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INFORMATION SERVICES ABOUT BIOGRAPHIES OF SUCCESSFUL FIGURES ON LEARNING INTEREST OF NINTH GRADE STUDENTS IN JUNIOR HIGH SCHOOL

Ega Ayuningtyas¹, Akmal Sutja², Zubaidah³

^{1,2} Guidance and Counseling Study Program, Faculty of Teaching Training and Education, Universitas Jambi

³Master of Professional Counselling, Monash University Malaysia

Corresponding author, e-mail: Egaayuningtyas2018@gmail.com

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Abstrak

Fokus pertama penelitian ini adalah rendahnya semangat belajar pada siswa kelas IX SMP. Terlihat berbagai perilaku yang diperlihatkan dalam pelaksanaan belajar mengajar, seperti tertundanya pembelajaran, sulit menjaga konsentrasi, terlibat percakapan dengan teman sebaya, dan melamun. Selain itu, siswa cenderung kurang aktif baik dalam sesi belajar individu maupun kelompok. Tujuan penelitian adalah mengeksplorasi layanan informasi biografi yang diberikan oleh individu sukses dapat mempengaruhi minat belajar siswa SMP. Desain penelitian yang dipakai untuk penelitian ini adalah pra-eksperimental, khususnya menggunakan pendekatan *one group pretest-posttest*. Besar sampel penelitian ini terdiri dari 33 siswa kelas IX SMP. Melalui temuan penelitian terlihat T hitung sebesar 5,525. Selanjutnya nilai Sig (2-tailed) sebesar 0,05 sesuai dengan nilai T tabel dua sisi sebesar 2,042. Khususnya, nilai T hitung melebihi nilai T tabel, yang menunjukkan adanya perbedaan besar antara hasil sebelum dan sesudah penerapan layanan informasi biografi bagi individu yang sukses. Setelah dilakukan pengujian secara cermat terhadap proses pengambilan keputusan dan kriteria penerimaan, maka ditentukan H_a diterima dan H_0 ditolak. Kesimpulannya, pemanfaatan layanan informasi biografi tokoh sukses memberikan dampak yang signifikan dalam meningkatkan minat belajar siswa.

Kata Kunci: layanan informasi, biografi tokoh sukses, minat belajar

Abstract

The main research focus is the low learning enthusiasm of ninth grade students at junior high school. This can be seen from various behaviors shown during the teaching and learning process, such as delayed learning, difficulty maintaining concentration, engaging in conversations with peers, and daydreaming. In addition, students tend to be less active in both individual and group learning sessions. The purpose of this study is to explore how biographical information services provided by successful individuals can affect students' interest in learning. The research design used in this study is pre-experimental, specifically using a one group pretest-posttest approach. The sample size of this study

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consisted of 33 ninth grade students of junior high school. Through the research findings, the calculated T value is 5.525. Furthermore, the Sig (2-tailed) value of 0.05 corresponds to the two-sided T table value of 2.042. Notably, the calculated T value exceeds the T table value, indicating a large difference between the results before and after the application of biographical information services for successful individuals. After careful examination of the decision-making process and acceptance criteria, it was determined that H_a was accepted and H_o was rejected. In conclusion, the utilization of biographical information services for successful individuals has a significant impact on increasing students' interest in learning.

Keywords: Information Services, Biographies of Successful Figures, Interest in Learning

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INTRODUCTION

Education is the process of changing one's attitude or behavior to increase potential that focuses on building individuals and one's character or personality, to achieve educational goals, education must be carried out as optimally as possible in order to obtain the highest possible results. This means that the success or failure to achieve educational goals is actually dependent on student participation in the implementation of learning. Learning is a stage that must be passed by someone in getting an education, education is very important for the development, progress, and future of a nation, especially for the next generation. A nation will not progress without good education.

According to Aliwanto (2017) The learning process requires individual efforts to achieve certain learning goals or desired learning outcomes. Based on this statement, it is clear that learning is an effort made to achieve learning goals. Furthermore, according to Slameto (2022), interest is a tendency to continue to pay attention and remember something that has been done. Activities that interest students are always followed and cause feelings of pleasure and satisfaction. There are also those who explain further that interest is a feeling of liking and being interested in new things or an activity even though no one tells it. The impact of learning interest on learning outcomes cannot be underestimated. If students find the material uninteresting, there is less chance that they will absorb the information well. Less than optimal learning output is a direct result of this problem. So it is important for educators to try to make their learning as interesting as possible to maintain student interest. Learning interest plays an important role in students' lives because it affects their behavior and attitudes.

According to Slameto (2022), how to increase interest in learning consists of two parts, the first is to take advantage of existing student interests. Second, sharing information with students about the relationship between the material to be given and the previous material, explaining its usefulness in the future for students. Because learning interest has an indispensable role for students' lives at school, one way is to provide information services. Based on this information, it was found that information services have the capacity to help students understand and use new information as part of the decision-making process. Incorporating information services into students' daily routines is essential to spark their enthusiasm for learning.

Based on the results of the preliminary study at the junior high school revealed certain phenomena which were then reinforced by studies that had been conducted by previous researchers at the same school. Then the researcher conducted a pre-study, based on the results of the pre-study the researcher found that students had a relatively low interest in learning. Students' low interest in learning can be seen during the teaching process in class, lack of concentration in learning, talking with classmates when the teacher explains the material, like doing school homework, then there are some students who are rarely active when doing learning in class or learning in groups. Students also rarely express opinions or ask questions to the teacher.

Based on the above statement, the researcher conducted an initial interview at the junior high school with the counseling teacher, the information obtained was that students' interest in learning was still low as seen during the

learning process in class, had low concentration as seen from not focusing on learning, and there were students who participated little during the learning process. In addition, some were reluctant or afraid to ask the instructor about the subject matter. In addition, there are students who engage in conversation when the teacher explains the lesson. Similarly, students often left the class and asked for permission when the teacher was teaching. Finally, some students daydream during class time.

Based on the previous research conducted by Akram, Ijaz, & Ikhrum 2017; Arliamty, 2017), it can be concluded that interest is an activity that is often carried out in the search for and participation in learning activities. In daily life, the phrase attracting attention is difficult to distinguish. Attention and interest have a close correlation. Attention plays a very important role in the learning process. Suppose the material presented can attract students' attention, attention spontaneously, then learning can be very satisfying. What is important in learning is that students want to learn to find and participate in activities inside or outside the classroom to achieve the specified learning outcomes.

The above problems can be overcome by providing information services to help students overcome learning problems such as laziness or lack of concentration. With information services, it will certainly support students who usually lack concentration and are not active, they will become more concentrated and more active when learning in class, because information services have the aim of helping students develop their personalities so that they can convey their opinions, train students to be responsible for their opinions, and help students to show or express themselves.

Research conducted by Fataruba (2017) on the utilization of information services to increase learning engagement, found that the use of information services in learning activities resulted in increased activity, student enthusiasm in learning performance. In line with Delapasta Intan (2020) who conducted research with a focus on the *effects of blended learning* on student enthusiasm for information services in junior high schools. The findings of this study yielded positive results, the experimental group obtained an average score of 63.69 with a frequency percentage of 51%, which showed a significant increase in student interest in learning.

Guidance and Counseling services that can be used to provide assistance to students for receiving and understanding information and can help them consider decisions in their interests, namely information services (Ulfiah in Ramadani, 2023). Information services according to Winkel (in Tohirin 2013), describe information services as a means to overcome the absence of important information that individuals may face. Susanti, et al (2016) conducted research on providing learning guidance and counseling services to students through information services. Aims to help students understand the importance of developing interests. By providing information services that focus on learning interests, students gain beneficial knowledge about how important it is to foster interest in learning and how much it affects their success in the subject. Seeing the background above, the researcher has a great interest in conducting research aimed at providing information services to students, so as to increase their understanding and foster a greater enthusiasm for learning entitled "Information Services about Biographies of Successful Figures on Learning Interest of Ninth Grade Students in Junior High School".

METHODS

The methodology in this study is quantitative experimentation. Sutja, et al (2017) defines experimental research as a method aimed at interpreting the impact of certain treatments on certain outcomes. It is concluded that experimentation is a technique used to deliberately test differences in treatment. The methodology in this study is a pre-experimental design that incorporates a pretest-posttest format with one group.

In this study, measurements were taken twice, once before the experiment and once after the experiment. First, the measurement (pre-test) is carried out, and then the assessment (post-test) will be re-administered based on the post-test results to see if there is a change after being given the action. In the 2022/2023 school year, the population studied totaled 293 students in grade IX. To select the sample, the researcher used purposive sampling technique. For example, as stated by Sutja, et al (2017), this technique involves selecting a sample based on a specific purpose or selecting individuals who are most knowledgeable and closely related to the information or problem being investigated. In order to be in line with the research objective of fostering greater interest in learning, the sampling process follows the predetermined research sampling criteria. The purposive sampling technique was used because of its relevance to the research objectives. This technique specifically considered the level of learning interest, learning focus, and active participation of students in the implementation of learning, a total of 33 students were selected as samples for this study.

RESULTS AND DISCUSSION

Results

Normality Test

The normality test is used to determine whether the data distribution of a variable is in an area that is considered “normal”. It is known that the sig of the Learning Interest variable > asym.sig 0.05 so that it shows that the distribution is normal. With asym.sig data of 0.200 in the pre-test experimental class and asym.sig of 0.007 in the post-test class, it is concluded that the data distribution meets normal criteria, making it possible to conduct a T-test as one of the predetermined prerequisites.

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig	Statistic	Df	Sig
Learning Interest	Pre-Test	,073	33	,200*	,967	33	,408
	Post-Test	,182	33	,007	,921	33	,019
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Homogeneity Test

Based on the statistical analysis table, it can be seen that the asym.sig value for the “Learning Interest” variable exceeds 0.05, indicating that the data is consistent. Therefore, it makes sense to proceed with the T-test since one of the prerequisites, namely the uniformity of data distribution, has been fulfilled.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Interest	Based on Mean	,861	1	64	,357
	Based on Median	,419	1	64	,520
	Based on Median and with adjusted df	,419	1	63.903	,520
	Based on trimmed mean	,881	1	64	,351

Test

To analyze the difference between Pretest and Posttest, an independent T test was conducted with the following formula:

The study presents a null hypothesis (Ho) and an alternative hypothesis (Ha), namely:

Ha: There is an effect of information services on the biographies of successful figures on interest in learning

Ho: There is no effect of biographical information services of successful figures on interest in learning.

After careful testing of the acceptance criteria and decision-making process, it was determined that Ha was indeed accepted while Ho was rejected outright. Therefore, it can be confidently concluded that the provision of biographical information services for accomplished individuals plays an important role in fostering a sense of curiosity and engagement among students, thereby strengthening their interest in the pursuit of knowledge.

Based on the analysis of pre-test and post-test data, the T value is 5.525. When compared to the T table value of 2.042 with a sig level of 0.05 (2-tailed), it can be seen that T count > T table. So there are differences in the results before and after receiving information services on the biographies of successful figures. The findings from hypothesis testing resulted in the conclusion that further study information services have an impact on students' interest in entering college. This can be seen from the positive and significant increase in pre-test and post-test scores, which shows the effectiveness of the treatment.

Paired Samples Correlations				
Learning Interest	Pretest & Posttest	N	Correlation	Sig.
		33	,658	,000

In order to find out whether or not there is a difference in students' interest in learning before and after receiving information services, a t-test is conducted as a treatment.

Independent Samples Test										
		Levens's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	,861	,357	5,525	64	,000	15,181	2,748	9,039	20,671
	Equal variances not assumed			5,525	63.752	,000	15,181	2,748	9,037	20,672

After analyzing the calculation, the T value is 5.525. When compared to the T table is 2.042 with a sig level of 0.05 (2-tailed), it can be seen that T count > T table. So it is concluded that there is a significant influence between each independent variable. Before receiving any treatment, the participants showed a moderate level of interest in learning, as indicated by the pre-test findings, which is in line with the observations made by the researcher during the initial observation and preliminary research. In addition, the interview with the supervising teacher confirmed that the students showed interest in learning.

The following are the themes and descriptions of each treatment applied to the experimental group students:

1. Pretest

- a. Material : -
- b. Day and Date : Friday, September 29, 2023
- c. Description : In this pretest, the researcher gave a questionnaire about interest in learning before being given treatment (treatment).

2. First Treatment

- a. Material : Learning Concentration
- b. Day and Date : Friday, September 29, 2023
- c. Description : In the implementation of this first information service, the researcher directly provides material on learning concentration. The information service process is preceded by presenting a video about Bj Habibie, after which the author uses a power point that has been designed. In the power point, it discusses the meaning of learning concentration, how to improve learning concentration, factors that cause not to concentrate on learning, and other things that are important to know in learning interests. The provision lasts approximately 20 minutes and information services are carried out in the form of material explanation and question and answer between researchers and service participants.

3. Second Treatment

- a. Material : Learning Motivation
- b. Day and date : Friday, October 13, 2023
- c. Description: In the implementation of this second service, it is not too much different from the implementation of the first treatment. Information services are carried out so that students can be motivated to learn. This service process is preceded by explaining in advance what learning motivation is, the characteristics of successful people. Then the author provides information services by watching the successful figure bj habibie, explaining about learning motivation that must be fought for, one of which is family, meaning that in this material the author also relates

to students to recall how their parents send them to school and how their family conditions support them to achieve success. So that the material can foster motivation towards learning.

4. Third treatment

a. Material : Tips for creating a learning atmosphere to increase knowledge

b. Day and Date : Tuesday, October 17, 2022

c. Description: In the implementation of this third service, the material provided is about how to create a learning atmosphere to increase knowledge so that students have an interest in learning. After the researcher provides services by watching the BJ Habibie video. Students ask questions and here questions and answers and discussions occur with participants (students) of information services, to identify parts that do not understand the material discussed. The author conducts question and answer sessions and discussions with students in order to find out the parts that students have not understood related to the material that has been discussed. Then any concepts or ideas that have not been fully understood will be further explained by the researcher to ensure that all participants have an understanding of the material. The form of service implementation provided is discussion and question and answer carried out along with the material provided. So, success in learning depends on students to realize it by creating a pleasant learning atmosphere. Furthermore, the author gives rewards to students who are active during the service at the end of the service activities.

5. Post test

a. Material : -

b. Day and Date : Tuesday, October 17, 2023

c. Description: At this stage, a posttest is carried out in order to see students' interest in learning by giving a questionnaire regarding interest in learning after being given treatment (treatment) from the results of the posttest, it is concluded that the level of interest in learning has increased.

Discussion

The focus of the research is to determine the impact of biographical information services on students' interest in learning in junior high school. The existing problem is how the effect of biographical information services about successful figures on the interest of students in ninth grade of junior high school. The effectiveness of this service is determined by comparing pretest and posttest scores after three treatments. The results of the T-test analysis show that information services have a significant effect on students' interest in learning. The T-count value of the t-test of 5.525 exceeds the T-table value of 2.042. confirmed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Evidently, information services on biographies of successful figures play an important role in shaping students' interest. The positive difference seen between the posttest and pretest scores can be attributed to the impact of the information service, which shows that the service has the ability to positively influence students' interest in learning.

The impact of information services on students' interest in learning is significant as shown by this study. The research objectives were effectively accomplished by providing information services on biographies of successful individuals to students in ninth grade. The research findings show a correlation between information services about biographies of successful individuals and students' interest in learning. It is proven that this service has a positive influence on students' tendency to continue higher education. Therefore, the research successfully answered the existing problems and hypotheses. Although the effect on students' interest in learning may not be statistically significant, the results show that information services can effectively address and alleviate common problems faced by students, especially related to their enthusiasm for learning.

Based on the statement above made by Herpratiwi & Tohir (2022), research found that interest in learning and discipline have a significant effect on learning motivation. This result can be seen from the ANOVA analysis value which is statistically significant (significance = $0.000 < 0.05$). Research finds that interest in learning influences learning motivation, and this finding also applies to scientific disciplines which have a big influence on student motivation. In this way, students' learning motivation can increase with high levels of effort and attention in increasing and developing students' interest and discipline.

Based on the above statement conducted by Herpratiwi & Tohir (2022), the research found that interest in learning and discipline have a significant effect on learning motivation. This result can be seen in the statistically significant ANOVA analysis value (significance = $0.000 < 0.05$). The study found that interest in learning has an effect on learning motivation, and this finding also applies to discipline which has a great influence on student motivation.

Thus, students' learning motivation can increase high effort and attention in improving and developing students' interest and discipline.

Learning interest and discipline have a positive influence on learning motivation. The discussion of this research looks at the affective aspects of student interest in learning and discipline in general. It would be better if you pay attention to the cognitive aspects of student interest in learning.

According to Winkel in (2013: 142), information services are services that provide students with the information needed. information services refer to efforts so that students are able to know and understand about their own lives and the process of adolescent development. Furthermore, Menurrit (2015) with the title "The Effect of Information Services on Increasing Student Interest in Class XI Pharmacy College Ika Sari Pekanbaru T.P 2014/2015". In conclusion, the findings of this study indicate that there is an influence on increasing student interest in education, both before and after receiving information services. Meanwhile, according to Gaffar & Aspin (2020), information services are services that are used to prevent student bullying because they have the aim of providing understanding or knowledge to students about what is needed during the learning process.

Based on the above statement, it is known that information services can affect students' interest in learning because information services try to provide new information on how to increase interest in learning so that it can affect the learning outcomes of these students. After the author conducted information services, students' interest in learning increased. This means that the information service provides fresh information on how to increase interest in learning, ultimately affecting learning outcomes.

In the explanation above, the way that guidance and counseling teachers can be implemented to increase interest in learning is by providing more quality information services to students because the role of bibliotherapy techniques in increasing interest in learning is very important. With good quality information, individual learning interest will increase to achieve the set goals.

SUMMARY

Conclusion

1. Before receiving treatment, the student expressed his desire to go to college. The initial pre-test obtained a result of 55.27% in the Moderate category, indicating the need for further increase in interest.
2. After the provision of biographical information services on successful individuals, students showed a high interest in continuing higher education. Post-test results show that the average score increased to 70.45% so make it into the High category.
3. Based on the Independent Sample T-test test using SPSS version 22, it is known that the T-count value of students' desire to continue learning is 5.525, while the T-table value is 2.042 with a sig of 0.05. this shows that $T_{count} > T_{table}$, and the p-value is $0.000 < 0.05$. So, following the decision-making criteria and acceptance of the results of the Independent Sample T-test, the students' desire to continue learning is 5.525. Following the decision-making and acceptance criteria, H_0 is rejected and H_a is accepted. The conclusion is that the provision of additional learning information services has a significant effect on interest in attending lectures for ninth grade of junior high school students.

Suggestion

1. Continued efforts of guidance and counseling teachers to provide tailored and appropriate assistance to students seeking guidance regarding their learning preferences is essential. This ensures that students' curiosity and understanding are nurtured making it possible to continue their educational journey with enthusiasm.
2. It is imperative that researchers continue to strive to expand their scientific understanding of success figure biography information services that highlight accomplished individuals, which can then be made available to students.
3. In the future, other researchers have the opportunity to analyze this study using various research methodologies. The aspiration is that the strengths and weaknesses highlighted in this study will guide future research on biographical information services. In particular, this study can provide insights on how to increase students' interest in successful individuals.

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