



The Effectiveness of Group Guidance using Prezi Media to Increase Learning Motivation of High School Students

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ABSTRACT

Background: Student motivation plays a crucial role in learning outcomes, and educators are increasingly exploring innovative approaches to enhance it. The integration of digital media, such as Prezi, into guidance services offers new potential in improving student engagement and learning motivation. **Objective:** This study aims to determine the effectiveness of group guidance using Prezi media to increase student motivation at SMAN 1 Alalak. **Method:** This research used an experimental design with a one-group pre-test and post-test approach. The study was conducted at SMAN 1 Alalak in 2023 with a sample of 7 students selected through purposive sampling. Data were collected using a learning motivation scale. **Result:** The results showed that student motivation before the intervention was in the low category with a mean score of 35.14. After receiving group guidance using Prezi media, the motivation score increased significantly to 82.86, falling into the high category. **Conclusion:** The findings indicate that group guidance using Prezi media is effective in increasing students' learning motivation. **Originality/Value:** This study provides novel empirical contributions to the field of technology-integrated guidance and counseling by uncovering the significant effectiveness of Prezi-assisted group guidance regarding the enhancement of student learning motivation within the high school context, which remains underexplored in secondary school counseling practices. These findings enrich the empirical evidence and serve as a strategic reference for designing interactive digital media and optimizing group guidance programs to boost academic engagement.

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1. INTRODUCTION

Education according to the National Education System Law Number 20 of 2013 is a known and planned effort to make the environment a teaching and learning process that motivates students to actively develop their potential. The reason for education is to make students have strict strength, poise, character, knowledge, ethics, character, and otherworldly abilities that are beneficial to themselves, society, country, and state. In this particular situation, inspiration to learn may be needed by students. Normatively, every student is expected to have a high spirit of learning to achieve maximum learning outcomes. However, if there is a noticeable difference between the normal level of learning motivation and the actual level of learning motivation, then activities are expected to overcome this so that students can achieve better learning outcomes (Ambarita et al., 2019). Inspiration is utilized to describe accomplishment or disappointment in complicated matters. Almost all specialists arrange that the inspiration hypothesis is connected with the elements that drive behavior and provide guidance for the way to behave. In

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addition, it is generally recognized that a single thought process in participating in a fundamental need is not completely determined (Kholid, 2017). Increased learning motivation due to the desire or encouragement of students to be dynamic in learning at schools (Damayanti, et al., 2020). Students who are encouraged to learn show their energy at home daily schedule while participating in education and learning activities and this can achieve ideal learning goals more easily (Pointer et al., 2020). Students who are keen to learn to have traits that include a passion for the task, perseverance in overcoming difficulties, more independence, getting tired quickly with routine tasks, being ready to compete, finding it difficult to ignore their own beliefs, and jumping at the opportunity to tackle and track problems. Given the persuasive signs referred to, learning motivation is an important prerequisite for students to have at any level of education where it can affect the way the education system runs properly (Utomo & Zubaidah, 2020). All types of learning require learning motivation that must exist in every student.

Education must have a beneficial spirit to empower learners, empowering them to be dynamic in the educational experience so that the achievement of illustrations can be fulfilled (Kusumaningrum et al., 2019). Sardiman (2016) the desire to learn is a non-scientific mental variable that plays a role in creating energy, desire, and excitement while learning. Students who have strong inspiration can have tremendous energy and enthusiasm from doing learning exercises. According to Donald, learning motivation is an exchange of energy within the individual (character) that can be separated by the development of responses and sentiments until the expected goal is achieved (Handoko, 2020). Alderfer also has the same assessment stating that learning motivation is the outer and inner support that encourages people to strive or act to achieve goals so that better behavioral differences are needed in students (Harandi, 2015). Getting inspiration comes from innate elements, such as the longing or desire to succeed, as well as from the solace of pressing needs, and interesting and enjoyable activities. Physical and mental support for students is an inspiration which means it affects the way they behave (Hidayah & Hermansyah, 2016).

Increase energy and create excitement in student learning, which is generally more inclined to group activities. According to Narti (2014), group guidance is a way of providing assistance given to students, through activities carried out in groups. From this direction, cooperation and collection of contrasts are directed at increasing the range of opportunities capable of creating and dealing with problems of being a substitute member in the direction. Various educational issues are covered by group guidance such as learning difficulties, study techniques, test bombing, etc. This help is focused on small groups of 5 to 12 students. The essence of this approach is to help students answer the need and interest to pay attention to this direction. The movement intends to beat the problems seen by students while thinking. Research results by Utami (2015) showed that this direction movement centered on understanding the verses of the Quran successfully expanded students' learning inspiration. According to Al-Qatthan (2017),

According to Prayitno & Erman (2017), group guidance can be interpreted as helping an association that deals with comparative problems. However, more inner and outer group mentoring involves guidance that affects a large number of people using a collective vibration (Roni et al, 2018). The outcome of group management, according to Prayitno, depends largely on the extent of the objectives to be achieved by group guidance, especially in the socialization of students and the development of correspondence between management members (Li & Zhang, 2023). Group guidance has several objectives to be achieved. The point among others is the improvement of interactive abilities, specifically the relational abilities of members (students) (Nasution & Siregar, 2019). Group guidance service plan to empower the advancement of feelings, contemplations, affirmations, experiences, as well as mentalities that can help in the achievement of more effective ways of behaving (Schneider, 2023), especially in further developing the verbal and non-verbal relational skills of students. The overall objective of gathering direction is the improvement of interactive abilities, particularly the relational abilities of the companion members. Through group guidance, other issues such as stalled thinking, fickle insights, and inadequate ways of behaving can be maintained (Defisah et al., 2021). A collective vibe helps service members to have a more intelligent, involved, understood, adaptable, broad, and dynamic point of view (Kashef et al., 2021).

This help encourages members to be freer, convey better, and have the option to address issues that have lately burdened them. Tohirin (2014) states that the specific reason for group guidance is to resolve explicit issues of concern to members, including issues that have a high level of significance. Through an extraordinary collective vibration, the conversation of these issues is expected to animate the advancement of feelings, considerations, affirmations, pieces of knowledge, and perspectives that help create more convincing and reliable behavior (Reid, 2014). During this interaction, the verbal and non-verbal relational skills of the members are also engaged (Bambaeeroo & Shokrpour, 2017). The group exercise was intended to encourage people to voice their views and participate in conversations about important issues (Martin et al., 2015). It is also expected to foster shared values, empower cooperation in addressing issues in the meeting, and cultivate relational skills, perspectives, and substantial activities to achieve the goals set by the meeting (Gilson, 2017). In this review, the objectives to be

achieved are to determine the level of student's inspiration and improve students' inspiration through group guidance.

The main abilities of guidance are understanding and improvement. According to [Awarya \(2013\)](#), the essential comprehension of direction and guidance service is the comprehension of the instructor and the issue seen by the instructor himself, as well as the comprehension of the other groups assisting the client, including the comprehension of the client's present situation ([Pourdavood & Song, 2021](#)). Improvement ability means that the guidance direction and provided help people who seek advice for conscious and continuous reasons, to follow and further develop their whole character.

According to [Wyman & Watson \(2020\)](#), student groups can be divided into two classifications, namely certain heterogeneous and homogeneous groups. In heterogeneous groups, elite-performing students act as coaches for low-performing students. High-performing students provide direction and clarification to low-performing students so that they can more easily understand the topic and development how they can interpret the learning ([Paasivaara et al., 2017](#)). These meetings are often participated in by educators in the hope that the less able students will work on their exhibits with help from the more able group.

In homogeneous groups, similarities between students form the premise of the series. According to [Nhan and Nhan \(2019\)](#), student academic performance information such as points, grades, and behaviors are commonly used by teachers for homogeneously grouped students. This type of collection is often used in the hope that high capacity students do not feel bored with the tasks they get in groups because the tasks match their ability levels. On the other hand, in heterogeneous groups, high-capacity students should be given less troublesome tasks and should provide direction to group individuals who need more help. In addition, homogeneous meetings are also used to keep lower-ability students from feeling favored over their peers. Homogeneous meetings also provide a valuable open door for educators to definitively customize learning more for each group of students. Currently, several studies are being directed to look into the feasibility of involving these two types of series in the further development of student performance ([Perkmann et al., 2013](#)).

In this case, the group guidance approach using Prezi media is a more efficient and powerful option to expand students' learning motivation and is a development from previous examinations. According to [Pranoto et al \(2016\)](#), Prezi is a web-based event program. In addition to filling in as a display device, Prezi media also allows users to investigate and share thoughts about virtual materials using the Zooming User Interface (ZUI), which allows users to zoom in and out of the user's introductory view. By using Prezi media, educational experiences can engage students more effectively and help them understand topics better. Thus, attention to the sustainability of group guidance using Prezi media in improving students' learning motivation at SMAN 1 provides schools and educators with important knowledge and suggestions for developing more powerful learning strategies to improve student's learning motivation. With this exploration, it is expected that group guidance using the Prezi media approach can be a very interesting and valuable option for students in achieving ideal learning outcomes.

The results of preliminary observations on March 6, 2023, at SMAN 1 Alalak, especially in class X2, showed problems in learner engagement and motivation. In learning activities, students do not pay much attention to the teacher when explaining, are not active when participating in learning, and ignore the tasks given by the teacher. Although they listened when reprimanded for being noisy, after a while, they returned to making noise. The importance of efforts to increase learning motivation and student engagement so that the learning process can run more effectively and students can achieve better learning outcomes ([Prayogi & Utomo, 2021](#)). Therefore, further research on group guidance using Prezi media services at SMAN 1 Alalak can be an efficient and effective solution in overcoming this case.

In a review presented by [Hartinah \(2016\)](#) entitled "Expanding Student Inspiration Through Group Briefing Services Utilizing Critical Thinking Techniques," it was found that after the implementation of student direction group guidance, there was an increase in student learning inspiration. The results showed that group guidance had an impact on expanding students' learning inspiration. In addition, group guidance has different benefits, for example, helping students focus on the goals to be achieved, as well as preparing them in finding answers to various problems they face. Research results by [Asyhari & Silvia \(2016\)](#), it is revealed that low learning motivation if not immediately addressed can interfere with the development of students' experiences at school. The effects can also be bad for students, for example, decreased learning achievement, difficulty learning illustrations shown by the teacher, and can try and make students participate in abusive behavior that can harm themselves and others. The task of the lead and guide teacher in this situation is very important, especially how the lead and guide can create and follow the student's learning inspiration. The goal is that students in their developing experience can do positive and directed things to achieve their learning goals.

How important it is to increase students' motivation to learn. To approach this goal, educational programs in schools, such as guidance and mentoring, have a crucial role in determining the success of learners in increasing their learning motivation and achievement. One of the guidance services that can be used is group guidance. From the description, the researcher is interested in researching group guidance using Prezi media to increase students' learning motivation at SMAN 1 Alalak, and takes the title namely The Effectiveness of Group Guidance Using Prezi Media to Increase Learning Motivation of High School Students at SMAN 1 Alalak

2. METHOD

2.1 Research Design

In this research, the authors utilized a type of quantitative examination conducted by applying an exploratory strategy. [Sugiyono \(2019\)](#) states that exploratory examination is a quantitative methodology used to test the impact of independent factors (treatment) on dependent variables (outcomes) in a controlled climate. In experimental research, circumstances are arranged so that the main treatment factor affects the dependent variable, with almost no influence from different factors. To monitor what is happening, experimental research includes the utilization of comparison groups and in most cases is completed in the laboratory. According to [Stockemer et al \(2019\)](#) mentioned that exploratory configuration is all that incorporates the methodology utilized in the research, from a good plan, the examination can be carried out truly and proficiently. The examination configuration utilized in this review is the pre-exploratory plans one group-pretest posttest configuration, which is a group-led examination not utilizing a correlation group. This examination begins with the guidance of a poll before the treatment called the pre-test (O1), then the guidance of the treatment, and ends with the guidance of a survey after the treatment called the posttest (O2).

2.2 Research Location

This research was conducted in 2023 at SMAN 1 Alalak. The population in this study was X2 class students. The total population in class X2 is 36 students. Researchers will take a sample of 7 people who have minimal enthusiasm for learning based on the pre-test results.

2.3 Research Subject

The population is all elements that become the generalization area in a study. This population includes the entire subject matter to be measured and becomes the unit of the research study. In this context, the population is a generalization area consisting of objects or subjects that have certain characteristics and characteristics determined by the researcher to be studied, and from the results of the study, conclusions can be drawn.

The population of this study was all students of X2 class of SMAN 1 Alalak as many as 36 people. The selection of this population is based on the results of preliminary observations at SMAN 1 Alalak. In this activity, the researcher realized the lack of learning motivation in students of class X2 SMA 1 Alalak. Considering that the population in this study is quite large, while the ability and opportunity of researchers is limited, then in this study researchers do sampling.

In quantitative reports, tests are fundamental to the number and nature of the population. Expecting the population to be very large, and the expert can't focus on everything in the population, for example, due to limited resources, work supplies, and time, the researcher can use tests taken from the population.

In this study, the sample in this study was X2 class students totaling 7 people as the experimental group at SMAN 1 Alalak. This test was conducted considering the results of the pre-test that had been completed and it was known that students had low learning motivation. In this action, the expert understands that there are side effects of low learning motivation in students. According to [Wang \(2014\)](#) the use of purposive sampling is a method for deciding on exploratory tests with certain considerations that aim to fulfill the information collected later and in accordance with the research criteria.

2.4 Data Collection

This research uses information retrieval techniques using a questionnaire, which is an information collection technique carried out by distributing a series of questions or written statements to be answered by respondents. The questionnaire is a productive method for gathering information, and characterizing the factors to be estimated and has a clear purpose from the respondents. In this study, researchers conducted two questionnaires, namely:

- 1) Pre-test in the form of a questionnaire addressed to students before being corrected to determine the level of motivation of students.
- 2) Post-test is a questionnaire addressed to students after being given treatment. The purpose of this post-test is to find out whether group guidance services are effective in increasing learners' learning motivation.

Questionnaire was taken about students getting inspiration based on the hypothesis (Sardiman, 2016). The student learning motivation instrument consists of 23 articulations, each statement is divided into four decisions, namely very appropriate, fitting, inappropriate, and very inappropriate. The methodology for completing the poll was that each respondent was approached to give a response as per their respective encounters and circumstances.

The instrument used in this research is to collect appropriate data using a Likert scale. The Likert scale is used to measure mindsets, opinions, and perspectives on an individual or a collection of social characteristics. The speculation of learning motivation that approaches the reason for this instrument is the theory put forward by Sardiman (2016). With the definitive goal of achieving the best assessment results, specialists ordered a box of examination instruments.

The most effective method for determining response scores by including positive statements in the decision: (1) especially appropriate scored 4; for decision (2) also scored 3; 35 for decision (3) unreasonable scored 2; for choice (4) very inappropriate scored 1. About the negative definition for choice: (1) completely reasonable was scored 1; for decision (2) appropriate was scored 2; for decision (3) unreasonable was scored 3; for choice (4) unreasonable was scored 4.

2.5 Data Analysis

In this research, the analyst used the pre-exploratory one gathering pretest-posttest plan model which was carried out by estimating twice, which was specific at the time of treatment. The information gathered is the result of the primary test and the last test. The motivation behind the specialist is to look at both qualities by finding out if there is a distinction between the two qualities. Testing the difference in values is only done on the normal of the two qualities, to do this a method called test-test is used. The researcher used a t-test because the number of tests was below 30 and the data was usually adjusted.

If the t_{count} value (t_0) is greater than the t_{table} (t_t), then the decision taken is the hypothesis H_0 is rejected, and the hypothesis H_a is accepted, meaning that group guidance using Prezi media is effective in increasing student motivation at SMAN 1 Alalak. Meanwhile, if the t_{count} value is smaller than the t_{table} , then the decision taken is that the H_0 hypothesis is accepted and the H_a hypothesis is rejected, which means that group guidance using Prezi media is not effective in increasing student learning motivation at SMAN 1 Alalak.

2.6 Research Procedure

The experiment research process is generally like study research. The fundamental contrast lies in the exploration plan. The trial research process shows that quantitative exploratory studies start from a potential issue that consists of a recognizable issue evidentiary foundation and issue details. The issue is then made plausible and addressed hypothetically. The response to the new issue breakdown using hypotheses is called speculation, specifically the feasibility of treatments (independent factors) on outcomes (subordinate variables). Speculation will be demonstrated by testing/trying different things with a specific plan.

Initial stage: a) Mentioning the approval of the school to be used as a test site, b) Counseling the instrument, regardless of whether the instrument is suitable for use. Then at that point convey the instrument to the learners, c) Give the pretest to the experimental group, d) Decide on the exploratory test in light of the consequences of the instrument that has been conveyed, e) Make the help unit.

Execution Stage: a) Leading pre-test, b) Pursuing the settlements when the bunch direction exercises will be done on the individuals from the exploratory test, c) Leading the group guidance using Prezi media, d) Assessing the completed bunch direction exercises by noticing and posing some inquiries about the exercises that have been followed, e) Giving the last test (post-test) about the things in the after. Pre-test and post-test can be measured.

Final Stage: The specialist dissects and deciphers the post-test results of the gathering to see if there is any improvement in the post-test scores of the gathering handled or not.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Factual condition of learning motivation level

Based on the initial perception, directed by the analysts at SMAN 1 Alalak, the researcher tried to pay attention to the educational experience. The uniqueness of scientists in class X2 of SMA Negeri 1 Alalak was found to be incompatible during education, students tend to ignore the teacher when learning, are not dynamic when participating in learning, and not doing the tasks given by the teacher. When they are reproached for being loud by their teachers, they pay attention to what their teachers are talking about for a while, they start making noise again. After seeing first-hand and discussing with the supervising teacher at school, it tends to appear that not a few students have low learning motivation.

This exploration is intended to determine the sustainability of group guidance using Prezi media to expand the learning motivation of X2 class students at SMAN 1 Alalak. The approach used in this study is quantitative which aims to determine the impact of the influence of group guidance using Prezi media to increase student learning motivation.

When going to do the exploration, several methods are skipped. The first was asking permission from the head and instructors at SMAN 1 Alalak that they would direct research at the school regardless of whether it was allowed. After discussing with the school counselor at the school, the doctor was finally able to use the school counselor example to complete the treatment. Before the exploration started, the scientist showed the examination permission letter from UNISKA Banjarmasin environment until it was permitted by the school. After obtaining research approval, then gave a pretest poll to find out the level of student learning inspiration, out of 36 students up of 7 students had low learning motivation results. Then at that time, the exploration was carried out with the coordination of the supervising instructor associated with the time and material provided to expand the student's learning inspiration.

The exploration was conducted at SMAN 1 Alalak from June to July 2023. The consequence of this review was obtained from the dissemination of tools aimed at getting fair information and square of inspiration for learning and as a reason to adjust the substance of group guidance using Prezi media to increase learning motivation in students which were then tried for feasibility. Before conducting group guidance using Prezi media, there are several things that must be considered by researchers in conducting group guidance using Prezi media. The stages of implementing group guidance using Prezi media are as follows:

1) The first stage (formation)

Understand the overall goal that must be achieved through many exercises and understand the behaviors that must be taken to achieve the goals that are still unclear. Then reveal something important to you that is fundamental to legitimate collection actions (e.g., straightforwardly present yourself, describe your work as a collection pioneer, etc.). Establishing harmony, at this stage it is important to gather the interests and needs and interests of individuals to participate in group activities. The activeness of the assembly leader, the assembly leader begins to understand the motivation behind the movement, encourages a sense of shared participation, fosters trust and recognition, and then, at that point, begins to examine the behavior and sentiments within the group.

2) Second stage (transition)

At this stage, the analyst decided on 7 students with low levels of learning inspiration. The scientist explained how group guidance using Prezi media increases learning inspiration for group individuals. The mentoring this time was conducted face-to-face for 45 minutes at each meeting. This stage can run as expected because the community can know the reason for the assistance, but there are still some people who are not aware because they do it interestingly.

3) Activity Stage

This stage is the center of the movement. Individuals will start to feel good and open to different individuals. Here people start to set out to give opinions, communicate well, answer their friends, and have pleasant conversations. At this stage the group leader or scientist provides materials to the participants, namely: persevere, can defend his views sensibly, show interest, be independent, and tips for not getting tired easily with schoolwork. People examine these and they recognize that low motivation to learn can make them imitate their friends. Because they don't accept that they can do the tasks or questions given by the educator. So they rely on friends who they believe are more reliable. Many pioneers examine whether that is a positive or negative thing to do. The leader of the assembly invites them to talk about what makes them have low motivation to learn. Here individuals are coordinated to understand what effects will occur if people have low learning inspiration.

4) Ending Stage

Group guidance using Prezi media to increase learning motivation is expected to help students of SMAN 1 Alalak, especially class X2 in expanding learning inspiration. At this stage, there are two exercises, assessment and follow-up. This stage is the final stage of the briefing exercise determined to complete critical thinking by a group of individuals. The group leader provides an opportunity for all parties to provide opinions and ideas for the group's direction management. After a few days, the researcher administered a post-test poll to see if group guidance using Prezzi media was effective in increasing students' learning motivation.

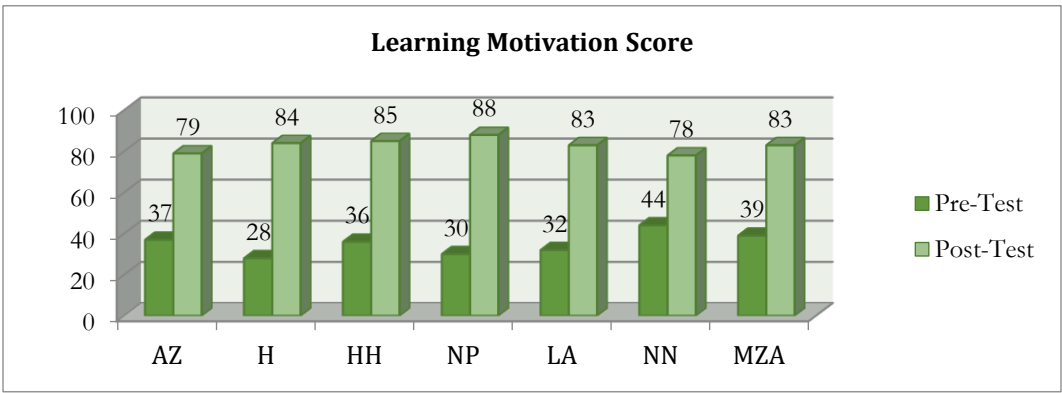
3.1.2 Comparison Results After and Before Treatment

In this study, the level of learning motivation is divided into three categories, namely high, medium, and low. This categorization is obtained after the researcher provides a standard score for each category. The norms used to determine the level of student learning motivation are described in Table 1.

Table 1. Learning Motivation Criteria

Category	Score
High	71 – 94
Medium	47 – 70
Low	23 – 46

Based on the standard score above, it can be seen the results of the pretest and posttest classification of each student related to the learning motivation of students in class X2 SMAN 1 Alalak in the following graph 1:



Graph 1. Learning Motivation Score

Based on the results of the pretest and posttest above, a paired sample test can be conducted to find out how stu-dents who have low learning motivation after being given group guidance using Prezi media.

Table 2. Paired Sample Statistical Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Motivasi belajar	35.14	7	5.551	2.098
	Posttest	82.86	7	3.436	1.299

From the results of the above analysis, the average value of the student pretest = 35.14 and the student posttest = 82.86. From the results of this information, it can be seen that there is an increase in the benefits of motivation after getting group guidance using Prezi media of 47.72. Furthermore, it can be assumed that this group guidance using Prezi media arrangement is successful in expanding the students learning motivation of SMAN 1 Alalak.

3.1.3 The Effectiveness of Group Guidance using Prezi Media

Regarding the testing of assumptions in this review, the analyst broke down the information using the t-test with a matched sample testing procedure with the SPSS program. The speculations made by the experts in this study consist of two-way theories, specifically elective theories and invalid speculations. Speculation is valid if the elective speculation (Ha) is validated.

Ha: Group guidance using Prezi media is effective to in-crease students' learning motivation at SMAN 1 Alalak.

Ho: Group guidance using Prezi media is not effective to increase students' learning motivation at SMAN 1 Alalak.

To see whether the group guidance based on Prezi media succeeds in increasing students' learning motivation and what is the score of learning motivation before being given a gathering briefing and after being given a gathering briefing is carried out using the t-test data test equation, with not entirely set, being a certain level of opportunity (df) $N-1 = 12-1 = 11$ with a magnitude (α) of 0.5. The factual speculation is as follows:

$$H_o : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

1) Data Normality Test

The results of the normality test analysis are described in Table 3.

Table 3. Normality Test Results

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	f	Sig.	Statistic	f	Sig.
Result	Pre-test	.143	7	200*	.972	7	.910
	Post-test	.231	7	200*	.947	7	.700

Based on the table of t-test results, the Sig. (2-followed) value = 0.000, which means it is not exactly α 0.05. Correspondingly, Ho is eliminated and Ha is recognized. Thus it can be said that the group guidance using prezi media arrangement is very powerful in expanding students' learning inspiration at SMAN 1 Alalak.

2) Homogeneity Test

The results of the homogeneity test analysis are described in table 4.

Table 4. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.026	1	12	.180
	Based on Median	1.589	1	12	.231
	Based on Median and with adjusted df	1.589	1	10.704	.234
	Based on trimmed mean	2.068	1	12	.176

Based on the data above, it can be said that it is homogeneous because the results of the Significance value Based on mean = 0.180 are greater than 0.05, so this meets the requirements for testing hypotheses using parametric statistics, namely the paired-samples t-test.

2) T-Test (Paired Sample T-test)

The results of the t-test analysis (paired sample t test) are described in Table 5:

Table 5. T-test Results

Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confident Interval of the Different		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest perilaku sopan santun	-	8.381	3.168	-55.465	-39.963	-15.063	5	.000
	Posttest perilaku sopan santun	47.714							

Based on the table of t-test results, the Sig. (2-followed) value = 0.000, which means it is not exactly α 0.05. Correspondingly, Ho is eliminated and Ha is recognized. Thus it can be said that the group guidance using prezi media arrangement is very powerful in expanding students' learning motivation at SMAN 1 Alalak.

3.2. Discussion

3.2.1 Description of Factual Conditions of Student Learning Motivation Level

The researcher tried to observe the learning process in class X2 of SMAN 1 Alalak and found that not a few during the learning process, students did not pay attention to the teacher when explaining, were not active when participating in learning, and did not do assignments given by the teacher. When they were reprimanded for being noisy by their teacher, they listened to what their teacher said for a while, but after a while, they started making noise again. After seeing directly and discussing with the counseling teacher at school, it appears that there are not a few students who still have low levels of learning motivation.

While in a study, Emda (2018) mentioned that if low learning motivation is not immediately corrected, it will hinder students' learning activities at school. In addition, it can also hurt students such as decreased student achievement, students do not understand the illustrations given by the teacher, and students can also commit various offenses that can harm themselves and others. The task of educators and direction is very important, to be more specific how the director and director create and follows the inspiration of student learning so that students in their learning exercises achieve something useful and are guided towards the goals they want to achieve.

The results of research by Sitanggang (2020) reveal that it is very important to increase student learning inspiration. To achieve the goal of increasing students' learning enthusiasm, one of the learning activities at school, for example, direction and guidance, also determines the progress of students with learning enthusiasm to further develop student learning achievement through various group guidance of direction and direction, one of which is group direction. The research of Wijnia & Servant-Miklos (2019) shows that there is a development of learning motivation after the briefing. The side effects of the above focus demonstrate how understudy learning motivation can increase along with group influences. The utilization of preparation has many advantages in addition to being able to aim further about the objectives to be achieved, it can also plan students to find out how to find answers to the problems they face. For this reason, students can associate more with the learning experience and understand the theme more effectively. Therefore, the research on the adequacy of Prezi media based group organization in fostering learning motivation of X2 grade students at SMAN 1 Alalak can provide insight and input to schools and teachers in developing more feasible learning techniques to increase students' learning motivation.

One of the things that affects the factual condition of the level of student learning motivation is learning facilities. Facilities are a means that helps smooth and facilitate the implementation of an effort. According to Nchunge et al (2013), educational facilities and infrastructure are all sets of equipment, materials and furniture that are directly or indirectly used in supporting the educational process at school. Alif et al (2020) says learning facilities are all that is needed in the teaching and learning process, both moving and not moving, so that educational goals are achieved and can run smoothly, regularly, effectively and efficiently. According to Razinkina et al (2018) learning facilities as an element of learning support, there are three things that need our attention, namely media or learning aids, learning equipment, and study rooms. It is clear that the development of student learning motivation is also influenced by the availability of learning facilities (Dityawati, 2019).

3.2.2 Comparison of Samples before and After Treatment

Before being given the Prezi media briefing, it was found that 7 students had low learning motivation. Learning motivation is created because of the help or desire of students to carry out learning activities. Students who are encouraged to progress also have the enthusiasm to follow every learning motivation on their daily learning plan at home, so that ideal learning goals are easier to achieve. The effort to expand students' learning motivation through group guidance using Prezi media, was conducted in five meetings. During the time spent by the group guidance using Prezi media, it can be seen that in the early stages of the group, individuals had problems adjusting to the group, then, at that time, there was gradually a very real change. Activities carried out through the briefing process. The stages in group briefing starting from preparing the briefing guidance, and carrying out the briefing group guidance show that the implementation of group briefing is by the plan for implementing the briefing group guidance, and ends with an assessment (Prayitno (2017). Judging from the results of the examination of information, it can be seen that there is an increase in the learning motivation of X2 class students of SMAN 1 Alalak. This can be seen in the table of exploration results at the time of organizing group government based on Prezi media.

3.2.3 The Effectiveness of Group Guidance using Prezi Media

The speculation was attempted using the matching sample t-test and it can be seen that t is -15.063, the mean is 47.714, the difference in the 95% certainty range, the lower = -55.465, and the upper = -39.963, then at that time t was determined by the table $df = 6$, with the condition that counts $< t_{table}$ because scientists have a very large $\alpha = 0$

level of 0.05 with a circulation of values for theory testing rules, with oneway transport of incentives for theory testing standards proposed by specialists. Then H_a is recognized. The correlation of the pretest value of 35.14 and the posttest of 82.86 means that there is an increase of 47.72. Judging from the table of T test results, the Sig. (2-followed) value = 0.000, which means that it is not exactly α 0.05. Therefore, H_0 is eliminated and H_a is recognized. Therefore, it can be said that the structuring of tutoring group guidance based on Prezi media is very effective in expanding students' learning spirit at SMAN 1 Alalak.

In this review to test the speculation in this review, the researcher breaks down the information using the t-test with the sample test procedure matched with the SPSS program. According to Sugiyono (2019), the information collected is the result of the main exam and the final exam. The researcher's reasoning was to look at both qualities by finding out if there was a difference between the two qualities. Testing the difference in scores is only done on the average of two qualities, to do this a strategy called the t-test is used. To find the range of scores, specifically the distance between the smallest score and the highest score. The speculation carried out by the researcher in this study consists of two-way speculation, namely elective speculation and invalid theory. Speculation is valid if the elective speculation (H_a) is validated.

The usual posttest value of learning motivation of X2 class students of SMAN 1 Alalak after receiving treatment is higher than before receiving treatment. That is, the motivation to learn in general will appear and encourage the development of motivation to find unparalleled. Student learning motivation before getting group guidance using Prezi media and after getting group guidance Prezi media direction has increased seriously and significantly. In research (Pegg & Kujawa, 2020) it is considered important to increase student learning motivation. To achieve the goal of increasing students' learning motivation, one of the learning activities at school such as attitudes and directions also determine student progress with enthusiasm to find ways to further encourage student learning achievement through various guidance and counseling services, one of which is group guidance. The formal instructive learning motivation system is one of the elements that cause instructive program results (Day et al., 2016). With activities related to the organization of appearance, education, and implementation of learning, educators fortify students' learning motivation (Stephens et al., 2015). Then again, as far as the liberation of student autonomy, learning inspiration increases when it is achieved for learning outcomes (Akbarini, 2018).

While research conducted by Utomo et al (2018) revealed that motivation is the main thought to recognize what abilities generate, underlie, and empower learning exercises. Based on the assessment results through direct observation, most students who are highly inspired will try hard, as if they are running, do not want to give up, and are active in reading to further foster learning outcomes and overcome the problems they face. On the other hand, people who have low inspiration appear emotionless, and easily influenced, their attention is not focused on learning, so students will experience learning difficulties (Kirschner et al., 2006). Motivation drives the individual, organizes practice, and selects learning goals that are perceived as generally important to the individual's life (Kim et al., 2013). Focusing on motivation will find justification for why individuals achieve something because individual motivation may not be directly visible, while what can be noticed is the indication of motivation as visible behavior in individuals will fundamentally move towards the truth of what drives the individual concerned.

4. IMPLICATIONS AND CONTRIBUTIONS

3.3.1 Research Implications

The following describes the implications of the research, namely (1) Guidance and guidance teachers know the level of learning motivation of students to conduct group guidance; (2) Guidance and guidance teachers know whether group guidance using Prezi media is effective in increasing students' learning motivation; (3) Group guidance using Prezi media can be used as a model of guidance services in schools; (4) The results of this study can add to the scientific literature regarding the effectiveness of group guidance services in Indonesia; (5) The results of this study can provide a theoretical and conceptual basis that can be used as a reference for further research in the same field.

3.3.2 Recommendations for Future Research

The following describes the contribution of the re-search, namely (1) Guidance and direction teachers should try to apply in group guidance using Prezi media as a way that can make students more dynamic, imaginative, and fun; (2) Students who have gone to group guidance using Prezi media to be able to follow the responsibilities that have been made and be able to realize themselves better; (3) For future researchers, it is hoped that they can take a wider sample and have different levels of education, and look for various elements that students have.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

Several limitations should be noted regarding the design and scope of this study. First, the investigation was conducted exclusively among high school students at SMAN 1 Alalak, thereby limiting the generalizability of the findings to broader educational settings. Second, the study focused specifically on examining the effectiveness of group guidance using Prezi media to enhance students' learning motivation, without assessing other academic or psychological dimensions. Finally, the intervention was restricted to five sessions, which prevented the evaluation of the long-term sustainability and lasting effects of the media-assisted guidance service on student motivation.

5.2 Recommendations for Future Research

To address these limitations, future research should expand the sample size across diverse schools and regions to enhance external validity. Additionally, implementing longitudinal designs with follow-up assessments is recommended to determine the durability of the intervention's impact over time. Lastly, future studies could explore and compare Prezi media with other interactive digital technologies to identify the most effective tools for educational guidance.

6. CONCLUSION

Based on the review of the information previously presented regarding the adequacy of the implementation of group guidance using Prezi media to build students' learning motivation at SMAN 1 Alalak, it can be concluded that the implementation of group guidance using Prezi media has been successfully implemented well at SMAN 1 Alalak by using Prezi media with the theme of expanding learning inspiration. The increase in students' learning motivation at SMAN 1 Alalak is very large but the ability varies. From the research results at SMAN 1 Alalak, it can be said that group guidance using Prezi media is very important in expanding students' learning motivation at SMAN 1 Alalak. This can be seen from the level of subject learning motivation before being given group guidance using Prezi media and after being given group guidance using Prezi media. The implementation of group guidance using Prezi media has been successful to increase students' learning motivation at SMAN 1 Alalak. This shows an increase in the benefits of learning inspiration for the seven students after being given Prezi media based group guidance services.

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Author Contribution Statement

The researcher carried out this research in accordance with the procedures and research schedule that had been arranged by the researcher. The researcher guarantees that all data reported in this article is in accordance with the data obtained by the researcher in the field. Therefore, researchers are fully responsible for the authenticity of this research data.

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