

ANALYSIS OF STUDENT LEARNING MOTIVATION ON THE BASIS OF PROVIDING GUIDANCE AND COUNSELING SERVICES TO HIGHER EDUCATION

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Abstract: This study aims to analyze student interest in learning so that data can be used as a basis for providing guidance and counseling services in tertiary institutions. The research method uses a quantitative approach. The subjects of this study were 46 students. The research instrument is a questionnaire. Data analysis using percentage technique. The results showed that students' interest in participating in the learning process was in the very high category 17.39%, high 26.29%, medium 21.74%, low 23.91% and very low 10.78. Guidance and counseling services designed for students who have motivation in the very good, good and sufficient category can be provided with online information sharing services via the website to all students as a function of prevention, development and maintenance. Whereas in the low and very low categories, responsive services are provided to category students through individual counseling and group counseling. As a function of tightening the problems encountered.

Keywords: *Analysis, Motivation, Guidance and Counseling Services.*

INTRODUCTION

Each tertiary institution expects its students to master the knowledge, skills and attitudes that are in accordance with the profile of its graduates. Universities should be able to produce graduates who master science and/or technology to meet national interests and national competitiveness (Ministry of Education, 2012). To Make this happen. The study program has a curriculum structure and certain learning methods to realize graduate profile competencies through lecture activities and guidance and counseling services.

Each tertiary institution expects its students to master the knowledge, skills and attitudes that are in accordance with the profile of its graduates. Universities should be able to produce graduates who master science and/or technology to meet national interests and national competitiveness. To achieve this, study programs have a specific curriculum structure and learning methods to realize graduate profile competencies through lecture activities and guidance and counseling services.

Various courses are designed and implemented by study programs and lecturers in order to transform and develop knowledge so that students have the expected competencies but the role of student motivation in undergoing the lecture process becomes very important and is one of the determining factors in achieving the profile of graduates who are expected. Motivation is the basis for people starting, continuing or ending certain behaviors at certain times (Kazdin et al., 2000). Motivation appears in various levels of strength, the higher the level of strength, the greater the influence of the behavior that appears (Mele, 2005). Intrinsic motivation will appear to carry out activities in obtaining knowledge (Lepper et al., 2005); (Lin et al., 2008), while extrinsic motivation comes from outside so that individuals try to satisfy external values and demands (WANG & Guthrie, 2004). These two motivations should contribute to each other in the lecture process so that students in participating in the learning process not only conquer challenges, fulfill curiosity, gain novelty and develop fantasies and get pleasure but also can meet the demands expected of study programs so that they can be used as a barometer in curriculum achievements that have been held.

Low student learning motivation needs to be given guidance and counseling services as an alleviation effort so that interest and focus on learning increases. The provision of services is also a form of prevention so that the learning problems experienced by students do not get worse which can hinder the achievement of mastery in learning. Likewise, students who have high learning motivation also need to be provided with services as a development and maintenance effort so that good motivation is maintained and can even be developed further in optimizing their potential and achieving competencies according to the graduate profile.

Strengthening motivation really needs to be done because motivation is important and significant (Gohari et al., 2013) which is "the intention in acquiring the knowledge and skills you want to develop" (Brophy, 2004) and becomes an internal drive in fulfilling desires and needs (Ugah & Okpara, 2008), even people

who have good motivation can not only achieve the goals of an agency/organization but also what they dream of (Singla, 2008). The Results of previous research prove that there are many ways and approaches that can be used by counselors in overcoming students' motivational problems, namely by providing information services (Fitri et al., 2016) Counseling (Utomo et al., 2018), group guidance (Fadilla et al., 2022) guidance inside and outside the classroom, (Thorifah, Sri Bintang Anshar Alim, Budiyanto, 2020). Approaches and service materials are adapted to the problems so that the problems encountered are resolved. If the problem of student motivation is ignored and considered a trivial matter, it will have an impact on hampering the achievement of the expected graduate profile which reflects the quality of a study program or campus.

Given the importance of motivation for students in learning, lecturers and integrated counseling service units in tertiary institutions need to know and pay attention to student motivation. The profile of student motivation in learning can be used as one of the foundations in providing guidance and counseling services. Good learning motivation will support the achievement of the expected curriculum and graduate profile competencies, but if learning motivation is poor, students will experience various learning problems which can cause students to drop out because they cannot carry out their duties and obligations every semester. Kemenristekdikti data for 2017 shows that the drop-out rate in tertiary institutions is quite high, such as in PTN and PTS Bengkulu province reaching 8.24% (Kasih, 2019) so this number needs to be reduced through the implementation of guidance and counseling.

Guidance and counseling services in tertiary institutions include academic and non-academic services that can be carried out by lecturers as academic supervisors (PA) and integrated guidance and counseling service units (UPBKT). Services are provided to help students adapt to environmental demands in order to be able to realize their potential optimally, guide them to avoid obstacles or problems during the lecture process, assist in making and making decisions so that they can be carried out responsibly, help prepares future plans, and helps with problems and student personal, social, learning and career development (Rahmad Hidayat et al., 2018). However, data in the field shows that the role of Academic Advisors tends to only give approval for taking courses each semester and signing files. Discussion of problems in undergoing the lecture process is rarely carried out. Meanwhile, the role of the integrated guidance and counseling service unit tends to only wait for students

who want counseling and there is no service program that is carried out based on an analysis of the needs and problems faced by students. Therefore, this research was conducted to collect data regarding the motivation of BKPI students in participating in the learning process so that the data can be analyzed and used as a basis for preparing programs in providing guidance and counseling services. Services can be carried out by academic supervisors and integrated guidance and counseling service units (UPBKT) on campus to help solve student problems.

METHODS

This research uses a quantitative approach. Has the characteristic of data analysis techniques using statistics objectively (Creswell, 2010). The research subjects were all BKPI students currently studying in semesters II, IV and VI with a total of 49 people. The sample is saturated sampling, namely sampling is done by involving all members to the population as samples. The research instrument used a questionnaire totaling 20. The questionnaire contained statements about motivation to learn studied from intrinsic and extrinsic aspects, which is presented in

Tabel 1 Score Classifacion Guidelines

Classification	Score
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The research data is calculated using the calculation technigue according. Data analysis techniques by calculating through percentages. The results of the statistical description data will become the basis for determining the type of

guidance and counseling services, which can be used as a reference for academic supervisors, as well as the Integrated Guidance and Counseling Service Unit (UPBKT). The stages of the research are broken down as shown below:

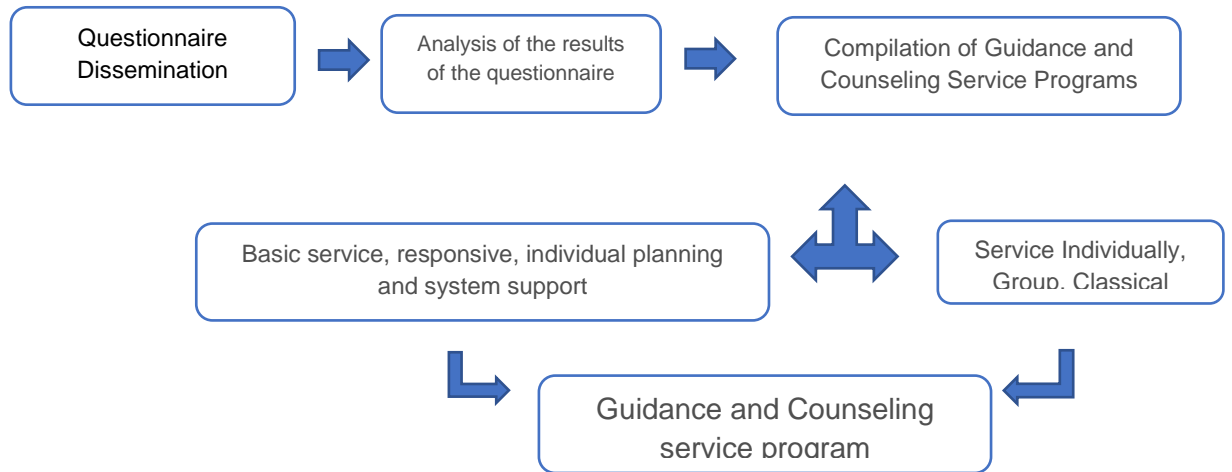


Figure 1. Research Flow

RESULT

The results of the study obtained descriptive statistical data on student learning motivation in undergoing the lecture process broken down in table 2 below:

Table 2. Descriptive Statistics of student learning motivation

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Intrinsic	46	20.00	37.00	1299.00	28.2391	4.56647
Extrinsic	46	21.00	44.00	1516.00	32.9565	6.41857
Motivasi	46	41.00	79.00	2815.00	61.1957	9.47188
Valid N (listwise)	46					

The data explain that the highest score for intrinsic motivation is obtained by 38 from an ideal score of 45. Meanwhile, for extrinsic motivation, a mean of 28 is obtained from an ideal score of 55 and student motivation as a whole is obtained by a mean of 61 from an ideal score of 100. Descriptive statistical data is the basis for determining the range of categories of student motivation in learning is broken down in table 3 below:

Table 3. Achievement of student motivation categories in learning

		Very high	High	Medium	Low	Very Low	Total
Intrinsic	F	7	11	12	9	7	46
	%	15,22	23,91	26,09	19,57	15,22	100
Extrinsic	F	10	6	18	6	6	46
	%	21,74	13,04	39,13	13,04	13,04	100
Motivation	F	10	6	16	8	6	46
	%	21,74	13,04	34,78	17,39	13,04	100

Data shows that students' intrinsic motivation in learning is more dominant than extrinsic motivation. But overall, it was found that 34.78% of students had the motivation in the very high and high categories so that lecturers, study programs and integrated guidance and counseling service units (UPBKT) on campus could provide basic services to strengthen the development and maintenance functions so that motivation was maintained and can be increased up to the maximum limit. 34.78% of students have been learning motivation that tends to fluctuate so it is necessary to provide guidance and counseling services so that the function of prevention and control occurs. 30.43% of students who have low or even very low motivation need to be given responsive services so that various learning problems can be solved, which have an impact on increasing student learning motivation.

Based on the data on student motivation in learning, it is analyzed in detail to determine the types of guidance and counseling services that can be provided to students. The dominant student motivation data is always and often done so that it is included in the good category, broken down in the following list of table 4:

Table 4. Dominant Student Motivation is Always and Often Done in Learning.

Motivation	Category		Always		Often		Sometimes		Seldom		Never	
	F	%	F	%	F	%	F	%	F	%	F	%
I want to know a lot about lecture material.	29	63,04	10	21,74	7	15,22	0	0,00	0	0,00	0	0,00
Interested in things that have not been studied.	4	8,70	19	41,30	12	26,09	11	23,91	0	0,00	0	0,00
I want to understand the material through exploration of lecture topics.	9	19,57	10	21,74	10	21,74	10	21,74	7	15,22	7	15,22
Analyze further if obtaining doubts and learned truths.	6	13,04	13	28,26	15	32,61	7	15,22	5	10,87	5	10,87
A challenging learning atmosphere can develop thinking processes.	4	8,70	14	30,43	16	34,78	9	19,57	3	6,52	3	6,52
The lecturer's explanation can be an inspiration to me.	22	47,83	8	17,39	14	30,43	2	4,35	0	0,00	0	0,00
Eager to learn if given assignments that can develop imagination in thinking.	10	21,74	10	21,74	12	26,09	9	19,57	5	10,87	5	10,87

The data explains that students are always and often motivated to want to know a lot about lecture material by 84.78%, students are interested in things that have not been learned by 50%, want to understand the material through exploring lecture topics and analyzing further if they get doubts and truths that learned 41%, felt a challenging learning atmosphere could develop thinking processes 39%, lecturer's explanations could be an inspiration experienced by 65% and excited to learn if given assignments that could develop imagination in thinking experienced by 43%. Motivation that is included in this good category can be provided with information services so that the goals of guidance and counseling include prevention, development and maintenance can be created so that motivation does not decrease, is maintained and even increases. Considering the large number of

students, services can be provided through online media, such as sharing information needed by students through guidance boards designed in the form of a website. Online information services can also be packaged in the form of leaflets, posters, banners, videos. Services are packaged in a short, concise, clear and attractive manner and in accordance with the problems faced by students so that students are interested in taking advantage of the services provided and can be accessed anytime and anywhere students are so that student learning motivation is maintained and even increased.

Even though the data for a whole has shown good motivation in learning, students are still found to be sometimes motivated. The data on students who have motivation tends to arise and fall because they are sometimes motivated are broken down in table 5 below:

Table 5. Dominant Student Motivation is Sometimes Done in Learning.

Motivation \ Category	Always		Often		Sometimes		Seldom		Never	
	F	%	F	%	F	%	F	%	F	%
Like the material being studied..	9	19,57	9	19,57	21	45,65	7	15,22	0	0,00
I will get something new every time I study.	4	8,70	6	13,04	20	43,48	10	21,74	6	13,04
Looking for fun learning methods in learning..	4	8,70	7	15,22	18	39,13	11	23,91	6	13,04
Sharpen self-potential in challenging learning.	3	6,52	8	17,39	25	54,35	7	15,22	3	6,52
Ask if there is material that is not understood.	4	8,70	4	8,70	19	41,30	12	26,09	7	15,22
Excited if there are fun surprises while learning.	3	6,52	6	13,04	19	41,30	11	23,91	7	15,22

The data shows that student learning motivation is in the sufficient category because it is done sometimes like 45.65% like the material being studied, 43.48% get new things every time they learn, 39.13% look for fun learning methods in learning. 54.35 % Sharpen self-potential in challenging learning. 41 . 30% ask if

there is material that is not understood and are eager to learn if there are pleasant surprises while learning. This condition of intermittent student motivation needs to be provided with basic and responsive services so that the goals of guidance and counseling services, namely prevention and alleviation, can be realized so that student learning motivation can increase. Overall, the implementation of services can be carried out directly or through the media which is conveyed through the campus guidance and counseling website.

Student motivation data is in the low category because dominant is rarely even never done during the learning process is broken down in table 6 below:

Tabel 6. Dominant Student Motivation is Rarely and Never Done in Learning

Motivation	Category									
	Always		Often		Sometimes		Seldom		Never	
	F	%	F	%	F	%	F	%	F	%
I repeat the material that has been studied.	4	8,70	7	15,22	13	28,26	13	28,26	9	19,57
Look for causes of learning difficulties to understand lecture material.	4	8,70	6	13,04	20	43,48	10	21,74	6	13,04
The lecturer's explanation can be an inspiration in learning.	2	4,35	7	15,22	14	30,43	8	17,39	15	32,61
I want to find out scientifically if there is a shift in the value of knowledge.	4	8,70	11	23,91	13	28,26	14	30,43	4	8,70
Study the material in depth so that you are professional in your career.	6	13,04	5	10,87	16	34,78	13	28,26	6	13,04
The conflict approach makes me interested and challenged in learning.	6	13,04	6	13,04	16	34,78	9	19,57	9	19,57
Reading books can stimulate thinking more deeply about the topic being studied.	3	6,52	8	17,39	15	32,61	12	26,09	8	17,39

Data shows that students are rarely even not motivated to repeat material that has been studied 47.83%, looking for causes of learning difficulties to understand lecture material 34.78%, listening to lecturers' explanations because they feel they cannot be used as inspiration in learning 50%, rarely or not want to find out scientifically if there is a shift in the value of knowledge 39.13%, don't want to and rarely study material in depth so that they are professional in pursuing a career 41.30%, not even interested and challenged in learning if the lecturer uses a conflict approach experienced 39.13% and rarely don't even want to read a book even though it can stimulate thinking more deeply about the topic being studied 43.48%. Student learning motivation in the low category can be given responsive services and individual planning. The implementation of services can be carried out directly through individual counseling services and group counseling guidance in order to achieve the service objectives, namely alleviation in guidance and counseling services. As a note for lecturers and counselors, topics and discussion of services refer to problems experienced by students who are broken down in the results from the questionnaire instrument analysis so that the services provided are in accordance with the problems and needs of students.

Discussion

Guidance and counseling services in tertiary institutions are carried out by academic advisers or commonly known as academic guardians and also carried out by counselors in the integrated guidance and counseling service unit known as UPBKT. Academic advisers and counselors should have knowledge of developmental theory, including: 1. Psychosocial which explains the specific development of students, including identity, goals, abilities, emotional regulation, autonomy, and integrity and relationships, which should be in line with the developmental tasks being faced, which includes the formulation of people's life philosophies adulthood, intimacy and career development. 2. Structural cognitive, namely how to develop feelings of meaning in life through perceptions and evaluations that are reflected in moral and intellectual so that they know how to think, act and be responsible and can control behavior as well as when they are in society. 3. Human interaction with their environment described through the harmony of interactions carried out by students who can lead to satisfaction and stability such as students carrying out roles in campus organizations so as to gain

the ability to live life. 4. Typology, namely the understanding of individual differences which include socialization patterns, personality types and temperaments (Gladding, 2012).

An understanding of developmental theory will help academic advisors, and counselors understand the various problems students often face. There are 2 categories of problems faced by students, namely personal social problems and academic problems such as lack of motivation or enthusiasm for learning and low curiosity in exploring knowledge (Nurihsan, 2009) so it is necessary to design a motivating learning environment in order to attract the attention of students (Keller, 2010). Motivation can provide the desired direction so that it can provide the impetus for action in the form of purposeful activities (Lee & Martin, 2017). Even the motivation given will affect what is learned, how the learning process is and when to choose to learn (Schunk & Usher, 2012). If students are motivated, they tend to be actively involved in the learning process, are diligent, show increased learning outcomes and creativity and like to do challenging activities (Samir Abou El-Seoud et al., 2014).

However, if students cannot respond to extrinsic motivation in the learning environment, then the role of intrinsic motivation is urgently needed as there are still lecturers who have not been able to create a lecture process that can stimulate student motivation in learning. If these conditions are found, students need to be provided with guidance and counseling services by academic supervisors and counselors. Guidance and counseling services in tertiary institutions must also be able to develop and implement a curriculum for basic guidance and counseling services, individual student planning, responsive services, and support systems (Kependidikan, 2007); (Sunaryo, 2017). Services carried out have several functions, including understanding, prevention (preventive), repair and healing (curative), development and maintenance (Permendikbud, 2014) so that students have a normal healthy personal condition and are able to increase motivation in learning.

Basic services can be carried out through classical or group structured experiences. Service materials are packaged on the basis of independence competency standards, which include developing achievement motivation. Responsive services can be provided in the form of counseling, consultation or handover to other experts who are characterized by behavioral symptoms, namely

a lack of positive study habits. Individual planning services are provided in order to be able to formulate and carry out activities related in the future through understanding the strengths and weaknesses one has and being able to take advantage of opportunities and opportunities available in their environment while system support can be carried out by counselors in collaboration and in collaboration with related parties (Kependidikan, 2007). Lecturers and counselors can do these various services to help overcome various learning problems so that they can increase student motivation in studying.

The implementation of guidance and counseling services in tertiary institutions will be carried out well if the service is designed based on the following flow so that a guidance and counseling framework is formed that is in accordance with the expectations and conditions of the counselee, and the environment is broken down in the following chart:

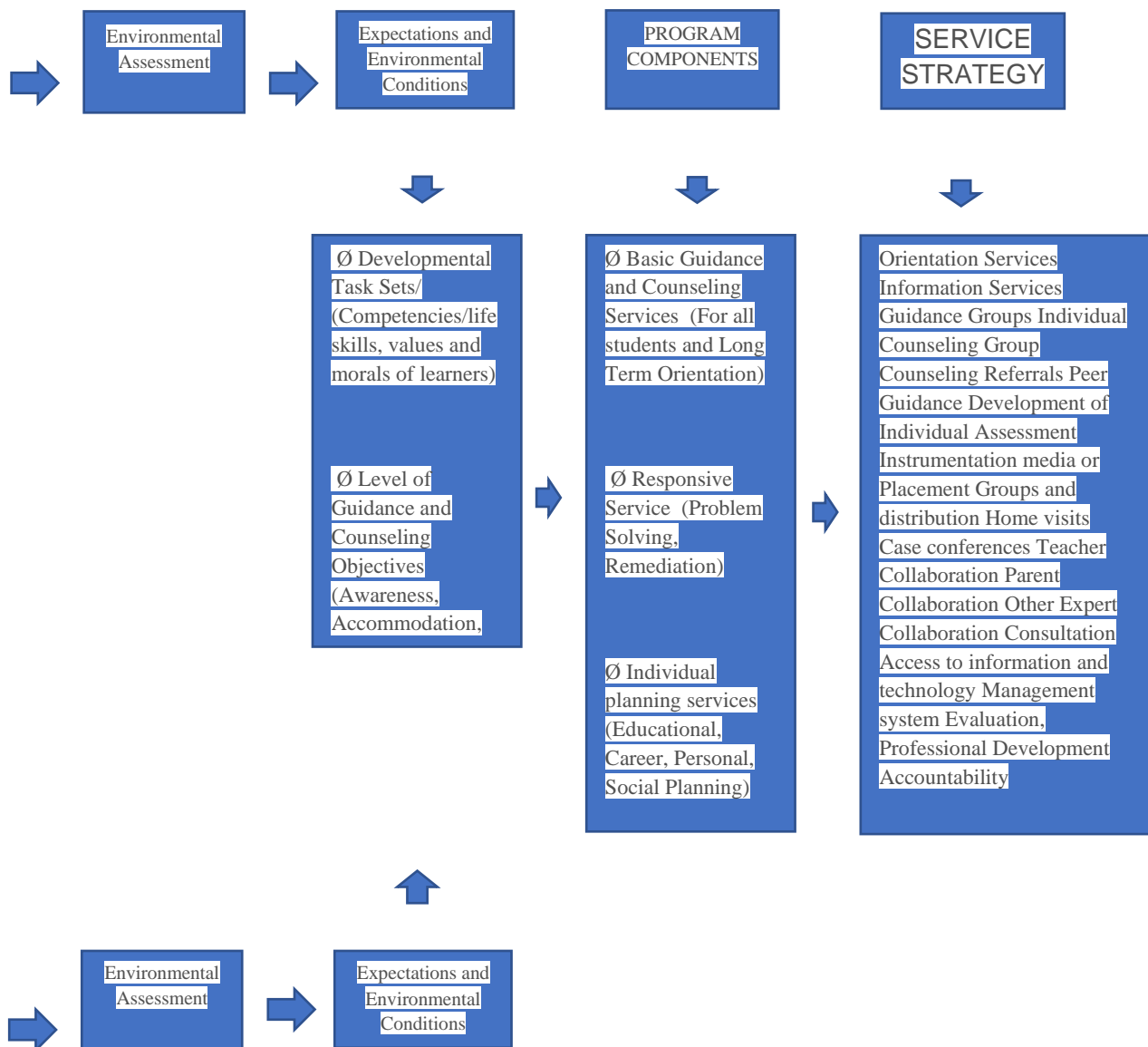


Figure 2 : The Complete Framework of Guidance and Counseling in The Formal Education Pathway (Kependidikan, 2007)

This framework is a reference for researchers in preparing guidance and counseling services, especially for students of the Islamic Education Guidance and Counseling Study Program at IAIN Curup, which are oriented towards learning motivation. The aspect of motivation is something that is important to improve because motivation provides the impetus for purposeful action and becomes a very important activity in realizing the desired direction (Lee & Martin, 2017). Motivation also has influence and plays a significant role in determining learning processes and outcomes (Wahyuni, 2020); (Andriani & Rasto, 2019). The implementation of guidance and counseling services can be carried out directly or

indirectly by utilizing telecommunications media such as: Facebook, MySpace, and Twitter email, chat, video conferencing, and text messages or short message systems (SMS) using telephones. , the Internet and teleconferencing (Zamani, 2009), even the use of web blogs and websites. Web Blogs are proven to be used as a place for feedback from students in the form of criticism or reflection (Poore, 2015) so that they are quite effectively used by counselors to monitor the implementation of information services uploaded on the website.

In addition, online guidance can stimulate students to understand services so that they are able to learn independently. Independent learning behavior can improve students' abilities and skills (H Hartini, 2021) However, the implementation of services byutilizing information and communication technology through online media requires expertise (Marolla, 2018) so this needs to be a concern for counselors and campuses so that the results can be maximum. Based on a review on the literature and facts in the field, in preparing the design of the guidance and counseling program in tertiary institutions, it should also be based on the analysis of the results of the need assessment so that the service design can be in accordance with the problems and needs of students.

Conclusion

Based on the results and discussion of the research, it can be concluded that the results of the data describing the condition of student motivation in learning can be used as a basis for determining the design of guidance and counseling services that can be carried out by lecturers and counselors in tertiary institutions. Services can be in the form of information services, group guidance and counseling services. Service content is tailored for the needs and problems of students. Good student motivation is carried out by services that can strengthen the preventive, development and maintenance functions so that motivation is always maintained and even increased. Services can be performed classically or in groups. While student motivation is at a moderate stage because it tends to rise and fall, it is necessary to carry out services that can realize preventive and curative function efforts so that sometimes lost motivation can be avoided by strengthening goals in undergoing the educational process.

Services are carried out in groups through information services and group guidance. Services for students who have good and moderate motivation can be

done directly offline or online by using website media in the form of guidance boards, leaflets, posters, banners, videos. Students with low motivation can be given responsive services such as individual and group counseling so that student learning motivation can be increased through the formation of positive study attitudes and habits.

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