

The Effectiveness of Hypno EFT to Increase Students Motivation at the Travel Business Department in Vocational High School Jakarta

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Abstract

Low student learning outcomes can be influenced by two factors, namely factors that come from outside (external factors) and factors that come from within students (internal factors). This study focuses on internal factors, namely learning motivation. This study aims to see the effectiveness of Hipno-EFT in increasing learning motivation in UPW 1 students majoring in SMKN 57 Jakarta. The research method used was experimental research with pre-test post-test group design. The sampling technique used in this study was purposive sampling, due to the special criteria given for the sampling process. The results showed that there were significant changes regarding the increase in student motivation. Hypno-EFT intervention is effective in increasing learning motivation.

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1. INTRODUCTION

Vocational School is a secondary school of choice for students for secondary education in high school. Vocational School itself has the main goal to prepare a skilled workforce and be able to compete in the workforce with the provision of vocational training. SMK Negeri 57 Jakarta is one of the State Vocational High Schools located in the Jati Padang area of South Jakarta. SMK Negeri 57 is the first State Vocational School in Indonesia which is engaged in tourism. At the beginning of its establishment, SMK Negeri 57 had the name SMKK 1 Jakarta, then changed to SMIP Negeri Jakarta and in 1997 changed its name to SMK Negeri 57 which had three expertise programs, namely, travel business, hotel accommodation and catering services. In 2012 SMK 57 added 2 expertise programs, namely dance and musical arts, currently SMK 57 has 5 expertise programs.

SMK organizes an educational process that emphasizes the preparation of students for mastery of the learning process completely and completely through theoretical learning and carrying out work practices or practical learning as intensive training. The learning process implementation system at SMK is more practical than theoretical, because SMK is more oriented towards graduates so they are ready to work (Saputra et al, 2018). To support practical learning, SMK Negeri 57 has various supporting facilities such as a kitchen laboratory for the culinary department, an arts and culture room for dance and musical studies, a house keeping laboratory for the tourism department.

According to the results of interviews and observations of BK teachers with parents and students, the complete facilities available at SMK Negeri 57 that support practical mastery is one of the reasons that attracts parents and prospective students to make decisions to attend SMK N 57 Jakarta. Every new school year SMK Negeri 57 accepts 420 new students which are divided into 14 classes with 5 specializations. 5 classes for culinary specialties with a total of 150 students, 4 hospitality classes with a total of 120 students, 3 travel business classes with a total of 90 students, 1 dance class with 30 students, and 1 musical art class with a total of 30 students. The reasons students choose to attend SMK Negeri 57 are very diverse. Some students choose based on their own wishes and have a goal after graduating where to work or continue to the next level. Some students enter because of the wishes of their parents, join in with friends during junior high school, the final choice is due to insufficient grades to enter the desired department or school and so on. The diversity of reasons for students attending SMK Negeri 57 influences the differences in student motivation in learning. This description is in line with Santrock's (2012) statement that learning motivation in adolescents is influenced by 2 factors, namely external factors which are external factors such as family, teachers, friends and internal factors which are internal or internal.

Low student motivation to learn causes various problems. From the results of interviews with the BK teacher at SMK Negeri 57, many students are lazy to come to school, lazy to study so that they have low achievement. This can have an impact on the value of student learning outcomes, the future of students and even on the accreditation and good name of the school which is currently the best tourism State Vocational School in Jakarta with A accreditation. One class that has problems in learning motivation is the UPW 1 class (Travel Business Travel)

This class was recommended by the teacher, because the average student report card scores in the UPW 1 class were low. The counseling teacher's statement is in accordance with the results of an interview with the UPW 1 homeroom teacher who stated that students have less interest in tourism. The UPW 1 homeroom teacher said that some UPW 1 students initially had the desire to enter their favorite public high school. The students entered SMK Negeri 57 and chose the UPW department not because they were interested in the UPW department, but because their grades were not enough to enter the Favorite Public SMA. Lack of motivation to

learn in this class has an impact on low learning outcomes (theoretically and practically), which causes UPW 1 class to experience postponement of practical work.

UPW (Travel and Tourism Business) is a department that studies many things related to the world of tourism. Students will learn various foreign languages, booking and calculating flight fares, memorizing tourist destinations, planning and managing tour trips, guiding tours and so on related to tourism. All lessons are almost entirely related to tourism so that students' interest in tourism should be high so that they can enjoy and undergo lessons at school.

Lack of student interest in tourism results in students having negative emotions so that students cannot enjoy lessons and result in low student motivation. In accordance with Gunawan's (2012) statement, negative emotions arise as a result of limiting beliefs (unsupportive beliefs, in this case the feelings of students who feel they are taking the wrong direction or choosing the wrong school).

The results of interviews with homeroom teachers showed a lack of motivation in the UPW 1 class, marked by passive students in teaching and learning activities (theoretical and practical classes), students often skipping class during class hours, students often leaving school for various reasons, doing assignments randomly -asual, lazy to memorize tourist destinations and when remedial students tend to be lazy so that teachers who chase students to carry out remedials.

Based on this statement, students of SMK Negeri 57, especially the UPW 1 class, need interventions that can help them reduce the negative emotions they feel so that it is expected to increase their learning motivation. The interventions carried out are community-based interventions. Intervention Prawitasari (2012) suggests that intervention at the community level will support the therapeutic process for individuals.

The therapy that will be carried out is Hypno-EFT. In this case Hypno-EFT is considered to be able to help student problems. Hypno-EFT can help someone to overcome negative emotions so that belief that causes negative emotions can also be resolved (Gunawan, 2012).

2. RESEARCH METHODS

The population of data in this study were students of one of the State Vocational Schools in South Jakarta, namely SMKN 57 Jakarta. The sample to be used is the identified student who tends to have low motivation. So that 12 students of class X UPW who have low motivation tendencies become subjects in this study.

The sampling technique used in this study was purposive sampling. In this study, interviews, observation and FGI (Focus Group Interview) were used to identify students who have low motivation tendencies.

This research uses experimental research with pre-test post-test group design. The experimental design was carried out by pre-test before treatment / intervention was given and post-test after treatment / intervention was carried out (Figure 1). The intervention carried out was Hipno-EFT to increase student learning motivation.

Research design

Pre-test	Treatment	Post-test
01	X	02

Explanation:

01 = Pretest value before being given treatment

02 = Post-test value after receiving treatment.

X = Treatment by intervening using hypno-EFT

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 pre test and post test.

3. RESULT AND DISCUSSION

The following are the results of the learning evaluation of participants who have participated in the Hipno EFT intervention activity.

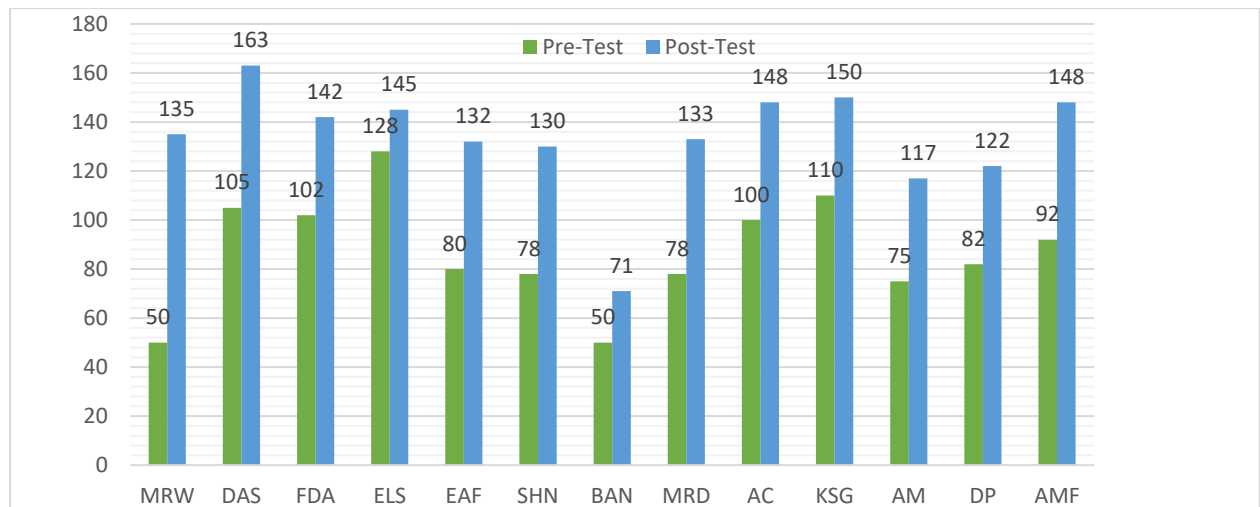


Diagram 1. evaluation of results each student's score

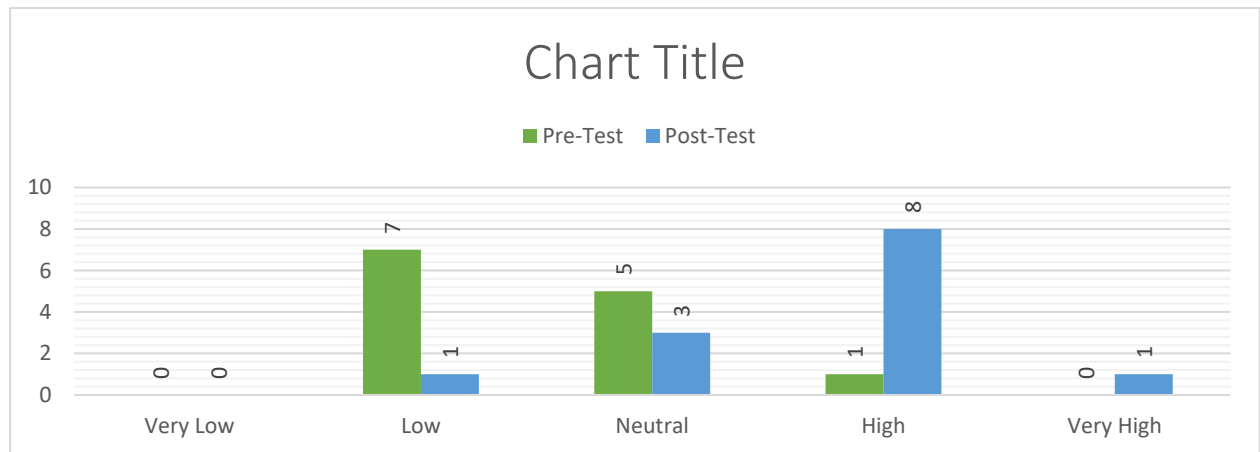


Diagram 2. evaluation of results each category

Based on the results of the evaluation of learning that has been done through pre-test and post-test it can be concluded that there are significant changes regarding the increase in student learning motivation by 10th grade Travel Business Department students, vocational high school X, Jakarta.

From the results of the assessment (interviews and observations, FGI) that have been carried out, it is known that students of SMKN 57 Department of Travel and Tourism Business have a tendency to lack learning motivation.

Aspect	Data Source	Description
Learning motivation problems	Student interviews, counseling teachers, homeroom teachers FGI	Lack of student motivation is due to various factors, including entering SMKN 57 and choosing UPW majors because they failed to enter the desired SMAN, orders from their parents, wrong majors and others. This makes students feel less enthusiastic when going to school and learning what is being taught.
	Observation in class	While in the classroom the students seemed to be paying no attention to the teacher several times. Some students are busy playing their cell phones, some students are busy chatting, and some are seen staring blankly while fanning themselves. Students are also passive in teaching and learning activities.

Therefore, intervention is needed to increase students' learning motivation at SMKN 57 Jakarta. So that it can improve student learning outcomes.

One of the factors that influence learning motivation is psychological factor (Yusuf, 2009). Psychological factors are intrinsic factors related to aspects that encourage or inhibit learning activities in students. This factor concerns the emotional condition of students (Yusuf, 2009) Low learning motivation can be caused by negative emotions experienced by students. The EFT Hipno intervention is expected to reduce negative emotions from UPW 1 students, such as feeling disappointed, feeling wrong as a jurist, unhappy or uncomfortable while at school. This is consistent with what Gunawan (2012) states that Hipno-EFT therapy is effective in overcoming problems related to negative emotions that arise as a result of limiting or unsupportive beliefs. This limiting belief is called mental block. By dealing with emotions, beliefs that cause negative emotions will also be successfully resolved.

4. Conclusion

Research shows that there are significant changes regarding the increase in student motivation after the Hipno-EFT intervention. This shows that the Hypno-EFT intervention is effective in increasing student learning motivation.

5. Suggestion

For Students

Students are expected to accept the current conditions. Students can like the school and the majors they take, so that negative emotions don't come back.

For School

The school is expected to conduct training activities for students more often and be able to continue training from the modules that have been given. This is also to help students get more information and a new atmosphere to support students' desire to be better.

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