

The Effectiveness of Goal Setting Training to Increase Student Motivation in The Hospitality Department of Vocational High School X Jakarta

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Abstract

Lack of ability to set goals can be one of the things that influences learning motivation. When there are clear goals, it will generate enthusiasm in achieving them that directs one's behavior to actively act in order to achieve a goal as well as in learning. In this study, the aim is to assist students in determining their goals and to see the effectiveness of the Goal Setting to increase motivation to learn in class X students in the hospitality department of Vocational School X Jakarta. The research method used in this study is the pre-test post-test group design and using purposive sampling for this study. From the research that has been done, it is found that there is an increase in student motivation.

Published by IJRP.ORG. Selection and/or peer-review under responsibility of International Journal of Research Publications (IJRP.ORG)

Keywords: Type your keywords here, separated by semicolons ;

1. Introduction

Vocational courses contained in SMK X are Hospitality, Tourism, Food, Karawitan Art and Dance. From observations that have been made, SMK X is a pretty good school, starting from the wide and well-maintained building structure and the availability of facilities for students to support the practicum in each vocational. At the beginning, SMK X only had three vocational schools. In 2012, SMK X added 2 majors, musical dance and karawitan dance.

The facilities available in SMK X are quite complete in supporting the implementation of practices in each of the existing departments including the availability of laboratories to support vocational practices such as the availability of restaurants for students from culinary classes, the existence of buildings provided for hospitality schools and so forth. SMK X has a building area that is arguably quite large and the atmosphere within the school environment is quite shady because of the availability of many parks and

plants.

Based on the results of interviews conducted with the school, although many facilities are provided, but this is felt not used by students to the maximum. The facilities available are not optimal to improve student learning achievement at the school. There are still many students who have grades below the average and there are also many students who are still lazy when in class and when in the field when doing practice. Students are more silent and not swift in their assignments.

The teachers stated that students tend not to have motivation to learn, when there are no teachers who supervise teaching and learning activities in the classroom or in the field, students are more likely to sit and chat with their friends, and are not serious in participating in field practice learning activities. Learning activities in the classroom are felt the same by the teacher, students are more likely to be passive in the classroom. In doing assignments, students also seem to be careless and rely more on remedial.

The results of the initial interviews conducted with SMK X students stated that students who attend SMK X mostly had reasons for choosing to enter SMK X because they were not accepted in high school and some also said that it was due to the choice of parents so that they entered SMK instead. the desires of the students themselves. Motivation is defined as strength, drive, needs, enthusiasm, pressure, or psychological mechanisms that encourage a person or group of people to achieve certain achievements in accordance with what they want and this also influences learning motivation as conveyed by Sudarwan, 2002. So that it causes students to be unenthusiastic about going to school, lazy to do assignments, feel compelled to take part in practical activities and not really in learning so that it causes most students to have grades that are below average. Through information from teachers at SMK X there are currently four classes in which all students get grades below the average. The four classes were intentionally postponed to take part in practical work activities because they felt they were not ready to go straight to the field to conduct field work practices and were feared would affect the good name of the school. Students from these four classes are known to have low learning motivation and one of them is the Hospitality class. It is felt necessary to provide treatment in order to help resolve the problem.

Motivation is a condition or internal status that directs a person's behavior to actively act in order to achieve a goal. To have good motivation, one must have clear goals said by Huitt, 2001. Based on this the researcher conducted an assessment to be able to provide interventions in overcoming the problem. The intervention given is the intervention by using the training "Goal Setting" to increase student motivation. Janasz, 2002 states that one of the benefits of Goal Setting is to increase motivation, through setting goals we direct our actions toward the fulfillment of dreams and ambitions, this process usually begins by setting additional steps to achieve goals.

The awarding of Goal Setting Interventions was previously carried out by Afrilya, 2015 with the title Effectiveness of Goal Setting Training Interventions for Socially Assisted Citizens (WBS) at Bina Karya Social Institution (PSVK) Pangudi Luhur Bekasi. Through this research, the results show that the administration of Goal Setting interventions is effective in increasing the goals of the social care fostered residents. Other research was also conducted by Dotson (2016) conducted in Kentucky to 328 students to improve their motivation and the results of the study showed that there was an increase in motivation by students after being given a goal setting intervention. Based on the description above, the study aims to provide goal setting interventions to students of SMK X Jakarta to be able to increase student motivation.

2. Research Methods

The population in this study were students who were in SMK X South Jakarta and the samples of

this study were students who were lacking in learning motivation contained in class X majoring in hospitality totaling 13 students. The sampling technique in this study used purposive sampling.

This study uses a type of experimental research design pretest post-test group design. The experimental design was carried out with a pretest before the treatment/intervention was given and a post-test after the treatment/intervention was carried out. The intervention given was by giving Goal Setting Training using the "SMART" method.

Table 1. Research Design

Pretest	Treatment	Post-test
O1	X	O2

Explanation:

O1 = Pretest value before treatment

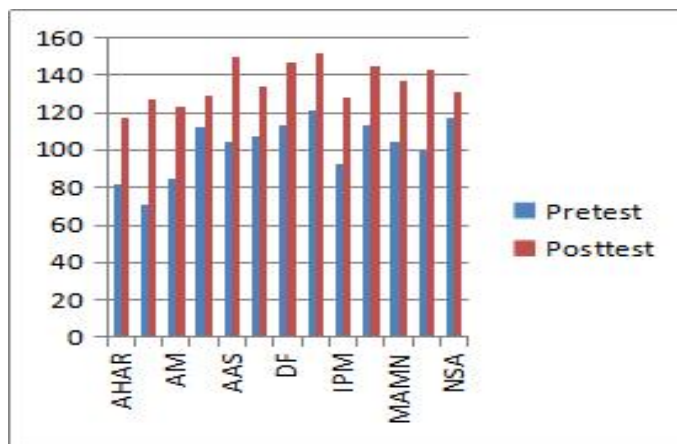
O2 = Post-test value after getting treatment.

X = Treatment by applying positive suggestion therapy with hypnosis

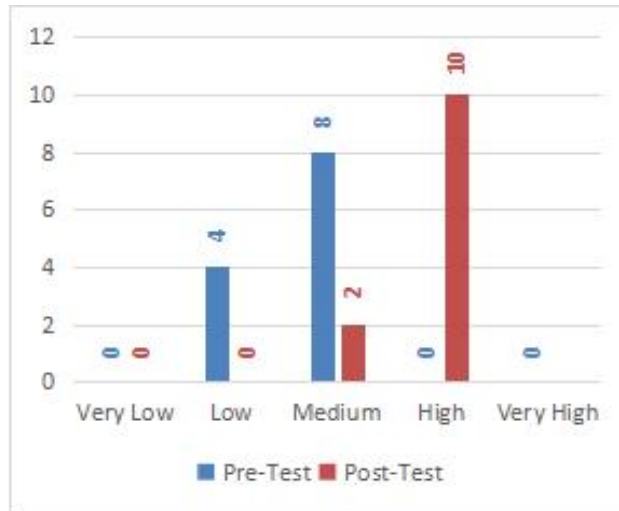
The instrument used in this study was to use interview, observation and FGI (Focus Group Interview) techniques to identify problems with the subject and provide a learning motivation scale. The scale used in this study is a scale of learning motivation that has been tested for validity and prior reliability by Gergorius (2014) which contained 45 items with an Alpha Cronbach score of 0.942 which was more than 0.60 so the questionnaire was reliable. Data analysis techniques using Microsoft Excel by looking at the comparison of scores from the questionnaire given during the pretest and post test.

3. Results and Discussion

The results of this study are to look at changes in learning evaluation and behavior change evaluation. Following are the learning outcomes of the interventions carried out in Goal Setting interventions. Comparison of Pre-Test Post Test of each student with Comparison of Pretest - Post test Overall Categories,



Graph 1. Comparison of Each Student's pretest - post test



Graph 2. Comparison of pretest - post test Overall Categories

Based on the Graphic, it can be concluded that the administration of Goal Setting training interventions has a change in student motivation, motivation which was initially low after giving the intervention found changes to an increase in student motivation.

The results of interviews and observations that have been made it can be concluded that students majoring in hospitality at SMK X have low learning motivation, the interview results stated that students from the Hospitality class had low motivation to study because they entered the Vocational School because they could not enter the school they wanted. This has caused students to become discouraged in carrying out learning activities at school.

Motivation is an impulse that causes someone to do an action to achieve a certain goal. Huitt, 2001 says motivation is a condition or internal status (sometimes interpreted as a need, desire, or desire) that directs a person's behavior to actively act in order to achieve a goal.

To help students increase their motivation, interventions that can be given are Goal Setting training where Goal Setting uses the "SMART" technique in determining clear goals for students. Goal Setting (Goal Setting) is a way to identify work or life priorities and develop strategies to achieve personal and professional goals by Janasz, 2002.

One system that can be used successfully and wants to incorporate the principles of goal setting in one's life is the "SMART" system by ensuring SMART statement of purpose, one can create a system to manage action steps and increase the likelihood that those goals are achieved. Use this approach as a checklist to write a statement of purpose. The SMART system refers to specific goals, measurable, achievable, realistic, and time periods by Janasz, 2002.

Research conducted by Lutfinawati, 2014 found that providing goal setting training had an influence on students' motivation to learn English. This can be seen from an increase in aspects of their own desires or initiatives to learn, serious involvement in the learning process and the tasks given and a commitment to continue learning so that they persist in learning.

Yurtkoru, 2017 have also done goal setting interventions in Turkey to increase motivation for employees. The results of the study said that giving goal setting interventions has an effect on increasing motivation in employees, as long as employees have clear goals they will be able to achieve the desired rewards.

Provision of goal setting interventions to increase student motivation has also been done by Moeller, 2012 in Nebraska with the results stating an increase in motivation in students after goal setting was given. Students are able to determine their own goals in learning.

4. Conclusion

Based on the assessment that has been done, the results obtained are that students from the hospitality department of SMK X tend to lack motivation to learn. Many of these students have low report cards and are lazy in participating in learning activities in the classroom or in practicum activities outside the classroom. The lack of motivation to learn that is owned by SMK X students is also affected because many students feel that entering the department or school is not of their own volition and some are not accepted at the school of interest.

Based on this, the interventions provided to be able to increase student motivation in this case by providing Goal Setting training to help determine student goals so as to increase learning motivation. After giving the intervention, it was found that there was an increase in learning motivation in students majoring in vocational high school X. Students are more enthusiastic and active in participating in learning activities both in class and in practicum activities.

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