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The Role of Guidance and Counseling Teachers in Improving Students' Learning Motivation at St. Theresia Catholic Junior High School, Kupang

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Abstract: *This study aims to determine the role of Guidance and Counseling teachers in enhancing students' learning motivation at SMPK St. Theresia Kupang. The study employs a descriptive qualitative method, with three Guidance and Counseling teachers as research subjects. Data were collected through structured interviews. The results indicate that Guidance and Counseling teachers play a significant role in boosting students' learning motivation by providing encouragement, direction, guidance, information services, group guidance, individual counseling, and support for students experiencing learning difficulties. These efforts have led to positive changes in some students, such as increased enthusiasm for participating in lessons, greater attention to their studies, and a stronger sense of responsibility in completing assignments.*

Keywords: *Guidance and Counseling Teacher, Learning Motivation, Students*

Abstrak: *Penelitian ini bertujuan untuk mengetahui peran Guru Bimbingan dan Konseling dalam meningkatkan motivasi belajar siswa di SMPK St. Theresia Kupang. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian sebanyak tiga orang Guru Bimbingan dan Konseling. Teknik pengumpulan data dilakukan melalui wawancara terstruktur. Hasil penelitian menunjukkan bahwa Guru Bimbingan dan Konseling memiliki peran penting dalam meningkatkan motivasi belajar siswa melalui pemberian motivasi, arahan, bimbingan, layanan informasi, bimbingan kelompok, konseling individual, serta pendampingan kepada siswa yang mengalami masalah belajar. Upaya tersebut memberikan perubahan positif pada sebagian siswa, seperti meningkatnya semangat dalam mengikuti pembelajaran, perhatian terhadap pelajaran, dan tanggung jawab dalam mengerjakan tugas.*

Kata kunci: *Guru BK, Motivasi Belajar, Siswa*

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Introduction

Education is an effort made by humans to develop their innate physical and mental potential so that they can conform to the values prevailing in their society and culture. Education always takes place in an environment known as the educational environment. To ensure an effective teaching and learning process, the educational environment provides all the necessary facilities to achieve educational objectives (Yuliana et al., 2023).

In the educational process, students' learning achievement is influenced not only by their intellectual abilities but also by their learning motivation. Learning motivation refers to an internal condition within an individual that generates the drive to engage in certain activities to achieve specific goals. Motivation plays an important role in an individual's learning activities because the learning process cannot proceed optimally without encouragement or motivation originating from within the individual (Rahman, 2021).

Learning motivation is an essential factor influencing students' academic success. A decline in learning motivation can lead to indifference, a lack of future orientation, and reduced student involvement in learning activities (Sardiman, as cited in Pabelan et al., 2026)

According to Afifa (as cited in Rasendriya et al., 2023), low learning motivation can affect various aspects of students' lives. Insufficient learning motivation may have implications for students' personal, social, academic, and future career development. In general, low learning motivation can affect students' overall personal development. This phenomenon may result in declining academic achievement because students' learning motivation significantly influences the development of their learning activities. Rasendriya et al., 2023 also explain that low learning motivation can cause students to become reluctant to engage in learning activities, making it difficult for them to achieve satisfactory academic results.

Students are more likely to achieve better learning outcomes when they possess strong motivation to learn. Conversely, students who lack sufficient learning motivation tend to obtain unsatisfactory academic results. In the learning process, low motivation is a problem that requires immediate attention because it can directly affect the expected learning outcomes (Anwar et al., 2026).

The effects of low learning motivation among students can be observed in their tendency to lose focus during classroom instruction, frequently leave the classroom while lessons are in progress, show reluctance to complete assignments, and remain inactive during learning activities. Such behaviors are certainly inconsistent with the educational objective of developing the nation's younger generation into individuals capable of competing effectively (Rasendriya et al., 2023).

Based on the preliminary observations conducted by the researcher at St. Theresia Catholic Junior High School, Kupang, on September 15, 2026, it was found that some students continued to demonstrate less-than-optimal learning motivation. This condition was reflected in several students who had difficulty maintaining concentration during the learning process, showed limited participation in classroom activities, and lacked enthusiasm when completing assignments given by teachers. In addition, some students did not demonstrate sufficient seriousness in participating in learning activities. These conditions indicate that students' learning motivation requires further attention.

Low learning motivation among students is one of the problems that requires appropriate intervention. According to Ahirrudin et al. (2024), guidance and counseling teachers play a strategic role in improving students' learning motivation at the junior high school level.

Guidance and counseling teachers can assist students in improving their learning motivation by providing group guidance services, individual counseling, and group counseling tailored to each student's needs (Pabelan et al., 2026).

Based on these conditions, the role of guidance and counseling teachers is essential in supporting efforts to improve students' learning motivation at St. Theresia Catholic Junior High School, Kupang. Therefore, the researcher is interested in investigating the role of guidance and counseling teachers in improving students' learning motivation. Accordingly, this study is entitled "The Role of Guidance and Counseling Teachers in Improving Students' Learning Motivation at St. Theresia Catholic Junior High School, Kupang."

Method

Research Design and Setting

This study employed a descriptive qualitative research design. This approach was selected to obtain an in-depth understanding of the role of guidance and counseling teachers in improving students' learning motivation at St. Theresia Catholic Junior High School, Kupang. The study focused on describing the efforts made by guidance and counseling teachers to support students' learning motivation.

Participants, Sample, or Data Sources

The participants in this study consisted of three guidance and counseling teachers at St. Theresia Catholic Junior High School, Kupang. These participants were selected because they were directly involved in providing guidance and counseling services to students and were considered relevant sources of information for examining the role of guidance and counseling teachers in improving students' learning motivation.

Instruments and Measures

The primary instrument in this qualitative study was the researcher, who was directly involved in the data collection process. Data collection techniques included

structured interviews, direct observation, and documentation studies. These techniques were used to obtain information regarding the role of guidance and counseling teachers in improving students' learning motivation. According to Sugiyono (as cited in Mangerang, 2023) the main data collection activities in qualitative research involve the researcher's participation in the research setting through direct observation, in-depth interviews, and documentation studies.

Procedure and Research Ethics

Data were collected through structured interviews with three guidance and counseling teachers at St. Theresia Catholic Junior High School, Kupang. Direct observations and documentation studies were also conducted to obtain supporting information relevant to the research focus. The data collection process was directed toward gathering information about the roles and efforts of guidance and counseling teachers in improving students' learning motivation. The research process was conducted by considering the participants' willingness to provide information and maintaining the confidentiality of the information obtained.

Data Analysis

The collected data were analyzed using three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, organizing, and simplifying information obtained from interviews, observations, and documentation. Data display was conducted by arranging the reduced information systematically to facilitate interpretation. The final stage involved drawing conclusions based on the findings to answer the research focus. This data analysis procedure followed the qualitative data analysis model proposed by (Sugiyono, 2024). The analysis aimed to provide a comprehensive description of the role of guidance and counseling teachers in improving students' learning motivation at St. Theresia Catholic Junior High School, Kupang.

Results and Discussion

Results

Based on the results of interviews with three guidance and counseling teachers at St. Theresia Catholic Junior High School, Kupang, it was found that students' learning motivation varied. Some students had demonstrated enthusiasm in participating in classroom learning activities, while others continued to exhibit low learning motivation. This condition was reflected in students' behavior, including difficulty maintaining focus during lessons, limited classroom participation, reluctance to complete assignments, lack of attention to teachers' explanations, and frequent delays in completing assigned tasks. Mrs. AF explained that "some students are enthusiastic about participating in lessons, while others are still less motivated and need encouragement." A similar statement was expressed by Mrs. EP, who indicated that several students were still not sufficiently serious about participating in learning activities. Meanwhile, Mr. AL also stated that students' learning motivation varied considerably, as some students continued to demonstrate low levels of motivation.

The interview findings also revealed that low learning motivation among students was caused by several factors, both internal and external. Internal factors included laziness, lack of interest in learning, limited awareness of the importance of education, and the absence of clear learning goals. Meanwhile, external factors included peer influence, family problems, and insufficient support from home. These conditions caused some students to lack the encouragement needed to participate seriously in classroom learning activities.

In improving students' learning motivation, guidance and counseling teachers play an important role in providing encouragement, direction, guidance, and assistance to students experiencing learning difficulties. Based on the interview findings, all three guidance and counseling teachers stated that they made efforts to help students better understand the importance of learning and develop enthusiasm for achieving their educational goals. Mrs. AF stated that "as a guidance and counseling teacher, I provide motivation and direction, and assist students who experience learning difficulties." Mrs. EP also explained that her role involved helping and assisting students, particularly those experiencing learning-related problems. Meanwhile, Mr. AL stated that his role was to provide motivation, direction, and assistance so that students could understand the importance of learning.

The efforts undertaken by guidance and counseling teachers to improve students' learning motivation included providing information services, group guidance, and individual counseling according to students' needs. In implementing these services, guidance and counseling teachers first approached students to identify the problems contributing to their low learning motivation. Mrs. AF explained that "I usually call the students and talk to them privately to find out about their problems. After that, I provide guidance and motivation." Mrs. EP also stated that she first identified the underlying causes of students' problems before providing counseling or guidance based on their specific circumstances. A similar explanation was given by Mr. AL, who stated that the approach involved communicating directly with students to identify their problems and help them find solutions.

In carrying out these efforts, guidance and counseling teachers also encountered several challenges, including students' reluctance to openly discuss their problems, their limited willingness to change, and differences in individual characteristics that influenced how they responded to guidance and counseling. Mrs. AF stated that "the challenges include some students who find it difficult to open up, while others are not yet willing to change." Mrs. EP explained that each student has different characteristics, requiring varying amounts of

time and different approaches. Meanwhile, Mr. AL stated that not all students immediately accepted the guidance provided, making continuous assistance necessary.

Despite these challenges, the interview findings indicated that the provision of guidance services and assistance by guidance and counseling teachers had begun to produce positive changes in some students. These changes were reflected in increased enthusiasm for learning, greater attention during classroom activities, and improved responsibility in completing assignments. Mrs. AF explained that "some students have shown improvement. They are beginning to demonstrate greater enthusiasm for learning and become more responsible for their assignments, although others still require guidance." Mrs. EP also stated that some students had begun paying greater attention to lessons and making efforts to complete their assignments. Similarly, Mr. AL reported that some students had demonstrated better learning enthusiasm, although continued monitoring and follow-up assistance remained necessary.

Discussion

Based on the research findings, it can be concluded that the role of guidance and counseling teachers is essential in supporting efforts to improve students' learning motivation at St. Theresia Catholic Junior High School, Kupang. Learning motivation is one of the factors that influences students' success in participating in the learning process. This is consistent with Rahman (2021), who explains that learning motivation refers to an internal drive that encourages individuals to engage in activities to achieve specific goals. With sufficient motivation, students are more encouraged to participate in classroom activities, complete assignments, and strive to achieve good academic results. Conversely, students with low learning motivation tend to demonstrate less enthusiasm and limited participation in learning activities.

Low learning motivation among students, as identified in this study, was characterized by a lack of attention during lessons, reluctance to complete assignments, limited classroom participation, and insufficient seriousness in engaging in learning activities. These conditions indicate that students' learning motivation still requires attention and appropriate intervention from guidance and counseling teachers. This finding is consistent with Rasendriya et al. (2023), who explain that low learning motivation can cause students to become reluctant to engage in learning activities, consequently affecting their ability to achieve satisfactory academic results. Therefore, guidance and counseling teachers need to provide appropriate assistance based on students' needs and the problems they experience.

The role of guidance and counseling teachers in improving learning motivation is reflected in their provision of encouragement, direction, guidance, and assistance to students. Guidance and counseling teachers not only assist students experiencing learning difficulties but also encourage them to develop awareness of the importance of education and responsibility for their learning activities. Accordingly, guidance and counseling teachers need to pay particular attention to students experiencing a decline in learning motivation so that they receive the necessary support and encouragement to improve their learning habits.

In addition to providing motivation and direction, guidance and counseling teachers also play a role in delivering guidance and counseling services according to students' needs. Based on the research findings, the services provided included information services, group guidance, and individual counseling. Through information services, students are given an understanding of the importance of learning and their responsibilities as learners. Through group guidance, students receive direction and opportunities to share experiences related to learning difficulties. Meanwhile, through individual counseling, guidance and counseling teachers can help students understand personal problems that influence their learning motivation. This is consistent with Pabelan et al. (2026), who explain that guidance and counseling teachers can help improve students' learning motivation through group guidance, individual counseling, and group counseling services tailored to students' needs.

In carrying out their roles, guidance and counseling teachers also approach students directly to identify the factors contributing to their low learning motivation. This approach is important because each student has different problems and individual characteristics. By identifying the underlying causes of these problems, guidance and counseling teachers can determine appropriate forms of assistance, provide direction, and help students find solutions to the difficulties they experience. This indicates that improving learning motivation cannot be achieved merely through advice; it also requires continuous guidance and attention.

However, the implementation of the roles of guidance and counseling teachers still faces several challenges, including students' reluctance to open up, their limited willingness to change, and differences in individual characteristics that influence their responses to guidance. These conditions indicate that improving learning motivation requires time and a gradual process. Therefore, guidance and counseling teachers need to establish positive relationships with students, create a comfortable counseling environment, and apply approaches that correspond to each student's individual circumstances. Furthermore, cooperation with subject teachers, homeroom teachers, and parents can also support efforts to improve students' learning motivation.

In addition, the guidance services and assistance provided by guidance and counseling teachers have resulted in positive changes among some students, such as increased enthusiasm for learning, greater attention during classroom activities, and improved efforts to complete assigned tasks. Thus, the efforts of guidance

and counseling teachers in providing motivation, direction, and guidance and counseling services can help students develop stronger motivation to improve their learning activities. Nevertheless, these changes need to be continuously monitored because not all students demonstrate progress within the same period of time.

Conclusion

Guidance and counseling teachers play an important role in improving students' learning motivation at St. Theresia Catholic Junior High School, Kupang. This role is carried out through the provision of motivation, direction, guidance, information services, group guidance, individual counseling, and assistance to students experiencing learning difficulties. Through these efforts, some students have begun to demonstrate positive changes, such as showing greater enthusiasm for participating in learning activities, paying more attention to lessons, and taking greater responsibility for completing assignments. Nevertheless, some students still require continuous assistance and guidance to improve their learning motivation.

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Conflict of Interest

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The authors were responsible for research conceptualization, methodology development, data collection, data analysis, interpretation of research findings, preparation of the original manuscript, and review and editing of the final article.

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