GROUP COUNSELING WITH PICTORIAL RIDDLE MEDIA FOR INCRESING ACHIEVING MOTIVATION IN EARLY CHILDHOOD

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GROUP COUNSELING WITH PICTORIAL RIDDLE MEDIA FOR INCRESING ACHIEVING MOTIVATION IN EARLY CHILDHOOD

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Abstract

In early childhood, education becomes very important and key. Education is one of the basis in forming the personality and character in early childhood. Since the early potential of children is also a major focus. Education with the potential and capabilities of the child will make the child develops according to the stages of development. In achieving this, from an early age the child must have a high motivation, especially in achieving that ability and potential is not wasted away. With the motivation of, the child has a passion to do the best possible try to capable of doing and being able to develop and maximize its potential. Achievement motivation in early childhood must be adapted to the stage and development tasks. Supported with counseling and guidance teachers who understand the development and the developmental tasks of early childhood physical and psychological will help the child can develop in accordance with its potential. Therefore, group counseling services could be one of the services that can be given to early childhood can increase student achievement motivation. Based on the childs age and stage of development that they liked the game, the media Pictorial Riddle used as one of the media in the group counseling services to help improve early childhood achievement motivation

Keywords: Group Counseling, Pictorial Riddle, Achieving Motivation

A. INTRODUCTION

Education is essentially a man in movement which means that the movement in educational activity is not merely part of the human body but is a manifestation of physical psychological process of man as a whole (totality), because somehow humans consist of soul and body in a unique and mutual arrangement influence. In the development of education can be seen that the role of psychological factors in achieving such great achievements. It cannot be denied that a student's learning achievement is also influenced by the personality of the student itself. There are many aspects of personality that indeed greatly affect the student's attitude in dealing with a thing, such as his character, his thoughts, his motives, his feelings, and others. When a student has a strong personality then he or she will have a positive mind on the outcome of learning, not afraid of defeat, have a strong drive to do better than before, and believe in their potential, so that students do not experience the anxieties that can disturb him in learning.

In early childhood, education becomes very important and important. Education became one of the foundations in the formation of personalities and the character of early childhood. Early on the potential of the child also becomes the main focus. Education that is collaborated with the potential and ability of children will make children develop according to the stage of its development. In the achievement, since early child must also have high motivation, especially in achievement so that the ability and potential is not in

vain. With the motivation, the child has the spirit to do the best possible to do what he is capable and able to develop and maximize his potential.

Every human being does something by encouragement by a certain motivation. Motivation is the impulse that exists within the human being that causes it to do something and besides that motivation is also the desire, the desire, and the driving force that comes within the human being to do something. Achievement motivation as a power associated with the achievement of some standard of excellence or intelligence, which is an impulse within a person so that he seeks in all activities as high (Heckhausen 1967: 45). Achievement motivation as a driving condition in an individual that plays an important role in some situations to maintain or create high standards of appearance or superiority (Lawrence 1978: 78).

McClelland (1986: 65) suggests that there are three kinds of motivation that affect humans are: motivation affiliation, motivation in power, and achievement motivation. Affiliate motivation equals the need to get along. If a person has a high level of affiliate motivation, then he always tries to maintain good relationships with others. In addition, people usually want to have many friends, friendly, and happy to meet new people. The power of motivation is the desire of a person to organize a particular person or institution. The third and most influential motivation on human performance is achievement motivation or need for achievement. Someone who has a high need for achievement tend to have high achievement. This can make the person is considered great by the people around him because they have a strong will to move forward and be the best. There are two kinds of need for achievement, namely the need for achievement that brings positive and negative consequences. Need for achievement can be positive if someone can make that failure as a reference for planning in the future. Need for achievement can be negative if one cannot adjust to the need or high desire with his condition, especially when followed by coping (how to cope with stress) is bad. (Setyawati, Kompas, Friday, March 19, 2004).

Student's achievement are always related to achievement motivation because the motive is the driving force and the human being act and do something. According to some personality studies, one of the characteristics that determine the students' success is the high demand for achievement (Cox 1995: 44). This need is known as achievement motivation. The orientation of this theory is based on success based on student perception. According to Heckhausen (1967: 58) the achievement motive always contains two contradictory things, namely "hope for success" and "fear of failure". If the expectation for success is strong while the fear will fail weakly, then the student will feel steady not experience stress or psychological disturbances, otherwise if the fear will fail stronger than hope for success, then students will experience stress and confidence will be shaky. This level of self-confidence owned by students is another psychological aspect that can affect student achievement. Each time a student will be challenged to be the best in the school from both academic and other achievements. For it is absolute for a student to have high confidence. Confidence or self-confidence is the primary capital of a student to progress, for the achievement of high achievement itself must begin by believing that it can and can surpass the achievements it has ever achieved (Singer, 1986: 33). Without having full confidence, a student will not be able to achieve high achievement. The ability to complete

a task on a student is influenced by the level of self-confidence that is one of the personality traits of a person. This personality trait is not a congenital factor, but is derived from life experiences, taught and implanted by others closest to or from the immediate environment. Human behavior is heavily controlled by attitudes, opinions and people living in society, coupled with years of experience. These all shape personal traits and influence one's thoughts and behavior (Rini, 2002: 44). Based on the results of the study, Davidson (2004: 65) explains that confidence can help a person to overcome the problem or task faced by eliminating the doubts in his heart. Individuals who have confidence know what is needed in their lives and can more easily take appropriate steps to solve problems with confidence. Confidence helped him to accomplish the task he was facing well. According to Archer (2004: 32) in his research mentioned that one's own confidence can increase expectations for success including improving the ability to complete the task and achieve the highest achievement. With the trust high self grows high self-esteem as well. Almost every student has experienced a crisis of confidence throughout the learning process. Loss of confidence becomes something that is very disturbing, especially when faced with new challenges or situations. Individuals who have good self-esteem will be more appreciative of themselves with higher when compared with individuals who have low self-esteem (Locke, 2005: 43).

Achievement motivation in early childhood should be adjusted to the stage and task of its development. Supported by guidance and counseling teachers who understand the development and developmental tasks of early childhood physically and psychologically will help children can grow in accordance with their potential. Therefore, group counseling services can be one service that can be given to early childhood to be able to increase student achievement motivation. Based on the age and stage of development of children who still love the game, then the ladder snake media serve as one of the media in group counseling services to help improve the achievement motivation of early childhood.

B. METHODE

The research method used. Research on Counseling Guidance (PTBK) is one of the strategic ways for BK teachers to improve education services that should be organized in the context of classroom services and improving the quality of overall school programs (Sukiman, 2011: 84). Action research Counseling Guidance uses two types of data to replace the changes that occur, namely qualitative and quantitative. Qualitative data are documentation, observation and interview techniques to determine the condition of students in each cycle. While the quantitative data. Sukiman (2011: 138) describes the procedures that must be passed in the implementation of PTK and PTK BK, and the characteristics of PTK / PTK BK are cyclical.

The problems in this research are the low of students' self-adjustment skill and the implementation of content mastery service with Pictorial Riddle media to improve self-skill of elementary school students.

1. APPROACHED APPROACHES

This research uses mixed sequence design methods because the quantitative and qualitative approaches are used in an integrated and mutually supportive manner.

Quantitative methods are used to assess self-transient students. Meanwhile, qualitative approaches are used to provide an overview of the application of content mastery services to Pictorial Riddle media to improve students' self-adaptation skills through descriptive. Research guidance and counseling action is done through 2 cycles, with stages:

1. Planning phase (planing)
2. Implementation phase of action
3. Observation (Observation)
4. Reflection

In the last stage of the first cycle is reflection. Reflection is done to find out what can be done and implemented in a way that can not be done with the media of Pictorial Riddle, as well as a way to know the shortcomings in the actions of services that have been implemented. By knowing the shortcomings in cycle I, it can choose the renewal / improvement in the implementation of cycle II.

In the second procession that is reviewed with the stages of activities such as cycle I ie action (planning), the implementation of the action, observation (observation) and reflection (reflection), will join this cycle II the researchers have various improvements from the action on cycle I in order to improve the barriers and difficulties found in cycle I.

2. Research Objects

Arikunto (2006: 118) argues that a study is what concerns a study. The object of this research is 10 early childhood (kindergarten grade B students) who have low achievement motivation based on pretest result and also input from classroom teacher in interview process to teacher class

3. Data Analysis Method

To obtain valid data in this study, the researchers used several methods as follows:

1. Observation Method

The method of observation is the data technique in the proper way of certain behavior. Methods of observation can be made to groups and to individual students. The observed activities are some self-mental indicators, student activities in megikuti learning observed with observation sheet instrument

2. Interview Method

Interview method is done to know the condition of beginning and end

3. Documentation Method

Documentation method are used about student's name, situation and condition of student in learning.

4. Data Validity

Data validity technique commonly used in qualitative research, that is triangulation technique. (Sugiyono, 2009: 330) states there are four kinds of triangulation techniques, namely (1) triangulation data, (2) triangulation of researchers, (3) methodological triangulation, and (4) theoretical triangulation.

From similar triangulation, the used triangulation of data. Triangulation of data in this research is used through the source (human) who vary his position and from the records associated with the research data. According Sutopo (2006: 93) data

triangulation is a way that directs suggestions in order to collect data, it is required to use a variety of different data sources available.

5. Data Analysis Technique

Data analysis technique is done through three stages, namely data reduction, data presentation, and inferences based on data description. Data reduction is a form of analysis that sharpens, classifies, directs, discards the unnecessary and organizes in such a way that it can be deduced. The results of the reduction are then described with sentences and categorized, ie separated by category obtained or presented with a neat and systematic arrangement. Furthermore, the categorization results are described and interpreted in such a way as to form the presentation of research results.

Data analysis is a way to analyze data obtained during the researcher conducting research so that will be known the truth of a problem (Arikunto, 2006: 136-137). Descriptive analysis of achievement motivation toward group guidance service with Pictorial Riddle media by using observation sheet. Analysis related to achievement motivation early child use formula as follows:

$$N = \frac{Number\ of\ score\ obtained}{Number\ of\ maksimal\ score} \times 100\% \qquad \text{(Arifin, 2013)}$$

the presentation classification of values is as follows
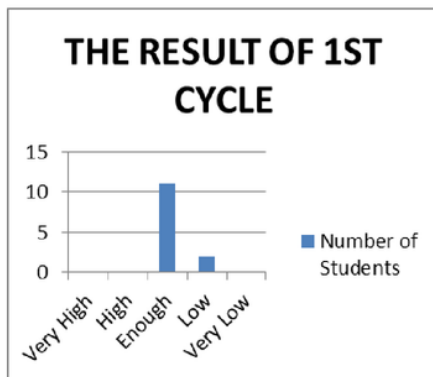
$00\% \leq N \leq 25.00\%$: Very Low

$25.00\% \leq N \leq 43.75\%$: Low

$43.75\% < N \leq 62.50\%$: Enough

$62.50\% < N \leq 81.25\%$: High

$81.25\% < N \leq 100\%$: very high

C. RESULT

Based on result of postest of cycle I and result of observation that have been done, obtained result that as many as 10 student (83,3%) in enough category and 2 student (16,7%) in low category.

Bar Chart 3.1. Graph of Increased Achievement Motivation Cycle

After the second cycle of group guidance services with Pictorial Riddle media obtained significant improvement results. Based on the data analysis, there were 5 students (41,7%) in very high category, and 7 students (58,3%) in High category

Bar Chart 3.2. Graph of Improving Cycle Achievement Motivation II
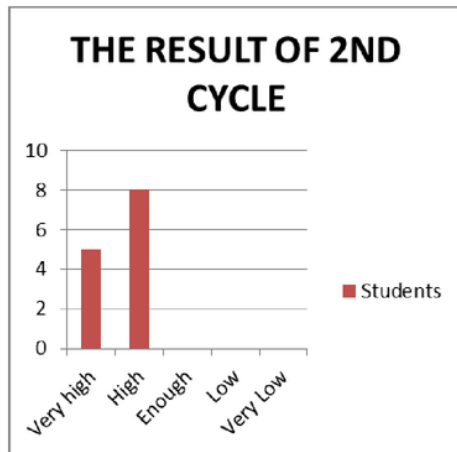
Based on the picture above can be seen the results of achievement motivation early child has a significant improvement and guidance service group with media Pictorial Riddle can improve motivation of achievement of early child

D. DISCUSION

Gazda (1984), Shertzer & Stone (1980) (in Mungin Edi Wibowo, 2005) put forward the notion of group counseling: "group counseling is an interpersonal process centered on conscious thought and behavior. According to prayitno (2012) The process of group counseling contains therapeutic features such as expression of thoughts and feelings freely, orientation to reality, self-disclosure of deep feelings experienced, mutual trust, mutual attention, mutual understanding, and mutual support.

According to Prayitno (2004), the general purpose of group counseling is to develop students' personalities to develop social, communication, confidence, personality, and problem-solving skills based on science and religion. Sadiman et al. (2008: 75) states that games are every contest between players who interact with each other by following certain rules to achieve certain goals. According to Sadiman (2008: 76) states that every game must have four main components, namely: 1. The presence of players, usually more than two people, 2. The existence of the environment where the pe-play interact, 3. The existence of rules of the game, and 4. The existence of certain goals to be achieved.

The explanation of Atkinson & Raynor (1974, in Santrock, 2008) that achievement motivation is a motive to accomplish something, to attain a standard of success, and to do business with the aim of doing a success. A person with high achievement motivation has hope for greater success than fear of failure. And diligent in every effort when faced with the task or the increasingly difficult situation. Meanwhile, according to Keith & Nastron (1989, in Rumiani, 2006), defines achievement motivation as a motivation owned by

someone to overcome obstacles in achieving goals, so that individuals who have high achievement motivation show greater and tenacious effort. Mc Cleland (1975) explains that, achievement-oriented people have the following characteristics, favoring situations that demand personal responsibility for problem solving, tend to take risks that are or are comparable to those of low or high risk, and always expect can feedback in the form of suggestions and criticism of the performance that has been done. According Hawadi (2001) achievement motivation is the driving force in students to achieve achievement in accordance with that set by the individual itself. A person who has high achievement motivation will display different behavior with people who have low achievement motivation.

According to McClelland (1975), there are several important elements in achievement motivation:

a. The need for achievement: shows a person's desire to achieve a success or superiority by setting a standard or a goal.

b. Responsibility: demonstrates the ability of the individual to be responsible for the tasks assigned.

c. Fear of failure: shows the individual's ability to anticipate failure or frustration (despair).

d. Ability to overcome obstacles: shows the efforts made by individuals in overcoming obstacles that come from outside and from within, in an effort to achieve achievement. In early childhood, education becomes very important and important. Education becomes one of the foundations in the formation of personalities and character of early childhood apda. Early on, the potential of the child also becomes the main focus. Education that is collaborated with the potential and ability of the child will make the child develop according to the stage of development. In the achievement, since early child must also have high motivation, especially in achievement so that the ability and potential is not in vain. with the motivation, the child has the spirit to do the best possible to do what he is capable and able to develop and maximize his potential. Research that has been done in early childhood (in grade B kindergarten school) found findings about low student's pioneering motivation. Achievement motivation is very important for grade B kindergarten children because it will enter the elementary school because it enters the new level of education with different education atmosphere. And psychologically, early childhood needs to be well prepared, especially on the motivation of prestige so that children have the passion to learn and compete in learning with their friends.

Table 4.1. Achievement Motivation Results Early Childhood

No	Categories	FIRST CYCLE		SECOND CYCLE	
		The Number	Pre cent	The Numb	Precen tage

		of Kids	age	er of Kids	
1	Very High	0	0,0%	5	41,7%
2	High	0	0,0%	7	58,3%
3	Enough	10	83,3%	0	0,0%
4	Low	2	16,7%	0	0,0%
5	Very Low	0	0,0%	0	0,0%
Total		12	100%	12	100%

Motivation of early childhood achievement during initial condition before given group guidance action, observation result based on observed aspects showed 2 students in very low category and 10 students in low category Based on student observation result before given counseling service group of student have not have desire to achievement, have not been able to fulfill their responsibilities, are afraid to fail and can not solve their own problems. The phenomenon is an input for researchers in preparing the implementation of group guidance with Pictorial Riddle media to improve motivation of student's achievement. Pictorial Riddle into a medium used to help young children in improving the motivation. Each number listed on the landing snake media has each question adapted to the theme that will be taught in early childhood education. Snake media in early childhood snakes do not use snakes for the down direction because it will affect their psychological. The leeder are still used to give more appreciation to the child. When children get stairs and bonuses to jump over the numbers obtained from throwing dice, then the child gets rewards in addition to the question according to the theme also get a prize in the form of something that matches the theme, for example: fruit theme, then the child will get a reward in the form of fruit. The results achieved can be observed both when the action takes place and after the implementation of the action. After going through 2 cycles, the child is able to fulfill his responsibilities, has a desire to excel, not afraid to fail and able to solve problems in learning.

The researcher designs a group guidance service in cycle one then in reflection using an observational instrument on the achievement motivation of the child. The implementation of group guidance services through several stages, including planning, preparation, implementation, evaluation, and follow-up. the implementation of content mastery services also through the following stages:

1. Planning, including (a) assigning students to be served, (b) assigning and preparing content to be studied, (c) establishing service processes and measures; (d) establishing and preparing service facilities; (e) administration.
2. Implementation, including (a) carrying out group counseling services, (b) implementing high touch and high tech in the group guidance process.
3. Evaluation, including (a) establishing evaluation materials, b) establishing evaluation procedures, (c) preparing evaluation instruments, (d) applying evaluation instruments, and (e) processing instrument results.
4. Analysis of evaluation results, including (a) setting evaluation standards, (b) conducting analysis, (c) interpreting the evaluation results.
5. Follow-up, including (a) establishing the type and direction of follow-up, ie implementing the second cycle of group guidance services with Pictorial Riddle media (b)

communicating the follow-up plan to early childhood and other relevant parties; and (c) implement the follow-up plan.

After the results are known, in the second cycle, the use of snake media put into the guidance service group Stages in group counseling services with animation media are as follows:

1. Planning, including (a) assigning students to be served, (b) assigning and preparing content to be studied, (c) establishing service processes and measures; (d) establishing and preparing service facilities; (e) administration.

2. Implementation carried out in the form of groups with stages: a) initial stage, b) transition, c) activities using Pictorial Riddle media, d) cover. The core / activity stage is done in the following way:

   This stage is the actual stage of group counseling, if at the stage of formation and transition goes well then at this stage the group is expected to walk by itself in achieving the desired goals, but the role of group leader remains important in directing the course of activities. At the stage of activity in group guidance, group leaders have made a ladder snake media, where the boxes and numbers containing the ladder to rise up are given ritual questions about how to learn how to learn and how to improve their achievement. The questions that appear in each card in essence is for children to improve the motivation of achievement and what steps will be done when experiencing barriers and problems learning according to his age:

   a. At first the students discuss the topic.
   b. Take turns playing the Pictorial Riddle game that has been provided by guidance and counseling teachers.
   c. Draw to determine who plays first
   d. when meeting the stairs the child is given the opportunity to find his own answer from the question that appear from the card before it can jump the number because it has found the ladder. This card is about what will be taken to improve motivation.

3. Evaluation, after the implementation of content mastery services with the media of a ladder snake with observation instrumentation

4. Analysis of evaluation results

5. Follow up.

6. Reports, including (a) preparing reports on the implementation of content mastery services, (b) submitting reports to related parties, (c) documenting service reports

E. CONCLUSION

Achievement motivation in early childhood should be adjusted with the stage and task of its development. Supported by guidance and counseling teachers who understand the development and developmental tasks of early childhood physically and psychologically will help children can grow in accordance with their potential. Therefore, group counseling services can be one of the services that can be given to early childhood to be able to improve student achievement motivation. Based on the age and stage of development of children who still love the game, then the ladder snake media serve as one of the media in group counseling services to help improve the achievement motivation of early childhood. Counseling group

with Pictorial Riddle media in an effort to improve achievement motivation early child is done in 4 stages namely: stage of formation, intermediate stage, activity stage and cover. Pictorial Riddle media entrance at the core stage of the activity stage. At the stage of group counseling activities, the group leader has created a ladder snake media, where the boxes and numbers containing the ladder to rise up are given ritual questions about how to learn and how to improve their achievements. The questions that appear in each card at its core is for children to improve their achievement motivation and what steps will be done according to their age of development. Based on result of postest cycle I and result of observation that have been done, obtained result that as many as 10 student (83,3%) in enough category and 2 student (16,7%) in low category, After done second cycle of counseling service group with media Pictorial Riddle gained significant improvement results. Based on the data analysis, there were 5 students (41,7%) in very high category, and 7 students (58,3%) in High category. And it can be concluded that group guidance with Pictorial Riddle media can improve achievement motivation early childhood.

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