International Journal of Technology and Education Research

https://e-journal.citakonsultindo.or.id/index.php/IJETER

E-ISSN: 2986-0733

Effectiveness of a Psychoeducational Guidance Service Package in Enhancing Elementary Students' Learning Motivation

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Abstract

This study aimed to develop and examine the effectiveness of a psychoeducational guidance service package designed to enhance elementary students' learning motivation. Using a Research and Development approach with the 4D model (Define, Design, Develop, and Disseminate), the product was constructed based on a needs analysis, validated by content and media experts, and tested through small-group and limited field trials. A quasi-experimental nonequivalent control group design was employed to measure effectiveness, involving 44 students in the experimental group and 38 students in the control group from two public elementary schools in Parepare City, Indonesia. Data were collected using expert validation sheets, practicality questionnaires, and a motivation scale, and analyzed with descriptive statistics and inferential tests. The results demonstrated that the developed psychoeducational package met the criteria of validity and practicality and was proven effective in increasing students' motivation. Independent samples t-test results indicated a significant difference between the experimental and control groups ($p = 0.000 < 0.05$; $t_h = 5.336 > t_t = 1.663$), with the experimental group showing a substantial improvement from low and moderate motivation levels during the pretest to high levels in the posttest. These findings confirm that structured psychoeducational guidance can significantly improve learning motivation and provide a feasible solution for elementary schools lacking professional counseling services.

Keyword: ***effectiveness, psychoeducational guidance service package, learning motivation, elementary school students.***

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INTRODUCTION

The Government of Indonesia, through the Decree of the State Minister for Administrative Reform No. 16 of 2009, asserts that every student is entitled to receive guidance and counseling services as part of fulfilling their developmental needs. This mandate implies that all educational institutions, from elementary to secondary levels, require the presence of guidance and counseling services to optimally support students' growth and development. These developmental aspects include cognitive, socio-emotional, physical-motor, linguistic, moral, and spiritual domains, all of which must be facilitated according to the child's developmental stage. Consistently, Ministry of Education and Culture Regulation No. 111 of 2014 emphasizes that students possess the potential to develop optimally through educational services that rely not only on instructional activities but also on psychoeducational support as a means of fostering life competencies.

As a formal educational environment, schools play a strategic role in providing stimulation that enables children to grow and develop holistically. From the perspective of learning theories, the school environment functions as a source of stimuli that shape students' learning behavior, as posited in behavioristic theory, which states that behavioral change occurs through the relationship between stimulus and response (Shahbana et al., 2020). At the same time, cognitive theory explains that students' development and information-processing abilities follow stages of assimilation, accommodation, and equilibration (Dahar, 2011), indicating that school support must align with students' cognitive developmental needs. Furthermore, constructivist theory highlights that students build knowledge through meaningful learning experiences (Thobroni, 2015), whereas humanistic perspectives emphasize that education should assist students in understanding themselves and achieving self-actualization (Insani, 2019). Together, these views affirm the school as an essential space for fostering learners' holistic development.

In practice, however, elementary students face various developmental challenges, one of the most prevalent being low learning motivation. Observations in several elementary schools in Parepare City reveal that many students exhibit signs of low motivation, such as reluctance to study, lack of learning goals, avoidance of challenging tasks, and low interest in academic activities. This condition contributes to poor academic achievement, reduced independence, lower self-esteem, and difficulties in social interactions. Motivation is a crucial determinant of successful learning. From the perspective of learning theories, motivation functions as a central driver of learning behavior. Sardiman (2011) argues that motivation acts as an internal force that initiates, maintains, and directs learning activities, while Uno (2021) notes that motivation arises

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from both internal and external impulses influencing behavioral change. Research further indicates that low motivation is influenced by internal factors such as fatigue, lack of interest, and mental conditions, and external factors including family, social environment, and school context. In constructivist terms, low motivation may emerge when students fail to find meaning in learning, whereas from a cognitive standpoint, unresolved cognitive conflicts can hinder interest and curiosity (Kukuh & Setya, 2021).

To address these issues, systematic, structured, and continuous support through psychoeducational guidance services is needed. Such services help students understand themselves, develop their potential, and enhance their learning motivation (MoEC, 2016). Ideally, these services at the elementary level are delivered by guidance counselors; however, most public elementary schools in Indonesia do not have dedicated counseling personnel. Consequently, classroom teachers must assume this dual role, often resulting in suboptimal implementation due to heavy workloads and limited training. Studies by Anti (2020) and Tanod et al. (2019) report that classroom teachers face significant challenges in delivering guidance services due to insufficient training and the absence of structured service tools.

The limited availability of psychoeducational service tools represents a major obstacle to providing effective guidance in elementary schools. Teachers require standardized tools that outline goals, intervention steps, strategies, and evaluation procedures to ensure that services are implemented systematically. These tools are essential for mapping intervention objectives, planning strategies, documenting service processes, and assessing effectiveness. Without such tools, psychoeducational services cannot be carried out consistently, making their outcomes difficult to measure.

This situation is further intensified by increasing developmental challenges in the modern era, including social-environmental pressures, digital media exposure, and academic demands, all of which may negatively affect students' mental well-being and learning motivation. Numerous studies indicate that psychoeducation is effective in improving motivation, self-efficacy, and social skills across various groups. In the context of elementary education, Setiowati and Nuryanto (2022) found that more than 98% of teachers believe that guidance and counseling services are necessary. Moreover, game-based and role-based psychoeducation has been shown to enhance students' comprehension and learning motivation (Virgiawan & Cayana, 2023).

Given these conditions, the development of a structured psychoeducational guidance service package has become an urgent need to support teachers in delivering proper, effective, and measurable services. Such a package is expected to facilitate interventions targeting internal factors related to learning motivation while ensuring that students receive developmentally

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appropriate support. The availability of structured service tools also enables teachers to fulfill students' rights to quality educational support services.

Therefore, this study was conducted to develop and examine the effectiveness of a psychoeducational guidance service package aimed at improving elementary students' learning motivation. The developed package is expected to serve as a practical solution to the limitations of guidance and counseling services in elementary schools and contribute to strengthening psychoeducational practices in Indonesia.

METHOD

This study employed a Research and Development (R&D) design, as described by Borg and Gall (1983), who emphasize that the primary purpose of development research is to produce a product and test its effectiveness. The development model used in this study was the 4D model—Define, Design, Develop, and Disseminate—introduced by Thiagarajan, Semmel, and Semmel (1974). This model was selected because it is systematic, needs-based, and allows for iterative validation and revision, ensuring that the resulting product is well-structured and suitable for psychoeducational services in elementary schools.

The study was conducted during the second semester of the 2024/2025 academic year in two public elementary schools in Parepare City. Research subjects included material and media experts, teachers, and students, all selected purposively based on expertise and relevance to the research needs. The product trials were carried out in three stages: expert validation, small-group testing, and limited field testing, to assess the validity, practicality, and effectiveness of the developed psychoeducational guidance service package.

The research procedure followed the four stages of the 4D model. The define stage involved needs analysis, content analysis, and the formulation of service objectives. The design stage included preparing the service package, selecting media, and developing the initial design. The develop stage consisted of expert validation and sequential trials, followed by product revision to produce the final version. The disseminate stage was conducted on a limited scale through teacher training on the use of the service package. Data were collected through questionnaires, interviews, and a learning-motivation instrument, and analyzed using the criteria of validity, practicality, and effectiveness (Nieveen, 1999). Further statistical analysis was carried out using descriptive and inferential techniques with a nonequivalent control group design (Sugiyono, 2022).

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RESULTS AND DISCUSSION

Inferential Statistical Analysis

Normality Test

The normality test was conducted to determine whether the data were normally distributed. The criterion used states that if the significance value is greater than 0.05, the data are considered normally distributed; conversely, if the significance value is less than 0.05, the data are considered not normally distributed. Based on the results of the analysis using SPSS version 26, the normality test for elementary school students is presented below:

Table 1. Normality Test of Pretest and Posttest Data

Kelas Eksperimen		**Kelas Kontrol**	
Pretest	*Posttest*	*Pretest*	*Posttest*
P-Value > α *0,076 > 0,05*	*P-Value > α* *0,108 > 0,05*	*P-Value > α* *0,112 > 0,05*	*P-Value > α* *0,091 > 0,05*

Table 1 shows that the P-value for the experimental class pretest (0.076) exceeds α = 0.05, indicating that the data are normally distributed. The P-value for the experimental class posttes (0.108) also exceeds 0.05, confirming normal distribution. Likewise, the control class pretest (0.112 > 0.05) and posttest (0.091 > 0.05) were normally distributed. Overall, the findings indicate that both pretest and posttest data in the experimental and control groups meet the assumption of normality.

Homogeneity Test

The homogeneity test was conducted to determine whether the experimental and control groups had homogeneous variances. The criterion states that if the significance value is greater than 0.05, the data are homogeneous; otherwise, they are not. The results of the homogeneity test are as follows:

Table 2. Homogeneity Test of Experimental and Control Groups

Based on Mean
P-Value > α 0,545 > 0,05

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The results in Table 2 show that the P-value is 0.545, which is greater than α = 0.05. This indicates that there is no significant difference in variance between the two groups, meaning that the data are homogeneous. Thus, further parametric analysis can be conducted.

Hypothesis Testing

The hypothesis testing was carried out by examining the significance value and the t-test value. The Independent Sample T-Test produced a significance (2-tailed) value of 0.000, which is smaller than 0.05. The obtained t-value was 5.336, higher than the t-table value of 1.663. Based on these criteria, H0 is rejected and H1 is accepted. This indicates that there is a significant difference between the motivation of students in the experimental group who received psychoeducational guidance services and those in the control group who did not. Therefore, the psychoeducational guidance device has a significant effect on increasing elementary students' learning motivation in Parepare City.

Effectiveness of the Psychoeducational Guidance Service Device in Improving Elementary Students' Learning Motivation

The effectiveness of the psychoeducational guidance service device was examined using a quasi-experimental approach with a nonequivalent control group design (Sugiyono, 2024). Students' learning motivation was categorized into four levels: very high, high, moderate, and low. Prior to the intervention (pretest), most students in the experimental group (35 out of 44) demonstrated low to moderate levels of motivation, with only a few classified as having high or very high motivation. Similarly, the control group pretest results revealed that the majority of students were in the low and moderate categories, with only six students categorized as highly motivated. Since the control group did not receive any treatment, these results represent students' initial learning motivation without exposure to psychoeducational guidance.

Posttest descriptive statistics for the experimental group showed that with 44 students, the mean motivation score was 52.20, indicating a high level of motivation after the intervention. The median score of 53.50 suggests that half of the students scored above or below this value, while the mode of 62 indicates a frequently occurring score reflecting a trend toward higher motivation. The score range of 35 (from 33 to 68) illustrates some variation among students, and the standard deviation of 8.943 suggests relatively small variability, indicating that most students experienced notable motivation improvement.

In contrast, the control group's posttest results from 38 students revealed a mean motivation score of 40, indicating a moderate level of motivation without receiving

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psychoeducational guidance. The median was 53.50, while the mode (37.50) showed a clustering of motivation levels around this value. The score range of 41 (from 22 to 63) reflects substantial variability in student motivation, and the standard deviation of 11.734 further demonstrates a wider spread of scores. Overall, the control group's motivation remained moderate with considerable variability among students.

The differences in descriptive statistics between the experimental and control groups indicate that the use of a more systematic, engaging, and teacher-friendly psychoeducational guidance device positively influenced the increase in learning motivation. This finding aligns with the theoretical view that motivation plays a central role in fostering enthusiasm, pleasure, and persistence in learning (Sardiman, 2016). Furthermore, Uno (2023) emphasizes that motivation serves several critical functions: (a) determining goals to be achieved, (b) clarifying learning objectives, (c) regulating responses to learning stimuli, and (d) influencing students' persistence. A well-designed psychoeducational guidance service can create supportive conditions that stimulate these motivational factors.

The hypothesis testing using the Independent Sample T-Test showed that the significance value (2-tailed) was 0.000, which is lower than 0.05. The calculated t-value was 5.336, exceeding the t-table value of 1.663 (t_calculated > t_table). Based on these criteria, H0 was rejected and H1 was accepted, indicating a significant difference in learning motivation between students who received psychoeducational guidance and those who did not. This confirms that the psychoeducational guidance service device effectively enhances elementary students' learning motivation in Parepare City. These findings are in line with Salenda (2022), who found that classical guidance devices effectively improved interpersonal communication skills, and with Rora (2022), who reported that such devices significantly improved students' perseverance at the junior high school level.

CONCLUSION

The findings of this study demonstrate that the developed psychoeducational guidance service package is effective in enhancing elementary students' learning motivation. Expert validation confirmed that the package met the criteria of content feasibility, structural clarity, and developmental appropriateness, while practicality assessments showed that teachers could apply it easily and consistently. The quasi-experimental test provided strong evidence of effectiveness, as students in the experimental group experienced a significant increase in learning motivation compared to those in the control group, supported by statistical results showing a meaningful difference in posttest scores ($p < 0.05$). The structured activities,

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interactive methods, and step-by-step guidance embedded in the package successfully stimulated students' intrinsic and extrinsic motivation, resulting in improved engagement, persistence, and interest in learning. Thus, the psychoeducational guidance package serves as an effective intervention for supporting student motivation, particularly in elementary schools with limited counseling resources.

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