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# Improving Students Learning Motivation and Learning Responsibility: Literature Study

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## Abstract

This literature study aims to identify and analyze various strategies that can improve students' learning motivation and learning responsibility, two crucial, interrelated aspects that influence the achievement of learning outcomes. Despite their importance, many students face challenges in maintaining both of these aspects. The results from the analysis of several journals indicate that learning motivation can be effectively increased through group guidance and counseling services. Proven effective approaches include group guidance with role playing, psychodrama, and modeling techniques. Additionally, group counseling with the positive reinforcement and self-regulation techniques is effective, as is Solution-Focused Brief Therapy (SFBT). Meanwhile, to improve students' learning responsibility, recommended approaches are reality counseling, including those based on the WDEP technique, the behavior contract technique, and the shaping technique. The combination of strong motivation and high responsibility will result in students who are more engaged, disciplined, and better able to cope with academic challenges. By combining strong motivation and high responsibility, students are expected to become more engaged, confident, and capable of coping well with academic challenges.

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## INTRODUCTION

Education is the main foundation in the development of individuals and society. Motivation and responsibility for student learning are one of the factors that influence the success of education, this is in line with the understanding of education itself. Education is an effort that is carried out with awareness and careful planning to create a conducive learning atmosphere. With the aim of ensuring that students can actively develop their potential, it is important for them to have spiritual and religious strength, self-control skills, and build good character. In addition, education also focuses on developing the intelligence and skills needed both for oneself and for society (Ujud et al., 2023). Strong motivation can encourage students to achieve their academic goals, this is in line with research that has been conducted by (Julyanti, 2021).

In his research, he explained that having learning motivation has an influence on student learning outcomes, and vice versa if low motivation has an influence on student learning activity (Nuha et al., 2022). While learning responsibility affects how students manage their time, complete assignments, and interact with the learning process as a whole. However, in practice, many students face challenges in maintaining their motivation and sense of responsibility for the learning process. Various factors, such as lack of interest in the subject matter, external distractions, and inability to manage time, often become obstacles that hinder

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their academic development.

Therefore, it is very important for educators, parents, and the community to work together to create an environment that supports and encourages students to be more motivated and responsible in their learning process. This article aims to identify various strategies that can be used to increase students' motivation and responsibility for learning. By understanding the factors that influence both of these and implementing the right approach, it is hoped that students can be more motivated in achieving optimal academic achievement.

## METHODS

In writing this article, we use the method of literature review or literature study. Alternatively, library activities can be understood as a series of activities related to library data collection methods, reading and recording, and managing research materials. Library research has four keys that authors must pay attention to. Among them are: 1. Researchers are directly related to textual or numerical data rather than direct knowledge of the topic being discussed. 2. Library data is readily available for use. This means that researchers can conduct direct research using data sources available in the library, without having to go directly to the field. 3. The library data is generally a secondary source, meaning that researchers obtain materials and data secondaryly, not original data obtained directly in the field. 4. The state of library data is not bound by space and time, but based on the review process carried out as part of the data collection process and presentation of journals, books, other documents, or exploration of relevant information sources.

## RESULTS AND DISCUSSION

### Results

Based on the results of searching journals and scientific literature through library studies, the researcher presents the results of the study in the form of a table that summarizes several relevant studies, as follows:

Tabel 1. Learning Motivation

| No | Title | Autor, Year | Result |
|---|---|---|---|
| 1 | Meningkatkan motivasi belajar melalui layanan Bimbingan kelompok dengan teknik modeling Pada siswa kelas XI APh 1 SMKN I Cepu Semester gasal tahun 2017 / 2018 | (Yuniarwati, 2018) | By applying modeling techniques, the learning motivation of grade XI students can be increased. |
| 2 | Pelaksanaan Bimbingan Kelompok dalam Meningkatkan Motivasi Belajar Siswa di Desa Stabat Lama | (Syarqawi et al., 2022) | There was an increase in scores in the posttest and pretest on learning motivation after being given group guidance treatment. |
| 3 | Pengembangan buku panduan pelaksanaan bimbingan kelompok Dengan metode diskusi untuk meningkatkan motivasi belajar siswa | (Oktavia et al., 2020) | Research and development conducted by researchers have succeeded in producing a product in the form of group guidance implementation with discussion methods. This product is designed to increase student learning motivation, and the result |

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| | | | is a guidebook for implementing group guidance intended for Guidance and Counseling (BK) teachers. |
| 4 | Keefektifan bimbingan kelompok dengan teknik Role playing untuk meningkatkan motivasi Belajar | (Astuti & Mustakim, 2022) | Group guidance services that apply role playing techniques have proven effective in increasing students' learning motivation. |
| 5 | Efektivitas Layanan Bimbingan Konseling Kelompok dengan Teknik Self-Regulation dalam Meningkatkan Motivasi Belajar Siswa | (Mudiantoro & Muhid, 2022) | To increase learning motivation, it is very important to pay attention to various aspects, such as students' ideals and aspirations, their abilities, and their environmental conditions. All of these things can be optimized through group counseling services that apply self-regulation techniques. |
| 6 | Teknik Modelling dan Bimbingan Konseling Kelompok untuk Meningkatkan Motivasi Belajar pada Siswa SMP X Surakarta | (Ratri & Pratisti, 2019) | Effective modeling and group counseling techniques have the potential to increase junior high school students' learning motivation. This is indicated by a coefficient value of -2.366 and a 2-tailed significance value of 0.018 (p). |
| 7 | Efektifitas layanan bimbingan kelompok dengan Teknik psikodrama dalam meningkatkan motivasi Belajar siswa kelas VII D di SMP Negeri 11 Yogyakarta Tahun ajaran 2017/2018 | (Ernawati & Setiawaty, 2021) | The results of the study indicate that the proposed hypothesis is proven, where the Psychodrama Technique has been proven effective and has a significant impact in increasing the learning motivation of class VIID students at SMP Negeri 11 Yogyakarta in the 2017/2018 academic year. Based on the t-test analysis conducted, the t value was obtained at 15.018 with a p value of 0.000. |
| 8 | Konseling Kelompok Teknik Reinforcement Positif untuk Meningkatkan Motivasi Belajar Siswa Broken Home | (Nurhayati & , Langlang Handayani, 2020) | Students from broken homes can increase their learning motivation through rewards, either in the form of praise or goods. In this way, their positive behavior can be reinforced so that they can achieve consistency in |

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| | | | learning. |
| 9 | Keefektivan Konseling Ringkas Berfokus Solusi untuk Meningkatkan Motivasi Belajar Siswa | (Bariyyah, 2022) | The level of students' learning motivation showed a significant increase after receiving brief counseling treatment that focused on solutions. Before the treatment, students' learning motivation was in the low category. However, after undergoing the counseling, their learning motivation increased and is now in the moderate category. |
| 10 | Konseling Kelompok Dengan Teknik Berfokus Pada Solusi Untuk Meningkatkan Motivasi Belajar Siswa Di Mts Al- Uswah Kuala | (Andrianti et al., 2023) | In cycle I, the results obtained showed that 63% of students experienced progress, meanwhile, in cycle II, the results achieved increased significantly to 88%, indicating an increase in overall learning motivation. |

Tabel 2. Learning Responsibilities

| No | Title | Autor, year | Result |
|---|---|---|---|
| 1 | Efektivitas konseling kelompok realita untuk meningkatkan tanggung Jawab belajar siswa | (Widiyanti & Wiyono, 2022) | Reality group counseling has been proven effective in increasing students' learning responsibility. This increase is clearly seen through the comparison of scores before and after the counseling session. Based on the results of the Wilcoxon test, which aims to measure the difference between pre-test and post-test scores, a value of 0.046 was obtained. |
| 2 | Penggunaan Konseling Realitas Berbasis Teknik WDEP untuk Meningkatkan Tanggung Jawab Belajar Siswa | (Adibah & Priyambodo, 2022) | The implementation of reality counseling using the WDEP technique in group counseling services has proven effective in increasing learning responsibility. Changes that occur in students (counselees) include accuracy in following learning, seriousness in learning, voluntary attitudes, self-awareness, and increased work ethic. |

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| 3 | Peningkatkan tanggung jawab belajar melalui konseling<br>Kelompok teknik kontrak perilaku (behavior contract) pada siswa SMK | (Huwaida Irbah et al., 2019) | Counseling services with behavioral contract techniques have the potential to increase the learning responsibility of students in class X of SMK Negeri 1 Nganjuk. This is evident from the increase in learning achievement after being given counseling services using behavioral contract techniques. |
| 4 | Konseling Realita untuk Meningkatkan Tanggung Jawab Belajar Siswa | (Bariyyah et al., 2018) | Based on the conclusion of this experimental study, Reality Counseling is applied with the aim of increasing students' learning responsibility. The approach used focuses more on strengthening students' potential and personal strengths. Basically, Reality Counseling is a method that allows clients to learn realistically in achieving success. |
| 5 | Keefektifan penerapan konseling realita untuk Meningkatkan tanggung jawab siswa dalam<br>Belajar di SMK Siding Puri Lenteng | (Adibah & Priyambodo, 2023) | Based on the results of the study, it can be concluded that the WDEP technique in reality counseling has proven effective in increasing the learning responsibility of class X students of the Computer and Network Engineering (TKJ) expertise program at SMK Siding Puri Lenteng. This technique has shown a significant impact in increasing students' sense of responsibility for their learning process. |
| 6 | Penerapan konseling kelompok dengan teknik *shaping* untuk meningkatkan tanggung jawab belajar pada siswa kelas VIII di UPT SMP Negeri 29 Gresik | (Isnugrahani, 2020) | Based on the analysis of the Paired Sample t Test, the Asymp. Sig value was obtained at 0.035, which is smaller than 0.05. This indicates that the null hypothesis (Ho) can be rejected and the alternative hypothesis (Ha) is accepted. Thus, it can be concluded that the application of group counseling with shaping techniques is effective in |

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| | | | increasing students' learning responsibility in class VIII-B UPT SMP Negeri 29 Gresik. |
| 7 | Meningkatkan tanggung jawab belajar siswa di rumah selama covid 19 melalui pendekatan konseling kelompok realita (studi kasus siswa kelas XI SMA Negeri 2 Lambu) | (Hadi & Nurhaidah, 2021) | After the implementation of the reality group counseling process, there were several indicators of positive changes that were seen. Students showed independence in doing assignments, were on time in submitting assignments, and began to actively participate in online learning. In addition, they also obeyed the rules in the school environment more, were able to focus more when studying, and showed a high interest and commitment to learning activities. |
| 8 | Teknik Behavioral Reherasal Terhadap Peningkatan Tanggung Jawab Belajar Di Era Pandemi Covid-19 | (Susmawati Surya Asih et al., 2022) | Group counseling using behavioral rehearsal techniques has a positive effect on increasing learning responsibility in the COVID-19 pandemic era. This is proven by significant changes in counseling group members. After being treated with this technique, an increase in the scores experienced by group members was seen. |

## Discussion

Based on the results of studies from several journals, it states that learning motivation can be increased with several approaches, which are more specific in 10 articles that describe the steps of the approach to increasing learning motivation. Some approaches that can increase learning motivation are group guidance (Role playing techniques, psychodrama), SFBT counseling, Group Counseling (positive reinforcement techniques, self-regulation techniques, modeling techniques). Research that proves that modeling techniques are effective in increasing learning motivation. Meanwhile, to increase students' learning responsibility, it can be done with a reality counseling approach, behavior, behavior contract, shaping. One of the studies that proves that reality counseling is effective in increasing student responsibility is research conducted by (Adibah & Priyambodo, 2023).

In learning motivation there are two factors that can influence, namely (1) intrinsic factors, this factor is internal motivation to do something for something (the goal itself). For example, students study for a test because they like the subject they are testing. There are two intrinsic motivations, namely: (a) Intrinsic motivation based on self-determination and personal decisions. In this perspective, students want to believe that they are doing something for their own will, not for success or external rewards. (b) Intrinsic motivation based on

optimal experience. The best experience occurs mainly when people feel competent and involved in the challenges of implementing activities. (2) extrinsic factors, taking action to achieve a certain goal is often referred to as extrinsic motivation. This motivation is often influenced by external incentives, such as rewards and punishments. For example, a student who studies hard before an exam in order to achieve a satisfactory score. Several factors that drive motivation in learning include students' ideals and aspirations, individual abilities, student conditions, and the environment around students (Anis Faristin & Saptadi Ismanto, 2023). Meanwhile, students' learning responsibilities are influenced by several factors, including: (1) Lack of student awareness of the importance of tasks and obligations, (2) lack of self-confidence in their abilities, which has an impact on the environment which continuously puts pressure on students' responsibilities. All of this can affect their learning outcomes (Huwaida Irbah et al., 2019).

## CONCLUSION

The conclusion of increasing students' learning motivation and learning responsibility is that these two aspects are interrelated and very important to achieve academic success. High learning motivation encourages students to be more active and diligent in learning, while learning responsibility gives students a sense of discipline and awareness of their obligations in achieving educational goals. Based on the journal review, it can be concluded that students' learning motivation and responsibility can be given intervention with group counseling guidance with several approaches. To increase motivation, it is important for teachers and parents to create a positive and supportive learning environment, and to reward students for their efforts and achievements. On the other hand, increasing students' responsibility for learning can be done by providing appropriate tasks and challenges, and guiding them to understand the importance of independence in learning. Overall, the combination of strong motivation and high responsibility will produce students who are more engaged, confident, and able to cope with academic challenges well.

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## AUTHOR CONTRIBUTION STATEMENT

The authors made substantial contributions to the overall integrity of this research. The authors read and approved the final manuscript.

## COMPETING OF INTEREST

The authors declare no competing of interest.

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