

## THE USE OF PICTURE CARDS AS A COACHING MEDIA TO INCREASE THE LEARNING MOTIVATION OF SMK SAFINATUL HUDA STUDENTS IN HISTORY LEARNING

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### ABSTRACT

Learning motivation is a crucial factor in supporting successful learning. However, many teachers report that students often lack motivation, resulting in failure to achieve educational goals. This is also the case for 10th-grade students at Safinatul Huda Vocational School. Their learning motivation is still quite low. Students lack enthusiasm and interest in participating in learning, particularly in history. It is important for a teacher to understand the problems that cause a decrease in student learning motivation. One method that can be done is to provide coaching or picture card coaching to students who experience learning problems. This study aims to (1) explain how the implementation of picture cards in coaching to increase the learning motivation of SMK Safinatul Huda students in history learning (2) determine the effectiveness of using picture cards as a coaching medium in increasing the learning motivation of SMK Safinatul Huda students in history learning. The supporting theories in this study are the hierarchy of needs theory, dual coding theory, and the GROW model coaching theory. This study uses a qualitative method with a case study research type. Sampling was carried out using a purposive sampling technique (purposive sampling). Data collection techniques used were observation, interviews and document studies.

The results of this study are the stages in the implementation of picture cards as a coaching medium, which include the planning stage, the implementation stage, and the evaluation stage. Student motivation has increased after participating in coaching using picture cards, which is evidenced by changes in student attitudes that initially felt less enthusiastic, unfocused, rarely did assignments, and easily bored and fed up, now they are more enthusiastic, more focused during learning, and more diligent in doing assignments. This shows that the use of picture cards as a coaching medium is effective in increasing the learning motivation of SMK Safinatul Huda students in history learning.

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## INTRODUCTION

Education is a crucial factor needed by humans to improve their quality of life. Through education, people can maximize their potential and gain knowledge and skills that will benefit their future, both as individuals and as a society. Article 1 of the National Education System Law (SISDIKNAS) Number 20 of 2003 states: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state." Based on the National Education System Law, education is an effort to develop students' abilities, both in terms of intelligence, personality, morals, and skills, to prepare them for life in society, the nation, and the state. Education can be obtained through informal, non-formal, and formal education. Informal education is education received from family or the surrounding environment, conducted independently, consciously, and diligently. Non-formal education is learning activities outside of school that are carried out in a structured manner to achieve specific learning objectives. Formal education, on the other hand, is organized, has levels or stages, takes place over a specific period of time, and is obtained through educational channels in schools (Syaadah et al., 2022: 127-128).

Schools are places where learning takes place according to predetermined levels and timelines. Students gain general knowledge and various subjects, such as reading, arithmetic, religious studies, social studies, science, technology, sports, art, and more. Some academic subjects can only be learned through formal education (Simanjorang & Dorlan, 2023: 12710).

History is a subject taught in secondary schools that plays a crucial role in shaping students' understanding of the nation's history and the events that shaped national identity. History is a social science that studies past events. According to Marli (2011), history education traditionally aims to develop knowledge and understanding of various historical events. Students are guided to develop chronological thinking and the values of nationalism, patriotism, and tolerance. To achieve the goals of history learning, it is crucial for students to have a strong motivation to learn.

Learning motivation is a crucial component of successful learning, including history learning. Learning motivation can arise from the individual's own desires, including hopes for success and aspirations, as well as learning needs. It is also influenced by external factors, such as recognition, a positive learning environment, and enjoyable learning activities (Rachmatia & Khasanah, 2019: 85). Vansteenkiste et al. (2005) stated that "Academic motivation has been shown to positively influence study strategy, academic performance, adjustment, and well-being in students in educational domains." This means that motivation positively influences learning strategies, academic performance, adjustment, and well-being in students in educational domains. However, students' motivation to learn often changes. Ünal-Karagüven (2012) stated, "Motivational problems are very widely seen in educational processes. Many teachers mention that students are often unmotivated and consequently, it is not possible to achieve particular educational goals." This means that motivational problems are very common in educational processes. Many teachers say that students are often unmotivated and this results in not achieving educational goals.

This problem is also experienced by the 10th grade students of SMK Safinatul Huda. Based on data obtained by researchers during initial observations, it shows that the learning motivation of 10th grade students of SMK Safinatul Huda is quite low. Students appear to be less interested and unenthusiastic in participating in learning, one of which is history lessons. During the learning activities, some students appear to lack focus, do not pay attention to the material presented by the teacher, are busy chatting, and often ask for permission to leave the classroom. Therefore, it is important for a teacher to help their students to better understand the problems that cause their declining learning motivation and find solutions to their own problems. One method that can be done is by providing guidance or coaching to students who are experiencing learning problems.

According to Allison & Harbour (2009: 2), "educational coaching is a professional relationship based on trust where the coach helps the coachee find solutions to their own problems." This means that educational coaching is a professional relationship based on trust. The coach or trainer helps clients find solutions to their own problems.

Coaching can be facilitated through the use of Neuro-Linguistic Programming, Self-Healing, media, and other techniques. One such medium is picture cards or photographs. The use of images in coaching has become a popular and rapidly growing method. The simplicity and beauty of this medium allows for quick and spontaneous



identification of individuals. Images as a medium/tool have primary value not only for self-reflection and exploration but also as a way to generate various ideas (Weiser, J., 1999).

The coaching method used in this study was Phototherapy Points of You coaching. Points of You coaching uses tools to help coachees discover insights. The Points of You coaching process includes: (1) selecting a photo; (2) exploring the photo; (3) discovering the photo's meaning; and (4) achieving significant understanding and commitment to change (Hirawan, 2019).

As an introduction before the coaching session, students will be given an introduction to history. In accordance with the learning objectives and indicators, students will understand the meaning of history, the concept of history, and the benefits of studying it. This is expected to foster a greater interest in learning history.

Based on the background of the problem described above, the researcher is interested in conducting a study entitled "The Use of Picture Cards as a Coaching Medium to Increase Learning Motivation of Grade X Students of Safinatul Huda Vocational School in History Learning."

## METHOD

This research employed a qualitative research method, a scientific approach that reveals a phenomenon through in-depth verbal descriptions to illustrate data and facts related to the research subject (Mulyana, 2008). The type of research employed was a case study. A case study is a type of qualitative research that involves the analysis of an activity, phenomenon, program, or group within a specific situation. This research is generally conducted to observe the background, conditions, and interactions that occur (Fiantika et al., 2022: 86). In this research, the case study allowed the researcher to gain in-depth insight into the implementation of picture cards as a coaching tool and how they influenced the learning motivation of Safinatul Huda Vocational School students in history lessons.

The subjects in this study were all nine tenth-grade students at Safinatul Huda Vocational School. Sampling was conducted using a purposive sampling technique. Purposive sampling is a sampling technique based on specific considerations chosen by the researcher (Arikunto, 2003: 128). Data collection techniques used include observation, interviews, and document studies.

The data analysis in this study used descriptive analysis. Descriptive analysis can describe data clearly, systematically, and precisely regarding existing facts and the relationships between phenomena that are the focus of the research (Hardani et al., 2020: 39). Miles and Huberman state that the qualitative data analysis process is carried out consistently, so that the data obtained is truly detailed and complete. The series of activities in data analysis includes data reduction, data presentation, and verification/drawing conclusions (Sugiyono, 2018: 133).

## RESULTS AND DISCUSSION

### A. RESULTS

#### 1. Learning Motivation of Class X Students of Safinatul Huda Vocational School in History Learning

Learning motivation plays a crucial role in enhancing students' enthusiasm for learning. Motivation not only serves to encourage action but also to provide direction and reinforce that action. Motivated students will exhibit high levels of interest, enthusiasm, and persistence in learning (Rika et al., 2022). According to Levpuscek & Zupancic (2008), motivation is an internal process that is one of the main factors that determines the success rate of student learning. Thus, learning motivation is an important aspect for students. However, the reality on the ground shows that students lack motivation in learning. Students consider learning an unpleasant activity and choose to engage in other activities outside the learning context, such as talking with friends or playing on their phones while the teacher explains the material (Hendrizal, 2020: 45). This is also experienced by the 10th grade students of Safinatul Huda Vocational School. The learning motivation of 10th grade students at Safinatul Huda Vocational School is quite low, especially in history lessons. Students appear unenthusiastic, unfocused, and less active when participating in classroom learning activities. This aligns with a statement from Ms. DLW, a history teacher, who stated:



"...the students' motivation in history is quite low, Miss. During lessons, they tend to lack enthusiasm and focus. They don't pay attention to the material presented by the teacher. Some are busy chatting with their friends, and even ignore reprimands. They'll be quiet for a while, then chat again. Some often ask for permission to leave the classroom. There are also some students who rarely complete their assignments..." (interview with history teacher Ms. DLW on July 23, 2024).

History plays a crucial role in building a nation's character. Learning history can equip students with the values they need to become intelligent, skilled, and useful citizens. Learning history trains students' critical thinking skills and strengthens their memory and imagination (Kochhar, 2008: 54-55). This statement aligns with that of history teacher, Ms. DLW:

"...learning history is very important. By studying history, we can learn about the development of human life and the origins of culture and traditions inherited from our ancestors. History also teaches us to view events from various perspectives. Furthermore, by studying history, students will learn the values of life to create a better future..." (interview with history teacher, Ms. DLW, July 23, 2024).

However, today's problem is that history is often perceived as a subject that merely presents names, places, years, and a series of events. Students' negative perceptions that history is difficult, requires a lot of memorization, and is boring make this subject less appealing (Pratiwi and Aman, 2016). This statement aligns with the explanation from history teacher, Ms. DLW:

"...actually, this is also influenced by students' own thoughts or perceptions about history. Most students consider history to be difficult and require a lot of memorization. This perception ultimately leads them to dislike history from the start..." (interview with history teacher, Ms. DLW, July 23, 2024).

Several 10th-grade students at Safinatul Huda Vocational School made similar statements:

"...because history involves a lot of reading and memorization. History is also taught at the end of the class, during our sleepy hours. We're already tired by that time, so we're not enthusiastic..." (interview with 10th-grade student, initials MSW, July 24, 2024).

"...I don't really like it. Because it involves memorizing dates and the names of historical figures..." (interview with 10th-grade student, initials AFR, July 24, 2024).

"...I'm not interested. Because the material taught is too much and difficult, so I don't like it..." (interview with 10th-grade student, initials SF, July 24, 2024).

Students' low motivation and attitudes toward history lessons make them unenthusiastic and bored. This condition is also triggered by the use of conventional and static learning methods. Static learning methods mean that teachers do not change their teaching methods over time and only use conventional approaches such as lectures. Teachers simply repeat sentences from textbooks. Students experience a learning process that only involves listening, taking notes, and memorizing the material presented by the teacher (Asmara, 2019: 106). Similarly, the methods used by history teachers at Safinatul Huda Vocational School still use conventional approaches such as lectures and do not use learning media. Overly monotonous learning makes students easily bored and unmotivated. This is in line with statements from several 10th-grade students at Safinatul Huda Vocational School:

"...the teaching is monotonous. The teacher just explains and dictates, then we're told to take notes..." (interview with a 10th-grade student, initials SYAR, July 24, 2024).

"...lack of expression, too monotonous..." (interview with a 10th-grade student, initials MR, July 24, 2024).

"...explaining the material is like a lecture. We just listen and take notes. The dictation is also a bit fast, so it's less engaging..." (interview with a 10th-grade student, initials BMS, July 24, 2024).

Based on the statements above, it can be concluded that the motivation of 10th-grade students at Safinatul Huda Vocational School in learning history is quite low. This is influenced by a lack of student interest in history lessons, the perception of history as a difficult subject that requires a lot of memorization, and the use of less varied learning methods that make students less enthusiastic and easily bored.

## 2. Effectiveness of Using Picture Cards as Guidance Media in Increasing Learning Motivation of Safinatul Huda Vocational High School Students in History Learning

Learning motivation is a driving force that originates from within students, giving rise to learning activities, ensuring continuity, and providing direction to them. Low student motivation in learning can hinder the achievement of educational goals (Santosa and Tawardjono, 2016: 15). According to Uno (2021), several problems that cause students to be unmotivated include: teachers not providing motivation to students, students not being interested in certain subjects, students not liking the teacher's teaching method, low student motivation, lack of parental attention at home, and students experiencing problems.

Most students are often unaware of the problems they face during the learning process. These problems can be general or learning-related (Liana and Hanifah, 2018: 23). One of the advantages of coaching is that it allows students to uncover the issues they face. Through questions posed by the coach, students are able to identify personal issues that may be hindering their progress and find solutions to address them (Pasaribu, 2021: 1932). A similar statement was made by a 10th-grade student:

"...it helps us better understand our problems and find our own solutions..." (interview with a 10th-grade student, initials MHMI, August 23, 2024).

"...after participating in coaching, I have a better understanding of my difficulties..." (interview with a 10th-grade student, initials MR, August 23, 2024).

The results of interviews with 10th-grade students indicate that coaching helps students better understand the issues that cause their low motivation to learn and find their own solutions to overcome these problems. Ultimately, they can regain their motivation to learn.

Coaching is an effective method for implementation in education, as the process is student-centered. Coaching aims to guide students in overcoming the difficulties they face and achieving their desired goals (Kusumardi, 2023: 13). Senol Sezer (2016), in his findings, explained that educational coaching is effective on students' academic motivation. Educational coaching is effective in increasing students' academic motivation. This is consistent with statements from several 10th-grade students after participating in coaching, who said:

"...after taking the coaching, I'm more enthusiastic now..." (interview with a 10th-grade student, initials AFR, on August 23, 2024).

"...quite enthusiastic. I'm more focused now..." (interview with a 10th-grade student, initials SYAR, on August 23, 2024).

"...excited..." (interview with a 10th-grade student, initials RSD, on August 23, 2024).

"...excited, I'm not bored anymore..." (interview with a 10th-grade student, initials SF, on August 23, 2024).

A similar statement was made by history teacher Ms. DLW:

"...after participating in the coaching, the students are more enthusiastic than before. They are more focused when the teacher is presenting the material. They are willing to ask questions if they don't understand anything. The students, who used to be chatty, are now also quieter during lessons. Yes... although they aren't completely silent during lessons, they still chat a little sometimes. It's a process, and it's not something that can change completely. But it's certainly better than before..." (interview with history teacher Ms. DLW on August 23, 2024).

The interview results indicated that after participating in the coaching program, students became more enthusiastic and less bored during history lessons. They were more active and focused while listening to the teacher's presentation.

Based on the above, it can be concluded that the use of picture cards as a coaching tool is effective in increasing student motivation in history lessons at Safinatul Huda Vocational School.

## B. DISCUSSION

### 1. Implementation of Picture Cards in Coaching to Increase Learning Motivation of Safinatul Huda Vocational School Students in History Learning



Coaching is a method of development that involves communication through increased listening and asking questions to gain deeper information. Coaching provides positive, constructive feedback to help the coachee reach their full potential (Ulfah and Noviansah, 2020: 121). In this study, coaching was delivered using picture cards as the medium. The coaching program was conducted in three sessions, each lasting approximately 60 minutes. The stages of implementing coaching using picture cards are as follows:

First, the Planning Stage. The planning stages undertaken to improve the learning motivation of Safinatal Huda Vocational School students in history learning through coaching using picture cards include: first, creating a PowerPoint Presentation (PPT) to project the picture cards used during the coaching session. Second, preparing a workbook or worksheet that students will use during the coaching session. Third, preparing a teaching module to provide introductory material before the coaching session begins.

Second, Implementation Stages. The implementation stages of coaching using picture cards are divided into three sessions: the first session includes greetings, asking about the students' condition and readiness, praying, and explaining the purpose of the activity/coaching. The second session includes delivering the material, distributing workbooks/worksheets to students, and beginning the coaching process. The third session concludes the coaching activity.

Coaching using the Points of You method uses three groups of picture cards with three main questions: 1. "How do I feel?" 2. "What do I miss?" 3. "What do I want to change?" Each group of picture cards contains four cards with different images. The following is a description of the coaching implementation process in this study:

a. Selecting and exploring images

At this stage, exploring photos through questions allows students to gain new insights into themselves.

1) Select a picture card with the theme of the first question, "How do I feel?"

Students are asked to choose one of the picture cards, numbered 1 through 4, in the first group of picture cards. The chosen picture will help answer the question, "How do I feel?" The instructor then asks several questions to help students gain new insights into themselves through the chosen picture. These include: "What was the first thing you saw in the picture?"; "What feelings did you have when you saw the picture?"; "What events occurred one minute before and after the picture was taken?"; and "How does the picture relate to the main question, "How do I feel?" Students then write their answers on the worksheet provided. This step aims to help students better understand their own feelings and the difficulties/problems they may face, particularly in their learning.

2) Select a picture card with the theme of the second question, "What do I miss?"

Similar to the previous stage, students select one picture card numbered 1 through 4 in the second group of picture cards to help answer the main question, "What do I miss?" After selecting a picture, the coach asks several questions, including: "What is interesting about the picture?"; "What message does the picture convey to you?"; "If you were given a pen, what would you add to make the picture more in line with your style?"; and how does the picture connect with you according to the theme of the second question, "What am I missing?" This stage is expected to help students better understand things they have missed in their lives.

3) Select a picture card with the theme of the third question, "What do I want to change?"

Students select one picture from numbers 1 to 4 in the third group of cards. The coach then asks several questions, including: "What do you first notice about the picture?"; "What would you like to add to the picture?"; "What would you like to remove from the picture?"; and "How does the picture connect with you according to the theme of the third question, which is what do you want to change?" The goal of this stage is to help students better understand their situation and determine what they want to change in their lives to become better individuals.

b. Discovering Insight

At this stage, the coach will ask students about the insights gained from the three images selected in the previous stage. This allows students to gain a deeper understanding of themselves and the problems or difficulties they face.

c. Creating a Plan

Students determine what actions or steps they will take to realize the insights they have gained.

d. Creating Challenges

In the final stage of this session, students are asked to create five challenges to undertake to increase their motivation and enthusiasm for learning, particularly in history. These challenges will be evaluated at the next meeting to determine whether they have been implemented.

Third, the Evaluation Phase. Evaluation is conducted at the second and final coaching meeting to determine the progress of the participants in increasing their motivation through the challenges previously set. This phase aims to assess the extent of the changes in the participants' motivation, and whether they have improved.

The exploration of images in the coaching process, which uses picture cards, significantly helps participants gain new insights into themselves and the problems they face. The questions posed serve as an important tool for participants to articulate their situation and decide on behaviors they wish to change. Participants can then develop an action plan or steps to achieve their goals. Furthermore, participants must determine when these plans will be implemented. This serves as the foundation for their commitment to addressing the problems and improving their lives as they see fit.

This relates to John Whittemore's GROW (Goal, Reality, Options, and Will) coaching theory, which encourages individuals to reach conclusions and find solutions to their own problems. The GROW coaching phase includes first, setting goals (Goal). Students determine the goals they want to achieve, namely increasing learning motivation and changing bad habits that hinder learning. Second, exploring reality. At this stage, students understand their current situation to broaden their perspective on the problems they face, thereby enabling them to find solutions to increase their motivation. Third, identifying possibilities or choices (Options). After understanding their situation, students then explore the available solution options and choose the best solution to address their problems. And fourth, the final phase of the GROW model is creating an action plan and committing (Will). Students create an action plan and commit to carrying out the plans they have made in an effort to increase their learning motivation and become better individuals.

## 2. Effectiveness of Using Picture Cards as Coaching Media in Increasing Students' Learning Motivation at Safinatul Huda Vocational School in History Learning

The use of picture cards as a coaching medium effectively increased the motivation of 10th-grade students at Safinatul Huda Vocational School in history lessons. This was demonstrated by the achievement of the coaching objectives, which were to help students better understand themselves and the difficulties or problems they faced, both in their studies and personal issues that contributed to their low motivation in history, and to find solutions to these problems themselves. This, in turn, enabled students to become more motivated, enthusiastic, and actively participate in learning activities. The following are the research findings from nine subjects who participated in the coaching program:

a. Subject MSW

Initial observations and interviews before receiving coaching using picture cards indicated that the subject had relatively low motivation in learning history. Based on observations during the learning process, the subject exhibited negative behaviors, such as lack of focus and chatting with friends. Furthermore, during the coaching using picture cards, the subject was helped to better understand himself and the problems that contributed to his low motivation, and to find solutions for himself.

During the coaching session, the subject will gain insight through the cards they have selected. In the first coaching session, the subject gained insight into wanting to spend more time with his family. In the second session, the subject gained insight into having difficulty focusing when he has a lot on his mind. And in the third session, the subject gained insight into wasting a lot of time playing with his phone. Then, as an effort to increase his motivation, the subject created a challenge to be carried out for the next three weeks, including being more diligent in studying



and reading books, completing assignments on time, listening to the teacher with focus, trying to be able to do his best, and cleaning the classroom when it is dirty. In the first week, the challenge that was successfully carried out was being more focused on listening to the teacher and cleaning the classroom when it is dirty. In the second week, the challenge that was successfully carried out was being more diligent in studying and reading books, and focusing on listening to the teacher's explanations. And in the third week, the challenge that was successfully carried out was being more focused on listening to the teacher, being more diligent in studying and reading books, cleaning the classroom when it is dirty, and completing assignments on time.

This indicates a positive change in the attitudes of the research subjects after participating in coaching. Furthermore, interviews with the subjects and observations during the lesson indicated that they were more enthusiastic, chatted less, and focused better during the lesson. Therefore, the use of picture cards as a coaching tool is effective in increasing student motivation in history lessons.

b. AFR Subject

Based on initial observations and interviews with the subject prior to the coaching using picture cards, the results indicated a lack of enthusiasm during history lessons. During the teaching and learning process, the subject exhibited negative behaviors, such as a lack of enthusiasm, inattention during the teacher's presentation, and infrequent completion of assignments. During the coaching using picture cards, the subject was helped to better understand the issues that were causing the lack of motivation to learn and to find solutions independently.

In each coaching session, the subject will receive insight through the cards they have chosen. In the first coaching session, the subject gained insight into the difficulty of consistent learning. In the second session, the subject gained insight into the meaning of life when seeing parents happy. And in the third session, the subject gained insight into the desire to eliminate laziness. Then, the subject made a promise to be carried out for the next three weeks in an effort to increase his motivation, including arriving on time, focusing on the lesson material, being active in class, being more confident and diligent in completing assignments. In the first week, the promises that were successfully carried out included arriving on time and focusing on the lesson material. In the second week, the promises that were successfully carried out included arriving on time, diligently completing assignments and focusing on the lesson material. And in the third week, the promises that were successfully carried out included arriving on time, being more focused on the lesson material, being more confident and diligent in completing assignments.

This indicates that after participating in coaching, the research subjects experienced a positive change in their attitudes. This was further supported by interviews and observations during the lesson, which showed that the subjects were more enthusiastic, focused on the material, and diligent in completing assignments. Therefore, the use of picture cards as a coaching tool is effective in increasing student motivation and enthusiasm for learning in history lessons.

c. BMS Subject

Prior to the coaching using picture cards, initial observations and interviews with the subject indicated a lack of enthusiasm during history lessons. The subject appeared unfocused, chatted with friends during class, and rarely completed assignments. During the coaching using picture cards, the subject was helped to better understand the issues causing their lack of enthusiasm and to find solutions independently.

In each coaching session, the subject will receive insight through the cards they have chosen. In the first coaching session, the subject gained insight into wasting too much time. In the second session, the subject gained insight into fear of failure. And in the third session, the subject gained insight into frequently procrastinating. Then, as an effort to increase his motivation, the subject made a promise to be carried out for the next three weeks, including not procrastinating, completing assignments on time, focusing on lessons, reviewing the material that has been taught, and reading more. In the first week, the promise that was successfully carried out was focusing on lessons and reviewing the material that has been taught. In the second week, the promise that was successfully carried out was focusing on lessons, completing assignments on time, and reviewing the material. And in the third week, the promise



that was successfully carried out was focusing on lessons, completing assignments on time, reviewing the material, and not procrastinating.

This demonstrates a change in attitude among the research subjects, which improved after participating in coaching. Furthermore, interviews and observations during the lesson showed that the subjects became more enthusiastic and focused when the teacher delivered the material. Therefore, the use of picture cards as a coaching tool is effective in increasing student motivation in history lessons.

d. Subject SF

Based on initial observations and interviews with the subject before receiving coaching using picture cards, the results indicated that the subject's learning motivation in history lessons was quite low. The subject lacked enthusiasm, didn't pay attention to the material presented by the teacher, and rarely completed assignments. Furthermore, the subject reported sometimes feeling bored during history lessons. During coaching using picture cards, the coach helped the subject identify the issues contributing to his low learning motivation and independently find solutions.

In each coaching session, the subject will receive insight through the cards they have chosen. In the first coaching session, the subject's insight was that it was difficult to overcome laziness. In the second session, the insight was that they were worried about getting unsatisfactory grades. And in the third session, the insight was that they wanted to be a better person. Then, the subject made a promise to be carried out for the next three weeks in an effort to increase their motivation, including waking up early, coming to class on time, being active in class, studying harder, and reading history books. In the first week, the promise that was successfully carried out was waking up early and coming to class on time. In the second week, the promise that was successfully carried out was waking up early, coming to class on time, and studying harder. And in the third week, the promise that was successfully carried out was waking up early, coming to class on time, being active in class, studying harder, and reading history books.

This indicates that after participating in coaching, the research subjects experienced a positive change in their attitudes. Furthermore, interviews with the subjects and observations indicated that they were more enthusiastic, focused, and diligent in completing assignments. Therefore, the use of picture cards as a coaching tool is effective in increasing student motivation in history lessons.

e. Subject SYAR

Initial observations and interviews before coaching using picture cards indicated that the subject's learning motivation in history was low. The subject rarely completed assignments, paid no attention when the teacher presented material, frequently chatted with friends, frequently asked to leave the classroom, and lacked understanding of the material. During the coaching, the subject was helped to understand the challenges and difficulties encountered during learning and to find their own solutions.

During each coaching session, the subject will receive insight through the cards they have selected. In the first coaching session, the subject's insight was difficulty concentrating. In the second session, the subject felt inferior when seeing friends achieve better results. And in the third session, the subject's insight was that what makes them happy is being with family and friends. Then, as an effort to increase their motivation, the subject made a promise to be carried out for the next three weeks, including better time management, greater enthusiasm for studying, arriving on time, focusing on the material presented by the teacher, and diligently completing assignments. In the first week, the promise that was successfully carried out was to arrive on time. In the second week, the promise that was successfully carried out was to arrive on time, be more enthusiastic about studying, and focus on listening to the material. And in the third week, the promise that was successfully carried out was to arrive on time, be more enthusiastic about studying, focus on listening to the material presented by the teacher, and diligently completing assignments.

This demonstrates a change in attitude among the research subjects, which is increasingly positive. This is further supported by interviews and observations during the lesson, which revealed that the subjects were more focused, diligent in completing assignments, and rarely needed to leave the classroom. Therefore, the use of picture cards as a coaching tool is effective in increasing student motivation in history lessons.



f. AWSP Subject

Before the coaching using picture cards was implemented, initial observations and interviews indicated that the subject's learning motivation in history was quite low. During the lesson, the subject exhibited negative behaviors, such as a lack of enthusiasm, rarely completing assignments, not paying attention to the teacher's presentation, and chatting with friends. The subject also reported sometimes having difficulty understanding the material. Then, during the coaching, the subject was helped to understand the difficulties and problems that caused the lack of motivation to learn and to find their own solutions.

In each coaching session, the subject will receive insight through the cards they have chosen. In the first coaching session, the subject gained insight that life feels more meaningful with parents and friends. In the second session, the insight gained was that they spend too much time relaxing. And in the third session, the insight gained was that they will become a better person in the future. Then, as an effort to increase their motivation, the subject created several challenges to be carried out over the next three weeks, including waking up early, coming to class on time, being more diligent in studying, reading diligently, and being active in class. In the first week, the promises that were successfully fulfilled were waking up early and coming to class on time. In the second week, the promises that were successfully fulfilled were waking up early, coming to class on time, and being more diligent in studying. And in the third week, the promises that were successfully fulfilled included waking up early, coming to class on time, being more diligent in studying, and being active in class.

This demonstrates a change in attitude demonstrated by the research subjects, which improved after participating in coaching. Furthermore, interviews with the subjects and observations indicated that they were more enthusiastic, diligent in completing assignments, and more focused. Therefore, the use of picture cards as a coaching tool is effective in increasing student motivation in history lessons.

g. Subject RSD

Before the coaching using picture cards, observations and interviews indicated that the subject's motivation in history was quite low. The subject appeared unenthusiastic, unfocused, and frequently chatted with friends during the lesson. Furthermore, the subject reported difficulty understanding the material. During the coaching, the subject was helped to understand the issues causing his low motivation in history and to find his own solutions.

In each coaching session, the subject will receive insight through the cards that have been selected. In the first coaching session, the insight gained by the subject was the fear of disappointing parents if they fail. In the second session, the insight gained was the habit of wasting time. And in the third session, the insight gained was the desire to make parents proud. Then, the subject created several challenges to be carried out over the next three weeks as an effort to increase his motivation, including waking up early, submitting assignments on time, reducing laptop use, not cheating and paying attention to the teacher's presentation. In the first week, the promises that were successfully fulfilled were waking up early and focusing on listening to the material. In the second week, the promises that were successfully fulfilled were waking up early, paying attention to the material presented by the teacher, and reducing laptop use. And in the third week, the promises that were successfully fulfilled included waking up early, focusing on listening to the material, reducing laptop use, not cheating, and submitting assignments on time.

This indicates a change in the subjects' behavior, which has improved after participating in coaching. Furthermore, interviews with the subjects and observations indicate that they are more enthusiastic and focused when the teacher delivers the material. Therefore, the use of picture cards as a coaching tool is effective in increasing student motivation in history lessons.

This demonstrates that the research subjects' attitudes improved after participating in coaching, reinforced by interviews and observations during the lesson, which showed that the subjects were more focused and chatted less frequently. Therefore, the use of picture cards as a coaching tool is effective in increasing student motivation in history lessons.

When a client experiences a problem, they often look for external causes, blame their surroundings, and fail to develop themselves. However, the way phototherapy works allows clients to easily connect with themselves as a form of accountability for the problems they face (Hirawan, 2020: 4). The coaching process using images will make it easier for clients to better understand their subconscious mind. Images enable the connection between perceptions, experiences, emotions, and memories with what is seen. Images provide an opportunity to channel emotions and memories from the subconscious to the conscious (Weiser, 1999).

According to Hall, 80% of all information entering the human brain is obtained through the eyes, meaning that a person's memories and experiences are closely related to what they see (Hall in Hirawan, 2020: 3). When students "read" photos associated with the problems they are facing, it is very possible for them to discover new ideas about the problem.

This is related to the dual coding theory proposed by Allan Paivio, which states that information entering the human brain is processed by separate working memory systems: verbal (verbal working memory) and visual (visual working memory). Humans remember and interpret information in two ways: words or sentences and visuals/images. Combining photos and words activates both the left and right hemispheres of the brain. The main principle of the dual coding theory is that a person will more easily remember and understand information presented in both verbal and visual forms. Therefore, the use of picture cards in the coaching process combines visual information in the form of images with verbal information in the form of coaching questions. This process involves both the right and left brains, which is an ideal process for solving a problem.

According to Hamzah, the emergence of learning motivation is influenced by internal factors such as the drive to learn, the desire to succeed, and the hope of realizing ideals. Meanwhile, extrinsic factors arise from the presence of rewards, enjoyable learning activities, and a conducive learning environment (Hamzah in Maryanto, 2013: 4). It is important for a teacher to understand the factors that influence student learning motivation in order to help them reach their potential. The learning motivation of students at Safinatul Huda Vocational School is influenced by several factors, including student interests, learning facilities, ideals, teacher teaching methods, parental support, the learning environment, and the students' physical condition.

This relates to Abraham Maslow's motivational theory, which states that human actions are essentially aimed at fulfilling physical and psychological needs. Maslow's motivational theory encompasses physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. First, physiological needs, which are the physical needs of the school, can be met by providing learning facilities. Second, the need for safety. This need can be met by properly preparing for learning to create a pleasant learning environment. Third, social needs can be met by paying attention to students and treating them fairly. Fourth, the need for esteem can be met by appreciating each student's achievements. And finally, the need for self-actualization. This need can be met by providing students with opportunities to explore their potential. If students' needs are met, this can help increase their enthusiasm and motivation for learning.

## CONCLUSION

Based on the results of research on the use of picture cards as a coaching medium to increase the learning motivation of students at Safinatul Huda Vocational School in history lessons, it can be concluded that the use of picture cards as a coaching medium is effective in increasing the learning motivation of 10th-grade students at Safinatul Huda Vocational School in history lessons. Through coaching using picture cards, students can better understand themselves, the difficulties and problems they face, both personal and learning, which contribute to their low motivation, and find their own solutions to these problems. Student motivation increased after the coaching program using picture cards, as evidenced by changes in student attitudes, leading to improved learning outcomes. Students who were initially unenthusiastic, unfocused, rarely completed assignments, and easily bored are now more enthusiastic, more focused during lessons, and more diligent in completing assignments.



Based on the research results and conclusions above, several suggestions that can be conveyed are as follows:

1. For Grade X Students of Safinatul Huda Vocational School

Students are expected to maintain the positive results achieved after participating in the coaching program and further increase their motivation to learn so that they can achieve their learning objectives and achieve satisfactory results.

2. For Teachers

Teachers are expected to strive to better understand the difficulties and issues faced by students to prevent them from hindering the learning process. Based on the findings of this study, the use of picture cards as a coaching tool is expected to help students better understand themselves and their difficulties and issues, both personal and learning, thereby increasing student motivation.

3. For Schools as Policymakers

School principals, as policymakers and school development partners, are expected to consider using picture cards as a coaching tool to improve student learning motivation. Low student learning motivation can hinder the achievement of educational goals, so it is crucial to address student learning motivation issues appropriately.

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