



## Increasing Student Motivation in Completing School Assignments Through Information Services

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**Abstract :** This research aims to describe the condition of students' motivation in completing assignments before and after being given information services and identify the level of differences. This research uses a quantitative method with a quasi-experimental approach of The *type One-Group Pre-Test Post-Test Design* . Data analysis was carried out by different tests using the *Wilcoxon signed ranks test technique* with the help of *SPSS* version 20.0. The research findings showed that there were significant differences in students' motivation in completing assignments before (average score = 161.9 ) and after (average score = 179.3) participating in information services. This means that there is an increase in the average student motivation score so that it can be concluded that the provision of information services can increase student motivation in completing assignments.

**Keyword :** Student Motivation, Information Service, Quasi Experiment.

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### INTRODUCTION

Every individual always experiences a learning process in his life, learning will enable individuals to make changes within themselves. This change can be in the form of mastery of a certain skill, a change in attitude, having different knowledge than before someone carried out the learning process. As stated by Oemar Hamalik (2002: 102) learning is any permanent change in behavior that occurs as a result of training or experience, meaning that the purpose of learning activities is a change in good behavior involving knowledge, skills, attitudes, even covering all personal aspects.

These changes will gain useful new knowledge and skills, which students can later use to develop their potential. To be successful in learning requires learning skills. One of the learning skills is the ability to complete school assignments. In learning, students are not only required to listen to what the teacher explains, but also have to do assignments given by the teacher in the form of homework, exercises or answer questions in the book. Prayitno (2002: 5) argues, one of the goals of the teacher giving assignments is to measure the extent to which students understand the material that has been explained. The assignments that have been

made by students can be used as material to understand the subject matter because the task is a summary of the material as a whole in the form of questions.

Slameto (2010: 88) argues that in order for students to be successful in learning, students must do their assignments as well as possible. Completion of tasks by students will affect the activities and student learning outcomes. If students complete school assignments well, their learning activities will be good as well as their learning outcomes. Conversely, if students are unable to complete assignments, students will feel burdened and it will be increasingly difficult to follow the next subject matter that will be given by the teacher. Therefore, to produce a good assignment, students must have motivation in doing the task.

According to Sumadi Suryabrata (2011: 70) motivation is a condition that exists within a person that encourages him to carry out certain activities in order to achieve a goal. Based on these opinions it can be concluded that motivation is everything that encourages someone to act to do something in order to achieve certain goals.

With this motivation students become diligent in completing assignments, encourage students to complete assignments well and not know despair and can put aside things that can interfere with completing assignments.

In schools, guidance and counseling teachers have the duty and responsibility of assisting students in increasing optimal learning outcomes by encouraging students to have good habits in learning activities, including in completing assignments. According to Abu Ahmadi (2008: 116) the teacher's task as a learning motivator is one of them being able to provide various information needed in the learning process. The counseling teacher's efforts to help increase students' motivation in completing these assignments are by providing guidance and counseling services. One of the types of guidance and counseling services that will be carried out in this study is information services.

Prayitno (2004:1-2) states that information services are the delivery of various information to service targets so that individuals can process and utilize this information for the benefit of their life and development. Information services are very important to help students avoid various problems that can interfere with student development, both related to personal self, social, career and study. It is hoped that through this information service students can equip themselves with various knowledge about the environment needed to solve the problems they face and enable students to determine the direction of their lives and be able to make decisions for the benefit of the students themselves.

With the existence of information services, students can know more about what is needed to increase their motivation to complete assignments. The implementation of information services carried out by the counseling teacher is an attempt to increase students' motivation in completing assignments. This is intended so that students avoid problems completing assignments. If students avoid problems completing assignments, it will generate enthusiasm to complete assignments, thus learning achievement will be high. But on the contrary if students face problems in completing assignments, students cannot concentrate fully. This causes a decrease in student motivation in completing assignments. In line with that, research conducted by Hendrikus Geovani (2011) shows that there is a significant relationship between tutoring information services and student learning motivation. Furthermore, research conducted by Cici Indra Yanti (2011) found that there was an influence of guidance and counseling on student learning motivation, namely a positive effect on the provision of counseling services which included orientation services, information services, placement and distribution services, content mastery services, individual counseling services, group guidance services, group counseling services and consulting services.

Based on the phenomena stated above, the researcher is interested in conducting research on "Increasing Student Motivation in Completing School Assignments Through Information Services".

## LITERATURE REVIEWS

### Motivation

The term motivation comes from the word "motive" which can be interpreted as the power contained within the individual, which causes the individual to act or do. According to Hamzah B. Uno (2011: 1-2) motivation is the basic drive that moves a person to behave. In line with that, Sarlito W. Sarwono (2010: 137) states that motivation is a more general term, which refers to the whole process of movement, including situations that encourage, encouragement that arises within the individual, behavior caused by the situation and goals or ends. than action or deed.

Furthermore, Oemar Hamalik (2009: 173) suggests that motivation can be in the form of basic or internal drives and incentives outside the individual. As a problem in the classroom, motivation is the process of generating, maintaining, and controlling interests. According to M. Nur Ghufron and Rini Risnawita S. (2010:83) motivation is a situation in a person's personality that encourages the individual's desire to carry out certain activities in order to achieve a goal.

Likewise, according to Sardiman (2011: 75) motivation can also be said to be a series of efforts to provide certain conditions, so that he wants and wants to do something, and if he doesn't like it, he will try to negate or avoid that feeling of dislike .

From some of the quotes above, it can be concluded that motivation is an encouragement to move someone to act and behave.

### Information Services

Information services carried out by BK teachers should be creative and innovative so that students can gain new insights and knowledge. According to Prayitno (2004: 1-2) information services are the delivery of various information to service targets so that individuals can process and utilize this information for the benefit of life and development.

According to Fatur Rahman (2008:14) information services are providing information about various things that are considered useful for students. Through direct communication, or indirectly (through print and electronic media, such as: books, brochures, leaflets, magazines, and the internet).

From the several sources quoted above, it can be concluded that information services are the provision of information about various knowledge and understanding of various matters in guidance and counseling services to students in schools, both orally and in writing, which are useful for their daily life and development. himself, both for himself, in the family, and in society.

### Information Service Method

The teaching method is the method used by the teacher to achieve learning objectives. In using the teaching method the teacher is expected to choose the right method by taking into account the condition of the students, support for the lesson and also from the teacher's intellectual point of view.

According to Prayitno (2004:48) information services are provided to students directly and openly by the counseling teacher. A variety of techniques and media can be used with classical and group formats. Individual formats can be organized for specific participants with specific information and are usually linked to other counseling services

The methods and techniques that can be used in presenting information services according to Prayitno (2004: 8) include :

1. Lectures, questions and answers, and discussions.
2. Media (with the help of props such as radio, television, recording, computer, OHP, LCD, and so on).
3. Special events (eg: Anti-Drug Day, Career Day, and so on).

Based on the information above, it can be explained that the methods or ways that can be used in providing information services in schools in particular, can be done by means of lectures, discussions, dialogues (questions and answers), using media (written or graphic), both given individually and classically or groups, depending on the type of information needed and who needs it (to the wider community)

**METHODS**

In accordance with the problems and research objectives that have been formulated in the previous section, the type of research used in this research is a *quasi-experimental research* with the form of a *one group pretest posttest design*. According to A. Muri Yusuf (2005: 228) the research design consisted of a group (no control group) by looking at the differences in *pretest* and *posttest* as a result of the treatment.

*The one group pretest-posttest design* study was carried out in three stages, namely:

1. Carry out a *pretest* to measure the initial condition of the respondent before being given treatment.
2. Give treatment.
3. Conduct a *posttest* to determine the state of the dependent variable after being given treatment. The difference between the *pretest* and *posttest* is the result of the treatment.

After all the necessary data has been obtained, the next step to be taken is to analyze the data so that it can be interpreted. The steps in analyzing the data include:

1. Find the average count of *pretest* and *posttest* results. To find the average (mean) using the formula proposed by Agus Irianto (2010: 29) as follows:

$$Me = \frac{\sum X_i}{N}$$

Information:

- Me = Mean
- $\sum$  = Epsilon (read amount)
- $X_i$  = Value
- N = Number of individuals

Find the standard deviation by using the formula proposed by Agus Irianto (2010:42)

$$\text{Standard Deviation, namely } SD = \sqrt{\frac{\sum (X-X)^2}{n-1}}$$

2. Processing results are outlined in tabular form, described by making assessment criteria/intervals by setting assessment criteria for each data obtained which refers to the limits put forward by Syaifuddin Azwar, (2012: 149) as follows:

**Table 1. Classification of Research Data**

Criteria	Score
Lofty	Mean + 1.5SD to Xmax
Tall	Mean + 0.5 SD to Mean +1.5 SD
Currently	Mean – 0.5 SD to Mean + 0.5 SD
Low	Mean – 1.5 SD to Mean – 0.5 SD
Very Low	X min s/d Mean – 1.5 SD

3. Differences in the level of students' motivation in completing tasks before (*pretest*) and after (*posttest*) given information services, tested with the *Wilcoxon signed ranks technique test* using SPSS version 20.0. using the formula proposed by Wahid Sulaiman (2003:79):

$$Z = \frac{T - \mu T}{\sigma T}$$

Information:

T	= Total score
$\mu T$	= Mean
$\delta T$	= Standard deviation

## RESULTS AND DISCUSSION

### Motivate students in completing assignments before being given information services

The research findings show that students' motivation in completing assignments before implementing information services is in the moderate category. This could be because students do not yet have an understanding of information about increasing motivation in completing assignments, students do not understand the assignments given by the teacher, the assignments given are less challenging for students to do. According to M. Nur Ghufron and Rini Risnawita S. (2010:83) motivation is a situation in a person's personality that encourages the individual's desire to carry out certain activities in order to achieve a goal. Motivation and learning are two aspects that are interconnected and cannot be separated. Without motivation, students are unable to learn and complete assignments properly. According to Hamzah B. Uno (2008: 9) suggests the functions of motivation are as follows: (a) encourage people to carry out an activity based on fulfilling needs. In this case motivation is the driving force of every need to be fulfilled. (b) determine the direction of the goal to be achieved. (c) determine the actions to be performed. So motivation plays an important role in completing school assignments.

Students who lack encouragement, desire and goals in completing assignments can be caused by students not receiving treatment in the form of information services. Where the information service function can provide understanding and prevention. As stated by Zaenal Abidin and Alief Budiyo (2010:41) the main function of information services is the function of understanding and prevention. The function of understanding means that by having individuals receive information services, they will provide and increase self-understanding of various life problems, including the problem of increasing motivation in completing tasks. The prevention function means that with this information service, individuals have a better understanding of various things about life, including motivation. so that he can understand the motivation. So that the provision of information services is expected to increase student motivation in completing assignments.

### Student motivation in completing assignments after being given information services

After being given information services on student motivation in completing assignments, the average score increased. This means that the quality of students' motivation in completing assignments increases. According to Dewa Ketut Sukardi and Nila Kusmawati (2008:57) information services are guidance services that allow students and other parties to have a great influence on students in receiving and understanding information that can be used as material for consideration and day-to-day decision making. -days as a student. Counseling teachers provide various information related to increasing student motivation in completing assignments. So that it can develop and increase student motivation in completing assignments.

Information services provided to increase student motivation in completing assignments include the importance of assignments in learning. By providing these services students experience an increase in motivation in completing assignments seen from the aspect of diligently facing the task. It can be said that students get good learning outcomes by being serious and working hard in doing assignments. As stated by Slameto (2010: 88) for students to be successful in their studies, it is necessary to do the assignments as well as possible.

Furthermore, the provision of information services regarding problems and strategies in completing tasks. By providing these services students experience an increase in motivation

in completing tasks seen from the tenacious aspect of facing difficulties. It can be said that students get good learning outcomes by knowing how and behaving when they find a difficult task.

According to Irsyad and Elfi (2004: 52) that basically there is no task that cannot be completed, if students find a task that is difficult to do, students can understand the examples in notebooks and textbooks or look for other sources related to the difficult task. . With learning resources such as notebooks and textbooks, students find it easier to understand examples if they find certain difficulties in completing assignments.

Furthermore, the provision of information services regarding growing interest in completing tasks. By providing these services students experience increased motivation in completing tasks seen from the aspect of showing interest and it can be said that these students obtain good learning outcomes by knowing how to foster interest enthusiastically and attentively in completing assignments.

As stated by Slameto (2010: 57) interest is a constant tendency to pay attention to several activities which are always followed by feelings of pleasure and satisfaction. Interest is also a feeling of preference and interest in something or activity without being told.

In line with that, Bernard in Sardiman (2011: 76) argues that interest does not arise suddenly/spontaneously, but arises as a result of participation, experience, habits while studying or working. So it is clear that a matter of interest will always be related to a matter of need or desire. Therefore, by providing these information services, it can create conditions for students to always need and want to complete assignments.

Furthermore, the provision of information services regarding fostering independence in completing tasks. By providing these services students experience an increase in motivation in completing assignments seen from the aspect of independence and it can be said that these students get good learning outcomes by knowing to grow independence with confidence and independence in completing assignments.

Students who are confident are students who have a good level of independence in completing school assignments. In accordance with the opinion of Prayitno (2009:27) "An independent person has strong self-confidence and is able to develop himself to achieve success in his life." In addition, Enung Fatimah (2006: 141) argues that being independent or often called standing on one's own feet is a person's ability not to depend on others and to be responsible for what he does . Students who are independent in completing assignments mean not depending on others, completing their own assignments with full responsibility.

According to Hamzah B. Uno (2011: 27) motivation can play a role in strengthening learning in completing tasks when a child who completes the task is faced with a problem that requires solving and can only be solved thanks to the help of things he has been through. This can be seen in students solving math problems with the help of logarithmic tables. Without the help of the table, the student cannot complete the math assignment. In that regard, the student is trying to find a book of mathematical tables. Efforts to find mathematical tables are a motivational role that can lead to reinforcement of learning in completing assignments. In addition, students are willing to ask questions to the teacher, discuss with friends and find sources that support the task so that students can complete the tasks given by the teacher.

These events can be understood that something can be a learning reinforcer in completing assignments for someone, if he really has the motivation to learn something. In other words, motivation can determine any things in the student's environment that can reinforce learning actions.

### **Differences in Student Motivation in Completing Tasks between *pretest* and *posttest***

Based on the results of hypothesis testing, it can be interpreted that there are differences in students' motivation scores in completing *pretest* and *posttest assignments* . This difference

is due to the provision of information service treatment by explaining the benefits and objectives of learning and giving praise, reinforcement or a prize to students who follow the lesson well. So that students feel cared for by being given encouragement to be even more active in completing assignments. This can be seen by students being serious and working hard in doing assignments, being tenacious when finding difficult assignments, enthusiastic and attentive in completing assignments, confident and independent in completing assignments. as asked by Sardiman (2011: 83) the characteristics of students who have motivation in a person are:

Diligent in dealing with tasks, or can work continuously for a long time; tenacious in facing difficulties and not easily discouraged, not too quickly satisfied with the results obtained; shows great interest in various learning problems, prefers to work alone rather than depend on others, does not get bored easily with routine tasks, can defend his opinion, does not easily let go of anything he believes, likes to find and solve problems.

If these are not present in the students and the motivation is not well developed, then the learning objectives are not optimally achieved. In line with that WS Winkel (2007:27) states that students who are highly motivated will have a lot of energy both in mind, time and attitude to carry out learning activities.

Students who experience increased motivation in completing assignments can be said that these students get good learning outcomes. This is due to special attention in participating in learning, namely when the process of providing information services takes place, this is supported by the opinion of Slameto (2010: 56) which states that to be able to guarantee good learning outcomes, students must pay attention to the material they are studying. .

## CONCLUSION

Based on the results of the data analysis discussed above regarding increasing student motivation in completing school assignments through information services, it can be concluded that:

1. Students' motivation before being given information services seen from the results of *the pretest* given is in the medium category which includes aspects of being diligent in completing assignments, being tenacious in facing difficulties, showing interest and independence in completing assignments .
2. Student motivation after being given information services seen from the results of *the posttest* given students are in the medium category with an increasing average score.
3. There is a significant difference between students' motivation in completing tasks before (*p retest* ) and after ( *posttest* ). This shows that information services can increase student motivation in completing school assignments.

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