

ISLAMIC GUIDANCE COUNSELING SERVICES WITH DHIKR PRACTICE TO INCREASE STUDENT LEARNING MOTIVATION

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Keywords:	Abstract:
Islamic Counselling Guidance, Dhikir Habit, Learning Motivation	<i>The aim of this research is to identify Islamic guidance and counseling services with the practice of dhikr in increasing students' learning motivation. Based on preliminary data from observations and interviews conducted, there were students who experienced a decrease in learning motivation, which was characterized by cases of absenteeism, lateness and lack of enthusiasm in participating in class learning. This research used mixed method (quantitative and qualitative methods) and the research design used was a single case experimental which was analyzed using SPSS 24 for windows. The samples were 79 students of grade X MAN Palangka Raya who fill out pre-test questionnaires using non-probability sampling with quota sampling technique, and the subjects obtained were 6 students who included scores in the low motivation category. The average result of pre-test before being treated was 46.83 and after treating in the form of counselling guidance services through dhikr habit, it was 69. So, if the difference total score between pre-test and post-test was calculated, it would obtained a score of 22.17 which was considered as data result of improving students learning motivation. Based on the result of effectiveness test in implementing of Islamic counselling guidance services to improve students' learning motivation at grade X MAN Palangka Raya through t-test paired sample technique, the t-test was 19,00 (sig-0,000). It can be concluded that implementation of Islamic counselling guidance services through dhikr habit effectively improve students' learning motivation at grade X MAN Palangka raya and the score was 22,17.</i>

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INTRODUCTION

Education is a suitable means for the development of human resources; therefore, the field of education needs to receive attention and intensive handling from education managers. As stated

in the Republic of Indonesia Law No. 20 of 2003 on the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state. (sistem pendidikan nasional, 2007).

Achieving educational goals in an educational institution is the responsibility of the educational components, which of course in schools have guidance and counseling services. Guidance and counseling are very important to be held in educational institutions to help individuals resolve issues that hinder them from receiving learning materials effectively. Thus, guidance and counseling services with an Islamic approach in schools serve as the appropriate means for solving students' problems. However, the implementation of Islamic counseling guidance may face challenges such as ensuring the secular nature of education is maintained and accommodating students from diverse religious backgrounds. Islamic counseling, a form of counseling that integrates Islamic principles and teachings, aligns with the function of guidance and counseling, which emphasizes efforts to nurture students to achieve moral and intellectual readiness. The implementation of Islamic counseling guidance is the internalization of religion within the individual, one of which is through the habituation of Dhikr as an effort to solve a problem. (Burhanuddin, 2020).

Dhikr involves remembering, recalling, glorifying, and praising Allah through contemplation and reciting His name. Dhikr can also be described as a form of therapy or spiritual service to bring Allah into the hearts of individuals by mentioning His names and attributes while reflecting on His greatness. By reciting Dhikr, the heart will become tranquil, calm, peaceful, and not easily swayed by external influences. Every human has basic spiritual needs that must be fulfilled, so reciting Dhikr reduces tension and brings peace of mind. (Anggraieni & Subandi, 2014). As Allah has stated in Surah Ar-Ra'd, verse 28 means: (that is) those who believe and whose hearts find peace in the remembrance of Allah. Remember, only in the remembrance of Allah do hearts find peace. (Kemenag, 2016).

Dhikr can help prevent negligence by constantly bringing the heart closer to Allah. As a form of worship, Dhikr is often practiced by Muslims from all walks of life, bringing feelings of peace and tranquility. Thus, Dhikr can enhance learning motivation. Motivation significantly impacts education because, with motivation, a person will do something with more enthusiasm and diligence.

Motivation is essential in the learning process because a person who needs more motivation will be less enthusiastic and diligent in their learning activities. (Herwina, 2021). Motivation can be defined as a person's strength (energy) that can generate a level of willingness to carry out an activity. The goodwill comes from within the individual themselves (intrinsic motivation) and outside the individual (extrinsic motivation). The extent of an individual's motivation will significantly determine the quality of behavior they exhibit, such as in learning. Learning motivation greatly influences learning success. Learning success will be achieved if the individual has the will and motivation to learn. (Emda, 2018). As Allah has commanded in Surah Al-Alaq verses 1-2. Meaning: Read in the name of your Lord who created He created man from a clot of blood. (Kemenag, 2016).

The motivation to learn among students varies in its impact; some students have intrinsic motivation where their desire to learn is more robust and not dependent on external factors.

Conversely, students with extrinsic motivation are willing to know that it is highly dependent on external conditions. However, extrinsic motivation often occurs, especially among children and adolescents following their studies. (Suprihatin, 2015). So, many students need more motivation to study. Islamic counseling services in the education sector greatly influence the provision of guidance and counseling services to help students with low motivation in learning. (Hidayat, 2021).

Every school has a specific way of increasing student learning motivation, just like the high schools in Palangka Raya, which number 50 schools according to sources from the Palangka Raya city education department website. One is the Madrasah Aliyah Negeri (MAN) in Palangka Raya, located on Tjilik Riwut Road, km 4.5.

Based on the initial interview, there is a pressing need to address the decrease in students' motivation to learn, particularly with the recent reimplementation of online learning. Many students are showing signs of low motivation, such as being late to log into the online school application, not attending online school, and lacking enthusiasm for online learning. This underscores the urgent need for this research.

According to initial information obtained after interviewing the guidance counselor at the school, the counseling services provided to address the issues of students with low motivation involve offering counseling in the form of advice. Therefore, it is appropriate for students at the school to be habituated to dhikr to enhance their learning motivation. This counseling service will be provided in an Islamic manner, using the practice of dhikr. According to researchers, Islamic counseling services with the practice of dhikr are effective in improving the low learning motivation of students; previous studies on improving the low learning motivation of students using Islamic counseling services, such as the research conducted by Hidayati (2012), showed that Islamic counseling services were successfully implemented. Additionally, the study conducted by Asroful (2011) in the journal *Ibnu Mahmudi* was successfully carried out through three sessions of Islamic counseling services, which only then showed success in improving students' learning motivation. Similar research conducted by Sayyi (2016a) regarding the implications of dhikr practice on students' learning motivation also influenced the improvement of students' learning motivation. Furthermore, similar research was conducted by Ahmad Syaifullah (2020), which showed that Islamic counseling services with the practice of dhikr successfully addressed the issue of reducing students' anxiety in completing their theses.

Therefore, this research will focus on a potentially impactful approach to increasing learning motivation by re-evaluating a service design model with the habituation of dhikr, specifically in the context of improving learning motivation. This research will concentrate on Islamic Counseling Services with the Habit of Dhikr in Increasing the Learning Motivation of Class X Students at Madrasah Aliyah Negeri (MAN) in Palangka Raya City, with the potential to significantly improve student learning outcomes.

METHODS

The research conducted is undoubtedly influenced by the methods used in data collection to obtain accurate data. In scientific research, techniques and approaches are essential; with strategies and approaches, it is easier to get accurate data.

The type of research used by the researcher is comprehensive mixed-method research, which is a judicious combination of quantitative and qualitative methods in one study. This

comprehensive approach is applied to investigate questions that need to be tested in terms of outcomes and processes, leaving no stone unturned in the pursuit of knowledge. (Masrizal, 2012). The research used by the researcher is a pre-experimental approach employing a rigorous single-case experimental design. This design, known for its rigor, is an evaluation method utilized to rigorously test the success of an intervention on a specific case, which can be an individual, community school, and provide irrefutable evidence of the success of the given intervention. This design conducts a single measurement (pre-test) before the treatment and then measures again afterward. (post-test). Through this design, the influence of Islamic counseling services with dhikr therapy on improving learning motivation before and after treatment will be known. (Supratiknya, 2022).

The subjects of this research are 10th-grade students of MAN in Palangka Raya city. The research subjects will be explained in detail in the form of a table in the appendix. Sample in this study, the determination of the sample size from the population uses Slovin's formula as follows:
 n = Sample size

N = Population size

d^2 = Precision value 10%

As the total population of 10th-grade students at MAN Palangka Raya city is $N = 371$ people and the precision level set is (d^2) = 10%, the obtained sample size is:

$$n = \frac{N}{N, d^2 + 1} = \frac{371}{(371). (0.1)^2 + 1} = \frac{371}{4,71} = 79$$

So, the number of samples needed is 79 students to conduct the pre-test. The sample used in this pre-test employs non-probability sampling with a quota sampling technique. (quota sampling). Quota sampling is a method of establishing a sample by determining quotas in advance for each group. The research is not considered complete until the quotas for each group are met. (Darmawan & Latifah, 2013).

RESULTS AND DISCUSSION

The initial measurement was conducted on 79 students of MAN in Palangka Raya city. The research sample consists of students with low motivation in learning. Based on the data obtained in the research during the pre-test using a student learning motivation questionnaire with 79 students, it was found that six students had low motivation. Here is the table of students with low motivation.

Table 1
Research Subject Data

No	Initial Name	Gender Total	Score Motivation	Category
1	ATR	Woman	48	low
2	MA	Woman	47	low
3	RN	Man	47	low
4	MADP	Man	43	low
5	MDAR	Man	48	low
6	AR	Woman	48	low

Based on the intervention scale calculation of the categorization intervention scale, a table can be created as follows to determine the score criteria.

Table 2:
Category Variable Interval Scale

Variable		Category of Learning Motivation
Learning Motivation	19-33	Very low
	34-48	Low
	46-63	Medium
	64-78	High

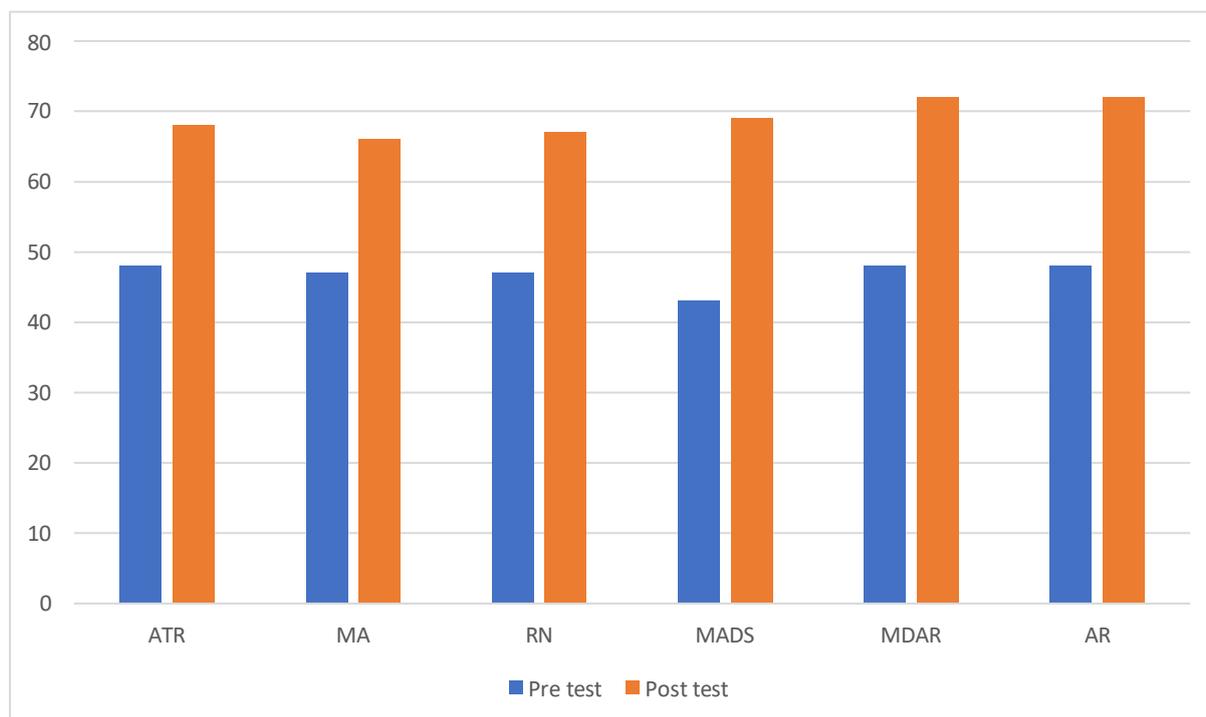
Students who fall into the category of low learning motivation were asked to be subjects or respondents in this study. The researcher then requested consent from the subjects for their willingness to participate in providing Islamic counseling services with the practice of dhikr. The data collected by the researcher in implementing Islamic counseling services with the practice of dhikr to improve students' learning motivation was measured using questionnaires before and after the treatment. The analysis was conducted by the researchers by calculating the difference in average pre-test and post-test scores. The results obtained from each respondent can be seen in the table and bar chart as follows:

Table 3 Comparison of Pre-Test and Post-Test Results

No	Inisial	Pre-Test	Category	Post-test	Category
1	ATR	48	Low	68	High
2	MA	47	Low	66	High
3	RN	47	Low	67	High
4	MADSRN	43	Low	69	High
5	MDAR	48	Low	72	High
6	AR	48	Low	72	High
Total Score		281		414	
Mean		46,8		69	
Total Score Difference		22,17			

The table above shows that the pre-test scores of the six respondents increased. The average pre-test score before treatment was 46.83, and after treatment with counseling services and the practice of dhikr, it became 69. Therefore, if we calculate the total score difference between the pre-test and post-test, it will result in a score of 22.17, which is considered data indicating an increase in students' motivation to learn.

Table 4:
Bar Chart Pre-test and Post-test



The bar chart above shows the difference between before and after the treatment in the form of Islamic counseling services with the practice of dhikr for students with low learning motivation.

Results of the Effectiveness Analysis of Implementing Islamic Counseling Services with Dhikr Habituation in Improving Students' Learning Motivation

Scientific Rigor: the hypothesis test results on Islamic counseling services with dhikr habituation to improve students' learning motivation were rigorously analyzed using the paired sample t-test on the SPSS 24 program. The results were conducted to determine the increase or enhancement of students' learning motivation after being given treatment in the form of Islamic counseling services with dhikr habituation, as presented in the following table:

Table 5:
Effectiveness Test of Increasing Learning Motivation of Class X Students at MAN Kota Palangka Raya

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	46.8333	6	1.94079	.79232
	Posttest	69.0000	6	2.52982	1.03280

Based on calculations using SPSS, the mean (average) results between the pre-test and post-test of 6 students were obtained, with a pre-test score of 46.83 and a post-test score of 69.

Table 6:
Results of the Effectiveness Test of Improving Learning Motivation of Class X Students at MAN Kota Palangka Raya

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-22.16667	2.85774	1.16667	-25.16568	-19.16765	-19.000	5	.000

Based on the results of the significance test of the influence of implementing Islamic counseling services in improving the learning motivation of 10th-grade students at MAN Palangka Raya City using the paired sample t-test technique with the help of SPSS 20, a t-test result of 19.000 (sig=0.000) was obtained. So the significance test results reject Ho and accept Ha. It can be concluded that providing Islamic counseling services with the practice of dhikr to 10th-grade students at MAN Palangka Raya city is effective in increasing learning motivation, with an increase in learning motivation scores by 22.17.

Results of Data Analysis to See the Effectiveness of Islamic Counseling Services with the Habit of Dhikr to Improve Students' Learning Motivation

From the analysis of the comparison between pre-test and post-test scores, there is an increase in students' learning motivation. The mean (average) before the treatment (pre-test) was 46.83, and after the treatment of Islamic counseling with the habit of dhikr, it became 69. Thus, the difference between the pre-test and post-test scores indicates an increase in the learning motivation of class X students at MAN Palangka Raya city.

The implementation of Islamic counseling services with the practice of dhikr can overcome low motivation by entrusting everything to Allah the Almighty to attain tranquility. Because studying will be successful if someone has peace of mind obtained through remembering Allah. (Sayyi, 2016). One of the internal factors of learning motivation is the sense of security, tranquility, and comfort through the practice of dhikr, remembering His power, so that after feeling calm, it will impact the individual's learning concentration.

From the results, it can be concluded that Islamic counseling services with the practice of dhikr are effective in increasing students' learning motivation after being treated with Islamic counseling services with the practice of dhikr.

Hypothesis Test Results

The hypothesis test results table shows a significant increase in the average before and after receiving Islamic counseling services, with a slight adjustment of a score of 22.17. So, the counselee introspects and improves themselves in learning and getting closer to Allah Ta'ala. At the 5% significance level, it is also shown that the crisis I value table shows a t-test value or calculated t of $19.000 > \text{table of } 3.182$. Thus, the basis for the decision-making is that H_0 is rejected and H_a is accepted. It is concluded that Islamic counseling services with dhikr effectively increase students' learning motivation. This significant result aligns with the objectives of Islamic counseling services with the practice of dhikr, according to Nur Rohma Sri Hidayati (Hidayati, 2012), which is that Islamic guidance and counseling have a specific goal to help face problems and maintain the learning situation and conditions to remain sound and develop them to be better so that they do not become problems for themselves and others. Islamic counseling services with dhikr effectively increase students' learning motivation.

CONCLUSION

The following conclusion is obtained based on the research results and analysis referring to the problem formulation.

1. From the research results, the motivation levels of 10th-grade students at MAN Palangka Raya show that there are two students with high motivation, 71 with moderate motivation, and 6 with low motivation. This is driven by the difficulty in understanding lessons delivered online, more assignments during online classes, and boredom from being unable to gather with friends in the classroom. So, students with low motivation need to be provided with Islamic counseling services with the practice of dhikr to enhance their learning motivation.
2. The analysis of the comparison between pre-test and post-test scores provides reassurance. It shows a significant increase in students' learning motivation. The mean (average) obtained before the treatment (pre-test) was 46.83, and after the treatment of Islamic counseling with the practice of dhikr (post-test), it increased to 69. The difference between the pre-test and post-test, calculated as 22.17, is a clear indication of the positive impact of this approach on the learning motivation of tenth-grade students at MAN Palangka Raya City.

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