



Profile of Learning Motivation of Students with Minang Ethnic Background and its Implication in Guidance and Counseling

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ABSTRACT

Good learning motivation will affect student success and achievement at school. Learning motivation is the power and drive that directs students to perform their academic responsibilities. This study was conducted to determine the learning motivation profile of students with Minang ethnic background. This study used a quantitative approach with descriptive methods. The sample in this study consisted of 99 high school students who were taken by purposive sampling. The special criteria are students with Minang ethnic background. Data was collected using a learning motivation scale with a Likert model and tested for validity and reliability. The results concluded that the learning motivation profile of students with Minang ethnic background is moderate. This outlines that Minangkabau culture has a fairly good influence on student learning motivation, where, based on the data description results, no students have low learning motivation. The implication of this research is as a reference for guidance and counseling teachers regarding the importance of paying attention to the condition of student learning motivation at school. Paying attention should be done by looking at the background and characteristics of each student.

KATA KUNCI

Motivasi Belajar;
Suku Minang;
Bimbingan dan
Konseling;
Siswa

ABSTRAK

Motivasi belajar yang baik akan mempengaruhi keberhasilan dan prestasi siswa di sekolah. Motivasi belajar adalah kekuatan dan dorongan yang mengarahkan siswa untuk melakukan tanggung jawab akademis mereka. Penelitian ini dilakukan untuk mengetahui profil motivasi belajar siswa yang berlatar belakang etnis Minang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Sampel pada penelitian ini terdiri dari 99 siswa SMA yang diambil dengan cara purposive sampling. Yang menjadi kriteria khususnya adalah siswa yang berlatar belakang etnis Minang. Penghimpunan data dilakukan dengan skala motivasi belajar dengan model Likert, yang telah diuji validitas dan reliabilitasnya. Hasil penelitian menyimpulkan bahwa profil motivasi belajar mahasiswa berlatar belakang etnis Minang secara umum adalah pada kategori sedang. Hal ini menguraikan bahwa budaya Minangkabau memberikan pengaruh yang cukup baik terhadap motivasi belajar siswa, dimana berdasarkan hasil deskripsi data bahwa tidak ada siswa yang mempunyai motivasi belajar yang rendah. Implikasi penelitian ini sebagai rujukan bagi guru bimbingan dan konseling mengenai pentingnya memperhatikan kondisi motivasi belajar siswa di sekolah. Dalam memperhatikannya sebaiknya dengan melihat bagaimana latar belakang dan karakteristik dari setiap siswa.

1. INTRODUCTION

One of the things expected from the student learning process at school is none other than to achieve optimal results. Student learning outcomes are very important as a good parameter for students and teachers. Student learning outcomes for a teacher can be used as a reflection material to assess the level of success of the learning

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process. As for students, learning outcomes can be used to assess the level of student ability. Whether a change in a positive or negative direction requires preparation from various components, one of which is learning motivation. This aspect is one of the various important factors that determine the learning outcomes obtained by students (Elvira et al., 2022; Emda, 2017; Kurnia et al., 2024; Yogi Fernando et al., 2024). According to Täht et al. (2014), learning motivation is key to learning. Of course, it has been proven empirically by various studies which provide information that learning motivation has a positive effect on student learning outcomes (Alhadi & Saputra, 2017; R. J. Fauziah & Candra, 2023; Manurung & Manurung, 2021; Mesinay et al., 2024; Rahmi et al., 2019).

This shows the urgency of learning motivation, so it needs to be considered by teachers in schools. Bomia et al. (Zhang & Wang, 2023) stated that motivation in the field of learning is identified as the willingness, need, desire, and to participate and succeed in all learning activities. According to Rehman et al. (2020), learning motivation is the power that leads students to fulfill academic responsibilities and better learning processes. This learning motivation not only encourages the beginning of learning, but also the motivation to continue learning (Guilloteaux MJ & Dörnyei Z., 2008; Lin et al., 2023; Wang, 2008). So, the desire to continue learning will positively impact student learning outcomes and achievement. Based on this, it can be concluded that learning motivation is a power or encouragement that directs students to do and follow the learning process more optimally to fulfill their academic responsibilities. According to Worel & Striwell (Lestari & Fauziah, 2016), the aspects of learning motivation are responsibility, effort, perseverance, feedback, time, and goals.

Currently, the condition of student learning motivation still needs to be improved. There are still students who have low learning motivation. Research conducted by Rizki et al. (2023) at SMP Negeri 1 Sukowono found that 52.6% of students had low learning motivation, and 47.4% had high learning motivation. It can be observed that more than half of the sample still has low learning motivation. In addition, research conducted by Prananda & Hadiyanto (2019) at SDN 43 Sungai Sapih Padang stated that the condition of student learning motivation was 30.61% of students with low learning motivation, 65.30% with moderate learning motivation, and only 4.0% with high learning motivation. Previous research has not paid attention to several important aspects and characteristics of the sample, one of which is the condition of cultural background, so it needs to be followed up by exploring how student learning motivation is when viewed from these important characteristics.

Based on various descriptions of the previous data, student learning motivation still needs to be addressed. Because the problem of low learning motivation will impact other important aspects that will lead to the ineffectiveness of the student learning process and the learning outcomes, low motivation to learn will cause low student interest in learning. Where learning motivation has a positive relationship with student interest in learning (Fauziah et al., 2017; Mahiyuddin & Alwi, 2023). In addition, various studies have also concluded that learning motivation is negatively correlated with academic procrastination (Nitami et al., 2015). If students' learning motivation is high, academic procrastination will also decrease. Vice versa, if the student's learning motivation is low, his academic procrastination will also increase (Indrawati & Pedhu, 2022).

Furthermore, based on the above study, we must pay attention to students' learning motivation at school. Learning motivation refers to several researchers mentioning that it is classified into intrinsic and extrinsic motivation (Chan et al., 2023; Ryan & Deci, 2000). Various other aspects also influence low or high student learning motivation. Various factors affect learning motivation, including cultural factors (Keumala et al., 2019). Where each ethnicity adheres to its special values regarding learning. Japanese mothers focus more on effort than ability, while American mothers prioritize good school performance. In this case, the value system followed by parents certainly impacts parental involvement in instilling energy in their children (Yani, 2021).

In Indonesia, there are also many ethnic groups with their own cultures. One of the largest ethnic groups in Indonesia is the Minangkabau tribe. The location where this research was conducted is where most of the students enrolled are from Minangkabau ethnic backgrounds, which is where this culture affects students' lifestyles, learning, and motivation. The lifestyle of each ethnic group has its characteristics. The view of life is derived from the values adopted to strengthen the cultural identity (Yusra et al., 2023). One of the famous views or philosophies of education in Indonesia originating from Minangkabau is "Alam takambang jadi guru". This philosophy is also a customary norm and its derivatives to run a life regulated in Minangkabau customs (Sari et al., 2023). Minangkabau people think and take lessons from natural provisions. So, usually, all the adages as their customary guidelines are derived from events in this universe. In the history of Indonesia, Minangkabau has been listed as a region with a leading education in Indonesia, in this case, not only general science but also religious science. Based on this achievement, the researcher felt interested in paying attention to the profile of the learning motivation of students with Minangkabau ethnic background, as well as its implications in guidance and counseling. To be able to see how

Minangkabau culture impacts student learning motivation and assess whether the Minangkabau tribe has a positive influence on this aspect of learning.

2. METHOD

2.1 Research Design

This type of research is quantitative research that utilizes descriptive methods. The use of quantitative methods is based on the assumption that the research results will be able to minimize subjectivity with data exposure using numbers.

2.2 Research Subject.

This research was conducted in 2024, with the participation of 99 high school students as samples drawn by applying purposive sampling techniques. The criteria that became the basis for drawing samples were students with Minang ethnic backgrounds.

2.3 Data Collection

The data collection instrument used is a Likert model learning motivation scale, which has been tested for validity and reliability. The data collected is interval data, then processed using a descriptive analysis method.

2.4 Data Analysis

Quantitative descriptive analysis is a method to examine, then describe, and explain the concepts or variables studied objectively and draw conclusions from observable phenomena using numbers.

3. RESULTS AND DISCUSSION

3.1 Results

1) Description of Student Learning Motivation by Aspect

Descriptive data analysis regarding the learning motivation of students with Minang ethnic background is based on aspects assessed, namely aspects of responsibility, effort, perseverance, feedback, time, and goals. It will be presented in the following table.

Table 1. Description of Student Learning Motivation by Aspect

Category	Responsibility	Effort	Perseverance	Feedback	Time	Goals
High	46	62	49	42	67	52
Medium	53	31	50	57	32	47
Low	0	1	0	0	0	0
Total	99	99	99	99	99	99
Mean	13,73	20,73	16,61	32,72	11,38	10,49

To observe in more detail the presentation of data in the table above, a graph will be presented regarding the description of the learning motivation of students with Minang ethnic backgrounds from various aspects, namely as follows.

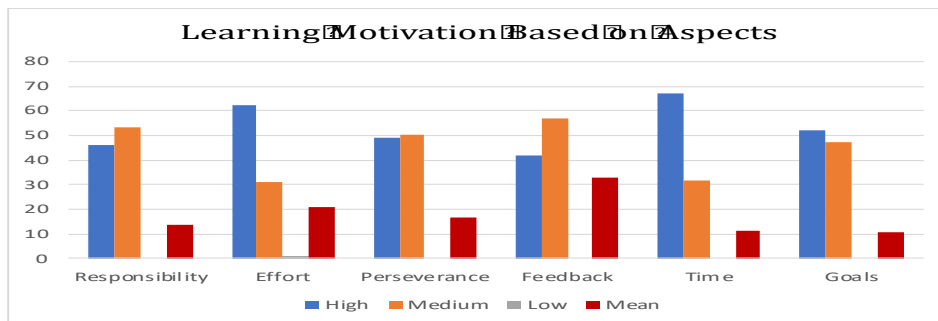


Figure 1. Description of Student Learning Motivation by Aspect

Based on the table and graph above, it can be observed that student learning motivation, generally seen from the aspect of responsibility, is in the moderate category, with a mean score of 13.73. Forty-six students have learning motivation in the aspect of responsibility in the moderate category, or with a percentage of 46.4%. Then, as many as 53 students, or with a percentage of 53.6%, have high learning motivation seen from the aspect of responsibility. Then, the condition of student learning motivation, when viewed from the aspect of effort, is generally moderate, with a mean score of 20.73. Based on that, 62 students, with a percentage of 62.6%, have learning motivation from the aspect of effort in the high category. Then, as many as 36.3%, or equal to 36 students, have learning motivation in the aspect of effort in the medium category. In addition, 1 person, or 1.01% of students from the total sample, has low learning motivation regarding effort.

Furthermore, the condition of student learning motivation in the diligent aspect can be seen in the table above; generally, it is moderate, and the mean score obtained is 16.61. In this aspect, 49 students have learning motivation in the diligent aspect in the high category or with a percentage of 49.4%. Meanwhile, students with learning motivation in the diligent aspect, namely 50 students, or with a percentage of 50.6%. Then, student learning motivation is seen from the feedback aspect at a moderate level overall. Namely, the mean score obtained is 32.72. A total of 42 students with learning motivation in the feedback aspect are in the high category, and the percentage is 42.5%. In the moderate category, there are 52 students, and the percentage is 52.5%.

Then, the condition of student learning motivation, as seen in the aspect of time, is generally in the high category. The mean score obtained in this aspect is 11.38. In this aspect, there are 67 students who have high learning motivation, with a percentage of 67.6%, while in the moderate category, there are 32 students, with a percentage of 32.4%. The last aspect, the aspect of the goal observed in general, is in the medium category, with a mean score of 10.49. In this aspect, 52.5% or 52 students were in the high category. In addition, students with learning motivation

2) Profile of Learning Motivation of Students with Minang Ethnic Background and its Implication in Guidance and Counseling

The previous discussion has described the learning motivation of students with Minang ethnic background based on its aspects. Then, this discussion will examine the profile of student learning motivation with Minang ethnic background. The results of the descriptive analysis that has been carried out can be observed in the following table.

Table 2. Profile of Learning Motivation of Students with Minang Ethnic

Category	Interval	Amount	Percentage
High	≥112	20	20,20%
Medium	68-111	79	79,80%
Low	≤67	0	0
Total		99	100%
Mean		105,69	

To clarify the data presented in the table above, a graph of the learning motivation profile of students with Minang ethnic background is presented.

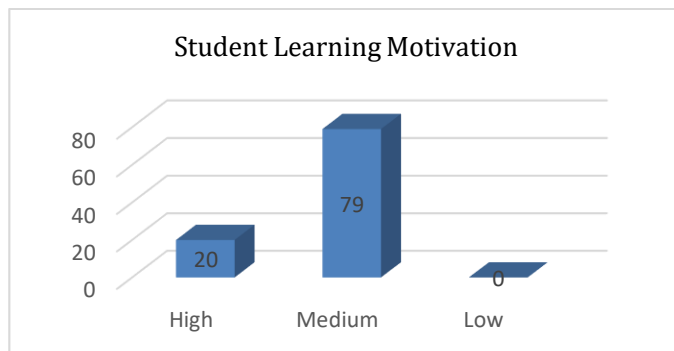


Figure 2. Profile of Learning Motivation of Students with Minang Ethnic

Based on the table and graph above, the overall condition of student learning motivation with Minang ethnic background can be observed. Descriptive analysis shows that 20 students have high learning motivation or a percentage of 20.20%. At the same time, students with moderate learning motivation amounted to 79 students from the total sample, with a percentage of 79.80%. So, it can be concluded that, generally, the learning motivation of Minang ethnic students is moderate, with the acquisition of the mean score obtained at 105.69.

3.2. Discussion

After reviewing the results of the previous data analysis on the learning motivation of students with Minang ethnicity, I found that students' overall learning motivation is still moderate. This illustrates that Minangkabau culture has a good effect on students' learning motivation, both from traditions, customs, learning orientation, and learning styles, so it can be seen from the data that none of the students have low learning motivation. Various studies show that learning motivation is indeed influenced by individual culture, as in Lim's (2004) study, which presented the main findings that there are significant differences in learning motivation between US and Korean online students. In addition, his research also revealed that the cultural orientation adopted by individuals and the unique characteristics of students affect the learning motivation of online students in each country. Likewise, Lo (2024) presented differences in student learning motivation in Hong Kong and the UK, where each culture shows differences in learning strategies and skills.

Based on the results of previous data processing, students with Minang ethnicity, in general, still have learning motivation in the moderate category. This means further efforts are needed to increase and maintain this learning motivation. One alternative to increasing student learning motivation is implementing guidance and counseling services. Counseling guidance services help students with problem alleviation or curative issues and include preventive efforts and student self-development towards the best (Fitriani et al., 2022). Some guidance and counseling efforts that can be made to increase student learning motivation include providing information services, implementing individual counseling, providing guidance and encouragement, carrying out good cooperation with subject teachers, as well as homeroom teachers, and even making home visits so that parents also participate in this (Fadila et al., 2022).

In addition, there are effective guidance and counseling services to be implemented to encourage increased student learning motivation, namely group guidance services (Defisah et al., 2021; Hadi et al., 2016; Sadif et al., 2024; Safitri et al., 2024). According to Munawaroh & Wangid (2022), group guidance is a counseling guidance service that seeks to assist a person in achieving perfect development in accordance with his interests, talents, abilities, and values and its implementation in a group method. Neviyarni (2019) explains that group guidance services provide opportunities and assistance to students so that they can develop in terms of personality, relationships with the social environment, learning activities, positions/jobs, and decision-making, and also the implementation of certain activities using dynamic groups. In addition, various studies have shown that group activities help students in various important matters (Michaelsen et al., 2014). And also, according to Brown et al. (Yusop et al., 2018), group activities make students will encourage and support each other. Therefore, based on research results with empirical data, there is an increase in student learning motivation after implementing group guidance.

Furthermore, various studies have also stated that information services effectively increase student learning motivation. Abkin (Putri et al., 2015) explains that information services are services in counseling that assist students in receiving and understanding various personal, social, learning, career/position, and further education information in a directed, objective, and wise manner. Counselors can provide information services directly and openly to all students at school. The methods are varied and flexible and can be used in classical or group formats. The format to use depends on the type of information and the characteristics of the service participants (Wahid & Suhaili, 2024). Ideally, the implementation of information services can use various methods to optimize students' understanding of service material. The study results show data that implementing information services can foster student learning motivation (Fitri et al., 2016; Suciana & Atieka, 2014; Ulfa & Awalya, 2016).

In addition to these two services, group counseling services positively influence student learning motivation. Group counseling is a therapeutic process directed by a professional and trained counselor involving several people (Gültekin et al., 2011; Y. M. Yusop et al., 2020). Group counseling is very advantageous to implement because, according to Guttmacher & Birk (1971), accepting each individual in group therapy creates a feeling of belonging that can give clients the ability to survive in dealing with various problems that are very disturbing. This shows that group counseling can be one of the best options to be implemented. Therefore, based on a review of various studies, it is concluded that group counseling services can increase student learning motivation effectively (Hashanah,

2024; M. Lestari et al., 2023; Nasution et al., 2024). According to Wahid et al. (2024), the implementation of various guidance and counseling services is expected to be integrated with varied techniques and, most importantly, by the needs and character of students.

4. RESEARCH IMPLICATIONS

This research is expected to be an illustration for guidance and counseling teachers regarding the importance of paying attention to the condition of student learning motivation at school. It should be done by looking at the background and characteristics of each student. This study focuses on students with Minang ethnic backgrounds. This research can also be a basis and guideline for providing follow-up on the problem of student learning motivation at school, especially for students with Minang ethnic backgrounds. Follow-up activities are expected by providing guidance and counseling services that are recommended to be implemented and proven effective in increasing student learning motivation.

5. CONCLUSIONS

Learning motivation plays an important role in the success of the student learning process. This aspect of strength and encouragement brings students to carry out their academic responsibilities. The formation of good learning motivation in students not only encourages them to start learning but also encourages them to continue learning. The research results conclude that the learning motivation profile of students with Minang ethnic background is generally in the moderate category. This condition illustrates that student learning motivation still needs improvement to encourage learning achievement. Therefore, the researcher's suggestion to the school counselor is to be able to try to maintain the learning motivation of Minang tribe students who are already quite good and improve or improve those who are not good enough. Improvement efforts can certainly be made by implementing various guidance and counseling services.

The Minang culture upholds the values of education, religion, and competition and encourages students to continue to excel. However, social pressure can also be a challenge for some students. Students with a Minang ethnic background tend to have learning motivation influenced by their cultural values, such as the spirit of migration, hard work ethic, and the drive to achieve as a form of respect for family and community.

Recommendation. Guidance and counseling teachers need to understand the cultural background of Minang students to provide relevant services, such as cultural and religious values-based approaches. Guidance that supports the development of personal and social skills can help students cope with social pressure and maintain emotional balance. Intervention strategies can focus on strengthening intrinsic motivation and managing family or community expectations.

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All authors, AW, N, and HN, contributed fully to the completion of this article. AW contributed to the idea development and article writing. N and HN contributed to reviewing and assessing the methods and overall systematic writing of the article.

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