore, to transform it into something positive, the client can learn from their habits. Please observe the data results in the following table:

Table 6. Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
	Negative Ranks	8[a]	4.50	36.00
Post_test - pre_test	Positive Ranks	0[b]	.00	.00
	Ties	0[c]		
	Total	8		

post_test < pre_test
post_test > pre_test
post_test = pre_test

Table 7. Test Statistics[a]

	post_test - pre_test
Z	2.524-[b]
Asymp. Sig. (2-tailed)	.012

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

Based on the statistical test output above, it is known that the Z value is 2.524 with a significant level of 5%. The Sig. (2-tailed) value is found to be 0.012, which is less than 0.05. Therefore, it can be concluded that Ha (alternative hypothesis) is accepted. Thus, there is a difference between the pre-test and post-test results, indicating that the group guidance and counseling with the behavior contract technique have an impact on improving learning motivation among 11th-grade students at SMA Fathul Falah Bandar Mataram.

1. **Result Data (*Pretest)***

   a) **Results of the Pre-test Questionnaire on Student Learning Motivation**

   It seems like you intended to provide data on the students' pre-test results but did not include the actual values. If you could provide the pre-test results for theeight8 students and specify the categories (low, medium, high), I could assist you further in analyzing or interpreting the data. Feel

free to share the pre-test scores for each student so that I can provide more tailored assistance.

Table 8. Pre-test Results of Student Learning Motivation

No	Respondent	*Pre-test*	Information
1.	SSA	15	LOW
2.	AAW	30	LOW
3.	DM	25	LOW
4.	S	25	LOW
5.	DB	25	LOW
6.	NCA	15	LOW
7.	DSM	30	LOW
8.	I	16	LOW
	N = 8	Σ = 181	AVERAGE 22.7

b) Implementation of Group Guidance and Counseling Services using Behavior Contract Techniques in Class XI

Table 9. Schedule for Implementation of Group Guidance and Counseling Services Using Behavior Contract Techniques

No	Date	Activities performed
1.	April 8, 2023	*Pre-test*
2.	April 14, 2023	The first meeting
3.	April 19, 2023	Second meeting
4.	April 24, 2023	Third Meeting
5	April 27, 2023	Fourth Meeting
6	April 29, 2023	*Post-test*

The implementation of group guidance and counseling services using the behavior contract technique took place in an empty classroom with a total of 8 students conducting group counseling.

c) First Meeting, Group Guidance and Counseling Session, using Behavior Contract Technique

In the transition phase, the researcher outlined what would occur in the core activities. The explanation of the task topic, which would be the goal of group guidance and counseling, was conducted through lectures and discussions. The core activities aimed to create a dynamic counseling atmosphere and gain a comprehensive understanding of the students' issues. The researcher discussed learning motivation and the negative impact of procrastination and opened a discussion session to explore the students' knowledge of learning motivation and their roles in it. After understanding was established, students were encouraged to share their learning motivation issues, followed by the researcher's responses and opinions. The counseling session ended at the agreed-upon time, to be continued in the next meeting.

d) Second Meeting of Group Guidance and Counseling Using Behavior Contract Techniques

Students were asked to continue sharing the learning motivation issues they were experiencing. The researcher then provided feedback, suggestions, and opinions based on the stories shared by the students, offering them the opportunity to learn from experiences related to the issues they were facing. Subsequently, the researcher prepared a sheet of paper for students to write a contract or agreement regarding the behavior to be changed during the group guidance and counseling session.

The first steps applied involved selecting the behavior to be changed and establishing the behavior to be adopted by the students, accompanied by the affirmation that they were capable of doing it and the consequences that would arise if the contract was violated. All agreements were recorded on a sheet of paper provided by the researcher and were valid for the next two weeks.

e) Third Meeting of Group Guidance and Counseling Using Behavior Contract Techniques

In this meeting, the researcher inquired about how the behavior contracts agreed upon in the previous meeting were progressing. The researcher assessed whether the behavior contracts were being adhered to as expected and the extent to which students were following the specified behavior contracts. The researcher collaborated with subject teachers and the class teacher to ensure that the behavior contracts were proceeding as expected to enhance the learning motivation of the students at SMA Fathul Falah Bandar Mataram.

f) Fourth Meeting of Group Guidance and Counseling using Behavior Contract Techniques

The researcher asked students to express their feelings after completing the behavior contracts over the past two weeks and whether they experienced positive changes after implementing these contracts. The researcher also provided an assessment sheet on the implementation of group guidance and counseling services to be filled out by the students for evaluation purposes. This allowed the researcher to identify areas for improvement in the process of group guidance and counseling services using the behavior contract technique. Students were requested to provide feedback, impressions, messages, and conclusions about their experiences during the implementation of group guidance and counseling services.

**2. Description Data (*Post-test)*

a) Post-test Results

The study was conducted to assess the impact of the service on the learning motivation of eleventh-grade students based on the implementation of group guidance and counseling services

using the behavior contract technique in four meetings. Here are the results of the post-test:

Table 10. Post-test Results of Learning Motivation in Students at SMA Fathul Falah

Bandar Mataram Academic Year 2022/2023

No	Respondent	*Post-test*	Information
1.	SSA	42	CURRENTLY
2.	AAW	54	CURRENTLY
3.	DM	50	CURRENTLY
4.	S	37	CURRENTLY
5.	DB	37	CURRENTLY
6.	NCA	40	CURRENTLY
7.	DSM	40	CURRENTLY
8.	I	36	CURRENTLY
	N = 8	Σ = 336	Average 42

Based on the post-test data in the table above, there is a positive change between before and after the provision of services. The comparison of the decrease can be seen in the following table:

Table 11. Pre-test and Post-test Results of Learning Motivation in Students at SMA Fathul

Falah Bandar Mataram Academic Year 2022/2023

No	Respondent	Pre-test		Post-test	
		Mark	Information	Mark	Information
1	SSA	15	LOW	42	CURRENTLY
2	AAW	30	LOW	54	CURRENTLY
3	DM	25	LOW	50	CURRENTLY
4	S	25	LOW	37	CURRENTLY
5	DB	25	LOW	37	CURRENTLY
6	NCA	15	LOW	40	CURRENTLY
7	DSM	30	LOW	40	CURRENTLY
8	I	16	LOW	36	CURRENTLY
	Total	181		336	

Based on the pre-test and post-test data in the table above, it can be observed that out of the eight students who received group guidance and counseling services using the behavior contract technique, there was an improvement from the low category.

b) Analysis of Research Results

The testing of the influence of group guidance and counseling services using the behavior contract technique on the learning motivation of eleventh-grade students at SMA Fathul Falah Bandar Mataram was conducted using the Wilcoxon Signed Ranks Test. The decision in the hypothesis testing is based on the following criteria:

H0 = Group guidance and counseling services using the behavior contract technique are not

effective for learning motivation in eleventh-grade students at SMA Fathul Falah Bandar Mataram.

Ha = Group guidance and counseling services using the behavior contract technique are effective for learning motivation in eleventh-grade students at SMA Fathul Falah Bandar Mataram. The results of the data are presented in the following table:

Table 12. Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
post_test - pre_test	Negative Ranks	8[a]	4.50	36.00
	Positive Ranks	0[b]	.00	.00
	Ties	0[c]		
	Total	8		
a. post_test < pre_test				
b. post_test > pre_test				
c. post_test = pre_test				

From the table above, it can be explained that the Negative Ranks or the negative difference between the pre-test and post-test results is 8[a], both in terms of N value, mean rank, and sum rank. The value of 8a indicates that there is a change in the values from the pre-test to the post-test.

Table 13. Test Statistics[a]

	post_test - pre_test
Z	2.524-[b]
Asymp. Sig. (2-tailed)	.012
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

From the statistical output above, a Z value of 2.524 is obtained with a significance level of 5%. The value of Asymp. Sig (2-tailed) is 0.012. Since the value is 0.05, which is greater than 0.012, the alternative hypothesis (Ha) can be accepted. Therefore, it can be concluded that there is a significant difference between the pre-test and post-test results. Hence, the conclusion can be drawn that group guidance and counseling services using the behavior contract technique are effective in improving the learning motivation of eleventh-grade students at SMA Fathul Falah Bandar Mataram.

Discussion

Based on the research results, there is an improvement in learning motivation among students at SMA Fathul Falah Bandar Mataram after receiving group guidance and counseling services using

the behavior contract technique. According to the research findings, the average learning motivation of students before the service indicates a lower value compared to after receiving group guidance and counseling services using the behavior contract technique. This indicates that the service, conducted in four sessions, is effective in helping improve students' learning motivation and addressing any motivation issues they may be experiencing.

The term "motif" can be interpreted as the driving force that encourages someone to do something. A motif can be defined as an internal driving force within the subject to engage in specific activities to achieve a goal. Motif can be understood as an internal condition stemming from bound motives, and motivation can be defined as an activated driving force. Motivation becomes active at certain times, especially when the need to achieve a goal is strongly felt (Kartono, 1985).

According to Sudarno's opinion, learning motivation is a psychological condition that encourages students to study joyfully and earnestly, which, in turn, will shape the student's learning style to be systematic, focused, and capable of selecting their activities (Sudarno, 2017).

Meanwhile, according to Mulyadi, the definition of learning motivation involves arousing and providing a direction for the drive that causes individuals to engage in learning activities (Haryanto, 2021) From several definitions above, it can be understood that learning motivation is a psychological drive that can originate from within the individual or from external sources.

(Surya, 2016) The results indicate that the experimentally calculated z-value < control z-value (2.521 < 2.524). Thus, it can be stated that behavioral contract counseling can reduce social media addiction behavior in students. Next, the researcher will discuss the difference in learning motivation among 11th-grade students at SMA Fathul Falah Bandar Mataram before and after receiving group guidance and counseling services using the behavior contract technique. Before receiving the service, students faced learning motivation issues with an average score of 22.7 based on the pre-test results, categorizing it as "Moderate." This indicates that students' learning motivation needs improvement, as low motivation can hinder their development.

However, after receiving group guidance and counseling services using the behavior contract technique, students' learning motivation has an average score of 42 based on the post-test results, categorizing it as "Low." Therefore, it can be concluded that there is a decrease in the indicator of students' learning motivation after receiving the service, as indicated by the decrease in the average score. This suggests that group guidance and counseling services using the behavior contract technique can help reduce the indicator of students' learning motivation.

The research conducted by Martin Yoan Tutiona from the Faculty of Education and Teacher Training at Untad Bumi Tadulako Tondo, titled "Efforts to Reduce Truancy Behavior Through Individual Counseling with Behavior Contract Technique in Students of SMP Negeri 6 Palu." The problem in this research is whether truancy behavior can be reduced through individual counseling with the behavior contract technique. This research aims to reduce truancy behavior through individual counseling with the behavior contract technique (Tutiona et al., 2016).

The research conducted by Titis Pravitasari from Universitas Negeri Semarang is titled "The Influence of Parental Permissive Parenting Perception on Truancy Behavior." This study aims to find and determine the perception of permissive parenting patterns of parents on truancy behavior in students of SMK Pancasila tiga Baturetno, Wonogiri Regency. This research is a correlational quantitative study involving 70 students of SMK Pancasila tiga Baturetno as research subjects.

(Pravitasari, 2012)

The research conducted by Nur Vita Fauziyah, Abdul Wahid, titled "The Effectiveness of Individual Counseling Services with Behavior Contract Technique to Overcome Truancy Behavior in Students: A Literature Review," in the Bikotetik Journal (Guidance and Counseling: Theory and Practice) Volume 05 Number 01, 2021, states that individual counseling using the behavioral contract technique, according to Erlina and Fitri, is deemed suitable for addressing truancy behavior in students because behaviorism states that it can change human behavior and can be controlled through environmental factors (Fauziyah, 2021). The similarity between the previous research and this study lies in variable X, which addresses truancy behavior in students. The difference lies in the research methodology. The previous research used a literature review method, while this study employs a quantitative approach to address truancy behavior in students.

The research conducted by Carolina Ligya Radjah, Nugraheni Warih Utami, and Irene Maya Simon, titled "Forms of Reinforcement and Punishment in Shaping Student Behavior in Malang Regency," aims to determine the forms of reinforcement and punishment provided by guidance and counseling teachers in Malang Regency (Radjah et al., 2021). The similarity between the above journal description and the study to be conducted by the author is that both focus on students as the subjects. The difference lies in the above description, which emphasizes shaping student behavior using reinforcement and punishment. On the other hand, the author's research focuses on the implementation of individual counseling services with the behavior contract technique in addressing truancy behavior in 10th-grade students at SMK Negeri 7 Bandar Lampung.

From the data results, it can be concluded that group guidance and counseling services using the behavior contract technique have an impact on improving learning motivation among students at SMA Fathul Falah in Bandar Mataram.

Table 14. Description of Pre-test, Post-test, and Gain Score Results of Student Learning Motivation in Grade XI at SMA Fathul Falah Bandar Mataram for the Academic Year 2022/2023

Learners	*Post-test*	*Pre-test*	*Gain Score*
SSA	27	15	42
AAW	24	30	54
DM	25	25	50
S	12	25	37
DB	12	25	37
NCA	25	15	40
DSM	10	30	40
I	20	16	36
Average	20,7	22. 7	42

Based on the results of the pre-test calculation, the average score for students' learning motivation is 42. After receiving group guidance and counseling services using the behavior contract technique, the average score increased to 42 with a gain score of 42. Thus, based on these calculations, it can be seen that group guidance and counseling services using the behavior contract technique have a significant impact on improving students' learning motivation. This also contributes to enhancing students' learning motivation. Therefore, it can be concluded that students with truancy issues can be addressed by utilizing group guidance and counseling services with the behavior contract technique. The results of the pre-test, post-test, and gain score can also be seen in the following graph:
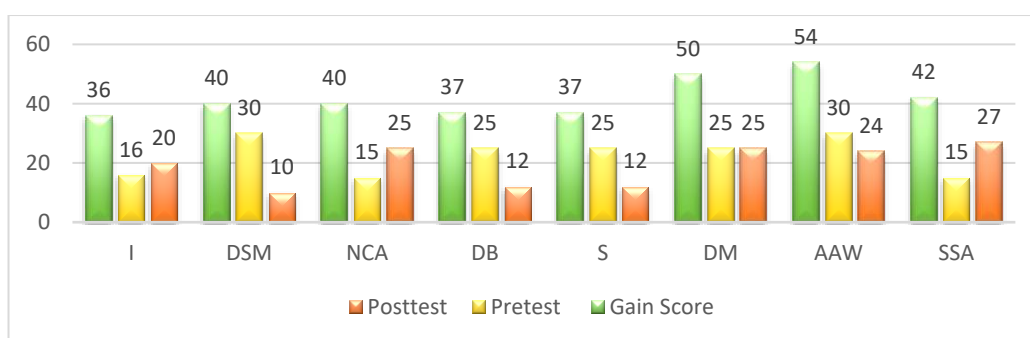

Figure 1. Graph of Pre-test, Post-test, and Gain Score Results of Learning Motivation for Grade XI Students at SMA Fathul Falah Bandar Mataram Academic Year 2022/2023

From the figure 1 above, the results of the pre-test, post-test, and gain scores for grade XI students at SMA Fathul Falah Bandar Mataram show a significant decrease after receiving group

guidance and counseling services using the behavior contract technique compared to before the services were provided.

CONCLUSION

Based on the research conducted at SMA Fathul Falah Bandar Mataram by the researcher from April 7 to April 30, 2023, it can be concluded that group guidance and counseling services using the behavior contract technique have an impact on the learning motivation of 11th-grade students at SMA Fathul Falah Bandar Mataram. There has been a positive change in the students, as evidenced by the pre-test and post-test results conducted before and after the provision of services based on data analysis using the Wilcoxon Test. The pre-test results, obtained using a questionnaire as an instrument, showed that the students scored a total of 181 with an average score of 22.7. After receiving group guidance and counseling services using the behavior contract technique, the students were given a post-test using the same questionnaire instrument and obtained a total score of 336 with an average score of 42. The Wilcoxon test yielded a calculated Z score of 2.524 from the XI-grade sample. Subsequently, an observation was conducted to assess the student's learning motivation in the school environment, and positive changes were observed. Therefore, it can be concluded from this research that group guidance and counseling services using the behavior contract technique can enhance the learning motivation of students at SMA Fathul Falah Bandar Mataram.

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