

Opinions of Students on Counseling Teachers' Efforts in Improving Learning Outcomes Low achieving students

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ABSTRACT

The purpose of this study was to describe students' opinions of the counseling teacher's efforts to improve the learning outcomes of low achieving students . The research method used is descriptive quantitative, with the technique of collecting funds using a questionnaire or questionnaire. The study population was all students of grades X and XI SMA Adabiah Padang totaling 575. The sample was drawn using a purposive sampling technique and was represented by 51 students. The results showed that the social self-concept of the youth at the Tunas Bangsa orphanage in Solok City in the orphanage environment was in the high category on average . This means that the views or assessments of the orphanage adolescents on their ability to interact with the leadership of the orphanage, the caretaker of the orphanage, and friends who live in the orphanage are positive. The social self-concept of the youth at the Tunas Bangsa orphanage in Solok City in the average school environment is in the high category . This means that the views or assessments of orphanage adolescents on their ability to interact with teachers, school personnel and friends at school are positive.

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1. INTRODUCTION

In order to realize the goals of national education, development efforts are needed in all sectors. (Rahmatullah et al., 2022; Szarek, 2022) states that education is also a business or activity that is carried out deliberately, regularly and planned with the intention of changing or developing the desired behavior. As stated in Law No. 20 of 2003 concerning the National Education System Article 1 Paragraph 1, namely:

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society and the country (Hamzah B. Uno & Nurdin Mohamad, 2013).

Based on the explanation above it is clear that the implementation of education carried out by educators in schools can help and develop all the potential possessed

by students. Placement and selection made by students related to themselves in decision making will be in accordance with the abilities possessed by students and they can also understand every strength and weakness they have.

Furthermore, the national education goals contained in Law no. 20 of 2003 concerning the National Education System, Article 3 which explains that: National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Education can realize the improvement of quality and human resources. To achieve these educational goals can be done through formal and informal education. One of the formal educational institutions is the Senior High School (SMA). Various attempts were made to determine the extent to which these goals were achieved, among others by observing and evaluating student learning outcomes. This activity can be carried out every mid-semester and at the end of the semester. From the quotation above, it can be concluded that education aims to develop all the potential that students have.

Burton in (Barron, 2006; Effendi & Efi, 2020) learning outcomes are patterns of behavior, values, notions, attitudes, appreciation, abilities and skills. In line with the opinion above, (Munawar et al., 2022) states that learning outcomes are when someone has learned there will be a change in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding.

Based on the explanation above, it can be concluded that learning outcomes are a form of behavior change carried out by someone because they have received education from educators, especially teachers who conduct learning at school.

In the learning process there are students with high learning outcomes, so they are classified as successful in the educational process, but there are also students with low learning outcomes who do not even reach the KKM (Minimum Completeness Criteria), in other words the educational goals are not achieved. The success and failure of students in participating in learning is influenced by various factors. According to (Smith, 2023; Suwija, 2022; Tian, 2022) there are two factors that influence it, namely: (1) Internal factors are factors that exist within the individual consisting of (a) physical factors, (b) psychological factors and (c) fatigue factors, while (2) External factors consist of (a) family factors, (b) school factors and (c) community factors.

Student success in learning is related to various personal and environmental factors (family, school and community) (Nurhayati, 2018). This means that the success or failure of a person in learning is determined by these two factors. Some students who get learning outcomes under the minimum completeness criteria, this is known from the value of the report cards received by students (Shah, 2012). These unsatisfactory learning outcomes can be caused by poor study habits, inappropriate learning methods.

Counseling teachers are one of the educators to recognize their potential, talents and interests in order to be able to develop and express themselves. Through these guidance and counseling services, students are expected to be able to overcome the problems they experience, this is as expressed by (Prayitno & Amti, 2004), namely: Guidance and counseling services facilitate the development of students individually, in groups and/or classically, in accordance with their needs, potential, talents,

interests, developments, conditions and opportunities and help students overcome weaknesses and obstacles and problems.

The explanation above implies that the counseling teacher must understand and understand students, be it their talents, interests, potential or development (Hamalik, 2004; Sardiman, 2010). This can be realized through ten services and six guidance and counseling support activities. The nine services include 1) orientation services, 2) information services, 3) placement and distribution services, 4) content mastery services, 5) individual counseling services, 6) group counseling services, 7) group counseling services, 8) consulting services, 9) mediation services and 10) advocacy services. Furthermore, the six supporting activities consist of 1) instrumentation application, 2) data collection, 3) case conferences, 4) home visits, 5) literature display and 6) case handover. Furthermore, according to PP No. 74 of 2008 states that:

Guidance and counseling teachers/counselors have duties, responsibilities, authority in implementing guidance and counseling services to students. The duties of the guidance and counseling teacher/counselor are related to the self-development of students in accordance with the needs, potential, talents, interests and personality of students in schools/madrasas.

The counseling teacher/counselor referred to here is the guidance counselor/counselor teacher who has duties, responsibilities, and authority in implementing guidance and counseling services at Adabiah Padang High School. In helping students to fulfill the KKM that has been determined by the school, the efforts made by the counseling teacher to help students who get low learning outcomes can be by providing information services. The material provided by the supervising teacher to students either verbally with individuals or written media and high technology. For example self-concept material, achievement motivation and also providing content mastery services with effective learning techniques material.

Based on the analysis of the learning outcomes of ADABIAH Padang high school students on April 16 2013 it was revealed that 90% of students scored below the minimum completeness criteria (KKM) caused by low awareness and interest in student learning, poor study habits where students study only when they are only exams, low study discipline, lack of concentration while studying where students often have permission to go in and out of class during class hours and lack of attention from parents at home. In this case the BK teacher has provided information services and content mastery services but there are still students who still get grades below the minimum completeness criteria. This is reinforced by the processing of non-test instrumentation results (AUM PTSDL) where it is revealed that the quality of student learning activities is still below 50% of the expected quality of learning activities, the full results are as follows: 1) The quality of learning activities in the field of subject matter mastery prerequisites, (P) is 31.64%; 2) The quality of learning activities in the field of learning skills, (T) is 23.44%; 3) The quality of learning activities in the field of learning facilities and infrastructure, (S) is 33.05%; 4) The quality of learning activities in the field of personal self, (D) is 25.07%; 5) The quality of learning activities in the field of learning environment and socio-emotional, (L) is 29.52%

Furthermore, the results of interviews with ten class X students who received low scores or who did not reach the minimum completeness criteria (KKM) on April 17 2013 obtained information that these students very rarely repeat students at home, their daily time is mostly used for playing and watching television, homework

(PR) given by teachers is also rarely done, more often done by copying friends at school.

There are various differences in theory with phenomena encountered in the field, thus encouraging researchers to further examine "Student Opinions About the Efforts of Counseling Teachers in Improving the Learning Outcomes of Low Achievers Students"

2. METHODS

The type of research used in this research is descriptive research which aims to describe and interpret the data as it is about adolescent sexual behavior. As stated by (Suharsimi Arikunto, 2002; Suharsismi Arikunto, 2013) descriptive research is non-hypothetical research that aims to describe the state of a phenomenon. Thus, the results of this study will describe data about students' opinions of the counseling teacher's efforts to help students who have low learning outcomes.

Population according to (Suharsismi Arikunto, 2013) is the whole object of research. In line with that, (Sugiyono, 2017a) reveals that the population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study were all students of class X and X I at SMA ADABIAH Padang , totaling 575 students. The reason for not taking class XII students is because these students will be facing a national final exam . The details of the population include:

Table 1. Research Population

No	Kelas	Jumlah Siswa
1	X 1	35
2	X 2	36
3	X 3	33
4	X 4	32
5	X 5	33
6	X 6	33
7	X 7	36
8	X 8	31
9	X 9	35
10	XI IS 1	36
11	XI IS 2	33
12	XI IS 3	32
13	XI IS 4	36
14	XI IA 1	31
15	XI IA 2	35
16	XI IA 3	32
17	XI IA 4	36
Total Amount		575

Source: SMA ADABIAH PADANG School Management

2.1 Sample

According to Sugiyono (2010: 118) The sample is part of the number and characteristics possessed by the population. The sampling technique is used to determine the sample to be used in research. In line with that (Clark, 1994) the sample is a selected population and represents that population. As for the technique in determining the sample in this study using purposive sampling. The

purposive sampling technique is used if the samples taken have certain characteristics and are known in advance based on their characteristics.

The criteria for determining the sample are a) Registered as a class X and XI student at SMA ADABIAH; b) Each class is represented by three students who have the lowest scores.

Based on the criteria above, a sample is obtained that will represent class X and XI as follows :

Table 2. Research Samples

No	Class	Number of samples
1	X 1	3
2	X 2	3
3	X 3	3
4	X 4	3
5	X 5	3
6	X 6	3
7	X 7	3
8	X 8	3
9	X 9	3
10	XI IS 1	3
11	XI IS 2	3
12	XI IS 3	3
13	XI IS 4	3
14	XI IA 1	3
15	XI IA 2	3
16	XI IA 3	3
17	XI IA 4	3
Total amount		51

2.2 Data Types and Sources

The type of data in this study is ordinal, according to (Usman & Akbar, 2003) ordinal data is data that has been sorted from the lowest level to the highest level, or vice versa depending on subjective measurements of a particular object.

The data sources needed in this study are primary data, which is data obtained directly by distributing several questionnaires (questionnaire) arranged according to the problem to be studied .

2.3 Instrumentation and Data Collection Techniques

The research instrument used is a scale. According to (Suharsismi Arikunto, 2013) the scale (*scale*) refers to a data collection instrument that looks like a checklist but the alternatives provided are tiered.

(Sugiyono, 2017b) states that the Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. In social phenomenon research, it has been specifically determined by the researcher. (Sugiyono, 2017a) describes several alternative answers to the questionnaire questions that have been made by researchers, alternative responses in the form of a continuum consisting of five, namely strongly agree (SS), agree (S), disagree (KS), disagree (TS) and strongly disagree (STS) are used to see the relationship between teaching methods and student learning outcomes which can be seen in the table below:

Table 3. Respondent Answer Score

No	Alternative Answer	Question Positive	Question Negative
1	So Agreed (S S)	5	1
2	Agree (S)	4	2
3	Disagree (KS)	3	3
4	Disagree (TS)	2	4
5	Strongly Disagree (STS)	1	5

While the data collection technique used is a questionnaire, according to (Yusuf, 2016) A questionnaire is a series of questions related to a particular topic, given to a group of individuals with the intention of obtaining data. In line with the opinion above, (Sugiyono, 2017a) argues that a questionnaire is a data collection technique that is carried out by providing a set of questions or written statements to respondents to answer. Meanwhile, according to (Sudjana & Rivai, 2017) Questionnaire is a technique or way of collecting data indirectly.

2.4 Data Analysis Techniques

The collected data will be analyzed using the percentage formula technique proposed by (Sudijono, 2010) as follows:

$$P = \frac{f}{n} \times 100$$

Information:

P = Answer percentage rate

f = Frequency of answers

n = Number of answers

After the data is processed and analyzed, it is then interpreted to draw conclusions by classifying the answers using the classification proposed by (Suharsismi Arikunto, 2013) and adapted to research needs, namely:

Table 4. Classification of Student Opinions regarding Implementation of Non-Test Instruments

No	Classification	Levels	Category
1	Very good	81% - 100%	Good
2	Good	66% - 80%	Pretty good
3	Not good	56% - 65%	Not good
4	Not good	≤55 %	Not good

3. FINDINGS AND DISCUSSION

Based on the data processing that has been done, the research data regarding students' opinions about BK teacher efforts in improving low student learning outcomes which is divided into three sub-variables namely Opinions of students about the efforts of counseling teachers in improving low student learning outcomes through information services, content mastery services, and individual counseling services.

3.1 Opinions of students about the efforts of counseling teachers in improving low student learning outcomes through information services i

With regard to students' opinions about the efforts of counseling teachers in improving low student learning outcomes through information services , it can be seen according to the indicators as follows:

a. The Importance of Studying

The results of data processing on indicators of the importance of learning can be seen in table 4 .

Table 4. The Importance of Studying

No	Aspect	Answer										Average score	%	Category
		SS		S		KS		TS		STS				
		f	%	f	%	f	%	F	%	f	%			
1	Counseling teachers provide information about the importance of learning The BK teacher provides information	30	55.56	19	35.19	5	9.26	0	0.00	0	0	4.46	89.26	B
2	that is able to make me understand what learning means Counseling teachers provide information	15	27.78	35	64.81	3	5.56	1	1.85	0	0	4.19	83.70	B
3	about the need for seriousness in learning Counseling teachers provide information	24	44.44	25	46.30	4	7.41	1	1.85	0	0	4.33	86.67	B
4	about the importance of attention in understanding the lesson Counseling teachers provide information	16	29.63	30	55.56	6	11.11	2	3.70	0	0	4.11	82.22	B
5	about the positive impact of learning	23	42.59	30	55.56	1	1.85	0	0.00	0	0.00	4.41	88.15	B
Overall												4.30	86.00	B

Based on the data in table 4 , regarding students' opinions about the efforts of counseling teachers in improving low student learning outcomes through information services about the importance of learning, it was revealed that overall students tend to answer accordingly, with an overall average score of 4.30 (86.0 %). When compared with the data processing criteria in chapter III, students' opinions about the counseling teacher's efforts to improve low student learning outcomes through information services about the importance of learning are in the good category.

b. Overcoming Learning Difficulties

The results of data processing on indicators of overcoming learning difficulties can be seen in table 5 .

Table 5. Overcoming Learning Difficulties

Table 8: Overcoming Learning Difficulties															
No	Aspect	Answer										Average score	%	Category	
		SS		S		KS		TS		STS					
		f	%	f	%	f	%	f	%	f	%				
1	Counseling teachers provide information about the factors that cause learning difficulties	16	29.63	34	62.96	2	3.70	1	1.85	1	1.85	4.17	83.33	B	
2	Teacher Bk provides information about examples of learning difficulties	7	12.96	35	64.81	11	20.37	0	0.00	1	1.85	3.87	77.41	CB	
3	Teacher Bk provides information about examples of learning difficulties	7	12.96	35	64.81	11	20.37	0	0.00	1	1.85	3.87	77.41	C B	
whole												3.97	79.38	CB	

Based on the data in table 5 , regarding students' opinions about the efforts of counseling teachers in improving low student learning outcomes through information services about overcoming learning difficulties is revealed as a whole students tend to answer accordingly , with an overall average score of 3.97 (79.38 %). When compared with the data processing criteria in chapter III, the students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through information services about overcoming learning difficulties is in the pretty good category .

In table 6, it can be seen the recapitulation of the indicators on the sub-variable Student opinion about the counseling teacher's efforts to improve low student learning outcomes through information services .

Table 6. Sub Variable Recapitulation Opinions of students about the efforts of counseling teachers in improving low student learning outcomes through information services i

No	Indicator	Average Score	%	Category
1.	The Importance of Studying	4.30	86.00	B
2.	Overcoming Learning Difficulties	3.97	79.38	B
Whole		4.14	82.69	B

From the data recapitulation in table 6, it can be seen that the range of achievement percentages is 79.38 % to 86.00 % . So on average the percentage of achievements is 82.69 % which is in good category .

3.2 low student learning outcomes through content mastery services

With regard to students' opinions about the efforts of counseling teachers in improving low student learning outcomes through content mastery services, can be seen according to the indicators as follows: Results of data processing on the questioning skills indicator can be seen in table 7.

Table 7. Questioning Skills

No	Aspect	Answer										Average score	%	Category
		SS		S		KS		TS		STS				
		f	%	f	%	f	%	f	%	f	%			
1	Counseling teachers train students to be able to ask questions well The guidance counselor trains and	14	25.93	26	48.15	14	25.93	0	0.00	0	0	4.00	80.00	CB
2	grows my confidence in asking questions in class The BK teacher	13	24.07	27	50.00	12	22.22	1	1.85	1	1.85	3,926	78.52	CB
3	trains students to dare to ask questions Counseling teachers train	16	29.63	27	50.00	7	12.96	3	5.56	1	1.85	4.00	80.00	CB
4	students to know how to ask good questions	14	25.93	27	50.00	11	20.37	2	3.70	0	0	3.98	79.63	CB
whole												3.98	79.51	CB

Based on the data in table 7, regarding students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services regarding questioning skills is revealed as a whole students tend to answer accordingly, with an overall average score of 3.98 (79.51 %). When compared with the data processing criteria in chapter III, students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services regarding questioning skills are in a fairly good category.

Express opinions results of data processing on the indicators of expressing opinions can be seen in table 8.

Based on the data in table 8, regarding students' opinions about the counseling teacher's efforts to improve low student learning outcomes through content mastery services about expressing opinions, it is revealed as a whole students tend to answer accordingly, with an overall average score of 4.01 (80.25 %). When compared with the data processing criteria in chapter III, students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services about expressing opinions are in the good category.

Listening Skills results of data processing on listening skill indicators can be seen in table 9.

Table 8. Express opinions

Table 8: Express opinions														
No	Aspect	Answer										Average score	%	Category
		SS		S		KS		TS		STS				
		f	%	f	%	f	%	f	%	f	%			
1	Counseling teachers train students to be able to express opinions well	12	22.22	31	57.41	11	20.37	0	0.00	0	0	4.02	80.37	CB
2	Counseling teachers train students to use clear sentences when expressing opinions in class	17	31.48	24	44.44	7	12.96	6	11.11	0	0	3.96	79.26	CB
3	Counseling teachers train students to be able to know how to express opinions properly	15	27.78	30	55.56	6	11.11	3	5.56	0	0.00	4.06	81.11	B
Whole												4.01	80.25	B

Table 9. Listening Skills

No	Aspect	Answer										Average score	%	Category
		SS		S		KS		TS		STS				
		f	%	f	%	f	%	f	%	f	%			
1	Counseling teachers train students on how to listen to the teacher's explanation in class	12	22.22	31	57.41	6	11.11	5	9.26	0	0	3.93	78.52	CB
2	Counseling teachers train students on how to be active listeners	13	24.07	27	50.00	4	7.41	10	18.52	0	0	3.80	75.93	CB
3	Counseling teachers train students on how to listen critically	11	20.37	30	55.56	11	20.37	1	1.85	1	1.85	3.91	78.15	CB
4	The guidance counselor trains students on how to prepare themselves to listen	9	16.67	28	51.85	15	27.78	2	3.70	0	0	3.81	76.30	CB
Overall												3.86	77.22	CB

Based on the data in table 9 , regarding students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services regarding listening skills is revealed as a

whole students tend to answer according , with an overall average score of 3.86 (77.22 %). When compared with the data processing criteria in chapter III, the students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services about listening skills are in the pretty good category .

Note-taking Skills results of data processing on the questioning skills indicator can be seen in table 10.

Table 10. Note-taking Skills

No	Aspect	Answer										Average score	%	Category
		SS		S		KS		TS		STS				
		f	%	f	%	f	%	f	%	f	%			
1	Counseling teachers train students on how to summarize the subject matter	9	16.67	24	44.44	14	25.93	7	12.96	0	0	3.65	72.96	CB
2	Counseling teachers train students to get used to how to make good notes	11	20.37	28	51.85	8	14.81	7	12.96	0	0	3.80	75.93	CB
3	Counseling teachers train students on how to take notes quickly	12	22.22	18	33.33	17	31.48	4	7.41	3	5.56	3.59	71.85	CB
Whole												3.68	73.58	CB

Based on the data in table 10 , students' opinions about the counseling teacher's efforts to improve the learning outcomes of low-achieving students through content mastery services regarding note-taking skills are revealed as a whole students tend to answer accordingly , with an overall average score of 3.68 (73.58 %). When compared with the data processing criteria in chapter III, the students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services about note-taking skills are in the pretty good category .

Study time management skills results of data processing on the Skills indicator for managing study time , can be seen in table 11.

Table 11. Study time management skills

No	Aspect	SS		S		Answer KS		TS		STS		Average score	%	Category
		f	%	f	%	f	%	f	%	f	%			
1	Teacher Bk trains students to be able to come to school on time	23	42.59	25	46.30	5	9.26	1	1.85	0	0	4.30	85.93	B
2	Counseling teachers train students to be able to make a schedule of learning activities every day	12	22.22	26	48.15	12	22.22	4	7.41	0	0	3.85	77.04	CB
3	Counseling teachers train students to be able to manage time, study, play and other activities well	20	37.04	27	50.00	5	9.26	2	3.70	0	0.00	4.20	84.07	B
4	Counseling teachers train students to be able to do school work on time	19	35.19	24	44.44	9	16.67	1	1.85	1	1.85	4.09	81.85	B
5	The guidance counselor trains students to be able to participate in self-development activities at school without disturbing my study schedule	15	27.78	29	53.70	7	12.96	1	1.85	2	3.70	4.00	80.00	CB
Whole												4.09	81.78	CB

Based on the data in table 11 , regarding students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services about time management skills, it is revealed as a whole students tend to answer accordingly , with an overall average score of 4.09 (81.78 %). When compared with the data processing criteria in chapter III, the students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services about time management skills are in the pretty good category .

In table 12, it can be seen the recapitulation of the indicators on the sub-variable Student opinion about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content services.

Table 12. Sub Variable Recapitulation Opinions of students about the efforts of counseling teachers in improving the learning outcomes of low achieving students through content services

No	Indicator	Average Score	%	Category
1.	Questioning Skills	3.98	79.51	CB
2.	Express opinions	4.01	80.25	CB
3	Listening Skills	3.86	77.22	CB
4	Note-taking skills	3.68	73.58	CB
5	Study time management skills	4.09	81.78	B
	Whole	3.92	78.47	CB

From the data recapitulation in table 12, it can be seen that the range of achievement percentages is 73.58 % to 81.78 %. So on average the percentage of achievement is 78.47 % which is in the pretty good category.

3.3 Opinions of students about the efforts of counseling teachers in improving the learning outcomes of low achieving students through individual counseling services

With regard to students' opinions about the efforts of counseling teachers in improving the learning outcomes of low achieving students through content mastery services, can be seen according to the indicators as follows:

Questioning Skills results of data processing on the questioning skills indicator can be seen in table 13.

Table 13. Confidence in Learning

Table 18: Confidence in Learning												Average score	%	Category
No	Aspect	SS		S		KS		TS		STS				
		f	%	f	%	f	%	f	%	f	%			
1	Counseling teachers are able to provide benefits from students' self-confidence in learning	23	42.59	23	42.59	6	11.11	2	3.70	0	0	4.24	84.81	B
2	Counseling teachers are able to increase students' confidence in learning	23	42.59	22	40.74	4	7.41	5	9.26	0	0	4.17	83.33	B
3	The guidance counselor was able to make me understand the importance of increasing confidence in learning	20	37.04	27	50.00	6	11.11	1	1.85	0	0.00	4.22	84.44	B
Whole												4.21	84.20	B

Based on the data in table 13 , regarding students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through individual counseling services regarding self-confidence in learning is revealed as a whole students tend to answer accordingly , with an overall average score of 4.21 (84.20) . When compared with the data processing criteria in chapter III, students' opinions about the efforts of counseling teachers in improving the learning outcomes of low-achieving students through content mastery services about skills question is in the good category .

Motivation to learn results of data processing on indicators of learning motivation, can be seen in table 14.

Table 14. Motivation to learn

Table 14. Motivation to learn															
No	Aspect	Answer										Average score	%	Category	
		SS		S		KS		TS		STS					
		f	%	f	%	f	%	f	%	f	%				
1	The guidance counselor was able to make me understand the importance of having motivation to learn	27	50.00	23	42.59	4	7.41	0	0.00	0	0	4.426	88.52	B	
2	The guidance counselor was able to make me know the importance of wanting to learn that comes from within	31	57.41	15	27.78	7	12.96	1	1.85	0	0	4.41	88.15	B	
3	The BK teacher was able to make me tougher in facing the learning problems I was facing	14	25.93	29	53.70	9	16.67	2	3.70	0	0.00	4.02	80.37	B	
Overall												4.28	85.68	B	

Based on the data in table 14 , regarding students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through individual counseling services regarding learning motivation, it is revealed as a whole students tend to answer very well , with an overall average score of 4.28 (85.68 %). When compared with the data processing criteria in chapter III, the students' opinions about the counseling teacher's efforts to improve the learning outcomes of low achieving students through content mastery services about time management skills are in the good category .

In table 15, it can be seen the recapitulation of the indicators on the sub-variable Student opinion about the counseling teacher's efforts to improve the learning outcomes of low achieving students through individual counseling services.

Table 15. Sub Variable Recapitulation low student learning outcomes through individual counseling services

No	Indicator	Average Score	%	Category
1.	Confidence in Learning	4.21	84.20	B
2.	Motivation to learn	4.28	85.68	B
	Whole	4.25	84.94	B

From the data recapitulation in table 14 , it can be seen that the range of achievement percentages is 84.20 % to 85.68 % . So on average the percentage of achievement is 84.94 % which is in the good category .

3.4 Recapitulation of Research Results

After describing all the indicators for each sub-variable, the following is a recapitulation of all sub-variables regarding students' opinions about the counseling teacher's efforts to improve low student learning outcomes.

Table 16. Data Recapitulation Students' opinions about the efforts of counseling teachers in improving low student learning outcomes

No	Sub Variable	Average	%	Category
1.	low student learning outcomes through individual counseling services	4.25	84.94	B
2.	Opinions of students about the efforts of counseling teachers in improving the learning outcomes of low achieving students through content services	3.92	78.47	CB
3.	Opinions of students about the efforts of counseling teachers in improving low student learning outcomes through information services i	4.14	82.69	B
	Whole	4.10	82.03	B

3.5 Discussion of Research Results

Based on the results of the research that has been stated previously, the following is a discussion in accordance with the research questions that have been proposed. In this discussion, students' opinions about the efforts of the counseling teacher in improving student learning outcomes are low, namely strongly agree, agree, disagree, disagree and strongly disagree.

From the results of the research that has been stated previously, the following is a discussion in accordance with the research questions that have been proposed. In this discussion, students' opinions about the counseling teacher's efforts to improve student learning outcomes are low in terms of several aspects .

Counseling teachers efforts to improve low learning outcomes through information services

The results of the study show that the efforts of supervising teachers to improve low student learning outcomes through information services are classified as good, namely 82.69%. Counseling teachers efforts to improve low learning outcomes through content services.

The results of the study show that the efforts of the counseling teacher in improving low learning outcomes through content services are quite good, namely 78.47%, Counseling teachers efforts to improve low learning outcomes through individual counseling services.

The results of research on the efforts of counseling teachers in improving low student learning outcomes through individual counseling services are classified as good, namely 84.94%.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that: is in the high category on average . This means that the views or assessments of the orphanage adolescents on their ability to interact with the leadership of the orphanage, the caretaker of the orphanage, and friends who live in the orphanage are positive. The social self-concept of the youth at the Tunas Bangsa orphanage in Solok City in the average school environment is in the high category . This means that the views or assessments of orphanage adolescents on their ability to interact with teachers, school personnel and friends at school are positive.

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