

Universitas Negeri Padang & Ikatan Konselor Indonesia

Editorial Office: Jurusan Bimbingan dan Konseling | Faculty of Education | Universitas Negeri Padang

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Volume 12 Number 4 2023



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)

Editor: Linda Fitria

Publication details, including author guidelines

URL: <https://counselor.pjj.unp.ac.id/index.php/konselor/about/submissions>

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Article History

Received: Monday, October 16, 2023

Revised: Thursday, December 21, 2023

Accepted: Sunday, December 31, 2023

How to cite this article (APA)

Thohir et al. (2023). The Effect of Motivational Counseling Based on Spiritual Values on Improving Learning Behavior of Pesantren Students. *KONSELOR*, 12(4), 348-399 <https://doi.org/10.24036/0202312456-0-86>

The readers can link to article via <https://doi.org/10.24036/0202312456-0-86>

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The Effect of Motivational Counseling Based on Spiritual Values on Improving Learning Behavior of Pesantren Students

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Abstract: Understanding behaviour plays a vital role for students in maximising their potential to achieve academic success and reach professional and life objectives. This study aims to assess the impact of motivational coaching rooted on spiritual principles on enhancing the learning behaviour of pesantren students. The study utilised quantitative research with a pretest-posttest control group design. Ten 11th-grade students from Madrasah Aliyah Bilingual - Pesantren Modern Al Amanah Krian Sidoarjo Indonesia, who exhibited low scores on the learning behaviour questionnaire, had motivational counselling treatment as part of the research. This study utilised the Mann-Whitney U test for data analysis. The results show that the Z-score is -3.318 and the Asymp. Sig. (2-tailed) is 0.001, which is less than 0.05, resulting in the rejection of the null hypothesis (H₀). Spiritual-based motivational coaching influences the learning behaviour of pesantren pupils. Future research should investigate changes in meeting sessions, populations, and research methodologies in spiritual-based motivational therapy and its impact on students' learning behaviour.

Key Words: Motivational counselling, Learning behaviour, Santri, Pesantren, Spiritual values

INTRODUCTION

Learning is a human need for self-actualization, a state of maturity when a person realizes his potential, which can be used to achieve his life goals (Mukhalalati & Taylor, 2019). Through learning, individuals will be guided in the management and shaping of themselves into what they hope to be (Okur-Berberoglu, 2023). Learning success involves several aspects, such as cognitive, affective and psychomotor (Alfaiz et al., 2019), self-motivation and emotional experiences (Sulaiman & S, 2021). These must be implemented in daily learning activities or behaviour.

Learning behaviour is a significant factor for students in encouraging learning achievement and attaining learning outcomes according to the school curriculum (Tokan & Imakulata, 2019). Constructive learning behaviour will be a driving factor in optimizing student potential. Student success in learning due to the role of active learning behaviour can be a provision for achieving success in career and life in the future (Cropley et al., 2019). Learning behaviour includes 1) learning planning skills; 2) observation in learning; 3) the habit of being responsible in learning; 4) application of associative thinking; 5) positive attitude in learning; 6) good inhibition (self-control); 7) appreciation of the learning process; and 8) affective behaviour in learning (Asrori, 2020; Nurjan, 2016).

The preliminary study conducted by researchers in September 2020 involved 30 respondents who are Santri (moslem students) at the Madrasah Aliyah Bilingual – Pesantren (Islamic Bording School)

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Modern Al Amanah Junwangi Krian Sidoarjo Indonesia. The results showed that 46% of respondents exhibited low learning behaviour, 38% exhibited moderate learning behaviour, and 16% exhibited high learning behaviour. The low learning behaviour of Santri can be seen in several aspects during the learning process, such as low participation in discussions, reluctance to ask questions about material they do not understand, and leaving the learning class. The description is also consistent with the results of interviews with 4 guidance teachers who stated that some students were not ready when they started learning and did not do homework as required. The preliminary study results indicate that most students do not exhibit good learning behaviour.

Learning behaviour can be defined as the activities that constitute a learning experience, which is an essential component for students to achieve the expected learning outcomes (Suyitno et al., 2019). Students learning behaviour demonstrated through active engagement in learning, can enhance their knowledge and skills, ultimately leading to academic success (Newmann, 1992). According to Reeve (Reeve et al., 2004) students' learning behaviour can facilitate the achievement of academic goals and learning outcomes. Learning behaviour refers to the mental processes that students undergo to choose actions that align with their future goals and expectations. When deciding on learning behaviours, students rely on intuition, impulse, awareness, and habits that they have developed.

Learning behaviour can be observed from several aspects, including habits, skills, observation, associative thinking, rational and critical thinking, attitudes, inhibition, appreciation, and affective behaviour. Bughardt (Syah, 2005) suggests that students with high learning behaviour experience positive changes in their learning habits. They can perform complex and organised patterns of behaviour, interpret and give meaning to stimuli from all sensory organs, connect concepts in the learning process, and solve problems effectively. The emergence of new trends in learning is leading towards a more positive direction, enabling problem-solving and a more straightforward approach to lesson objectives. This facilitates the reduction or elimination of unnecessary actions and the selection of more effective alternatives during the learning process or when interacting with the environment. It also promotes the appreciation of lessons learned.

The learning behaviour of Santri is often influenced by their age, particularly during the adolescent phase. Adolescents may struggle to demonstrate learning behaviours that support academic achievement, while also being unprepared for the consequences of their choices. This is due, in part, to the indecisive and critical nature of adolescence, which can impede the completion of developmental tasks and lead to poor academic performance. Adolescent ambivalence often leads Santri to desire behavioural freedom while simultaneously fearing the responsibilities that come with it (Santrock, 2007). Handono (2015) further noted that Santri may encounter various difficulties and obstacles when performing academic and developmental tasks. Obstructed learning, stunted development, and serious psychological problems can result from this. Reivich and Shatte (2002) and Hanurawan (2012) have both highlighted the importance of this. To succeed academically amidst conflicting developmental tasks, students must be able to formulate and perform constructive behaviours. This will lead to optimal academic achievement. Attention needs to be given to the failure of Santri in their studies at Pesantren to prevent them from experiencing failure in their lives after completing their education. According to Ghulam (1999), the success of students in learning is achieved through active learning behaviour, which is expected to provide a foundation for success in their careers and lives.

Santri's learning behaviour can be identified by their closed, quiet, and apathetic attitude towards their surroundings, lack of discipline, and low academic self-regulation. If not addressed promptly, poor learning behaviour can negatively impact students' academic, career, social, and personality development. Reeve (Reeve et al., 2004) stated that low learning behaviour affects learning outcomes. Students' behaviour during the teaching and learning process is a crucial factor in their academic success. Students with poor learning behaviour are more likely to experience negative emotions. These emotions stem from a mismatch between individual students' personal goals and the learning tasks at hand. According to Stefanie and Heidrun (2020), the lack of specific goals or meaningful learning activities can result in a sense of boredom during the learning process.

Based on some of the above explanations, one of the dominant factors in the determination of students' learning behaviour is academic motivation (Zsolnai, 2002). Higher academic motivation leads to lower negative learning behaviour (Williams-Pierce, 2011), ultimately impacting teachers' perceptions. It is important to note the strong influence of motivation on learning behaviour. When

perceiving students' learning behaviour, teachers need to focus not only on the results of the final test but also on other factors such as students' enthusiasm towards learning, their attentiveness, persistence, and effort towards learning, as well as their adherence to rules and interactions with peers (Brandmiller et al., 2020).

Addressing Santri's learning behaviour problems, which can be achieved through guidance and counselling services, is the responsibility of pesantren managers. According to the Guidelines for the Implementation of Guidance and Counselling in the Formal Education Pathway (ABKIN, 2007), these services are provided to all students to optimise their potential and foster independence in decision-making. The capacity of students to overcome emotional, social, and learning obstacles is an indicator of achieving optimal development (Awaluddin, 2020). The perspective of Guidance and Counselling services in pesantren aims to facilitate Santri learning by providing access to quality information about learning opportunities, personal assistance to integrate life, study, and work, and developing individuals as self-motivated professionals and citizens. Furthermore, Guidance and Counselling services aim to enhance students' functioning within their environment, promote independence in personal-social, learning, and career aspects, and manage effective behaviour, including learning behaviour (Borders, 1991). Given the important role of guidance services in dealing with the problems of Santri, it is the responsibility of the guidance and counselling teachers to offer guidance services to the students to help them improve their academic performance and develop their talents.

Several counselling models have been used to improve learning behaviour in counselees. These include behavioural counselling with self-management techniques (Muratama, 2018), modelling (Ferdiansa & Karneli, 2021; Ratri & Pratisti, 2019), peer counselling (Hidayati, 2019), and reality counselling (Masrohan, n.d.). According to reports on the effectiveness of the counselling models mentioned above, a weakness has been identified: the exclusion of the cultural context in which the counsellor operates. Culture is both an individual psychological construct and a macro-social construct. Therefore, to some extent, culture exists within each individual as a global social construct (Matsumoto, 2004). To improve the counselling process, it may be helpful to consider the culture, habits, and values of the counselee's environment (Khoirina, 2018). Current counselling approaches aimed at improving learning behaviour may not address internal factors such as motivation and spirituality, which are deeply ingrained in the daily lives of santri in pesantren.

The opportunity and positive impact of value-based counselling services in the environment where the counselee lives encouraged the researcher to provide motivational counselling that integrates spiritual values that are applied in various activities in the pesantren environment to improve student's learning behaviour. The spiritual values prevalent in Al Amanah Modern Pesantren became the basis of this research setting. Pesantren Al Amanah is one of the modern and integrated pesantren models by organising a type of education that offers various programmes that balance scientific studies and religious moral education. In addition, Islamic spiritual values from the teachings of the Qur'an and Hadith are instilled in each santri.

Spirituality comes from the Latin word *spirit*, which originally meant 'breath' and is associated with life. One of the many definitions of spirituality is that it is a vital life force that gives strength, courage and vigour, and energises the individual in living life (Clements & Clinebell, 1995). Spirituality can also be broadly defined as a transcendent relationship with something greater than the self (Marcoen, 1994). Spirituality is described as broader than religion and refers to a "personal and individualised value system for how individuals approach life" (Laukhuf & Werner, 1998), which is different for each individual, changes throughout life and relates to a personal search for meaning and purpose. Labun (1988) associates spirituality with love, faith, hope and trust, all of which are interpersonal relationships.

Spirituality is believed to guide students towards success in life and can also motivate them to achieve academic success (Basuki, 2015; Zohar & Marshal, 2007). The aim of fostering students' spirituality is to produce individuals who can balance their spiritual and physical needs, find meaning and happiness in life, and believe in God (David et al., 2022). Santri spirituality is developed from an early age through the disciplines and norms taught at home and school. It plays a crucial role in controlling behaviour, attitudes, and personality. As Santri continue to grow, they further develop their spirituality through daily actions. The spiritual status of the santri is reflected in their learning behaviour at the pesantren. According to Komariyah and Nihayah (2023), research suggests that spirituality can aid santri in realising their potential and enhancing their learning behaviour in pesantren.

Every student at Pesantren Modern Al Amanah is taught to give meaning to worship through their behaviour and learning activities. This is achieved by following steps and thoughts that are in line with the fitrah of being a whole human being (hanif) and having an integralistic thinking pattern (tauhid) based on the principle of 'only because of Allah'. Therefore, individuals with high self-awareness and clear life goals will not engage in actions that deviate from their religion, norms, and culture. Spirituality involves having a sense of purpose, which can increase wisdom and willpower, leading to a closer relationship with the divine and the universe, and dispelling false ideas. It is important to note that this statement is subjective and should be marked as such. Ultimately, the curriculum and teaching methods employed at Pesantren Modern Al Amanah aim to develop the character of all students through spiritual values. The spiritual values cultivated in the santri include obedience to the teacher (Kyai), belief in the blessings of knowledge and teachers, and sincerity in carrying out all activities (Cox & Klinger, 2004).

Motivational counselling for Santri has the advantage of involving all aspects that play a role in learning motivation. It uses spiritual values as one of the inherent values in Santri in pesantren. This spirituality is the main driving force that encourages changes in Santri's learning behaviour. Spiritual value-based motivational counselling considers the motivation within the individual as the driving force in changing their behaviour. An individual's commitment to pursuing life goals is a guarantee of personal growth. Motivational counselling aims to understand, measure, and intervene with individuals to modify their motivational structures. To study the structure and motivational system of individuals, it is necessary to explore their character, thoughts, feelings, behaviour, psychopathology, and treatment holistically. Motivational counselling aims to reconstruct maladaptive motivational structures to help individuals improve their psychological functioning and achieve their desired goals (Cox & Klinger, 2004).

In solving life problems, individual goals are considered important. Therefore, identifying individual motivation in the counselling process is crucial for the service to be effective in achieving both life goals and the individual's relationship with those goals. By understanding the counsellee's life goals and their relationship with them, we can gain insight into their overall motivation structure. This understanding of the motivational structure is an important factor in the process of Motivational Counselling (Cox & Klinger, 2004). Individuals with clear life goals can direct their drive, persistence, energy and behaviour towards achieving their desired goals (Locke, 2013).

Motivational counselling has been widely used to change the attitudes and behaviours of counselees in medical and clinical settings, as well as for self-development. For example, it has been used to improve self-efficacy (Merlo et al., 2010), to develop learning outcomes such as academic achievement, student behaviour and classroom activity (Snape & Atkinson, 2016), and to build discipline (Ratanavivan & Ricard, 2018).

Based on the above description, Motivational Counselling can help counselees in various problem settings, both clinical and self-development. However, there is no specific research that proves that motivational counselling based on spiritual values has a positive influence on improving the learning behaviour of pesantren students. Therefore, researchers believe it is necessary to investigate the impact of spiritual values-based motivational counselling as an alternative means of enhancing the learning behaviour of pesantren students.

METHOD

Research Design

This study employed a quantitative research approach with a true experimental design. Additionally, pre-test and post-test control group designs were utilized as part of the study design. A depiction of the research design is presented in Figure 1 below:

R1	O1	X	O2
R2	O3	-	O4

Figure 1 Research Design Pre-test and Post-test Control Group Design. Source: (Borg & Gall, 1983)

Information:

- R1 : Random group placement in the experimental group
- O1 : Pre-test in the experimental group
- x : The intervention in the experimental group was in the form of motivational counselling
- O2 : Post-test in the experimental group
- R2 : Random group placement in the control group
- O3 : Pre-test in the control group
- : The intervention in the control group was in the form of counseling as is usually done in Pesantren
- O4 : Post-test in the control group

The research was conducted in the period January - February 2023 in the Madrasah Aliyah Bilingual (MAB) Pesantren Modern Al Amanah Junwangi Krian Sidoarjo during the academic year 2022/2023. The purposive technique was used to select the research sample from 11th-grade students who were identified as having very low learning behaviour based on measurements with a learning behaviour scale with a value interval of 61-122. The procedure for selecting research subjects involves several steps. Firstly, a pre-test is conducted to assess prospective subjects. Secondly, motivational counseling is provided to subjects who exhibit low levels of learning behavior based on the pre-test results. Thirdly, the control and experimental groups are determined randomly through a lottery. Finally, the number of subjects in each group is determined through another lottery. The first five names selected will be included in the experimental group, while the last five names will be included in the control group.

Table 1. Research subject screening data

Interval	Category	Amount
184-244	High	7
123-183	Medium	13
61-122	Low	10

Research Instrument

The data collection instruments used in the study were a learning behaviour scale and a self-reflection journal. The treatment instrument was a guide to the implementation of motivational counselling based on spiritual values.

Learning Behaviour Scale

The learning behaviour scale was developed by the researcher based on indicators of learning behaviour which includes 8 aspects. The scale was created using a Likert scale with answer options such as 'very appropriate', 'appropriate', 'less appropriate', and 'inappropriate'. Please refer to Table 2 for more information.

Table 2. Learning Behaviour Scale Grid

Variable	Indicators	Descriptors
Learning Behaviour	Lesson Planning Skills	drawing up a study schedule Having/writing down learning targets
	Observation in Learning	Paying attention to the teacher when explaining the lesson Taking notes on important points of the lesson

Variable	Indicators	Descriptors
	Disciplined habits in learning	Doing the lesson tasks (homework) given by the teacher according to the provisions Re-learning the lesson given by the teacher
	Positive Attitude	Enthusiastic in participating in learning activities Confident in completing tasks
	Inhibition (self-control)	Attending class on time Avoiding activities that interfere with learning

Validity and reliability tests were conducted on the learning behavior scale using Alpha Cronbach with the assistance of the SPSS 20.00 for Windows program. The validity test involved removing statement items with a correlation coefficient below 0.3 (<0.3), indicating that the statement item contributed less than 30% to the construct. The results of the reliability test for the learning behavior scale are presented in the table 3 below.

Table 3. Reliability Test Results of Learning Behavior Scale

Cronbach's Alpha	N of Items
,898	27

The results of the reliability test, 0.898, indicate that the learning behavior scale is highly reliable. This means that all statement items in the scale can provide reliable measurement results and are suitable for use as a data collection tool in research (Sudijono, 2008).

Self-reflection Journal

The self-reflection journal is a component of the descriptive data collection tool developed by the researcher. It contains a series of questions to find out the history of the problems and the alternative solutions formulated by the counselee during the counselling process. The self-reflection journal should include the counselee's experience on counselling process, the expectations met during the counseling interview, and any obstacles encountered during counseling.

Treatment Materials

The treatment material used in this study is a guide to the implementation of motivational counseling based on spiritual values extracted from the verses of the Qur'an. This guide was developed by researchers to implement motivational counselling to help researchers conduct research. The process used in preparing the guide follows the Dick, Carey and Carey development model (Dick et al., 2015). The guidelines are outlined in Table 4.

Table 4. General Procedures of Motivational Counseling

Counseling Steps	Counselor and Counselee Activities	Spiritual Values
Building positive relationship	a Counsellor greets the client and expresses gratitude. Counsellor establishes rapport through games Counsellor explains the counselling process and conduct an initial assessment.	Love and compassion for others (Al Qur'an Surah Al Fatihah verse 1:1 / QS 1:1)
Setting the right intention (niyyat)	Counselor reminds importance of right intention in undergoing this motivational counseling. Counselor invites counselee to instill the intention to get the pleasure of Allah, parents and teachers. Counselee is invited to realize the role of Allah.	A good intention can turn activity into an act of worship (Hadith) Do activities for the sake of Allah (QS 1: 3-4)
Exploring and appreciating one's potential.	Counselor accompanies the counselee to identify his/her potential. Counselor invites the counselee to be grateful for the potential in himself as a gift from God.	Humans are created in a perfect state (QS 95:4) Grateful for the gift of Allah (QS 14:7, 1:2)

Counseling Steps	Counselor and Counselee Activities	Spiritual Values
	Counselor encourages the counselee to believe in self-potential as a provision for life that supports self-change	Gratitude can keep torment away (QS 4:147)
Setting goals and targets	Counselor invites counselees to write long-term life goals Counselor and the counselee set concrete targets, namely improving learning behavior. Counselor reminds the counselee to make goals and targets an important part of his/her prayers.	Setting goals (praying) is a command of Allah (QS 40:60). A clear goal will be granted (QS 2:186)
Designing a relevant activity	Counselor assists the counselee in developing relevant activities to improve learning behavior and in reducing activities that interfere with changes in learning behavior. Counselor encourages counselees to enjoy doing activities to worship Allah.	Good behaviour can have a positive impact. (QS 41: 46, QS 45:15) Good behaviour affects success (QS 16:97)
Maintaining the commitment to change	Counselor conducts reflective activities to evaluate the success and failure of change, and acknowledges any positive changes made by the counselee. Counselor encourages the counselee to consistently practice positive behaviours until they become habitual (istiqomah). Together, the counsellor and counselee determine appropriate forms of recognition and consequences for success and failure in self-improvement.	Allah can transform the lives of individuals who are open to change (QS 13:11) Istiqomah is better than thousands of karomah (quote in pesantren)
Evaluation and follow-up	Counselor conducts post-counseling observations and interviews to determine changes in learning behavior. Counselor conducts follow-up activities by following the development of changes in students..	Perform an evaluation as a means of self-improvement in the future (QS 59:18)

Data Analysis

The data analysis technique used in this study is in two ways, namely the main analysis to test the research hypothesis through non-parametric statistical tests, namely the Mann-Whitney-U independent two-sample test, and analysis to determine changes in each group (experimental group and control group) with the Wilcoxon test using Windows SPSS version 20.00.

Nonparametric Statistical Analysis of the Two-Independent-Sample Test-Mann-Whitney U was conducted to determine the average difference between the experimental group and the control group after the treatment was implemented (Uyanto, 2009). The average difference that occurred between the experimental group and the control group after the treatment was carried out in the form of motivational counselling proved the effectiveness of each treatment used so that it could answer the research hypothesis.

RESULT

The results of the research were obtained by comparing the pretest and posttest scores of both the experimental and control groups.

Experimental Group Research Result

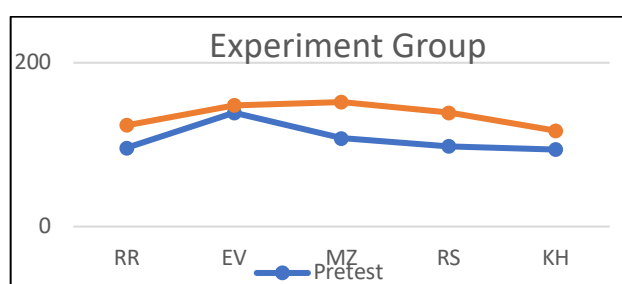
The results of the pretest and posttest of learning behaviour in the experimental group are shown in Table 5 below.

Table 5 The results of the pretest and posttest experiment group

Experiment Group	Pretest Score	Posttest Score
RR	69	124
EV	119	148
MZ	108	152
RS	78	139
KH	84	117

The pretest results of the learning behaviour scale within the experimental group revealed that all students were assigned low learning behaviour scores, which ranged from 61 to 122. The average score in the pretest was 91.6, which also indicates low learning behaviour. Based on the results of scoring and analysis of the learning behaviour scale, motivational counselling based on spiritual values was then conducted to improve the learning behaviour of the students. The experimental group received the treatment over seven stages, consisting of three sessions. Beginning with building positive relationships, establishing the correct intention, exploring and acknowledging one's self-potential, setting goals and objectives, designing relevant activities, maintaining a commitment to change, as well as evaluating and following up. Within the treatment process, those in the experimental group displayed changes towards enhanced learning behaviour. The level of change in learning behaviour was measured using a learning behaviour scale after the intervention process was completed.

Furthermore, according to the post-test results administered to the experimental group, a noticeable increase in learning behaviour scores was observed among all members within the moderate learning behaviour category, ranging from 123 to 183. The post-test outcomes revealed an average learning behaviour score of 136, which is classified as moderate, indicating a discernible improvement in learning behaviour. Based on the given data, it is evident that each member of the experimental group demonstrated an increase in learning behaviour both before and after the intervention. The pretest and posttest results of the experimental group can be observed in Graph 1.



Graph 1 Trend of Change in Pre-Test and Post-Test Results of the Experiment Group

Graph 1 shows a change in the trend of pre-test and post-test results in the experimental group. The students' learning behaviour scores increased after participating in motivational counselling based on spiritual values. The pre-test scores ranged from 61 to 122, indicating low learning behaviour. After receiving motivational counselling based on spiritual values, the student's learning behaviour scores increased from their pre-test range to 123-183, which falls within the moderate learning behaviour category. These findings suggest that motivational counselling based on spiritual values can positively impact students' learning behaviour.

Control Group Research Result

Similar to the experimental group, a pretest was conducted on the control group before the intervention. According to the results of the pretest on the learning behaviour scale, all members of the

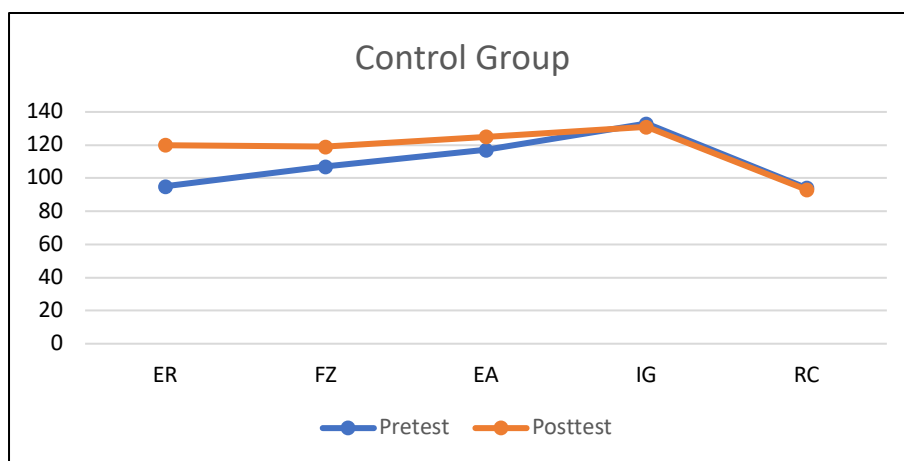
control group exhibited low learning behaviour, with scores ranging from 61 to 122. The average pretest score was 89.2, which falls within the low category.

After the pre-test results have been obtained, the next stage involves conducting a comparative treatment on the experimental group, titled "counselling as usual" by the school counsellors. This treatment aims to improve learning behaviour by providing a realistic approach. The control group intervention entailed three sessions. was very little change observed in learning behaviour. Changes in heightened learning behaviour can be remeasured following intervention with a scale to assess learning behaviours.

Table 6. The results of the pretest and posttest control group

Control Group	Pretest Score	Posttest Score
ER	75	120
FZ	87	119
EA	117	125
IG	103	131
RC	64	93

Furthermore, the posttest findings revealed that the majority of individuals within the control group demonstrated a negligible escalation in their learning behaviour scores. Merely two members experienced an escalation in learning behaviour from the low to medium classification with scores ranging from (123-183), whilst the other three remained in the low learning behaviour classification with scores ranging from (61-122). Furthermore, the average post-test outcomes illustrate a score of 117.6 within the low learning behaviour category. This indicates that alterations in learning behaviour scores in the control group solely account for changes in learning behaviour scores between before and after treatment, with the learning behaviour category continuing to remain low. The pretest-posttest results of the control group may be demonstrated graphically as follows:



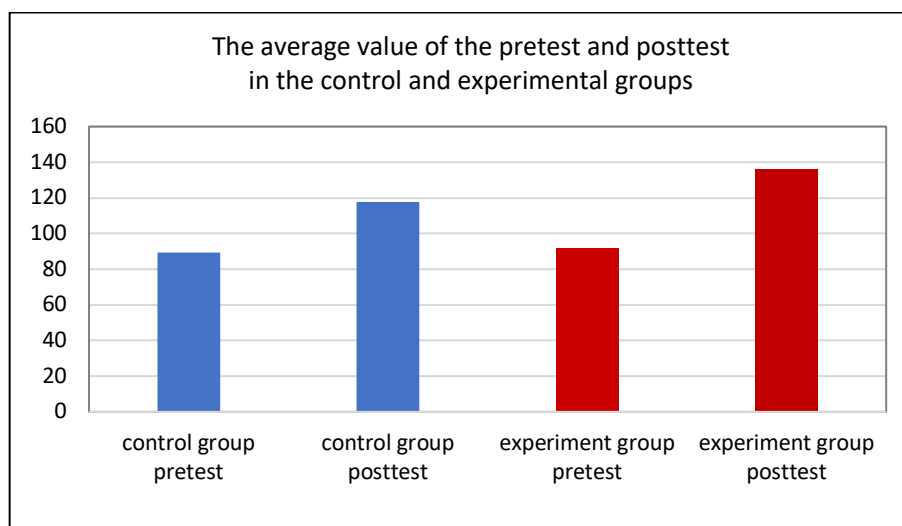
Graph 2 Trend of change in pre-test and post-test control group

Based on the findings from Graph 2, it is evident that there has been a minor shift in learning behaviour scores amongst the control group between the pre and post-tests. The pretest scores ranged between 61 and 122, which corresponds to the low learning behaviour category. After conducting group counselling sessions with a reality-based approach, a post-test was administered using a scale measuring learning behaviour. Out of the five students, only two showed a change in their learning behaviour scores from low to moderate. The other three students' learning behaviour scores remained insignificant or within the low category, as before treatment.

Hypothesis Testing Result

Before receiving a spiritual value-based motivational counselling treatment, the experimental group's average learning behaviour score was 91.6, categorised as low. However, after undergoing the treatment, the average score increased significantly to 136, categorised as medium learning behaviour.

Meanwhile, in the control group, there were some alterations in specific learning behaviour components, but the overall score of learning behaviour remained in the low category. Before the intervention, students' average score was 89.2, placing them in the classification of very poor students. Following the intervention, students' average score increased to 117.6, but they were still categorized as having low learning behaviour. The figure presented below provides a more detailed illustration of the variance in the mean score of learning conduct before and after spiritual-based motivational counselling.



Graph 3 The trend of differences in the average value of learning behaviour before and after treatment

Based on Graph 3, it is clear to see the differences in the average scores of students' learning behaviour before and after treatment between the experimental and control groups. The experimental group received motivational counselling based on spiritual values, while the control group received typical group counselling at the institution. The graph for the experimental group illustrates a significant change in results, progressing from low to moderate levels of learning behaviour after treatment. By contrast, the results of both the pre-test and post-test within the control group showed no noticeable changes. As a result, learning behaviour is still categorized as low.

With less than 25 data, non-parametric statistical techniques were used for hypothesis testing. This is because the data cannot be considered as normally distributed. The study used hypothesis testing using independent samples/two independent samples Mann-Whitney U statistical analysis (Santoso, 2003). This was used to evaluate the effectiveness of spiritual values-based motivational counselling in improving learning behaviour. The research hypothesis is defined as follows:

H0: There is no significant difference between the treatment of the experimental group and the control group in improving learning behaviour

H1: There is a significant difference between the treatment of the experimental group and the control group in improving learning behaviour

The statistical tests utilizing the Mann-Whitney U method yielded results indicating that the Asymp.Sig. (two-tailed) value is 0.001 ($0.001 < 0.05$). Therefore, we reject the null hypothesis. This means that motivational counselling, which draws upon spiritual values, is effective at increasing the learning behaviour of students at PP Modern Al Amanah. There exists a substantial difference between the control group and the experimental group.

DISCUSSION

The results of the preliminary study through the pretest of the learning behaviour scale, ten students had a level of learning behaviour in the low category, which were then randomly grouped into experimental and control groups. Treatment in the experimental group used motivational counselling based on spiritual values, while the control group used group counselling which tends to the reality approach.

This study identified eight aspects of learning behaviour, which include 1) planning skills; 2) learning observations; 3) responsibility in learning; 4) application of associative thinking; 5) a positive attitude towards learning; 6) self-control; 7) appreciation of the learning process; and 8) affective behaviour in learning (Asrori, 2020; Muratama, 2018; Nurjan, 2016). Significant improvements in six aspects of learning behaviour were found in the pre-test and post-test results of the experimental group. However, the aspects relating to appreciation for the learning process and affective behaviour in learning did not show significant changes. These observations suggest an overall progression towards encouraging positive learning behaviour amongst the students.

Through experimental research, the effects of motivational counselling based on spiritual values on learning behaviours were investigated. The experimental group exhibited positive learning behaviours, including the ability to make learning plans, complete assignments on time, actively participate in classroom learning, and avoid distractions that could interfere with the learning process.

Learning, known as 'seeking knowledge' in the world of Santri, is considered a noble activity that is worthy of worship. It involves following the orders of the Prophet Muhammad SAW (Al Zarnuji, 1981). It is important to begin learning with the right intention, as the wrong intention can lead to harm and a bad ending (*su'ul khotimah*). The objective for students should be to learn for the sake of Allah and to increase their provision for the afterlife (Al Ghazali, 1998). Additionally, they should aim to eliminate ignorance within themselves and others, build religious glory, and express gratitude for the health of their mind and body (Al Zarnuji, 1981).

Learning is the process by which individuals acquire and modify their knowledge, skills, beliefs, attitudes, and actions. It is characterized by a persistent change in a person that requires certain activities as a learning experience (Schunk, 2012). The learning outcomes of students, as set out in the pesantren curriculum, are strongly influenced by the learning behaviour exhibited by students during the learning process. Constructive learning behaviour can encourage students to optimise their potential and improve their academic achievement. Low internal motivation can cause students to exhibit low learning behaviour. According to Tokan & Imakulata (2019), behaviour is influenced by motivation, attitude, and knowledge. Additionally, motivational factors play a crucial role in academic achievement (Amraei et al., 2011).

Motivation is the driving force that arises from students' desires, aspirations, and abilities to exhibit positive learning behaviour. It is a psychological factor that influences learning outcomes. (Toka & Imakulata, 2019) propose that motivation is an internal force that drives individuals to act. Chris Zhao and Zhu (2014) define motivation as a psychological tendency and internal drive that stimulates and regulates an organism's actions and is related to satisfaction.

The results of the study indicate that intrinsic motivation has a direct impact on learning behaviour, while extrinsic motivation does not. According to Tokan & Imakulata (2019), students who study with the sincere intention of worship and seeking Allah's blessings exhibit increased perseverance and enthusiasm. Intentions linked to religious or spiritual foundations have the potential to be more successful (Almahfuz et al., 2020). Intentions are crucial in any activity, including learning. The matter of intention is so important that even Imam Al Bukhari placed the Prophet's hadith about it at the beginning of his book *Sahih Bukhari*. The hadith of the prophet (Al Bukhari, 1999) emphasises that the value and legitimacy of one's deeds or activities depend on one's intention. Intention lies in the heart, and for a Muslim, the true intention is to return to Allah and not associate partners with Him (Al-Asqalani et al., 2008).

The hadith concerning intention is a fundamental teaching in Islam. According to Imam An-Nawawi, Muslims widely recognise the significance and validity of this hadith and its numerous benefits. Imam Ahmad and Imam Shafi'i have stated that the hadith on intention encompasses a third of knowledge. This is because a servant's actions comprise actions of the heart, verbal and limbs, and

intention is one of the three (Rosidi, 2017). The characteristics of a highly religious santri include practising sunnah, giving sincere advice, showing compassion and politeness, being happy to do good, being patient with workloads, prioritizing good deeds, avoiding immoral actions, feeling ashamed of holding views that are not their own, devoting their energy to studying Islam with love and welcoming all kinds of charity that can bring them closer to Allah (Atmoko et al., 2022).

The fundamental motivation behind all behaviour, including worship (ubudiyah) and transactions (muamalah), as well as the pursuit of knowledge in Islam, is to gain the pleasure of Allah. Muslims consider the pleasure of Allah to be the ultimate goal of life (Arifin, 2017). This motivation is rooted in faith (iman) and the desire to please Allah and seek His reward (An Naisaburi, 2007). The motivation for students to study religion may vary. The study by Atmoko et al. (2022) identified four types of motivation for religious learning: (1) pursuing achievement, (2) making more friends, (3) influencing others, and (4) seeking the pleasure of Allah. It is important to note that the motivation to study religion in students can vary. McClelland (1987) identified 3 strong motivations in humans, namely achievement, power, and affiliation.

Islamic boarding schools generally require students to meet several criteria to succeed in their studies. These criteria are outlined in the Alala book, which serves as a guide for students at the Lirboyo Islamic Boarding School in Kediri, Indonesia. The criteria include intelligence, curiosity, patience, financial readiness, guidance from competent teachers, and a sufficient amount of time. In addition, it is firmly held by Santri that students should show respect towards their teachers and all authors of scientific works. This principle is based on the belief that it will have a positive impact on the benefits and blessings of the knowledge gained. The story warns against arrogance and disrespect, which can lead to negative consequences. After Imam Ibn Malik dreamt of meeting Ibn Mu'thi, his memory returned and he respectfully added two stanzas of prayer to his predecessor.

Therefore, students' motivation includes their intentions, ideals, and spiritual values. According to Danim (2012), motivation is a meaningful attitude and basic value adopted by individuals or groups regarding whether to act or not, including spiritual values. It is important to maintain clear and objective language, avoiding biased or emotional expressions.

The motivational counselling developed in this study incorporates aspects of spirituality throughout the counselling process. The research conducted by Hill et al. (2000) suggests that spirituality has a significant impact on students' learning behaviour, as it is related to cognitive, emotional, behavioural, interpersonal, and psychological aspects that contribute to a holistic understanding of individuals. According to Myleme O. Harrison et al. (2001), individuals who can utilise their spirituality to overcome life challenges experience numerous benefits for their health and well-being. The aim is to guide students towards success in life through spirituality. The aim is to guide students towards success in life through spirituality. According to Basuki (2015) and Zohar and Marshal (2007), spirituality can also motivate students to learn and achieve their academic goals. The process of motivational counselling, when carried out for good purposes, can be considered praiseworthy to Allah (Thohir, 2021).

According to Marques et al. (2007), spirituality is the motivation, life force, and energy that inspire individuals to achieve self-goals. Cavanagh (1999) defines spirituality as the energy, meaning, purpose, and awareness of life. No changes in content have been made to the original text. Both definitions highlight spirituality as a source of meaning and purpose in an individual's life. According to Hill et al. (2000), spirituality is defined as the feelings, thoughts, experiences, and behaviours that arise from the pursuit of the sacred. The term 'sacred' refers to gods, divine objects, and the essence of truth perceived by individuals. Spirituality is crucial for the formation of Santri as it helps them find the meaning of life and happiness. Therefore, it is considered the most important aspect of an individual's life.

Spirituality plays a role in shaping an individual's behaviour, attitude, and character. In the context of pesantren, santri develop spirituality through their daily behaviour. For school-aged Santri, their spirituality is reflected in their learning behaviour. In addition to promoting adaptive behaviour, spirituality can also enhance their potential, leading to comprehensive improvements in their learning achievements. Research has shown that spirituality is a predictor of learning behaviour and other behaviours (Ghufron, 2017). Additionally, there is a close relationship between spirituality and academic achievement (Riggins et al., 2008).

Research on spirituality in education and counselling aims to imbue educational outcomes with values that encourage counselees to adopt religious and spiritual values and to live ethically (Arwani, 2013). Conversely, neglecting spirituality can hinder individuals' ability to distinguish between good and bad actions, potentially leading to ethical violations. This motivational counselling is expected to foster Santri learning behaviour that is imbued with values, making it more meaningful to both the individual and their environment. The use of spiritual values-based motivational counselling by counsellors can substitute for the role of parents in pesantren. Authoritative parenting and parental support are crucial factors in enhancing learning behaviour (Etobro et al., 2022).

There are several limitations in this study. Firstly, the motivational counselling model's development only considers the value of spirituality in Islam. Although research shows that spirituality from various religions can affect motivation and behaviour (Schnitker & Emmons, 2013), further in-depth studies are necessary to understand how the value of spirituality from other religions works on motivation and behaviour. This study only examined the impact of motivational counselling based on spiritual values on pesantren students whose teaching model and daily life are rich in spiritual values. The research has not yet been extended to students in a broader context. As Schnitker & Emmons (2013) explains, spirituality is a personal attribute that can influence an individual's behaviour. The study only measured the effect of spiritual values-based motivational counselling on learning behaviour by comparing pretest and posttest learning behaviour scores using the learning behaviour scale. This design allows for the possibility of other factors outside of spiritual values-based motivational counselling to also influence learning behaviour. Therefore, to obtain a more comprehensive picture, future research should consider other subjects, settings, and research designs.

CONCLUSION

Based on the analysis and discussion above, it can be concluded that motivational counselling based on spiritual values has a proven effect on the learning behaviour of Santri. For future research, researchers should pilot motivational counselling based on spiritual values as an intervention for other Santri problems, especially those related to maladaptive behaviour. In addition, future researchers could conduct similar research with a broader topic and population, using alternative research designs.

ACKNOWLEDGEMENTS

We would like to show our appreciation to the caretaker of the Pesantren Modern Al Amanah for providing us permission to conduct research on the learning behaviours of students at the institution. Additionally, we would like to express our gratitude to the guidance and counselling teachers at MA Bilingual as well as the students in the eleventh grade who took part in the implementation of the spiritual value-based motivational counselling model. Congratulations! In the capacity of validators, this research has been evaluated by professionals in the fields of guidance and counselling, media, and pesantren studies at the Universitas Negeri Malang Indonesia. The objective is to put into practice models of motivational coaching that have the potential to improve the learning behaviour of students. There is a strong expectation that the findings of this research will prove to be beneficial for the conduct of future research on counselling and guidance.

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