UTILIZATION OF INFORMATION SERVICES TO IMPROVE ACHIEVEMENT MOTIVATION STUDENTS OF MTs STATE BANYUWANGI

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ABSTRACT

This research was conducted at MTs. Negeri Banyuwangi in the 2017/2018 school year where motivation for achievement is still low. The purpose of writing this guidance counseling action research is to find out whether information services can increase student achievement motivation. Data collection methods are questionnaires and observations. The data analysis method is descriptive. The results obtained from this study are information services can increase student achievement motivation in following the teaching and learning process. From the results of descriptive data analysis also showed an increase in students' understanding of the importance of having achievement motivation so that their motivation can be increased, ranging from 26.56% to 43.69% with a high category. The conclusion obtained from this study is that information services can increase student achievement motivation in following the teaching and learning process.

INTRODUCTIONS

In national development basic capital is needed, that is, human resources that determine the success of a national development. To be an advanced nation and able to compete with other nations in the world, intelligent human resources are needed. To be able to educate the nation's life can be pursued through education.

In the current era of globalization, the Indonesian people need quality human resources in developing Indonesia's education world. One important effort that supports the growth and development of human resources in question is education. According to Musaheri (2007: 48), "education in a broad sense is the assistance or assistance provided by someone to others to develop and function the spiritual (mind, taste, intention, creativity, conscience and conscience) of humans and bodies (senses and skills)) man to increase his knowledge insight ".

Education is a process of civilization and human empowerment that develops towards an independent personality to build himself and society. Education has a very important role for someone as well as determining in the formation of quality human resources. Here the school is a learning community in which the teaching and learning process takes place and to create a good

teaching and learning process, schools have made rules and regulations to strengthen the learning process. The education process in schools takes place systematically through learning activities, with a clear and definite curriculum (Mursidi:2019). Learning activities are at the core of the whole process of education in schools, because the whole process of education in schools is dominated through the learning process. With the learning process it is expected that each student is able to develop for the better. The development of a person's ability or potential will not be realized if there is no will or self-confidence of the students themselves. So education is not enough to focus on cognitive aspects alone but alsoaspects non cognitive. Both of these aspects have a considerable influence on the development of students. Cognitive education develops intellectual aspects, while non cognitive aspects help develop attitudes and skills.

As it is known that human behavior is influenced by two major factors namely internal factors and external factors. External factors include the community, family and school (Noviandari:2019). In addition to playing a role as an input provider in developing education, it also helps provide learning facilities and infrastructure. Whereas the family acts as a foundation for children. Gunarsa (2006: 9) states that, "the family is the main source of education, because all human knowledge and intellectual intelligence is first obtained from parents and family members themselves". Aside from being in the family, children also get education at school. Schools play a role in continuing family education by providing knowledge and skills through academic and non-academic education. While the community environment plays a role as an input in developing education. Thus education is carried out in three places to complement each other.

School is a place where students get the opportunity to actualize themselves, both in communication, in acting, in getting along and so forth. But not many students are able to do that. Various attempts have been made by the school to increase the desire of students to actualize themselves such as giving students group assignments so that students are able to exchange ideas between one friend with another friend. School is a factor forming the capabilities of adolescents which is very important in its development period. Because it is already the role of schools in shaping social and self-acceptance in adolescents. The school is also a place for adolescents to develop their competencies, both cognitive, affective and psychomotor. At school achievement motivation is formed through many ways, through the inculcation of intellectual competence, through modeling teenagers to teachers, through the interaction of adolescents with their peers, learning how peers get success and failure.

The complexity of the elements in school forms the motivation to achieve academic and non-academic achievements, develops an interest in both academic and non-academic fields, and the need to become popular among peers. The main goal of education in schools is self-control capabilities. With self-control, adolescents learn to set goals to be achieved in their lives, how to achieve them, and methods used to solve problems (problem solving) when a challenge impedes the process of achieving it. But the reality in the field is that there are still many students who seem

closed, less able to get along, embarrassed to express their opinions. If this is left unchecked, it will develop into insecurity and lack the motivation to excel. It is very important for students to have achievement motivation for optimal student self development. Therefore to help students have more motivation to achieve information services will be provided so that student achievement motivation increases.

According to Prayitno & Erman Amti (2004: 259-260) information service is the activity of providing understanding to individuals who are interested in various things needed to carry out a task or activity, or to determine the direction of a desired goal or plan. Thus, the information service is first of all an embodiment of the function of understanding in guidance and counseling.

Whereas Winkel & Sri Hastuti (2006: 316-317) explained that information services are an effort to equip students with knowledge about data and facts in the field of school education, employment and social-personal development fields, so that those who learn about their environment are better able organize and plan his own life. A guidance program that does not provide information service will prevent students from developing further, because they need the opportunity to learn data and facts that can affect their way of life. However, given the breadth of information available today, they must also know which information is relevant to them and which are not relevant, as well as what kind of information concerns data and facts that do not change and which can change with the passing of the time wheel.

McClelland also argues about achievement motivation (in McClelland and Atkinson, 1953: 75) states "Everyone has three motives namelyachievement motivation, friendly motives (affiliation motivation) and the motive for power (power motivation)". Of the three motives in this study will focus on achievement motivation. Achievement motivation can be for work and study.

According to McClelland and Atkinson (1953: 78) that "Achievement motivation should be characterized by high hopes of success rather than by fear of failure",success rather than fear of failure meaning achievement motivation is a characteristic of someone who has high hopes of achieving. Furthermore McClelland stated (1953: 78) that "... achievement motivation is one's tendency in directing and maintaining behavior to achieve a standard of achievement ..." Achievement of achievement standards is used by students to assess activities that have been carried out. Students who want good performance will judge whether the activities carried out in accordance with established criteria.

Another expert, Gellerman (1963), stated that people who have high achievement motivation will be very happy if they succeed in winning a competition. He dared to bear all risks as a consequence of his efforts to achieve goals. While achievement motivation according to Tapiardi (1996: 105) is as a certain way of thinking when it happens to a person tends to make that person behave actively to achieve a result or achievement.

Komarudin (1994) states that achievement motivation includes first the tendency or effort to succeed or achieve the desired goals; the second is the involvement of the individual ego in a

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Based on the background above, then the problem formulation in this study is as follows, whether the information service can increase the achievement motivation of students MTs. Banyuwangi Country ?

This research was conducted with the following objectives, namely to find out how high the increase in students' motivating motivation after applying information services.

Responding to these symptoms, as a reference material and information that can be used scientifically, the researchers sought to compile it into study material in research with the title "Utilization of Information Services to Increase Student Achievement Motivation ofStudents MTs. Country of Banyuwangi".

MATERIALS AND METHODS RESEARCH LOCATION

Location chosen to conduct this research is MTs. Negeri Banyuwangi. Research carried out includes Class Action Research where as a researcher, he is directly involved in the process of conducting research, starting from the stages of planning planning, taking action, conducting observation and reflection stage. Therefore a special design for an action research is needed. Action research is based on the philosophy that every human being dislikes static things, but always wants something better. Self-improvement for better things is done continuously until the goal is achieved (Arikunto, Suhardjono, Supardi, 2006: 67).

In carrying out research, design is very important to convey. Without design, the flow of research could be inconsequential in its implementation. The instrument used to assess student achievement in class VIII MTs. Negeri Banyuwangi is an instrument in the form of an achievement motivation questionnaire.

RESULTS AND DISCUSSIONS

After being distributed the achievement motivation questionnaire obtained 11 students whose total points from the questionnaire results were less than 65% which means that the student had low achievement motivation. Students who are subjected to this class action research, in general can be described as table 1. And graph 1. below.

Table 1. Students Who Have Low Achievement Motivation

No	Name	Score	%	Category
1	AK	128	64	Low
2	EPS	113	56,5	Low
3	AS	121	60,5	Low
4	RS	118	59	Low
5	KM	115	57,5	Low
6	SS	128	64	Low
7	KAS	124	62	Low
8	LR	117	58,5	Low
9	AH	118	59	Low
10	ES	115	57,5	Low
11	SBS	121	60,5	Low
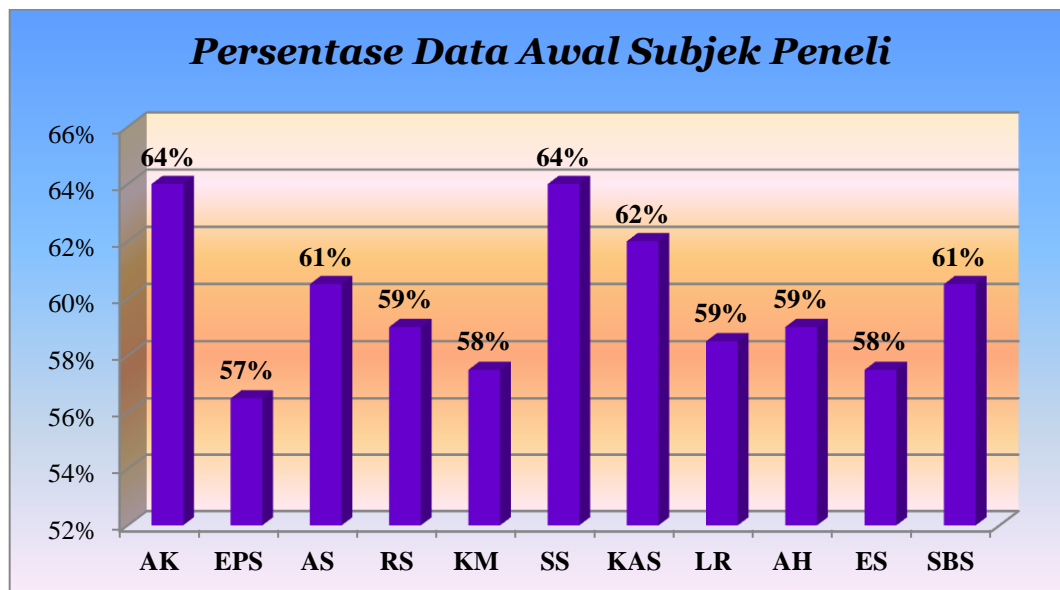
Figure 1. Percentage of Initial Scores of Research Subjects

Evaluation is conducted on the reduction of problems students are facing as a form from the start of alleviation of student problems which is the result of the implementation of information services with group discussions. To see the increase that occurred the comparative method is used that compares student scores before the implementation of information services with after the implementation of information services in cycle I.

Table 2. Results of Improvement of Cycle I Problem Eradication Results

No	Nama	Initial Score (SA)	%	Cycle I (S1)	%	Category	Increase % (P)
1	AK	128	64	163	81,5	High	27,34

2	EPS	113	56,5	120	60	Low	6,19
3	AS	121	60,5	167	83,5	High	38,01
4	RS	118	59	127	63,5	Low	7,62
5	KM	115	57,5	125	62,5	Lowa	8,69
6	SS	128	64	162	81	High	26,56
7	KAS	124	62	160	80	High	29,03
8	LR	117	58,5	129	64,5	Low	10,25
9	AH	118	59	161	80,5	High	36,44
10	ES	115	57,5	119	59,5	Low	3,47
11	SBS	121	60,5	161	80,5	High	33,05

For know the success of the measures used benchmarks with a range of values 80% - 89%. From these criteria in the first cycle of action, it turns out there are 6 students who could be considered successful in minimizing the problem in accordance with established criteria. For other students the action will be further improved in cases that have not yet reached the success criteria. The success of the action in cycle I can be illustrated as in the graph below.
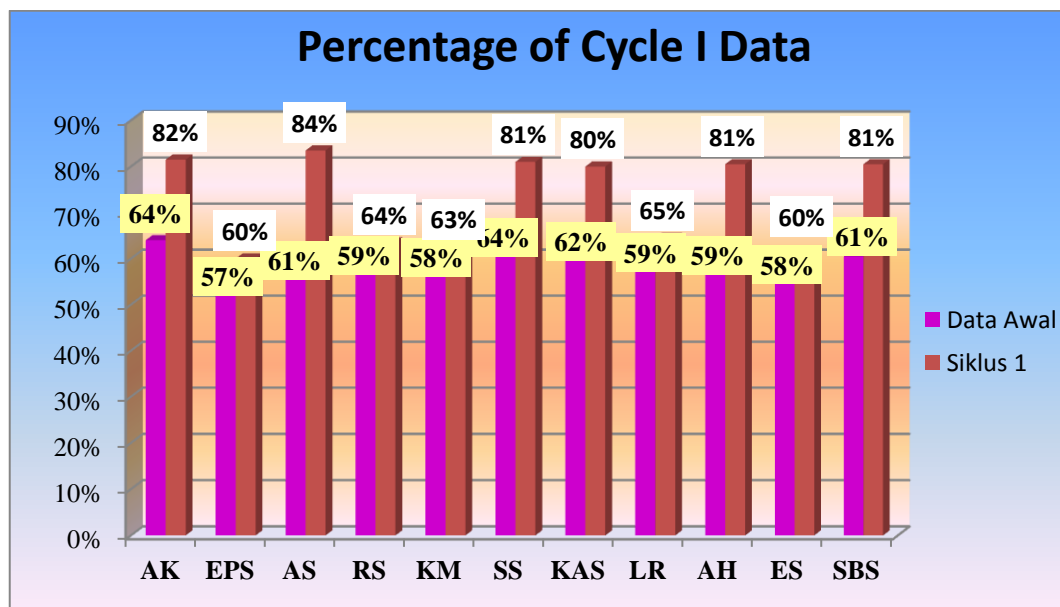

Figure 2. Percentage of Achievement Motivation Score Cycle I The

implementation of information services in this second round is monitored by an observation sheet so that the guidance activities are known. This is intended whether the implementation is in accordance with the plan or not. The monitoring of the results of the action.

Table 3. Data from Monitoring Cycle II

No	Nama	Initial Score (SA)	%	Cycle II (S1)	%	Category
1	EPS	120	60	163	81,5	35,83
2	RS	127	63,5	162	81	27,55
3	KM	125	62,5	163	81,5	30,40
4	LR	129	64,5	165	82,5	27,90
5	ES	119	59,5	171	85,5	43,69

The success of the action in cycle II can be illustrated as the graph below.
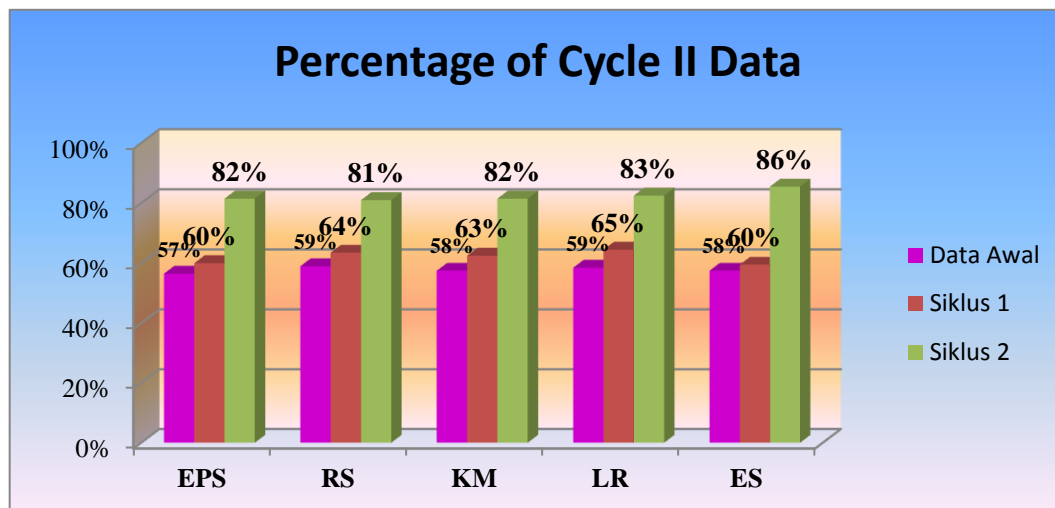
Figure 3. Percentage of Cycle II Data

Evaluation from the initial data to Cycle II is evaluated through descriptive statistics with percentage techniques. By using the same procedure, the evaluation results obtained as in the following table:

Table 4. Data on Evaluation Results of Problem Eradication

No	Name	Eradication Problem						Increase %
		Early		Cycle I		Cycle II		
		Skor	%	Skor	%	Skor	%	
1	AK	128	64	163	81,5	163	81,5	27,34
2	EPS	113	56,5	120	60	163	81,5	35,83
3	AS	121	60,5	167	83,5	167	83,5	38,01
4	RS	118	59	127	63,5	162	81	27,55

5	KM	115	57,5	125	62,5	163	81,5	30,40
6	SS	128	64	162	81	162	81	26,56
7	KAS	124	62	160	80	160	80	29,03
8	LR	117	58,5	129	64,5	165	82,5	27,90
9	AH	118	59	161	80,5	161	80,5	36,44
10	ES	115	57,5	119	59,5	171	85,5	43,69
11	SBS	121	60,5	161	80,5	161	80,5	33,05

Seen from table 4. it can be stated that the increase in each individual revolves around high criteria. Final data on the results of the study can be seen as the following graph:
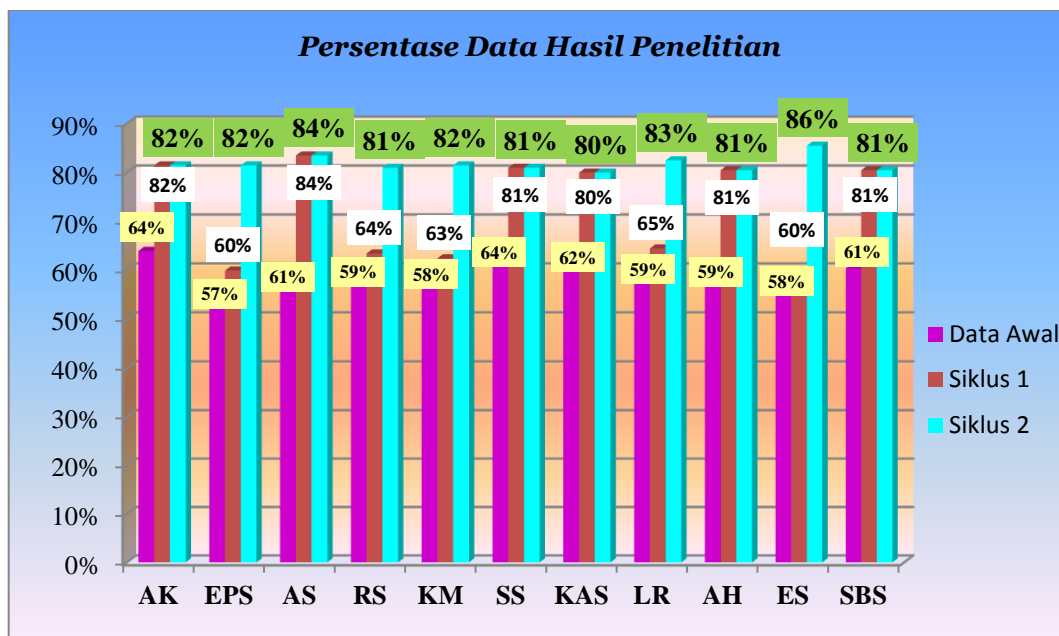

Figure 4. Recapitulation of Percentage of Research Results

Based on the results of monitoring of research actions in providing information services with group discussions in the second cycle, the results of the actions of has increased good implementation, when compared with cycle I. In this case the teacher or researcher has tried to optimize the application of information services with group discussions whose implementation was not optimal in cycle I. The changes shown by students in this cycle II, students still showed positive symptoms in acting , hanging out everyday and in learning. In general students have shown a better attitude towards. They have tried to study more diligently, started to keep their emotions, did not cheat, did not daydream in the classroom and no longer skipped school. Seen from table 4. it can be stated that the increase in each individual revolves around high criteria. This means that the use of

group dynamics will help students deal with problems that cause them to be misdirected so that they have low achievement motivation.

Discussion

Based on the results of the study note that low student achievement motivation after being provided with information services with group discussions turned out to be alleviated. From the results of evaluating actions in the first cycle and in the second cycle, it can be seen that there is a high change in the way students deal with the problems that are being experienced. This shows that information services with effective group discussion are used to help in increasing student achievement motivation. In this study it has been seen that information services with group discussions are used appropriately in helping students to solve their problems, slowly the results will be seen. The process of group discussion in this guidance activity helps students to change bad behavior, unfavorable study habits, negative student habits, and the habit of running away or looking for shortcuts in overcoming problems can be reduced.

Based on this fact, it is important that information services with group discussions be developed to provide counseling guidance services to other students, not just students who have low achievement motivation. From the results of descriptive data analysis also showed an increase in students' understanding of the problem that caused students to be able to make the right decision on the problem so that their motivation can be increased, ranging from 26.56% to 43.69% with a high category. This also shows that information services with group discussions have been used successfully to help overcome the low achievement motivation ofstudents MTs. Banyuwangi Country

CONCLUSION

Based on the results of research and discussion, it can be concluded that information services can increase achievement motivation ofstudents MTs. Negeri Banyuwangi.

Based on the conclusions of the above results, a number of suggestions can be made as follows:

1. For students Students need to learn to be more open when experiencing certain problems. If you cannot ask for help or advice from friends, the tutor or the homeroom teacher will certainly be happy to help. It is also expected that students begin to get used to always considering the good and bad of a decision before it is implemented so that it does not go wrong and lead to excessive anxiety. Thus students are able to learn from an error made previously to make themselves try harder and be careful in making decisions for the achievement of optimal development of students and students become individuals who have high achievement motivation.

2. For Teacher Guidance It is expected to be able to apply guidance on an ongoing basis with the aim of knowing the development of students who are both problematic and non-problematic.

3. For Schools Related to student achievement in school the ability to overcome problems for students is what determines comfort and safety for students to learn well without being burdened with problems that will lead to negative actions. So it is important for schools to maintain and form harmony and a sense of family within the school environment so that it continues to be improved and always holds monitoring of student development, so students can continue to focus on achieving and developing optimally.

4. For Families A harmonious and comfortable relationship should be improved. So that will thus be a reflection of the development of children's behavior. However, it is from the family of a child's primary personality that is formed, in general the child imitates the behavior of many people in his family, so if you want his children to be a person with a good personality, the family should always monitor themselves and their children.

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