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## Development of cognitive behavior counseling guidebook with bibliocounseling techniques to improve junior high school student academic motivation

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### ABSTRACT

Learning motivation greatly affects student success in receiving lessons and greatly impacts the improvement of student learning outcomes. This study aims to produce a guidebook design, determine the validity of the content, know the practicality, and test the effectiveness of cognitive behavior counseling guidebooks with bibliocounseling techniques to increase the motivation to learn junior high school students. The method used is research and development (research and development) with a 4D model (Four D) developed by Thiagarajan (1974) which is limited to content validation testing. Three experts and five counselling guidance practitioners were involved to assess the feasibility of the guidebook. Test the validity of the contents of the guidebook using the content validity ratio (CVR) and content validity index (CVI) of Lawshe (1975). The analytical technique used to test the effectiveness of cognitive behavior counseling guidebooks with bibliocounseling techniques to increase student learning motivation is using Posttest – Only Control Group Design. The design of this shape uses a comparison, grouping is done randomly and no pre-test is held. The results of this study show that (1) produce cognitive behavior counseling guidebooks with bibliocounseling techniques to increase the motivation to learn junior high school students. (2) The results of the CVR analysis obtained a value of 24.7 and a CVI value of 0.88, this shows that the guidebook is valid. (3) The practical test of the guidebook on the assessment of 5 guidance and counseling practitioners obtained an average score of 89% (practical), which means that this guidebook is practical for use by guidance and counseling teachers. (4) The effectiveness of the guidebook obtained the values of the experimental group and the control group Sig. (2-tailed)  $0.000 < 0.05$ . Based on these results, it can be concluded that the implementation of cognitive behavior counseling guidebooks with bibliocounseling techniques is effective in increasing the motivation to learn junior high school students.



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## Introduction

Education is an activity carried out by individuals in the teaching and learning process by developing all potentials and abilities in order to have social, emotional, spiritual intelligence, have skills, grow and develop

their talents, and have a good and virtuous personality. Learning is the process of students' efforts to achieve something new, especially to change behavior for the better, which is obtained from personal experience when interacting with the surrounding environment. Behavioristic theory explains, learning is the result of new behavior because of the process of interaction between response and stimulus (Boakes, 2021). The learning process can be interpreted as an attempt to build something valuable gradually in the mind of the individual. This can happen because of the experiences experienced and faced by individuals so as to form something in the mind that is easy to remember or not (Blossfeld & Von Maurice, 2019).

The success of the teaching and learning process is influenced by many factors, one of the factors reviewed from students is motivation. According to Hamzah B. Uno in (Prasetya, 2023), In individual learning activities require motivation to change behavior in general there are several indicators or elements that support, so that it has a big role in individual success in learning. According to Goleman in (Susanti, 2015), Intellectual intelligence (IQ) only contributes 20% to success, while 80% is contributed by other strength factors including emotional intelligence, namely the ability to motivate yourself, overcome frustration, control impulses, regulate mood, and be able to work together. From Goleman's opinion, it can be concluded that the biggest contributing factor to success is the motivation in individuals.

Learning motivation according to (Uno, 2013), states that learning motivation is a drive both internal and external in students who are learning to make behavior changes. Learning motivation according to (Winkel, 2013) is the whole driving force in themselves possessed by students that causes learning activities and provides direction in learning activities so that the expected goals will be achieved. Learning motivation is all the encouragement from students that results in learning activities and provides direction to the learning process, so that a goal can be achieved (Muawanah & Muhid, 2021). From the explanation of the understanding of learning motivation above, it can be concluded that, learning motivation is a drive that arises from within individuals (students), both internal and external encouragement that is able to foster enthusiasm in learning so that the goals that have been set are achieved. Learning motivation is individual success characterized by: (1) The existence of desire and desire to succeed, (2) The existence of encouragement and need in learning, (3) The existence of hopes and aspirations for the future, (4) The existence of appreciation in learning, (5) The existence of interesting activities in learning, 6) The existence of a conducive learning environment (Hamzah B. Uno, 2011: 23).

According to Tomsik R. in (Dubayová & Hafičová, 2023), Motivation in relation to improving learning achievement has a very significant role in determining students' efforts to increase activeness in learning so that it has good learning outcomes. In fact, students do not always have high learning motivation, there are some students who have low or even no motivation. As happened to students of SMP Negeri 4 Mengwi, based on observations and interviews on September 13, 2023 with BK teachers, the problems faced by students, especially grade VIII, are related to learning motivation which has an impact on decreased learning achievement. From the results of the interview, it was found that the causative factor of low learning motivation is that students find it difficult to do their own tasks, always depend on their friends to do assignments, and feel lazy to participate in learning activities in class. The results of interviews with BK teachers obtained data that the low motivation of students was seen from the low level of learning discipline, lack of enthusiasm when participating in learning in class, chatting during the learning process, lack of support and attention from parents, laziness, and lack of enthusiasm in participating in learning activities.

One of the handling efforts chosen and given by researchers to increase learning motivation is cognitive behavior counseling with bibliocounseling techniques. Cognitive behavior theory views that human development is based on different learning experiences than each individual, unique experiences gained from the environment and an individual's understanding of the world (Capuzzi & Stauffer, 2016, p. 230). The main principles of cognitive behavior counseling are: 1) accessing irrational and maladaptive thoughts of counseling, 2) directing counselors to be more adaptive or more rational thinking and teach verbal internal instructional coping strategies, 3) support counsellors when they apply this for the first time and develop abilities in their lives (Flanagan & Flanagan, 2015). The results of research conducted by (Fatmawati et al., 2018) stated that cognitive behavior therapy (CBT) counseling can increase student learning motivation by a percentage of 71%. In addition, the results of research by (Gunawan & Raharja, 2016) Cognitive behavior therapy (CBT) group counseling is effective in increasing student achievement motivation at SMP Negeri 10 Mataram. According to (Wilding & Milne, 2013), Explains that the cognitive behavior approach emphasizes the important role of thinking, how individuals feel and what individuals do.

Bibliocounseling is another name and is adapted from bibliotherapy that has been practiced to change human behavior. The scheme of bibliocounseling according to McNicol & Brewster (2018) adopts from the scheme in the cognitive behavior approach which usually relies on self-book help that serves to correct negative behavior by offering positive action alternatives (Handayani et al., 2021). If applied in guidance and counseling,

bibliocounseling can be said to be an approach to guidance and counseling by using information or knowledge in library books that are in accordance with counseling problems (students) (Asri & Anggriana, 2016). Bibliocounseling techniques can be used in a variety of settings with a variety of specific problems (Pertiwi, Hanifa, & Anggraeni, 2018).

Several studies have been conducted related to bibliocounseling techniques, namely, research conducted by (Dewi & Wiyono, 2017) states that bibliocounseling techniques can be used as an alternative to help students who have low learning motivation problems. Research (Wijayanto, 2023), stated that the application of bibliocounseling techniques can increase the learning motivation of grade XI students at SMA Negeri 1 Bantaeng. The results of research conducted by (Maghfiroh & Christiana, 2013), stated that bibliocounseling techniques can be used to help increase student achievement motivation. With the implementation of this bibliocounseling technique to students, it indirectly helps foster students' interest in reading, that way it will grow enthusiasm and students have high learning motivation.

The selection of cognitive behavior counseling with bibliocounseling techniques to increase student learning motivation is based on the absence of assistance services by counseling guidance teachers related to the model. Based on the results of the study of the problems found, researchers are interested in conducting deeper research related to low student learning motivation by using cognitive behavior counseling with bibliocounseling techniques as one way to solve problems in junior high school students. This research has an urgency that schools, especially guidance and counseling teachers have a very important task and role in increasing student learning motivation. The purpose of this study is to develop a cognitive behavior counseling guidebook with bibliocounseling techniques to increase the learning motivation of junior high school students, so that students have high learning motivation so that they can maximize their potential, have enthusiasm in learning, be able to solve the problems faced, and improve their learning achievement. So the title of this study is "Development of Cognitive Behavior Counseling Guidelines with Bibliocounseling Techniques to Increase Learning Motivation of Junior High School Students".

## Method

This research uses a research and development model, namely research and development or (R&D), with a 4D development model (Define, Design, Development, Disseminate), where the 4D model (Four D) is a learning device development model. The 4D model was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. In this study, the resulting product is a cognitive behavior counseling guidebook with bibliocounseling techniques to increase the motivation to learn junior high school students. The research was conducted at SMP Negeri 4 Mengwi. At the define stage, researchers analyze the needs of the product to be developed as an initial condition for development. Product needs analysis is carried out by collecting information through interviews with BK teachers. Interviews are conducted orally and face-to-face with the aim of obtaining data. At the design stage, the initial product planning of the guidebook is carried out to increase student learning motivation. At the development stage, testing the validity of product content was carried out with 3 lecturers / professors who are experts in the field of counseling guidance science, practical tests were carried out with 5 BK teachers outside the school where the research was conducted. At the disseminate stage, the trial subjects involved 30 grade VIII students of SMP Negeri 4 Mengwi. The testing method to be carried out is Posttest – Only Control Group Design. This shape design uses a comparison, grouping is done randomly and no pretest is held. The group given the treatment is called the experimental group, and the group that is not given the treatment is called the control group. The purpose of using this method is to determine the effectiveness of cognitive behavior counseling guidelines with bibliocounseling techniques to increase learning motivation of grade VIII students of SMP Negeri 4 Mengwi.

In testing the validity of the guidebook in this study using Fomula Lawshe (1975) with a content validity ratio (CVR) and determining the overall value using the content validity index (CVI). The analytical technique used to test the effectiveness of cognitive behavior counseling guidebooks with bibliocounseling techniques to increase student learning motivation is using Posttest – Only Control Group Design. The design of this shape uses a comparison, grouping is done randomly and no pre-test is held. The group that was given treatment was called the experimental group, while the group that was not given treatment was called the control group. In this study the effect of treatment was analyzed by difference test using statistical t-test, if there is a significant difference between the experimental and control groups then the treatment given has a significant effect Dantes, (2017. p. 83). The data analysis used in this study was using t-test separated variance. To determine the effectiveness of the treatment given, the size effectiveness formula (ES) can be used.

## Results and Discussions

This research is a Research Development (research development). This research uses a 4D development model (Define, Design, Development, Disseminate), where the 4D model (Four D) is a learning device development model. The 4D model was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. The development method (research development) with the 4D model (Four D), was chosen because this model has stages that are arranged programmatically, simple, easy to understand and the implementation is more systematic.

### Define

In the first stage, researchers define (define) through identification of instruments related to the implementation of Guidance and Counseling services. This stage aims to find out the problems that exist in the research school, namely SMP Negeri 4 Mengwi. The problem that occurs in the school is that there is no proper guidance to increase student learning motivation, which makes students have no confidence in completing their tasks, feel lazy, chat when participating in learning activities in class, this is related to the low learning motivation possessed by students. This problem if not immediately addressed will have an impact on poor student learning outcomes and achievements. The strategy of guidance and counseling services is in a classical guidance setting. BK teachers at SMP Negeri 4 Mengwi have difficulty in providing effective counseling services to alleviate the problem of low motivation to learn students in detail and detail. The material used in this study uses cognitive behavior counseling theory with bibliocounseling techniques that are useful for increasing student learning motivation. Then responded to find out the factors that affect learning motivation, functions and ways to increase student learning motivation.

### Design

The second stage is for researchers to prepare an initial design (design) of cognitive behavior counseling guidelines with bibliocounseling techniques, so that this guide is well structured first to prepare a guide framework consisting of: (1) the title of the guidebook, (2) preface, (3) table of contents, (4) steps for implementing cognitive behavior counseling with bibliocounseling techniques, (5) biodata compiler, (6) attachments. Visualization of each section of the cognitive behavior counseling guidebook with bibliocounseling techniques to increase student motivation is presented in table 1.

Table 1 <Visualization of Each Section of the Cognitive Behavior Counseling>

Information	Visual
Guidebook product cover	
List of isis guidebooks	

## Product contents guidebook



## Development

The third stage of the researcher conducts development *by* testing variables, dimensions, and indicators. Then an assessment of the validity of the contents of the guidebook is carried out by experts (experts) and an assessment of the practicality test of the guidebook is carried out by counseling guidance teachers outside the research site which aims to obtain criticism and suggestions used for suggestions for improvement of the initial product of the counseling guide.

## Dessiminate

The last stage is dissemination (dessiminate), which at the dessiminate stage has three stages, namely: (1) Validation *testing stage*, at this stage the guidebook is assessed by experts then the guidebook is distributed to students of SMP Negeri 4 Mengwi and a hypothesis is carried out to determine the level of effectiveness in increasing student learning motivation. The implementation of this guidebook is as a supporting book for BK teachers in carrying out *cognitive behavior counseling* services with bibliocounseling techniques to increase student learning motivation. (2) Packaging *stage*, at this stage packaging and final finishing are carried out so that the resulting product is neat and good. (3) *Diffusion and adoption stage*, after completion of the *validation testing* and *packaging stage*, then the finished product is socialized or distributed to junior high schools which can later be used / adopted according to the needs of each student by BK teachers.

## Validity of Guidebook Contents

Experts in testing the validity of the contents of the guidebook were carried out by three (3) experts in the field of guidance and counseling, namely (1) the first expert Prof. Dr. Ni Ketut Suarni, M.S., Kons., (2) the second expert Prof. Dr. I Ketut Dharsana, M.Pd., Kons., (3) the third expert Prof. Dr. Kadek Suranata, M.Pd., Kons as Professor in the field of Guidance and Counseling.

Table 2 &lt;Handbook Validity Test Results&gt;

Pakar I	Pakar II	Pakar III	Ne	N	CVR	Conclusion
3	3	3	3	3	1	Accepted
3	3	1	2	3	0,3	Accepted with revisions
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	1	2	3	0,3	Accepted with revisions
3	3	1	2	3	0,3	Accepted with revisions
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	1	2	3	0,3	Accepted with revisions
3	3	1	2	3	0,3	Accepted with revisions
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted

Pakar I	Pakar II	Pakar III	Ne	N	CVR	Conclusion
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted
3	3	3	3	3	1	Accepted

Based on the results of the validity test of the content of the guide, the validity value of each answer is obtained at least 0.3, so the statement item can be said to be valid. Based on the results of the validity test of the contents of the guide through three (3) experts that have been carried out, it was obtained  $\sum CVR = 24.7$  where items with a value of  $CVR = 0.3$  were accepted with a record of revising the item, while other items had a value of  $CVR = 1$  which means the item was accepted. After getting a CVR value of 24.7, then an overall validity test was determined using the CVI formula where the result was obtained  $\sum CVI = 0.88$ . This indicates that the guidance is Valid because it has a CVI value above  $\geq 0.60$ .

### Practical Test Of The Guidebook

Table 3 <Results of Categorization of the Practicality of the Guidebook>

Guru BK	Persentase (%)	Kriteria
Guru BK 1	88	Practical
Guru BK 2	92	Very practical
Guru BK 3	87	Practical
Guru BK 4	91	Very practical
Guru BK 5	86	Practical
<b>Rata - Rata</b>	<b>89</b>	<b>Practical</b>

Table 3 shows the scores of each teacher with percentages, namely teacher 1 by 88%, teacher 2 by 92%, teacher 3 by 87%, teacher 4 by 91%, and teacher 5 by 86%. The average practicality test that has been carried out on BK teachers is 89%. Based on the data from the practicality categorization in table 4.4 above, it can be concluded that cognitive behavior counseling guidelines with bibliocounseling techniques to increase student learning motivation from the assessment of 5 guidance and counseling teacher practitioners have an average practicality of 89%. So from the results of practical calculations on PAP criteria, it can be concluded that this guidebook is practically used by Guidance and Counseling Teachers.

### The Effectiveness Of The Guidebook

#### Data Distribution Normality Test

Table 4 <Normality Test Results>

Kelompok		Tests of Normality			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Motivasi Belajar	Kelompok Eksperimen	.110	30	.200*	.972	30	.593
	Kelompok Control	.133	30	.182	.945	30	.124

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test in table 4, researchers using the Kolmogorov – Smirnov test obtained normality results which stated the value of the experimental group with specificity (Sig)  $0.200 > 0.05$  then the normal distribution, while in the control group obtained a significance value (Sig)  $0.182 > 0.05$  then a normal distribution. So based on the decision-making guidelines in the normality test with Kolmogorov – Smirnov, it is concluded that the data is normally distributed because the Sig value  $> 0.05$ .

### Uji Homogenitas Varians

Homogeneity testing is used to show that a sample of data taken from a population has the same variance. Homogeneity tests performed with SPSS version 20.00 for windows 2021 are presented in table 5.

Table 5 <Homogeneity Test Results>

Test of Homogeneity of Variances			
Motivasi Belajar			
Levene Statistic	df1	df2	Sig.
.000	1	58	.994

A homogeneity test is a test to see whether or not the variance of a sample has been taken. Basis of decision making (1) if the significance value  $> 0.05$  then the distribution of data is said to be homogeneous. (2) If the significance  $< 0.05$  then the distribution of data is not homogeneous. From the results of the homogeneity test presented in table 5, a value with a significance of  $0.994 > 0.05$  can be concluded that the distribution of data is homogeneous.

### Test The Effectiveness Of The Handbook

Tabel 6 <Hasil Uji Group Statistic T-Test>

		Group Statistics			
	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Motivasi Belajar	Kelompok Eksperimen	30	101.17	4.316	.788
	Kelompok Control	30	47.20	4.318	.788

Tabel 7 <Test Results T-Test Analysis>

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Motivasi Belajar	Equal variances assumed	.000	.994	48.415	58	<.001	53.967	1.115	51.735	56.198
	Equal variances not assumed			48.415	58.000	<.001	53.967	1.115	51.735	56.198

The results of the statistical group test in table 6 the Mean value in the experimental group was 101.17 and the Mean value in the control group was 47.20. Based on the results of the Independent Samples Test in table 7, the value of Sig. (2-tailed) is smaller than 0.05. Thus, it can be concluded that cognitive behavior counseling with bibliocounseling techniques is effective in increasing student learning motivation. From the results of the Independent Samples Test in table 7, a t value of 48.415 was obtained. To determine the effectiveness of the treatment given, the size effectiveness formula (ES) is used, the results of the effect size test obtained an ES value of 11.859. When viewed based on the criteria of the level of effectiveness in the effect size test, which is  $0.8 < 11.859$  which is categorized as high Based on the value of  $ES = 11.859$ , it can be concluded that cognitive behavior counseling with bibliocounseling techniques has high effectiveness to increase student learning motivation.

The research procedure used in this study refers to the 4D model (Four D) developed by Thiagarajan (1974) consisting of 4 stages, namely 1) Define, 2) Design, 3) Development, 4) Disseminate. This development research produces products in the form of cognitive behavior counseling guidebooks with bibliocounseling techniques to increase student learning motivation. Product development begins with analyzing the needs of the product to be developed as an initial condition for development. Product needs analysis is carried out by collecting information

through interviews with BK teachers. Interviews are conducted orally and face-to-face with the aim of obtaining data. The results of the assessment of the validity of the contents of the guidebook conducted by three (3) judges who master the field of guidance and counseling, obtained a content validity ratio (CVR) value of the guidebook content validity value of 24.7 and a content validity index (CVI) value of 0.88. So it can be concluded that the cognitive behavior counseling guidebook with bibliocounseling techniques is said to be Valid.

The results of the practicality test analysis conducted with five (5) guidance and counseling teachers obtained an average practicality score of 89%. Based on these results, it can be concluded that this guidebook is practically used by guidance and counseling teachers in carrying out cognitive behavior counseling services with bibliocounseling techniques. From the results of the practicality test, the cognitive behavior guidebook with bibliocounseling techniques to increase student learning motivation has met the criteria for practicality. Based on the effectiveness test of the guidebook, the experimental group and control group were obtained with a Sig. (2-tailed) value smaller than 0.05. So from the results of the Independent Sample Test conducted in the two groups, it was found that cognitive behavior counseling with bibliocounseling techniques was effective in increasing student learning motivation. To see the effectiveness of the treatment given, the results of the effect size test obtained an ES value of 11.859. When viewed based on the criteria of the level of effectiveness in the effect size test, which is  $0.8 < 11.859$  which is categorized as high.

Based on the results of CVR and CVI validity tests, practicality tests, and effectiveness tests of cognitive behavior counseling manuals with bibliocounseling techniques conducted by researchers, it can be concluded that there are differences between experimental groups and control groups after providing cognitive behavior counseling services with bibliocounseling techniques, which means the implementation of cognitive behavior guidebooks With effective bibliocounseling techniques to increase student learning motivation. This research and development has been pursued and carried out in accordance with existing procedures, however, the implementation of this research still has the following limitations: (1) Product trials are only carried out to the limited field trial stage with 30 grade VIII students of SMP Negeri 4 Mengwi, (2) Limited to a relatively short research time which should take a longer time, (3) Product trials were carried out only to see the practicality of the guidebook by 5 BK teacher practitioners, (4) The evaluation stage used in this study only reached the formative evaluation stage, namely to increase student learning motivation and shortcomings in the product and to improve product quality.

The success of this study does not entirely come from the application of cognitive behavior counseling guidebooks with bibliocounseling techniques that have been carried out by researchers. This can also be influenced from outside counseling service activities, one of which is students. From the results of research that has been conducted by researchers, it can be concluded that the implementation of cognitive behavior counseling guidebooks with bibliocounseling techniques is effective in increasing student learning motivation.

## Conclusions

Based on the explanation in the previous chapter, this study can be concluded as follows; (1) Design a counseling guide. Product development of cognitive behavior counseling guidelines with bibliocounseling techniques to increase the learning motivation of junior high school students using 4D design, namely 1) define, 2) design, 3) develop, 4) disseminate. (2) Validity of guide content. Assessment of the validity of the content of cognitive behavior counseling guidelines with bibliocounseling techniques to increase the learning motivation of junior high school students with a value of CVI = 0.88 which means the guidelines are valid; (3) Practicality of the guide. Practical assessment of cognitive behavior counseling guidelines with bibliocounseling techniques to increase the motivation to learn junior high school students by BK teachers with an average percentage of 89%, which means that practical guides are used by BK teachers; (4) The effectiveness of the guide. Assessment of effectiveness by conducting an indepent samples test obtained a Sig. (2-tailed) value smaller than 0.05. Thus, it can be concluded that cognitive behavior counseling with bibliocounseling techniques is effective in increasing student learning motivation.

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