The Effectiveness of PowerPoint-Assisted Classical Guidance Services in Enhancing Students' Learning Motivation

Pikri Nopen[1],
Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
University of Bengkulu

Pikrinopen201@gmail.com

Abstrak

Motivasi belajar merupakan salah satu faktor penting yang menentukan keberhasilan siswa dalam mencapai prestasi akademik. Namun, dalam praktiknya masih banyak siswa yang menunjukkan tingkat motivasi belajar rendah, sehingga diperlukan upaya intervensi yang tepat untuk meningkatkan semangat dan keterlibatan mereka dalam proses pembelajaran disekolah. Penelitian ini bertujuan mendeskripsikan tingkat motivasi belajar siswa kelas XI di SMA Negeri 4 Kota Bengkulu serta menguji efektivitas layanan bimbingan klasikal berbantuan media PowerPoint dalam meningkatkannya. Pendekatan yang digunakan adalah kuantitatif dengan metode eksperimen semu melalui desain *one group pretest-posttest,* sehingga memungkinkan perbandingan kondisi siswa sebelum dan sesudah perlakuan. Subjek penelitian terdiri dari 29 siswa kelas XI IPS 3 yang dipilih secara acak melalui teknik random sampling. Instrumen berupa angket skala *Likert* yang telah divalidasi digunakan untuk mengukur motivasi belajar, sedangkan analisis data dilakukan dengan uji-t sampel berpasangan. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar yang signifikan setelah siswa mengikuti layanan bimbingan klasikal berbantuan media *PowerPoint.* Dengan demikian, perlakuan yang diberikan terbukti efektif dalam meningkatkan motivasi belajar siswa.

Kata Kunci: motivasi belajar, bimbingan klasikal, media powerpoint

Abstract

Learning Learning motivation is one of the important factors that determine students' success in achieving academic achievement. However, in practice, there are still many students who show low levels of learning motivation, so appropriate intervention efforts are needed to increase their enthusiasm and involvement in the learning process at school. This study aims to describe the level of learning motivation among Grade XI students at SMA Negeri 4 Kota Bengkulu and to test the effectiveness of classical guidance services assisted by PowerPoint media in increasing it. The approach used is quantitative with a quasi-experimental method through a one-group pretest-posttest design, allowing for a comparison of students' conditions before and after the treatment. The research subjects consisted of 29 students in class XI IPS 3 who were selected randomly using random sampling techniques. A validated Likert scale questionnaire was used to measure learning motivation, while data analysis was performed using a paired sample t-test. The results showed a significant increase in learning motivation after students participated in classical guidance services assisted by PowerPoint media. Thus, the treatment provided proved to be effective in increasing student learning motivation.

Keywords: *learning motivation, classical guidance, PowerPoint media*

INTRODUCTION

Human beings continuously experience various changes throughout their lives, particularly as a result of their experiences, knowledge, and needs. Consequently, human knowledge is inherently dynamic, evolving over time in accordance with changing demands. This ongoing process reflects what is known as education, which persists as long as individuals live and remain aware of their existence within a particular environment. Education serves as a crucial means of empowering a nation and, as an agent of change, plays an essential role in developing individuals' potential so they can actualize themselves according to their abilities. According to Upadhyay (2022), education is a fundamental and lifelong necessity; without it, it is impossible for any group of people to progress, prosper, and pursue happiness as envisioned in their aspirations.

Low learning motivation among students is often regarded as a primary factor contributing to their failure to achieve optimal academic outcomes. This issue presents a significant dilemma in the field of education because students with low motivation tend to struggle in mastering instructional material, which ultimately leads to poor academic performance. Bayhaqi et al. (2024) define learning motivation as the internal efforts that initiate learning activities, sustain them, and provide direction to ensure that learning objectives are achieved. Students with strong learning motivation typically demonstrate persistence, resilience in facing academic challenges, interest in learning-related matters, a preference for independent study, a tendency to become easily bored with routine tasks, confidence in defending their opinions, consistency in upholding their beliefs, and enthusiasm for seeking solutions to various problems (Noviani et al., 2023).

Observations at SMA Negeri 4 Bengkulu City revealed several issues in the implementation of Guidance and Counseling services. Many students demonstrated low learning motivation, as indicated by their lack of desire to learn, their tendency to quickly lose interest, difficulty solving problems, reluctance to ask questions, lack of focus on learning objectives, and minimal effort to improve academic performance. Interviews with the guidance counselor further indicated that some students did not pay attention during lessons, lacked initiative in completing assigned tasks, often worked on homework from other subjects during class, and frequently engaged in conversations with peers behaviors that disrupted the teaching and learning process. Such conditions clearly reflect low learning motivation, and if not addressed promptly, students will struggle to achieve expected learning outcomes.

One effort to address these issues is the provision of classical guidance services, which aim to enhance students' learning motivation by providing a general understanding of various important topics. Guidance and Counseling services operate through several delivery formats, one of which is classical guidance. Through this format, school counselors can deliver guidance services to a large number of students efficiently. Winkel and Hastuti (2010) define classical guidance as services delivered to a group of students within an instructional setting, typically involving 30–40 students in a class.

Classical guidance is a counseling service provided simultaneously to all students in a classroom. This preventive and developmental service applies an educational approach to foster social awareness, such as cooperation and mutual support (Yani et al., 2025; Hutasuhut & Maulidin, 2025). Its effectiveness lies in its time efficiency and broad coverage, enabling counselors to reach many students at once. Delivered systematically, classical guidance aims to assist learners in developing their potential optimally (Putriana et al., 2023).

In modern education, integrating technology into Guidance and Counseling services has become a strategic step. The use of audiovisual media such as short films has proven more effective than conventional media due to its ability to convey messages visually, engagingly, and contextually, aligning with the characteristics of digital-age learners. Among these tools, PowerPoint is particularly relevant and adaptable. Its visually engaging, structured, and interactive features enhance students' attention and engagement during guidance sessions. Thus,

incorporating PowerPoint into classical guidance is considered an important strategy to overcome low learning motivation.

Engaging media can help strengthen students' learning motivation. PowerPoint was selected in this study because it can capture and direct students' attention toward the information being presented. As noted by Sholichah et al. (2023), PowerPoint is software designed to create effective, professional, and user-friendly presentations. It helps make ideas more engaging and purposeful by facilitating dynamic slides and attractive visual elements. Similarly, Lesmana and Jannah (2023) and Rifaid (2023) state that PowerPoint is one of the most widely used presentation applications today for educational, professional, and training contexts.

The use of PowerPoint in the learning process aims to enhance the effectiveness and efficiency of instructional activities, particularly in terms of time allocation, effort, and material delivery. As an interactive visual medium, PowerPoint enables teachers to present content in a structured, engaging, and easy-to-understand format. The integration of text, images, animations, and videos within a single platform helps students maintain focus, clarify abstract concepts, and strengthen memory retention. Moreover, PowerPoint contributes to a more dynamic and communicative learning atmosphere. When students are visually and emotionally engaged, their motivation to learn tends to increase, making them more active, enthusiastic, and responsible in learning activities.

Therefore, PowerPoint functions not only as a presentation tool but also as a pedagogical strategy supporting the attainment of learning objectives. Its integration into Guidance and Counseling services particularly classical guidance has proven effective in communicating reflective material and social values more meaningfully. This study is grounded in the need to examine the effectiveness of PowerPoint-assisted classical guidance services in enhancing students' learning motivation. With a focus on real challenges and contextually relevant interventions, the findings are expected to provide practical contributions to the development of guidance services in schools.

METHOD

This study employed a quantitative approach using a quasi-experimental method with a one-group pretest–posttest design. In this design, an initial measurement was conducted before the treatment was administered, and a final measurement was carried out after the treatment concluded. This allowed the researcher to compare students' conditions before and after the intervention, thereby assessing the effectiveness of the treatment more accurately and objectively (Creswell, 2022).

The research sample was determined using simple random sampling, a method that provides an equal chance for every member of the population to be selected as a subject. The selection process was conducted randomly through a lottery involving all eleventh-grade social science classes at SMA Negeri 4 Bengkulu City, resulting in the selection of class XI IPS 3, consisting of 29 students. This class was chosen based on preliminary assessments indicating that most students exhibited low learning motivation, making it a relevant target for the intervention involving PowerPoint-assisted classical guidance services aimed at improving their learning motivation.

The research instrument used in this study had undergone validity and reliability testing. Reliability refers to the extent to which an instrument can be trusted as a data collection tool, as it consistently produces stable results when used repeatedly to measure the same construct (Sugiyono & Lestari, 2021). Reliability testing was conducted using SPSS software with Cronbach's Alpha parametric analysis.

HASIL DAN PEMBAHASAN

This study employed five categories to classify students' learning motivation levels based on the scores obtained from the questionnaire instrument. This categorization was intended to facilitate data interpretation and the analysis of changes before and after the treatment. The categories and their score ranges are presented as follows:

Table 1
Categorization of Learning Motivation Scores

Category	Interval	% Interval
Very High	169–200	≥ 86%
High	137–168	70–85%
Moderate	105–136	53–69%
Low	73–104	37–52%
Very Low	40–72	≤ 36%

Based on Edmonds and Kennedy (2017), this study used a quantitative approach with a quasi-experimental method employing a one-group pretest–posttest design. The pretest was administered before the treatment, and the posttest was administered after the treatment. This design allows researchers to compare students' conditions before and after the intervention, thus enabling a more accurate and objective assessment of treatment effectiveness (Creswell, 2018).

The sampling process was carried out randomly through a lottery among all eleventh-grade social science classes at SMA Negeri 4 Bengkulu City. The selected class was XI IPS 3, consisting of 29 students. Preliminary measurements indicated that the majority of students in this class had low learning motivation. Therefore, XI IPS 3 was considered appropriate for receiving the treatment in the form of PowerPoint-assisted classical guidance services aimed at significantly improving their learning motivation.

Before the intervention, an initial measurement was conducted to identify students falling into the low motivation category. Results showed that most students 25 out of 29 belonged to the very low, low, and moderate categories. After the intervention classical guidance services supported by PowerPoint media students' learning motivation increased significantly. Posttest results indicated that overall motivation levels rose into the high category. The comparison between pretest and posttest scores demonstrates the effectiveness of PowerPoint-assisted classical guidance services in enhancing students' learning motivation. These findings reinforce that visual and educational approaches using presentation media can positively influence student engagement and learning enthusiasm.

Table 2
Comparison of Scores Before and After the Intervention

No	Initials	Pre-Test	Category (Pre)	Post-Test	Category (Post)	Improvement
1	AL	71	Very Low	128	Moderate	57
2	AR	99	Low	128	Moderate	29
3	AP	98	Low	126	Moderate	28
4	AA	109	Moderate	139	High	30
5	BAO	102	Low	131	Moderate	29
6	CL	102	Low	137	High	35
7	LPA	161	High	181	Very High	20
8	MR	94	Low	118	Moderate	24
9	ML	98	Low	117	Moderate	19

10	OR	91	Low	148	High	57
11	PG	103	Low	163	High	60
12	RS	65	Very Low	113	Moderate	48
13	SJ	106	Moderate	146	High	40
14	WA	137	High	171	Very High	34
15	YN	71	Very Low	132	Moderate	61
16	YW	133	Moderate	153	High	20
17	MA	131	Moderate	138	High	7
18	CR	104	Low	134	Moderate	30
19	CPR	101	Low	122	Moderate	21
20	DKS	101	Low	142	High	41
21	DS	89	Low	128	Moderate	39
22	DA	102	Low	126	Moderate	24
23	DR	157	High	155	High	-2
24	ES	104	Low	135	Moderate	31
25	FR	103	Low	127	Moderate	24
26	GIS	70	Very Low	128	Moderate	58
27	GP	104	Low	145	High	41
28	HT	134	High	170	Very High	36
29	IW	69	Very Low	142	High	73

Based on Table 2, it can be concluded that a significant change occurred among students who received Classical Guidance Services using PowerPoint media. At the pretest stage, only a few students demonstrated high or very high levels of learning motivation. These results indicate that a noticeable improvement took place after the intervention was administered, showing an increase in learning motivation compared to the pre-intervention phase.

This conclusion is further supported by the hypothesis testing presented in Table 3, which shows the results of the Paired Sample t-test used to determine whether there was a statistically significant difference between the pretest and posttest scores.

Table 3
Paired Samples T-Test Results

Pair	Comparison	Mean Difference	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t-value	df	Sig. (2-tailed)
1	Pre-Test – Post-Test	-34.97	17.04	3.16	-41.45	-28.48	-11.05	28	<0.01

Based on the results presented in Table 3, it can be seen that the t-value is –11.050 with a sig. (2-tailed) value of 0.000, which is lower than 0.05. This indicates a significant difference in learning motivation before and after the treatment. Thus, it can be concluded that the provision of services using PowerPoint media had a significant effect on increasing students' learning motivation at SMA Negeri 4 Bengkulu City. Consequently, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This confirms that Classical Guidance Services assisted by PowerPoint media effectively enhanced the learning motivation of eleventh-grade students at SMA Negeri 4 Bengkulu City.

Kamil et al. (2022) explain that learning motivation is the tendency of students to engage in learning activities driven by the desire to achieve optimal academic outcomes. It reflects the

need to develop one's abilities so that learners can perform better, achieve success, and think creatively.

To maximize the effectiveness of Classical Guidance Services in addressing low learning motivation, this study used PowerPoint media to improve the learning motivation of eleventh-grade students at SMA Negeri 4 Bengkulu City. According to Djunaedi and Permatasari (2018), classical guidance is a form of guidance and counseling service designed to be delivered simultaneously to all students in a class. These services are systematically structured with the primary objective of helping students optimize their potential. Through a structured educational approach, classical guidance not only focuses on academic aspects but also includes essential information related to personal development and career planning.

In practice, classical guidance provides students with opportunities to understand themselves, recognize their interests and abilities, and build awareness of social values and personal responsibility. Additionally, this service plays a role in providing relevant information about the world of work, further education pathways, and life skills needed to face future challenges. Thus, classical guidance functions as a strategic means of supporting students' holistic development, both intrapersonal and interpersonal, and preparing them to make well-informed decisions in their personal and academic lives.

According to Ilham (2004), PowerPoint is an application program used to create presentations in the form of slides. These slides serve as visual pages that display information to support learning activities.

These findings align with those of Ulva (2015), whose study titled Increasing Learning Motivation Through Classical Guidance Services Using PowerPoint Media for Eighth-Grade Students of SMP Negeri 15 Semarang also demonstrated positive results. The descriptive analysis in her study showed that before receiving classical guidance with PowerPoint media, students' motivation was in the moderate category (58.03%). After receiving the intervention, their motivation increased to the high category (78.37%), representing a 20.34% improvement. The t-test results further showed t-value = 48.802 > t-table = 2.042, indicating a significant increase in learning motivation among the eighth-grade students after the intervention.

The present study has demonstrated the influence of PowerPoint-assisted classical guidance services on improving the learning motivation of eleventh-grade students at SMA Negeri 4 Bengkulu City. However, several limitations should be acknowledged to maintain scientific transparency. First, this study involved only one class with a limited sample size, making it difficult to generalize the findings to a broader population. Second, the one-group pretest–posttest design used in this study lacked a control group, meaning external factors beyond the intervention may have influenced the results. Third, learning motivation was measured solely using a Likert-scale questionnaire, which does not capture qualitative data that may provide deeper insights into students' experiences during the intervention.

The implications of this study suggest that PowerPoint-assisted classical guidance services can serve as an effective strategy for improving student motivation, particularly in secondary schools. Teachers and counselors may benefit from using interactive visual media to make classical guidance sessions more engaging and easier to understand. Additionally, this study opens opportunities for further research involving larger samples, the use of control groups to strengthen internal validity, and the inclusion of qualitative methods such as interviews or observations to gain a more comprehensive understanding of students' motivational dynamics. Thus, the findings of this study not only offer practical contributions to the educational field but also provide a foundation for more in-depth future research.

CONCLUSION

Based on the findings of this study, it can be concluded that the learning motivation of eleventh-grade students at SMA Negeri 4 Bengkulu City experienced a significant improvement after the implementation of Classical Guidance Services assisted by PowerPoint media. Prior to the treatment, most students demonstrated low levels of learning motivation, which was reflected

in passive behaviors such as indifference during lessons, a tendency to become easily bored, and a lack of perseverance when facing academic tasks.

Following the delivery of Classical Guidance Services through PowerPoint media, a notable increase in students' learning motivation was observed. Students began to display characteristics of high motivation, including diligence in completing assignments, persistence in overcoming challenges, increased interest in learning-related issues, enjoyment of independent work, and the ability to maintain focus without becoming easily fatigued. These behavioral changes indicate an improvement in students' engagement and the overall quality of their learning participation.

The data analysis further demonstrates that Classical Guidance Services assisted by PowerPoint media had a significant effect on enhancing students' learning motivation. The visual media used in the services effectively captured students' attention, clarified learning content, and created a more interactive and meaningful learning atmosphere. Thus, Classical Guidance Services designed in an engaging and communicative manner through PowerPoint media can serve as an effective strategy to improve students' learning motivation within the school environment.

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