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Design and Validation of Psychoeducational Guidance Service Package: An Effort to Enhance Elementary School Students' Learning Motivation

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Abstract

Psychoeducational services at the elementary school level play a crucial role in enhancing students' learning motivation. This study aims to design and test the validity of a psychoeducational guidance service device that can support the improvement of students' learning motivation. The research uses a development research method with the Four-D model, which consists of four stages: Define, Design, Develop, and Disseminate. The primary focus of this study is on the design and validation stages of the service device, which includes service implementation plans, materials, Student Work Sheets (LKPD), evaluation, and motivational instruments. The validation of the device was conducted by subject matter experts and media experts. The validation results indicate that the psychoeducational guidance service device received very appropriate scores from both subject matter and media experts. Specifically, the motivational instruments and psychoeducational media demonstrated excellent quality in enhancing student motivation. Overall, this service device is deemed highly suitable for implementation in psychoeducational guidance processes at the elementary school level. This study contributes to the development of effective guidance devices aimed at improving students' learning motivation in elementary schools.

Keywords: Design; Validation; Psychoeducational_Guidance_Service_Package; Learning_Motivation; Elementary_School_Students'

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INTRODUCTION

Education is a fundamental right of every citizen and plays a crucial role in shaping the character and life skills of the younger generation. In an effort to provide quality education, the Indonesian government has implemented various policies, including those related to guidance and counseling (GC) services in schools. The Ministerial Decree of the State Ministry for State Apparatus Empowerment No. 16 of 2009 concerning the Functional Position of Teachers and their Credit Scores clearly states that every student is entitled to receive services from a guidance and counseling teacher. Within this policy, students are referred to as "mentees" under the responsibility of GC teachers. This emphasizes the necessity for the presence and role of GC teachers in all schools, from elementary to senior high school levels, with the main goal of fulfilling government directives to help students reach their full potential.

Student development encompasses several domains, including physical-motor, cognitive, socio-emotional, linguistic, moral, and religious aspects. These domains are expected to grow in a balanced manner according to each individual's characteristics. In this context, guidance and counseling services play a significant role in helping students achieve developmental tasks as outlined in the Student Independence Competency Standards and Basic Competencies (SKKPD).

Furthermore, Regulation of the Minister of Education and Culture (Permendikbud) No. 111 of 2014 on Guidance and Counseling in Primary and Secondary Education emphasizes that every student has the potential to develop optimally. Therefore, the development of student life competencies cannot rely solely on subject matter learning and school management; it also requires a specialized psychoeducational service system (Kemendikbud, 2015). Schools thus hold a strategic role as a space for nurturing students' character and life skills, regardless of religion, ethnicity, race, or social status. Values such as integrity, discipline, responsibility, and tolerance, along with interpersonal and leadership skills, can flourish through a supportive learning environment.

However, observations conducted in several elementary schools in the city of Parepare revealed a critical issue: low student learning motivation. This is evidenced by symptoms such as lack of learning drive, low academic achievement, absence of clear learning goals, and tendencies to avoid academic challenges. If left unaddressed, this condition may result in poor academic performance, low self-esteem, decreased interest in positive activities, and social difficulties.

Learning motivation is vital in education as it serves as the driving force behind students' learning behavior. Uno (2021: 23) defines learning motivation as internal and external stimuli that initiate changes in learning behavior. Sardiman (2011: 83) identifies characteristics of motivated

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learners, including perseverance, resilience, independence, strong interest in various issues, and enthusiasm for problem-solving. The absence of these traits may indicate a decline in motivation.

The factors contributing to low learning motivation can be divided into internal and external categories. Internal factors include boredom, low interest, and students' physical or mental conditions. External factors involve the family environment, social conditions, and educational facilities (Puthree et al., 2021). Hidayati (2022) adds that a decline in motivation can also be caused by students' negative attitudes toward learning and a lack of support from their environment. Anggraini (2022) also notes that both student conditions and their surrounding environment significantly influence motivation.

To address this issue, students need appropriate assistance, particularly to manage internal causes of low motivation. One effective form of support is psychoeducational guidance services. According to Sari (2020), such services are systematic, logical, and well-structured efforts designed to facilitate students' holistic development. Psychoeducational services aim to help students achieve independence and life well-being by fostering better self-understanding and self-management. Bhattacharjee et al. (2011) further assert that psychoeducational services play a role in improving individuals' quality of life.

Unfortunately, many elementary schools still lack dedicated GC teachers. Currently, guidance and counseling services at the elementary level are mostly found in private schools, and even then, the number of available GC teachers is very limited. As an alternative, homeroom teachers are often assigned to take on GC responsibilities by the school principal (Anti, 2020). While homeroom teachers are considered capable of managing their students, in reality, this role adds to their existing workload, including teaching and administrative duties. Tanod et al. (2019) emphasize that the competency of homeroom teachers in delivering counseling services needs to be improved to ensure well-structured implementation.

In addition to the shortage of personnel, several other challenges hinder the implementation of psychoeducational services in elementary schools. These include the absence of clear operational guidelines, lack of dedicated counseling spaces, and limited funding to independently run such services (Anti, 2020). Hidayati (2019) highlights that the demands of the Industrial Revolution 4.0 era require teachers to have strong psychological readiness to deliver relevant and responsive services.

Interviews with several teachers revealed that implementing psychoeducational guidance in elementary schools faces various obstacles, such as the lack of service packages, limited understanding of guidance services, and insufficient time due to heavy teaching and

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administrative duties. Yet, a service package is a crucial document that outlines concrete steps for delivering guidance. It helps define goals and strategies, evaluate the process and outcomes, and provide necessary documentation for administrative purposes. With a well-prepared package, teachers can make data-driven decisions and design effective interventions.

Sukadari (2021) argues that the need for GC services at the elementary level is urgent due to increasing cases of child delinquency and criminal behavior that hinder development. Indrawan (2019) states that elementary school age is a critical period when children begin to socialize more broadly, learn norms, and imitate behaviors from their surroundings. Based on Albert Bandura's social learning theory, children learn through observation and imitation. Without proper guidance, they may mimic negative behaviors that harm their social and mental development. Muhajarah (2018) adds that the increasingly competitive nature of modern life contributes to anxiety and depression in children.

Research by Setiowati and Nuryanto (2022) shows that nearly all elementary school teachers (98.6%) acknowledge the need for GC services. Virgiawan and Cayana (2023) also demonstrate that psychoeducational services using role-play methods can enhance students' understanding and motivation to engage with real-life roles. Even in the medical context, psychoeducation has proven effective in improving motivation and self-efficacy among patients, as shown by Lu EY (2022) and Nihayati et al. (2021). Hayatri (2019) points out that elementary school students still greatly need guidance to understand themselves, their environment, and to determine their life direction.

Thus, psychoeducational services at the elementary school level are a strategic component that must be developed to support students' learning motivation. Based on this need, the present study focuses on the design and validation of a psychoeducational guidance service package as a crucial initial step in establishing structured and targeted educational interventions in elementary schools.

RESEARCH PROBLEM

Based on the background outlined and previous research findings, the research questions for this study can be formulated as follows:

1. What is the design framework of a psychoeducational guidance service package aimed at improving students' learning motivation in elementary schools?
2. What is the level of validity of the psychoeducational guidance service package in enhancing students' learning motivation in elementary schools?

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Definition of Psychoeducational Guidance

The term "guidance" comes from the word "guide," meaning to show, determine, organize, or direct (Shertzer & Stone). According to Shertzer & Stone (1980), guidance is viewed as "a process of helping an individual to understand himself and his world" (Musfirah et al., 2023). W.S. Winkel (1981) stated that guidance is related to "guiding: showing a way," leading, conducting, giving instructions, regulating, governing, and giving advice. Based on the above views, it can be concluded that guidance is a process that helps an individual, particularly in psychological assistance, to achieve optimal development according to their developmental stage.

Psychoeducation refers to the same concept as educational psychology. Psychoeducation is defined as an intervention modality delivered by professionals that integrates psychotherapy and educational interventions for individuals and families to strengthen coping strategies in dealing with mental changes and difficulties (Lukens & McFarlane in Carright, 2007).

Psychoeducational guidance is a systematic service provided to students to fulfill children's rights according to their needs, aimed at achieving their independence and completing developmental tasks covering personal, social, and learning aspects in a holistic and optimal manner. In this context, optimal development does not merely refer to academic achievement based on intellectual capacity, interests, and talents, but to a developmental condition where students are able to demonstrate healthy and responsible behavior, as well as good adaptation and socialization skills.

Psychoeducational services are policies issued by the government to achieve optimal development. These services are systematic, objective, logical, continuous, and structured efforts carried out by classroom teachers to facilitate students' development, helping them achieve independence in terms of their ability to accept, understand, direct, make decisions, and apply them to achieve happiness in life (Kemendikbud, 2016). The provision of psychoeducational services supports the fulfillment of students' rights to receive quality education, which not only focuses on learning but also prioritizes students' psychological aspects. Based on the above statements, it can be concluded that psychoeducational guidance services focus on students' psychological aspects and are provided systematically, objectively, logically, continuously, and in a structured way by classroom teachers to facilitate students' development, helping them achieve independence through the ability to accept, understand, direct, make life decisions, and apply them.

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Objectives of Psychoeducational Guidance Services

The objectives of psychoeducational services consist of two main goals: general objectives and specific objectives. The general objective of psychoeducational services is to help students achieve maturity and independence in their lives while fulfilling developmental tasks that include personal, social, and academic aspects in a holistic and optimal manner.

Specifically, the objectives of psychoeducational guidance services are as follows:

1. Helping students recognize and understand themselves. Elementary school students are in a developmental phase where they begin to build self-awareness. Recognizing and understanding oneself includes aspects such as interests, talents, personal values, as well as strengths and weaknesses. The role of guidance services includes:
   a) Helping students identify their strengths and weaknesses through self-reflection.
   b) Providing activities for exploring interests and talents, such as personality quizzes or group discussions.
   c) Encouraging students to develop self-confidence and self-acceptance.
2. Recognizing the physical and social environment for adaptation and personal adjustment. Students need to understand and adapt to their school environment, including rules, peer interactions, and relationships with teachers. The role of guidance services includes:
   a) Helping students understand the rules and social norms at school.
   b) Promoting social skills such as good communication, cooperation, and empathy.
   c) Providing guidance in managing emotions so that students can interact well in their social environment.
3. Helping students successfully transition from the family environment to the school environment. The transition from home to school can be a challenging experience for children, especially for those who are just entering formal education. The role of guidance services includes:
   a) Providing support for students in adjusting to school routines.
   b) Helping students cope with anxiety or fear when separating from their families.
   c) Teaching basic skills such as independence, responsibility, and time management.
4. Developing the potential of students who excel in various fields. Every child has unique potential that needs to be recognized and developed according to their abilities. The role of guidance services includes:
   a) Providing various activities for exploring interests and talents such as art, sports, or science.
   b) Helping students build motivation to develop their abilities to the fullest.

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c) Providing positive feedback and rewards to enhance students' self-confidence.

5. Helping students facing difficulties in the learning process. Not all students learn in the same way. Some may struggle to understand lessons or face other academic challenges. The role of guidance services includes:
   a) Identifying the causes of students' learning difficulties, whether internal (e.g., lack of understanding) or external (e.g., an unsupportive learning environment).
   b) Teaching more effective learning strategies, such as speed reading techniques or time management.
   c) Collaborating with teachers to provide additional support for students who need it.
6. Helping students solve learning problems both at school and at home at a level that does not yet require counselor or other professional services. Some students may face learning challenges that can be resolved with simple guidance before needing further intervention from a counselor or psychologist. The role of guidance services includes:
   a) Providing emotional support for students experiencing learning difficulties due to psychological factors such as lack of motivation or academic pressure.
   b) Helping parents understand the best ways to support their children in learning at home.
   c) Acting as a facilitator between students, teachers, and parents in finding the best solutions for learning problems.

Definition of Learning Motivation

There are several terms used to refer to motivation (or motive), such as need, urge, wish, and drive. Similarly, the definition of motivation itself is interpreted differently by various experts depending on their context and perspective. Stanford states that "motivation is an energizing condition of the organism that serves to direct that organism toward the goal of a certain class" (motivation as a condition that drives individuals toward a specific goal). A characteristic role of motivation is to foster enthusiasm, happiness, and a sense of excitement (Runesi et al., 2022).

Rahman (2021) defines motivation as the most commonly used term to explain the success or failure of nearly all complex tasks. It is often said that motivation is a driving force behind actions. According to Sardiman (2018:73), a motive can be described as an internal driving force within an individual to engage in certain activities to achieve a specific goal. In learning, learning motivation is crucial for students' success. According to Sardiman (2018:75), "The total driving force within students that leads to learning activities, ensures the continuity of the learning process, and provides direction for the learning activities, so that the desired goals of the learner

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can be achieved."

Maslow (Navi, 2020) suggests that motivation is determined by both internal and external factors. This aligns with Uno's (2017:23) opinion that learning motivation is the internal and external drive in students who are learning to make behavioral changes, generally supported by various indicators or elements. The role of motivation is essential in achieving optimal results, as Suciyati (2023) stated that motivation is crucial for every individual to achieve the best results in any task, including students in the classroom and outside the classroom.

Based on the above opinions, it can be concluded that learning motivation is the driving force within students, both external and internal, that provides direction and results in changes in learning behavior.

Motivation Theories

There are several motivation theories proposed by various experts, including the following:

a. Abraham Maslow's Hierarchy of Needs Theory

Maslow's need theory (1958) consists of five hierarchical needs, which then become the key to an individual's motivation. These five hierarchical needs are as follows:

1. Physiological needs: These are basic and vital needs related to the biological functions of human organisms, such as the need for food, clothing, shelter, physical health, sex, and so on.
2. Safety and security needs: This includes the need for security, protection from dangers, threats of disease, war, poverty, hunger, unfair treatment, and so on.
3. Social needs: These include the need to be loved, valued as a person, recognized as a group member, loyalty, and cooperation.
4. Esteem needs: This includes the need to be valued for achievements, abilities, status, position, rank, etc.
5. Self-actualization needs: These involve the need to enhance one's potential, personal development to the maximum, creativity, and self-expression.

b. David McClelland's Achievement Motivation Theory

McClelland's need theory (McClelland's theory of needs) was developed by David McClelland and his colleagues. This theory focuses on three needs: achievement, power, and affiliation (Raito & Nurul, 2022; Acquah, 2021), as described below:

1. Need for achievement: This includes the drive to surpass standards, achieve set goals, and work hard for success.

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2. Need for power: This is the need to make others behave in ways that align with one's own desires.
3. Need for affiliation: This is the desire to establish friendly and close interpersonal relationships.

c. Alderfer's Needs Theory

Alderfer proposed a variation of Maslow's hierarchy of needs theory. Alderfer's theory, supported by research, defines three types of needs under the acronym ERG: E = Existence needs, R = Relatedness needs, G = Growth needs. These needs are explained as follows:

1. Existence needs: This includes all material and physiological desires, such as food, water, salary, and working conditions.
2. Relatedness needs: These involve the need to interact with others, such as with family, superiors, subordinates, friends, or opponents.
3. Growth needs: These are needs that drive an individual to have a creative or productive influence on themselves or their environment.

d. McGregor's Theory X and Theory Y

Douglas McGregor proposed two different perspectives on human behavior: one is essentially negative, called Theory X, and the other is inherently positive, called Theory Y (Munir, 2022). These two theories differ qualitatively in how they view human behavior and guide leadership behavior, policies, and human resource practices. The basic assumption of Theory X is that most people dislike work and need to be forced, supervised, and guided to achieve organizational goals. According to Theory X, most people are willing to be treated this way and thus avoid responsibility. In contrast, according to Theory Y, most people are inherently interested in their work, eager to guide themselves, take responsibility, and creatively solve problems according to their capacity.

Characteristics of Motivation

According to Sardiman (1994:83), there are several characteristics of motivation, including:

1. Persistence in facing tasks (able to work continuously for long periods of time, never stopping until the task is completed).
2. Resilience in facing difficulties (does not easily give up). Does not require external encouragement to achieve the best performance (not easily satisfied with the achievements already made).

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3. Shows interest in various issues for adults (for example, issues related to religious development, politics, economy, justice, anti-corruption efforts, opposition to criminal and amoral acts, etc.).
4. Prefers to work independently.
5. Easily bored with routine tasks (things that are mechanical, repetitive, and thus less creative).
6. Can defend their opinions (once they are sure about something).
7. Does not easily give up on what they believe in.
8. Enjoys searching for and solving problems (Suciyati, 2023).

Sari (2020) states that the indicators of learning motivation can be classified as follows:
a) A desire and will to succeed;
b) A drive and need to learn;
c) Expectations and future aspirations;
d) Recognition in learning
e) Engaging activities in learning;
f) A conducive learning environment that allows students to learn effectively (Hamzah B. Uno, 2007: 23).

One characteristic of high learning motivation is the presence of stimuli and the need to learn (Nursanti, 2022). The presence of stimuli and the need to learn is crucial because when students feel the need, they will seek out or learn independently according to their learning needs. Similarly, according to Cholifah (2020), the drive to learn makes learning goals easier to achieve. Achieving these learning goals becomes an indicator of the success of the planned learning program.

Based on the above, it can be concluded that the characteristics of learning motivation are:

1. Having clear goals: Students with clear and specific goals regarding what they want to achieve;
2. Having curiosity: The desire to understand new concepts and explore more about the subject;
3. Personal satisfaction: Feeling satisfied when making an achievement;
4. Drive to improve self-potential;
5. Desire to explore new ideas, be creative, and develop a deeper understanding.

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Functions of Motivation

Hamalik (2010) states that the functions of motivation include:

1. Encouraging behavior/actions – Motivation serves to encourage actions or behaviors.
2. Guiding direction – Motivation functions as a guide, directing actions towards achieving the desired goal.
3. Driving force – Motivation acts as the driving force, the engine behind learning activities.

According to Purwanto (2006), each motive is closely related to a goal and aspiration. The purpose or function of these motives is:

1. Motive drives individuals to act or take action. A motive serves as a driving force, providing energy (power) for someone to perform a task.
2. Motive determines the direction of actions, leading to the realization of a goal or aspiration. Motivation prevents deviations from the path that should be followed to achieve the goal. The clearer the goal, the clearer the path to be followed.
3. Motive selects actions. This means determining which actions should be taken, those that align with the goal, while setting aside actions that are unproductive for achieving that goal.

From the above, it can be concluded that the functions of learning motivation are: as a guide, a motivator of effort, a driving force, a determiner of achievement, and a selector of actions taken to achieve the desired goal.

Principles of Motivation

According to Kenneth in Hamalik (2005), the principles of motivation are as follows:

1. Praise is more effective than punishment. Punishment tends to stop an action, while praise values what has been done. Therefore, praise holds greater value for student learning motivation.
2. All students have certain basic psychological needs that must be satisfied. These needs manifest in different forms. Students who can fulfill their needs effectively through learning activities require less motivation and discipline assistance.
3. Motivation originating from the individual is more effective than motivation imposed from outside. The reason is that the satisfaction gained by the individual aligns with the internal measures of the student.
4. Efforts to reinforce actions or responses that are in alignment with desired outcomes are necessary. This refers to the importance of reinforcing positive behaviors.

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5. Motivation easily spreads to others. A teacher who is highly interested and enthusiastic will inspire students to also be interested and enthusiastic.
6. Clear understanding of goals stimulates motivation. When students clearly understand the objectives, it encourages motivation to achieve those goals.
7. Self-imposed tasks create greater interest in completing them compared to tasks imposed by the teacher. When students are allowed to find and solve problems themselves, it develops better motivation and discipline.
8. External rewards, such as praise or tangible rewards, are sometimes necessary and effective in stimulating genuine interest.
9. Varied teaching techniques and processes are effective in maintaining student interest. A variety of teaching methods creates a challenging and enjoyable learning environment, much like playing with different kinds of toys.
10. The benefits of student interest are economical. When students are interested, the process of learning becomes more efficient and effective.
11. Activities that might stimulate interest in less capable students may be meaningless or less valuable to highly skilled students.
12. High levels of anxiety can hinder learning. Anxiety distracts students, shifting their attention elsewhere and making learning ineffective.
13. Mild anxiety and frustration can aid learning and may even improve it. A certain level of stress can be motivational and enhance learning performance.
14. If the task is not too difficult, and there is no frustration, it could quickly lead to demoralization.
15. Each student has a different tolerance for frustration. Some students can handle more frustration than others before becoming demotivated.
16. Peer pressure is generally more effective in motivating students than pressure from adults. Motivation often thrives better within peer groups.
17. Strong motivation is closely linked to student creativity. Highly motivated students tend to exhibit greater creativity in their learning.

Definition of Guidance Service Tools

Guidance service tools are similar to teaching tools, consisting of service implementation plans, materials, media, student worksheets (LKPD), and assessment instruments. Trianto (2011:201) explains that teaching tools are "components used to manage the learning process so

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that the competencies to be achieved can be maximized." Therefore, it can be concluded that guidance service tools are a set of materials that serve as a guide for classroom teachers in providing guidance to students. These guidance materials include the service implementation plan, materials, media, student worksheets, and assessment instruments.

RESEARCH METHOD

This type of research is development research. According to Borg & Gall (1983), the goals of research and development procedures consist of two main objectives: 1) to develop a product as a function of development, and 2) to test the effectiveness of the product in achieving the objectives as a function of validation. The development process stops when a product has undergone expert testing, small group trials, and limited field trials.

Research Design

The research design uses the Four-D development model, developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974: 5). This model consists of four main stages: Define, Design, Develop, and Disseminate. It was selected because it is widely used in the development of instructional devices and represents the core principles of product development.

Data Collection Techniques

Data collection in this study is conducted using several techniques, as follows:

1. Questionnaires: The type of questionnaire used in this study is a combination of closed and open-ended questionnaires. The closed-ended questionnaire is designed to answer questions according to the alternatives provided, while the open-ended questionnaire allows the subjects to provide feedback, suggestions, and critiques related to the developed product. The questionnaires are divided into three types based on the role and position of the subjects in the research and development process. These include:
    a. Expert validation sheets to test the feasibility of the developed product.
    b. Teacher and student response sheets to assess the practicality of the developed tool.
    c. Motivation questionnaire to determine the effectiveness of the guidance service tool in enhancing student learning motivation.
2. Interviews: Interviews with guidance and counseling teachers (BK) are conducted to understand the implementation of guidance in elementary schools and to assess whether the guidance service tools are needed by students in delivering services. Additionally, interviews

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with BK teachers are conducted to gather their opinions on the developed guidance service tools.

Data Analysis Techniques

The validity test data is obtained from the results of expert subjects, which include guidance and counseling experts as well as media experts. The data analysis techniques used in evaluating the psycho-educational guidance service tools include both qualitative and quantitative analyses.

1. Qualitative Data Analysis: This is performed through verbal analysis. Verbal analysis is used to analyze data in the form of comments, suggestions, and constructive criticisms. This data is presented as it is, serving as the basis for revising the developed psycho-educational guidance service tools.
2. Quantitative Data Analysis: Quantitative data is analyzed by calculating the average score for each indicator/sub-aspect of the feasibility/validity evaluation of the product, sourced from the experts during the expert testing phase. The averages for all indicators are then calculated to determine the feasibility of the component/aspect of the evaluation. These average scores for indicators/sub-aspects and components/aspects of the evaluation are placed into the appropriate category based on the established range.

The data analysis technique for feasibility testing is adopted from the feasibility analysis method proposed by Mardapi (2008: 123). The analysis is carried out in the following steps:

a. The scores from the questionnaire assessments obtained from the experts (media and content) and student responses, which represent quantitative data, are transformed into categories.

b. The average score for each instrument is calculated using the following formula:

In this study, the validity/feasibility of the psycho-educational guidance service tools is determined by achieving a minimum score in the "Appropriate/Practical" category. Therefore, if the assessment results from media experts, content experts, and student responses give an average final score of "Feasible/Appropriate," then the developed psycho-educational guidance service tools are considered valid and practical for use.

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RESULT AND DISCUSSION

Description of the Design of Psycho-Educational Guidance Service Tools to Improve Learning Motivation for Elementary School Students

Design Stage

Based on the needs analysis, which indicates a pressing need to develop a more structured, innovative, and effective counseling service that meets student needs and supports their holistic development—both academically and personally. This design aims to integrate various components to ensure that the guidance services are effective and responsive to the needs identified in the analysis. Below is the design of the psycho-educational guidance service to improve learning motivation:

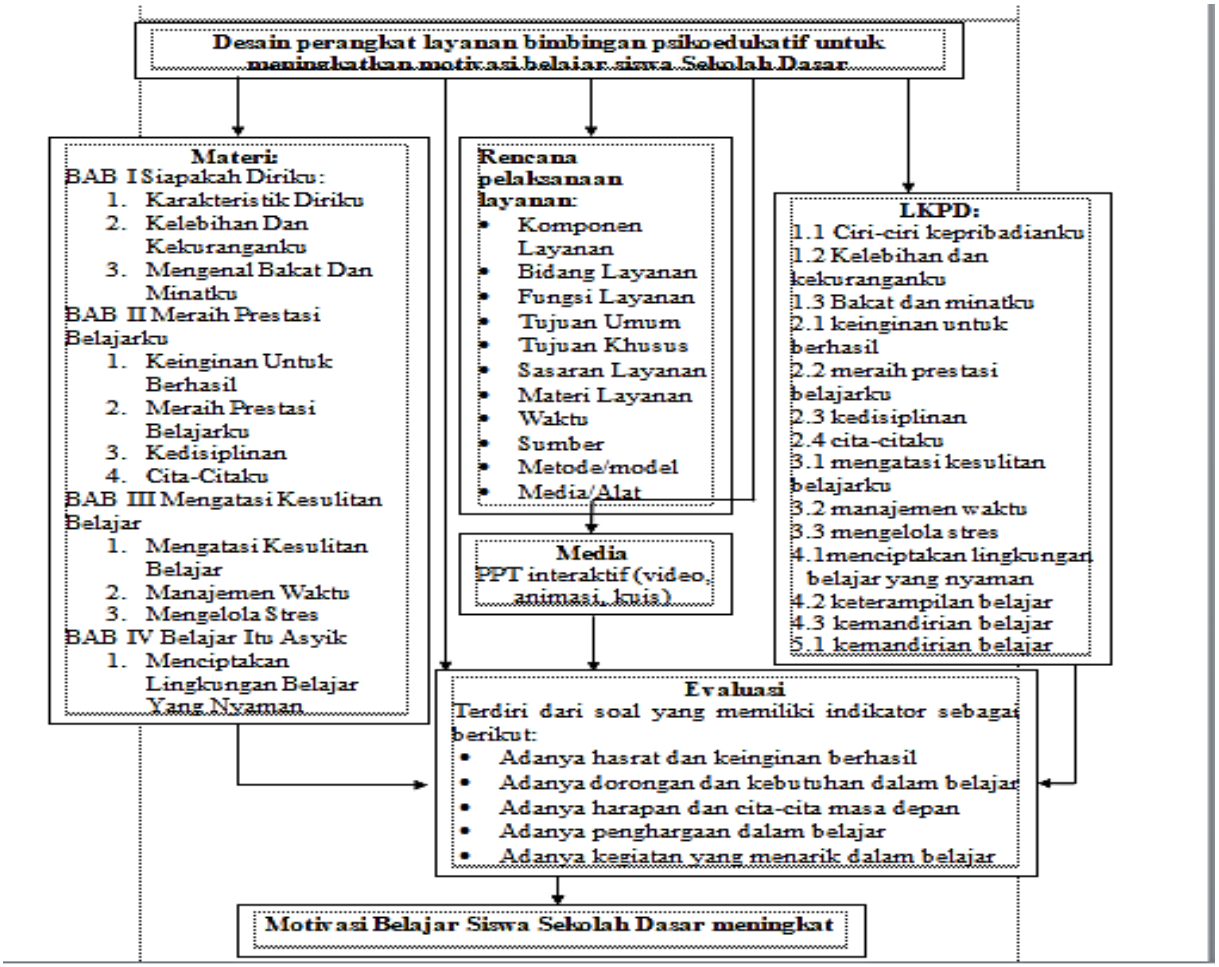


Image 1. Design of a psychoeducational guidance service device to enhance student learning motivation in Elementary School.

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The design of the psychoeducational guidance service aimed at enhancing elementary school students' learning motivation is developed with a focus on personal development, learning management, and maintaining life balance. The psychoeducational guidance service device for increasing students' learning motivation in elementary schools consists of several components, namely:

(1) Service Implementation Plan (RPL)

The procedure to be conducted first before designing the classical services is to establish the results of the needs assessment, considering the Student Independence Competency Standards (Ditjen PMPTK, 2007). The needs assessment results and the Student Independence Competency Standards (SKKPD) are two sources of consideration that should be developed simultaneously to establish the basic service topics. Once the service topics are determined, the service implementation plan is created. The service implementation plan is developed based on the classical guidance service format found in the operational guide for organizing guidance and counseling in elementary schools by the Ministry of Education and Culture (2016). This RPL format consists of components such as service components, service fields, service topics, service functions, general objectives, specific objectives, service targets, materials, time, sources, techniques, media, implementation, evaluation, and follow-up.

(2) Materials/Teaching Materials

In essence, the content of classical guidance or large class/cross-class or group guidance is the content discussed during the implementation of guidance services, allowing students to learn and experience cognitive, affective, or psychomotor processes as expected based on the established goals. The material design consists of psychoeducational guidance service materials and a teacher's guide. The material design includes text, images, animations, and videos to help students better understand the material presented. Generally, materials are developed based on the Student Independence Competency Standards (SKKPD), and specifically, the material is made based on motivational indicators developed by Uno (2021), including a desire and willingness to succeed, the drive and need to learn, future hopes and dreams, recognition in learning, and engaging learning activities. The material is then adjusted to the language and cognitive development of elementary school students for easier comprehension.

The material is organized into several chapters, each addressing important aspects of student development:

Chapter I, "Who Am I," helps students better understand themselves through exploring

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personal characteristics, strengths, weaknesses, as well as talents and interests. This foundation is vital for building self-awareness, a crucial step in enhancing student motivation.

Chapter II, "Achieving My Learning Goals," emphasizes the importance of fostering a desire for success and how students can achieve academic excellence through discipline and goal-setting. This chapter also helps students recognize the importance of having aspirations, offering long-term motivation in their educational journey.

Chapter III, "Overcoming Learning Difficulties," teaches students strategies for overcoming academic challenges such as time management and stress management, which are common obstacles to effective learning. These skills are expected to help students overcome barriers in their efforts to achieve better results.

Chapter IV, "Learning is Fun," and Chapter V, "Life Balance," stress the importance of creating a comfortable and independent learning environment while maintaining a balance between learning activities and social relationships. These chapters teach students how to make learning enjoyable and efficient, as well as how to build positive relationships with others, ultimately supporting their emotional well-being. This comprehensive program is designed to provide holistic support, focusing not only on academic aspects but also on the overall well-being of students.

The materials consist of a cover page, table of contents, chapter titles, and content. The table of contents lists the material to be discussed in each chapter. The chapter titles contain the general objectives of the material to be covered in that chapter. Each chapter title also includes motivational phrases related to the material to be discussed. The content includes specific objectives related to the material, an introduction, and the material to be covered in each subtopic. The material also includes animations and videos created using Animaker to make it easier for students to understand the material. Additionally, links for quizzes using Quizziz and Interacty apps are provided. At the end of each chapter, there is also a summary and reflection section to help students understand, remember, and apply the material effectively, thereby improving their learning, enhancing memory, and developing critical thinking and analytical skills.

(3) Media

Media plays a crucial role in classical guidance activities as it serves as the communication link between the guidance counselor and the students during classical or group guidance. Additionally, media serves as a support tool for the counselor's interaction with students, helping them understand the content or material presented. Several types of media can be used in guidance services, such as visual, audiovisual, and multimedia.

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The media used includes multimedia devices with apps like Canva, Interacty, Animaker, and Quizziz. These media can be displayed using an LCD projector to enhance the effectiveness of learning and student engagement in psychoeducational guidance services. Components within the developed multimedia include:

1. Text: Material in the form of a structured presentation slide designed to be visually appealing and easy to use.
2. Images: Images that help visualize difficult concepts that cannot be understood through text alone. The developed media is equipped with illustrations, infographics, and mind maps to enhance students' understanding of the material.
3. Audio: Voice recordings that narrate the psychoeducational guidance material.
4. Animated Videos: Interactive learning media that combines text, images, and audio relevant to the psychoeducational guidance material. This aims to make the guidance material more engaging.
5. Educational Games: Used to directly involve students and enhance their learning motivation.
6. Digital Presentations: Using Canva to present the material more engagingly.
7. Navigation Buttons: Buttons that help the teacher navigate from one material/slide to another.

The developed media is designed according to the characteristics of elementary school students and equipped with features to help teachers present the guidance material. The media starts with Chapter 1 and continues with the submaterial in each slide. If the learning objectives are clicked, it directs to the learning objectives; similarly, if the material and group tasks are clicked, they will appear. The media also includes navigation buttons like forward, backward, and a home button to return to the main page.

(4) LKPD (Student Work Sheets)

To support the delivery of the material during classical guidance, Student Work Sheets (LKPD) are provided. LKPDs are essential because they prevent the content from being merely normative and theoretical. LKPDs also serve several purposes: (1) Helping students recognize themselves, their potential, strengths, and weaknesses. (2) Developing students' social, emotional, and academic skills. (3) Enhancing learning motivation and students' ability to overcome academic and personal challenges. (4) Instilling positive values in students' daily lives. (5) Providing guidance for teachers in mentoring students systematically.

The LKPDs are designed to be engaging, using images, case studies, and educational games to

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increase students' interest in psychoeducational guidance. These LKPDs function as interactive media that encourages students to actively engage in understanding and applying the guidance material.

(5) Evaluation

Evaluation in guidance and counseling is an effort to determine the extent to which the guidance service has achieved its set goals. Process evaluation looks at student engagement, including activities such as reflection, enthusiasm, participation, and response during guidance sessions. Outcome evaluation includes knowledge, accommodation, and actions achieved after participating in classical guidance activities. Evaluation is developed using Quizziz.

Evaluation tools are developed based on the objectives of each material. At the end of each chapter, a link will be provided for evaluation through the Quizziz app. This makes it easier for teachers to check students' answers, while the app also makes the evaluation process more attractive and engaging for students.

The development of evaluation tools in psychoeducational guidance helps measure the effectiveness of the service and its impact on students' development. This evaluation aids teachers in assessing how well the guidance goals are achieved and the extent of changes in students' attitudes, understanding, and skills. Specifically, the evaluation aims to:

1. Measure students' understanding of the material provided.
2. Assess changes in students' attitudes, behaviors, and skills after the guidance sessions.
3. Identify difficulties or obstacles students encounter in applying the psychoeducational material.
4. Provide feedback for teachers/counselors to improve the quality of guidance services.
5. Develop intervention strategies that better meet students' needs.

The development of evaluation tools is crucial for measuring the effectiveness of psychoeducational guidance and understanding its impact on students.

Overview of the Validity Level of the Psychoeducational Guidance Service Device to Enhance Elementary School Students' Learning Motivation

Results of Material Expert Validation

The following presents the assessment results from three material experts regarding the psychoeducational guidance service device aimed at enhancing learning motivation:

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Table 1. Results of Material Expert Validation

Aspect	Expert			Total Score	Average Score
	I	II	III		
Service Implementation Plan	3	3,68	4	10,68	3,56
Material	3	3,75	3,56	10,31	3,43
Student Worksheet (LKPD)	3	3,75	3,43	10,18	3,39
Evaluation	3	3,66	3,6	10,26	3,42
Motivation Instrument	3,2	3,66	3,53	10,39	3,46
Overall Total				51,82	3,4
Category				Very Appropriate	

Source: validation instrument, 2025

Based on the data from the material experts above, it is found that the Service Implementation Plan (RPL) obtained an average score of 3.56. This indicates that the RPL is considered quite good, with a score close to 4, suggesting that it meets the standards for service planning. The variation in scores among the experts reflects differences in perceived feasibility; however, overall, it still falls within the “very appropriate” category.

The Material component received an average score of 3.43, indicating that the content is good and aligns with learning needs. Some experts gave higher scores, suggesting that the material's substance is strong, though there is still room for further improvement to reach optimal quality.

The Student Worksheet (LKPD) achieved an average score of 3.39, which means it is considered very appropriate, with only slight variations in expert scores. This shows that the LKPD is quite helpful in the learning process, though enhancements could still be made for greater effectiveness.

The Evaluation component received an average score of 3.42, indicating that the evaluation tools scored relatively high. This reflects that the instrument used for assessment is good. The consistency in scores suggests that the evaluation is relevant and valid in measuring learning outcomes.

The Motivation Instrument received an average score of 3.46, meaning it is considered very appropriate, with fairly consistent scoring among experts. This shows that the media is capable of enhancing students’ learning motivation, although there is still room for refinement.

Overall, the total average score is 3.4, which falls under the “very appropriate” category. This

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indicates that the device meets good quality standards and can be effectively used in educational settings.

Media Expert Validation Results

The assessment process by media experts aims to ensure that the media used in the guidance program is of high quality and aligns with the intended objectives. The media validation was conducted by three media experts. The purpose of media expert validation is to ensure that the media used in the guidance service is effective, engaging, and meets user needs. The results of this validation can be used to improve the quality of the media before it is widely implemented in educational settings.

The following are the validation results of the psychoeducational guidance media designed to enhance students' learning motivation:

Table 2. Validation Results by Three Media Experts on Psychoeducational Guidance Media

No.	Butir penilaian	Rata-rata	Kategori
Utility Aspect			
	Usefulness of the media in helping elementary school teachers deliver psychoeducational guidance	4	Very Appropriate
	Usefulness of the psychoeducational guidance media for elementary students	4	Very Appropriate
	Benefits of the media in encouraging teachers to conduct psychoeducational guidance services	3,3	Very Appropriate
	Usefulness of the media in improving the quality of psychoeducational guidance services in schools	3,6	Very Appropriate
Feasibility Aspect			
	Appropriateness of the media with the teaching materials for psychoeducational guidance in elementary schools	3,6	Very Appropriate
	Suitability of the media with the characteristics of elementary students	3,3	Very Appropriate
	Practicality of the media in helping students improve their learning motivation	4	Very Appropriate

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	Overall feasibility of the media design	3,3	Very Appropriate
	Attractiveness of the animations used in the media	3,3	Very Appropriate
	Clarity of visuals, animations, and voice intonation	3,6	Very Appropriate
Accuracy Aspect			
	Accuracy of media content in helping students increase their learning motivation	3,6	Very Appropriate
	Accuracy of the media in improving students' learning motivation	3,6	Very Appropriate
	Accuracy of the activity stages in the media to enhance learning motivation	3,6	Very Appropriate
	Accuracy of the media's visual design for elementary students	3,3	Very Appropriate
	Relevance of the media topics to the intended specific objectives	3,6	Very Appropriate
	Appropriateness of the font types used in the media	3,3	Very Appropriate
	Average Score	**3,6**	**Very Appropriate**

Source: processed data, 2025

The psychoeducational guidance media has been evaluated based on three main aspects: utility, feasibility, and accuracy. Below is a detailed explanation of each aspect and its indicators:

1. Utility Aspect

This aspect assesses the benefits of the media in supporting the psychoeducational guidance process in elementary schools, for both teachers and students. The utility of the media in facilitating elementary school teachers in providing psychoeducational guidance received a score of 4, which falls into the "very appropriate" category. This means that the media is designed to make it easier for teachers to deliver psychoeducational content. Teachers can focus more on interacting with students rather than preparing the content manually, while using visual or interactive aids that are engaging for students. The utility of the psychoeducational guidance media for elementary school students also received a score of 4, placing it in the "very appropriate" category. This indicates that the media helps students better understand psychoeducational concepts in a more engaging and digestible way. It provides an interactive

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learning experience, especially when using animations or illustrations, which increases student engagement compared to conventional methods.

The benefit of psychoeducational guidance media in motivating teachers to implement psychoeducational services scored 3.3, also in the "very appropriate" category. This means that the media encourages teachers to be more active in conducting psychoeducational services because the materials are well-organized, making teachers feel more confident in using them. It helps teachers tailor their guidance methods to students' needs, making psychoeducational guidance more practical and efficient for learning activities. The benefit of psychoeducational media in enhancing psychoeducational services in schools scored 3.6, which is also in the "very appropriate" category. This shows that the media can improve the quality of psychoeducational services in schools by standardizing psychoeducational content, ensuring that all teachers have the same guidelines. It ensures that each student has access to engaging psychoeducational content, making the guidance sessions more effective, as students are more interested in learning through the media.

2 Feasibility Aspect

This aspect assesses how suitable and feasible the psychoeducational guidance media is for use in elementary school environments. The compatibility of the media with psychoeducational teaching materials in elementary schools scored 3.6, which falls into the "very appropriate" category. This means that the media is structured to align with the curriculum and teaching materials used in elementary schools. The compatibility of the psychoeducational media with the characteristics of elementary school students scored 3.3, which is also in the "very appropriate" category. This means the media is designed with consideration for the cognitive developmental characteristics of elementary school students. It uses simple, easily understandable language and visually appealing elements that aid comprehension. The practicality of the media used in psychoeducational teaching materials to help students improve their learning motivation scored 4, falling into the "very appropriate" category. This indicates that the media is practical, easy to use by both teachers and students in an accessible format (such as digital or printed). It can be used in various learning situations, whether in a classroom setting or individually. The overall feasibility of the appearance of the psychoeducational media scored 3.3, which is in the "very appropriate" category. This means that the media's appearance has been evaluated to ensure it is engaging and suitable for children’s age.

The attractiveness of using animations in the media scored 3.3, which is also in the "very appropriate" category. This means the animations in the media have been designed to capture

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students' attention and help them understand the concepts being taught, without being excessive, thus staying focused on the learning objectives. The clarity of the images, animations, and audio in the media scored 3.6, placing it in the "very appropriate" category. This means that the visual and audio elements in the media have been evaluated to ensure they are clear and legible for elementary school students.

3. Accuracy Aspect

This aspect evaluates the degree to which the media content is appropriate and aligned with the learning objectives. The accuracy of the psychoeducational content in helping students improve their learning motivation in elementary schools scored 3.6, which is in the "very appropriate" category. This means the content of the media is well-aligned with the needs of elementary school students to improve their learning motivation. The accuracy of the psychoeducational media in improving students' learning motivation scored 3.6, which also falls in the "very appropriate" category. This indicates that the media is designed to boost students' interest in learning through engaging visuals, making it easier to understand the importance of learning motivation. The accuracy of the steps in the media to increase students' learning motivation in elementary schools scored 3.6, also in the "very appropriate" category. This means that the steps are well-organized, allowing students to follow the content systematically. The accuracy of the overall appearance of the psychoeducational media scored 3.3, placing it in the "very appropriate" category. This means the media's appearance is considered appropriate for the developmental stage of elementary school children, including aspects such as colors, illustrations, and layout. The accuracy of the media's topic in relation to the specific goals to be achieved scored 3.6, which is also in the "very appropriate" category. This indicates that every part of the media is designed to support the specific psychoeducational goals. The accuracy of the font used in the media to improve students' learning motivation scored 3.3, which falls in the "very appropriate" category. This means the font has been chosen to be readable for students, considering size, thickness, and legibility.

Based on the results of this validation, it can be concluded that the psychoeducational guidance media is very appropriate for use in guidance services in elementary schools. The three main aspects (utility, feasibility, and accuracy) meet high standards, with average scores ranging from 3.3 to 4. This media not only assists teachers in providing guidance services but also encourages students to be more active and increases their motivation to learn.

Experts provided suggestions, comments, and critiques on the psychoeducational guidance media, including:

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1. Adding objectives to the media to facilitate the provision of services,
2. The media should no longer include LKPD examples, only the titles of LKPDs, as the LKPDs have already been distributed to students. Based on these points, objectives have been added to the media, and the LKPD examples have been removed, leaving only the titles.

Visually, the results of the evaluation by three media experts on the psychoeducational guidance media can be illustrated as follows:

Table 3. Evaluation Results by Three Experts on Psychoeducational Guidance Media

Aspect	Expert 1	Expert 2	Expert 3	Average
Utility	3,75	3,5	4	3,75
Fesiability	3,5	3,83	3,33	3,55
Accuracy	3,16	4	3,5	3,555
Category				Very Appropriate

CONCLUSION

Based on the research results, the design of the psychoeducational guidance service aimed at improving elementary school students' learning motivation has been thoroughly evaluated by material and media experts. The service components, including the Service Implementation Plan (RPL), materials, Student Work Sheets (LKPD), and evaluation tools, all received very good ratings, indicating that these components are highly suitable for use in educational settings. The media used to deliver the guidance services also received high ratings, particularly in terms of utility, feasibility, and accuracy, which shows that the media is well-designed to meet the needs of both teachers and students, effectively enhancing learning motivation while providing an engaging and interactive learning experience. However, some improvement suggestions were made, such as adding clear objectives to the media and removing LKPD examples, which have been addressed in the design. Overall, the psychoeducational guidance service is considered highly appropriate and effective for implementation in elementary school environments.

FUTURE DIRECTIONS

Based on the above research, future directions should include testing the practicality and effectiveness of the psychoeducational guidance media in enhancing student learning motivation. This testing aims to assess how well the designed media can be effectively implemented in various schools under different conditions and measure its impact on students' motivation and learning

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outcomes. Additionally, it is important to evaluate how well this media is accepted and used by both teachers and students in daily learning contexts, ensuring that it provides optimal benefits and can be easily integrated into psychoeducational guidance activities in schools.

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