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**THE ROLE OF COUNSELING GUIDANCE TEACHERS IN INCREASING
ACHIEVEMENT MOTIVATION IN THE SELECTION OF ELECTIVE
SUBJECTS**

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ABSTRACT

Achievement motivation is a behavior where individuals have the drive or desire to achieve and achieve the desired target. The drive you have can encourage individuals to work harder to achieve their planned goals. The study was conducted with the aim of determining the motivation of achievement possessed by students, the role of Counseling Guidance teachers in the selection of subjects at the senior high school level. Research using literature studies or literature reviews. Literature study or literature review is a method by collecting data related to the topic in the research. A comprehensive literature review can organize the current research foundation based on relevant previous research. The goal is to provide a description of the main content based on the information that has been obtained. Counseling Guidance teachers have an important role in the process of selecting elective subjects, which starts from helping students identify their talents, interests and abilities, guiding students to choose appropriate elective subjects and helping students if there are communication problems with parents and different choices by conducting consulting services. So that students can really choose elective subjects according to their talents, interests and abilities.

Keywords: guidance and counseling teacher, achievement motivation, selection of subjects.

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INTRODUCTION

The learning process in the school environment is carried out based on the curriculum and learning techniques that have been determined by the school. In learning in the world of education, there are always updates to the learning system, currently there are widespread curriculum updates, namely the independent curriculum contained in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery, that elective subjects are subjects chosen by students based on plans for self-development whether for entrepreneurship, work or continuing education. The process of identifying and developing students' talents, interests and abilities is carried out by teachers who are coordinated by guidance and counseling teachers (Ministry of Education, Culture, Research and Technology, 2022) . This statement emphasizes that the independent curriculum offers advantages, namely that there are no specialization programs for high school level. More specifically, in this curriculum, students have the freedom to choose elective subjects that they feel are in accordance with their abilities and talents, interests.

This also applies to SMAN 1 Menganti, which uses an independent curriculum that applies elective subjects. In implementing elective subjects, students are previously given socialization and assistance when choosing elective subjects, where there is a guidance stage carried out to help students identify their talents, interests and abilities for consideration when making decisions about elective subjects that can improve their abilities. students have. At this stage, various parties are needed to achieve the goals and desired results.

Elective subjects are an opportunity given where students can freely choose subjects based on abilities, interests and talents that can maximize their efforts in choosing a career and further studies at the next level. The implementation of elective subjects is carried out in phase F, namely in class XI and class XII, while in phase E or class (Ministry of Education, Culture, Research and Technology, 2022)

At the stage of selecting elective subjects, you must go through several processes to select a group of elective subjects that suit the interests and talents of students. At this stage, socialization and assistance is carried out in exploring students' talents and interests. Therefore, at this stage, guidance and counseling teachers are really needed as facilitators for students to identify and develop interests, talents and abilities through providing guidance and counseling services. The services provided are in the form of guidance where the term is defined as showing, determining and driving. Where guidance services are provided to help students determine chosen subjects that suit their talents, interests and abilities (Ahmad Susanto, 2018) . In selecting elective subjects, guidance aims to develop potential optimally. The aim of providing guidance in choosing elective subjects is not only to solve problems for counselees or students but also to provide an understanding of the abilities they have and to be able to use these abilities to achieve success and desires in the future.

Based on the results of a short interview with one of the guidance and counseling teachers in December 2023, in the process of mentoring and guidance in choosing elective subjects which was carried

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out for class the students. Then, after receiving the results of the identification or assessment, the guidance and counseling teacher prepares a service implementation plan, especially career guidance services with material regarding talents and interests with the aim of ensuring that students are able to identify their talents and interests. From the results of this service, it was found that there are still many students who are not sure what interests and talents they have, besides that there are also many students who lack enthusiasm and motivation to choose elective subjects by considering their talents, interests and plans for the next level of study.

Seeing this problem, the guidance and counseling teacher carried out follow-up actions to find out in depth and precisely the abilities, talents and interests of students by facilitating a psychological test in partnership with an institution that specializes in psychological tests, where the results of the test are in the form of IQ, IQ category, type personality, interest in a particular field, and recommendations for a suitable group of selected subjects. The subject groups at SMAN 1 Menganti consist of three groups, including; 1) Specialization mathematics, physics, chemistry, biology and informatics; 2) economics, sociology, geography, anthropology; 3) Indonesian language and literature, English language and literature, other foreign cultures.

However, after taking a test in the form of a psychological test, students do not immediately choose elective subjects. Because the results of the psychological test are not the main factor in determining the chosen subjects. There are still several things that students must consider. Regarding guidance in choosing elective subjects at SMAN 1 Menganti, the role of guidance and counseling teachers is really needed, but it cannot be denied that apart from teachers at school there is other very important guidance, namely parental guidance. The guidance and counseling teacher at SMAN 1 Menganti also explained that the role of parents in this process is very crucial. In this process, guidance and counseling teachers also collaborate with parents by providing full attention and assistance to students who experience feelings of anxiety or are unsure when making choices.

So, guidance and counseling teachers can carry out individual counseling services either with students or with their parents if necessary. Counseling services are services to help individuals by changing behavior carried out by an expert (counselor or guidance counselor) to individuals who are experiencing problems by finding solutions to these problems while still giving the individual a full opportunity to solve the problem (Susanto, 2018) .

As in the guidebook for choosing elective subjects, it is explained that when choosing elective subjects, students need adequate guidance so that they can make choices that suit their future aspirations (Ministry of Education, Culture, Research and Technology, 2022). Educational units can carry out various methods of socialization to build understanding of the mechanisms for selecting elective subjects, where the socialization carried out at SMAN 1 Menganti involves direct exposure using direct lecture and discussion methods. In order to access all parties who play a role in assisting students, parents are also invited to the socialization event with the aim of ensuring that both students and parents receive clear information without any misunderstanding of the material presented.

The reason for choosing elective subjects must be done carefully with various considerations, namely by choosing elective subjects that suit your talents, interests and abilities. This is different from

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students who choose based on external reasons such as following close friends, parents' demands, or dislike/favor with certain subject teachers). Students who carefully consider their options in choosing elective subjects will firmly plan their careers because they are well acquainted with their abilities through in-depth career exploration. As research (Listianasari, 2021) states, someone who has explored their career in depth will have more positive self-esteem and be more adaptable so that their career journey can be navigated easily.

The implementation of selecting elective subjects in the independent curriculum is carried out in phase F (classes XI and XII) where the guidance process in selecting elective subjects is carried out in phase E (class X). In the independent curriculum, elective subjects are carried out as an effort to give students the freedom to carry out a learning process that suits their interests, talents and abilities which supports the potential of students to continue their careers in the future, whether they want to continue to a higher level, entrepreneurship, or entering the world of work (Ministry of Education, Culture, Research and Technology, 2022) .

The research was conducted because there is still a lot of confusion and uncertainty among students in choosing elective subjects, which in this phase occurs in class interests, talents and future career plans, then there are more counseling services centered on students who are still unable to determine their choice of subjects. Meanwhile, according to an interview with one of the students who had not yet decided on the choice of elective subjects due to differences of opinion with his parents, where in the results of the recommendation the student was recommended for group two subjects, but his parents demanded that the students choose group subjects. one with the reason being that the elective subjects in group one are more 'prestigious'.

Therefore, the purpose of this research is to examine more deeply the role of guidance and counseling teachers in increasing student motivation when choosing elective subjects at SMAN 1 Menganti to choose according to career plans that will be carried out at the next level and increasing opportunities to enter higher education achievement pathways. one of the determinants is the report card grades for elective subjects that are relevant to the intended study program, supporting and inhibiting factors in the implementation of guidance for selecting elective subjects as well as efforts or handling strategies that can be taken to deal with students' problems in selecting elective subjects.

METHOD

In this research article, the method used is literature study or literature review. Literature study or literature review is a method of collecting data related to the topic in research. A comprehensive literature review can organize the basis of current research based on relevant previous research. The aim is to provide a description of the main content based on the information that has been obtained. (Abdillah, 2021).

Literature review is discussing and listening to discussions or reading materials related to topics and findings in research. As well as containing complete and up-to-date summaries and descriptions of certain topics, as found in reading books and journal articles (Yusuf & Khasanah, 2019) .

DISCUSSION

Achievement Motivation in Choosing Elective Subjects

Definition of Motivation : Motivation according to McClelland, humans can be motivated because of their needs. In McClelland's motivation theory, these needs are classified as the need for achievement, the need for power and affiliation (Nursalim et al., 2007) .

a. The need for achievement (need of achievement)

Achievement needs are formulated and establish that achievement related behavior is the result of a conflict between the hope of success and the fear of failure. Approach and avoidance tendencies consist of a function of the need for achievement, expectations of success and failure, and opportunities for gain. In addition, the need for achievement will encourage a person to excel in situations where the targets to be achieved are real and opportunities to obtain them exist.

According to McClelland, each individual has unique needs that are tailored to the nature and way of thinking that shapes them. According to McClelland, a strong drive to succeed exists within everyone. This drive drives people to work harder to achieve their goals rather than receiving rewards. This form of encouragement can be categorized as nAch based on the three forms of needs above, namely the need for achievement or achievement.

McClelland states that the need for achievement consists of two indicators, namely: (1) Ability is expertise in mastering several skills that are naturally possessed from birth or from training used to do something in the form of action. (2) Creativity is a person's ability to create innovation, either through thoughts or work in the form of something new.

In the statement (Schunk et al., 2014) the definition of motivation is "a process in which activity directed at a particular goal is encouraged and maintained."

Achievement motivation or motivation to achieve is thus motivation whose goal is to achieve achievement. According to (Purwanto, 2014) regarding the theory of achievement motivation, the cognitive approach produces a trident model of achievement motivation. The components of achievement motivation are: task value, self-efficacy, and goal orientation. Task value is an individual's belief that the tasks faced are interesting, important and useful for him in the future. Self-efficacy is an individual's belief in his or her ability to be able to master academic tasks successfully. Goal orientation is the formulation of goals or targets that individuals really want to achieve in the academic situation they face.

b. Achievement Motivation Indicators

Indicators of someone having achievement motivation, especially in the academic aspect, include, 1) Choice or choosing to directly contribute to an academic task rather than a non-academic task. Task choosing behavior can be seen from the behavior of someone who prefers to complete the task at hand rather than playing with gadgets or watching TV, or other activities; 2) Persistence or tenacity, namely being able to face difficulties and fatigue in facing difficulties in carrying out a task; 3) Effort or maximum effort in the form of physical and cognitive effort such as implementing cognitive and metacognitive strategies. There are forms of behavior that show this effort, such as asking if there are difficulties in a lesson, discussing with friends about material that is not yet

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understood, and using the time available to practice the questions being tested, making a study plan, and joining a study group.

In this research, the relevant motivation theory is the theory of motivation for achievement or the need for achievement. Where in choosing elective subjects, students really need encouragement or will to achieve achievements or targets that can support their needs and career achievements in the future.

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(Nursalim, 2020), the role of a guidance and counseling teacher or counselor is as a provider of counseling or therapy services, consultations, and coordinator. Apart from that, guidance and counseling teachers play a role as agents of change, career developers and prevention agents. Some of the roles of guidance and counseling teachers are described in more detail as follows:

a. Guidance teacher as counselor

In this role, the guidance and counseling teacher is referred to as a counselor or therapist, where in the educational aspect the guidance and counseling teacher is an expert in carrying out counseling activities briefly but effectively in achieving service goals. In this role, the guidance and counseling teacher also refers to helping individuals, namely students, in achieving goals both interpersonally and intrapersonally, helping to overcome problems caused by deficiencies and difficulties in developing, making decisions and planning for changes for the better and improving physical and mental health in order to achieve individual happiness and dreams.

b. Guidance teacher as consultant

A consultant is someone who provides consultation. Guidance and Guidance Teachers also act as consultants with the ability to carry out consultations, which is a problem solving process carried out by consultants and consultants to get the desired results. The consultation process is carried out with the involvement of three parties, namely the guidance and counseling teacher as consultant, parents as consultant and students who have a problem.

c. Guidance teacher as coordinator

Apart from making efforts to provide guidance and counseling services, BK teachers also act as coordinators of guidance activities and activities carried out by other schools. Apart from that, guidance and counseling teachers also play a role in the collaboration process with various experts who can help to support the achievement of maximum final results.

d. Guidance teacher as assessor

In the independent curriculum, the guidance and counseling teacher also plays the role of assessor, namely the guidance and counseling teacher identifies the needs of students, which is called an assessment, both test and non-test. Then, the results obtained will be identified and analyzed to obtain data related to needs and problems, as well as the potential and abilities possessed by students.

e. Guidance and Guidance Teachers as career developers

In the educational process, it is very important for students to start planning future career plans. Therefore, in this role, guidance and counseling teachers are really needed to guide and accompany

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students when determining their career plans. Guidance and Guidance Teachers help students identify supporting factors in career planning, then explore and develop their abilities according to the career choice they want to pursue. In guidance and counseling services there are career guidance services that focus on developing abilities, interests, talents and career planning which can increase students' insight and knowledge.

Apart from that, guidance and counseling teachers are required to know the needs of students, where to achieve this, a needs assessment is carried out through tests and non-tests (Kartilah, 2022). As contained in the Guidance and Counseling Operations Guide (POP BK), the guidance program planning stage and counseling consists of two stages, namely the preparation and design stages (Operational et al., 2016). In the initial stage, namely preparation, guidance and counseling teachers must carry out a needs assessment, which aims to determine the condition of students which will later be used as a reference in designing guidance and counseling programs that are right on target so that they can effectively achieve the goals and desired results.

The same is true in selecting elective subjects, where the guidance and counseling teacher acts as a facilitator for students to identify and explore their talents, interests and abilities as a basis for consideration in selecting elective subjects. After identifying and obtaining the results of identifying talents of interest, the BK teacher provides guidance and counseling services to students to be able to choose elective subjects that suit their talents, interests and abilities. If students are not sure about their choice, of course guidance and counseling teachers also provide services in the form of consultations to provide specific understanding to students and parents. After completing the selection of elective subjects, it is not immediately finished, the guidance and counseling teacher also continues to provide post-selection assistance for elective subjects. As well as acting as a coordinator in collaboration with subject teachers and homeroom teachers in the process of identifying and developing the interests, talents and abilities of students.

In the guide for choosing elective subjects, students can choose elective subjects based on their interests, talents and abilities. Education units can facilitate students to explore their interests, talents and abilities. Interest is interest in an object. In Hurlock's opinion, interest is defined as a source of motivation for individuals to do something. In choosing elective subjects, the interests explored are career interests, where students have the desire and motivation to plan and determine their career choices in the future along with activities that can be explored to support these career choices. Then, talent is an individual ability that is carried out productively, mastered in a short time, and performed better than others. Ability means a person's strength in completing various tasks in an activity or job. Abilities are grouped into two types, namely intellectual abilities and physical abilities (Robbins et al., 2019). In the process of selecting elective subjects, several educational units have their respective roles and responsibilities in the smooth process of selecting elective subjects. The roles and responsibilities of guidance and counseling teachers in the process of selecting elective subjects include: 1) facilitating students in the process of identifying and developing interests, talents and abilities through providing guidance and counseling services; 2) provide guidance and counseling services to students so that they have confidence when choosing elective subjects that suit their talents, interests and abilities; 3) implementing consultation services for students and parents; 4) organize

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a program to accompany students after selecting elective subjects; and 4) coordinating with subject teachers and homeroom teachers when identifying and developing students' interests, talents and abilities (Ministry of Education, Culture, Research and Technology, 2022) .

In addition to the various roles and responsibilities of guidance and counseling teachers that have been mentioned, guidance and counseling teachers also provide career services in selecting elective subjects with the aim of identifying and developing students' interests, talents and abilities both with basic services and responsive services.

Guidance and Guidance Teachers carry out basic services by finding out students' beliefs in choosing elective subjects that suit their talents, interests and abilities. If the results are found that students can determine elective subjects, the next step can be taken, namely determining elective subjects by registering via the elective subjects form. Basic services are provided by focusing on guidance provided to all students to maximize skills in planning and making career decisions. The goals achieved are the ability to know oneself, namely in the form of interests, talents and abilities, being able to plan a career after graduating from high school and being able to choose elective subjects that can make it easier for students to achieve their career plans (Operational et al., 2016) .

Several options are used to explore students' talents, interests and abilities with services such as classical guidance which is carried out simultaneously in one class face-to-face, group guidance with a membership of around two to ten students, and finally cross-class or large class guidance. which is held like a workshop or seminar for several groups as one.

However, if students are still found who are unable to choose elective subjects, responsive services are provided to handle problems experienced by students and as immediate assistance in resolving student problems. The implementation of responsive services is based on student volunteerism, but if this is not possible then you can use a summons from the guidance and counseling teacher based on an assessment, observation or report from a party. Responsive services are carried out targeting students who have not been able to determine their career plans or do not have sufficient knowledge and insight regarding their talents, interests and abilities. Forms of strategies carried out in responsive services include: 1) individual counseling, namely services providing assistance from guidance and counseling teachers to individual students which leads to changes in behavior, self-development, the ability to find solutions to problems and the ability to make decisions; and 2) group counseling, namely assistance provided by the guidance and counseling teacher to students with more than two people by utilizing group dynamics to mutually gain knowledge and experience from several other members until they are able to solve the problem.

Apart from providing basic services and responsive services, in selecting elective subjects, educational units can implement special programs to increase students' abilities in identifying and developing their interests, talents and abilities. Several special programs that can be carried out are: 1) industrial visits, the program is aimed at students who want to continue in the world of work, in this program the educational unit can also build cooperation with industry around the educational unit area and introduce several forms of work that can be an alternative student choice; 2) college visits are carried out for students who will continue to college, by making visits to various universities such as PTN, PTS, polytechnics and official services; 3) career fair, which is an activity similar to an exhibition that is held to introduce various

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career options in the future and can increase insight regarding various career options that were not previously known so that students are motivated to get to know their interests, talents and abilities in depth; and 4) sharing class, in this activity the school invites several alumni or resource persons who can introduce various professions and stages to achieve them (Ministry of Education, Culture, Research and Technology, 2022) .

Relevant previous research is used in this research to look at the phenomena taken in this research topic so that they can be researched in detail and in detail and see the differences between previous research and this research, so that this research can develop from existing phenomena.

The following is some previous research that is relevant to this research, including:

1. In research (Arumsari & Koesdyantho, 2021) entitled "The Role of Guidance and Guidance Teachers in Preparing Students for the Independent Learning Curriculum" explains the role of guidance and counseling in preparing the independent learning curriculum. The research results using qualitative descriptive methods showed that the guidance and counseling teachers at SMK Negeri 1 Karanganyar, in preparation for the independent learning curriculum, include: 1) having a role in developing students' potential; 2) help students make further study decisions; 3) introduce the world that students will face in the future; 4) provide information services; and 5) conducting outreach regarding the independent curriculum to students.

CONCLUSION

Guidance and Guidance Teachers have an important role in the process of selecting elective subjects, which starts from helping students identify their talents, interests and abilities, guiding students to choose appropriate elective subjects and helping students if there are communication problems with parents and different choices by providing consultation services. So that students can really choose elective subjects according to their talents, interests and abilities so that they are motivated to be the best and achieve what they want in the future.

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