



The Effect of Group Counseling Services on Increasing the Confidence and Learning Motivation of Broken Home Students

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ABSTRACT: A broken home is a situation in which parents or one of them has divorced or no longer lives together, which can affect a child's psychological and academic development. This study aims to determine the influence of counseling services on increasing the confidence and learning motivation of broken home students. The research method used is quantitative research with pre-test and post-test control group design experiments. The results of the study showed that there was a significant increase in the confidence and learning motivation of students who received group counseling services compared to the control group, this was evidenced by the results of the normality test with a pretest significance value of the g value (0.098) > 0.05 , then H_0 was accepted so that the data was distributed normally, while the Posttest, The value of sig. (0.094) > 0.05 . Then with the results of the t-test, it was found that the t_{count} value of the SPSS result was -13.477 and t_{table} obtained a value of 2.110 so that the $t_{count} < t_{table}$, H_0 was rejected, then H_1 was accepted. So it can be concluded that Group Counseling Services have a significant influence on increasing the Learning Motivation of Broken Home students.

Keywords: Group Counseling, Confidence, Learning Motivation, Broken Home Students



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INTRODUCTION

A family is a collection of two or more people who have an emotional relationship where individuals in the family have their respective roles and functions. The family is a social institution that plays an important role in children's development, because the first interaction and the most powerful interaction for children is the family. Family is the first environment that individuals receive in adapting to their surroundings ([Ifinedo, 2017](#); [Pourtousi et al., 2021](#); [Sainul, 2018](#); [Shao et al., 2017](#)). Family functions include physical and non-physical needs. There are 8 family functions, namely: socio-cultural, religious, loving, social and educational functions, protection, reproduction, economy and coaching functions. The family also has a very important role in material, physical and spiritual development ([Nasehuddin, 2020](#)).

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The family, especially the elderly, has a very important role in the development of children, both cognitive, affective and psychomotor development ([Andriyani, 2020](#)). The family also has a very significant role in motivating children. Childhood is the most important period in its development, because it is the period in which the foundation of the personality structure for his or her lifetime is laid ([Bae, 2015](#); [Moore et al., 2010](#); [Rahayu et al., 2021](#); [Ratulangi et al., 2023](#)).

However, not all children experience happy and harmonious family conditions, there are some children who experience less harmonious family conditions. This situation is better known as Broken Home. Broken Home is a condition in which a family is not in a complete state, which can be caused by disharmony in the family, which is most often caused by parental divorce. ([Iriastuti, 2022](#)). Another factor of broken home is the lack of role of one or both parents caused by death, travel, separate residence, illness and other causes that make children lack the attention and guidance they should get ([Basri & Fadli, 2021](#); [Daulay & Nuraini, 2022](#)).

Their attitude and psyche become disturbed because they do not get support from their family and closest people. There are not many children who tend to close themselves or even seek attention. Some examples of broken home family problems are quarrels that lead to divorce and result in social disparities ([Pramesti et al., 2023](#)). Fights often occur even in front of the child so that it will indirectly affect the child's mentality and the child will record in his memory. They will sometimes feel envious and ashamed of other children who live in a harmonious family environment. Children who are victims of broken homes will tend to feel inferior, close themselves more often, do not care about the surrounding environment, have high emotional levels, and have low motivation to learn ([Radianengsih et al., 2023](#)).

In this case, of course, it has its own impact on a child, both in the fields of education, psychology and social environment. Broken home can greatly affect children, broken homes can cause children to become naughty, decreased learning achievement, deviant behavior and psychiatric disorders in the form of broken hearts, broken integrity, broken values and broken relationships ([Nuryani et al., 2023](#)). Sarlito Wirawan in ([Khofifah, 2022](#)) Explained, broken homes can damage children's souls, cause naughty children at school, are not disciplined in class, are always noisy, and anxious. Students do this because they want to get attention from their friends and teachers. The impact of Broken Home will affect almost every aspect of their life, and one of the negative impacts is the loss of confidence ([Safitri & Elita, 2020](#)) mentioned that the condition of a broken home causes a lack of psychological attachment to children so that it has an impact on children's moral and psychosocial development. This is shown by several indicators of poor moral behavior. Such as making mistakes and not wanting to apologize, not obeying school rules, making a fuss in class to attract attention. The following behavioral indicators indicate the presence of psychosocial developmental disorders. Such as not being interested in trying new experiences, lack of confidence, often comparing themselves. This explains that there is an impact of broken homes on children's moral and psychosocial development.

In addition to lack of confidence, it will also have an impact on children's academics such as learning difficulties, truancy, passivity in class, and decreased motivation to learn. Broken Home can cause children's motivation to learn low due to a lack of attention and encouragement from

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parents. According to ([Uno, 2018](#)) Motivation is a force or encouragement that drives individuals or groups to take an action that leads to a certain goal. ([Sardiman, 2020](#)) said that learning motivation is influenced by several factors, including internal factors, namely physical and spiritual conditions, ideals or aspirations, students' abilities and attention. There are also external factors, namely the condition of the student environment, dynamic elements in learning and teachers' efforts in managing the classroom.

Research ([Simarmata et al., 2023](#)) in An-Nur Journal found that students who felt less motivated to learn were caused by a lack of parental support and encouragement from an unsupportive home environment. Children who should get affection from their parents, attention, support, guidance and also motivation because of the condition of this Broken Home the child does not get these things or even does not get them at all. Lack of attention and affection for the child will make him quickly frustrated and other mental problems which will certainly affect his social situation, especially in his education. In addition, research conducted by ([Ananda et al., 2022](#)) In the journal Student Counseling Guidance An-Nur shows that before and after the provision of group counseling services with assertive training techniques can be seen by comparing the results of pre-test and post-test scores, namely $450\% < 595\%$ or with an average of $56\% < 74\%$, thus (Ho) is rejected and (Ha) accepted. Therefore, it can be concluded that group counseling services with assertive training techniques are effective in increasing the self-esteem of broken home students in class XI State Aliyah Madrasah 4 Banjar. Not only that, the research conducted by ([Iriastuti, 2022](#)) in the journal Vocationa showed that the self-concept value of students in the experimental group, from the pre-cycle score of 83.17%, the score of cycle I: 89.67%, and the score of cycle II: 120%. There was an increase of 15.5% in the first cycle, and 21.33% in the second cycle. Based on the results of the Wilcoxon Hypothesis Test of the experimental group, the results of the first cycle of the ASYMP value. $GIS\ 0.028 < 0.05$, meaning the hypothesis is accepted, cycle II of the ASYMP value. $GIS\ 0.027 < 0.05$, meaning the hypothesis is accepted. Therefore, it can be concluded that the application of Reality Group Counseling is proven to be able to improve the self-concept of Broken Home Students at SMK Negeri 1 Kalasan for the 2021-2022 academic year. In addition, research conducted by ([Harnita & Zikra, 2023](#)) in the Journal of Islamic Law and Humanities shows that as many as 43.10% of students from broken home families have low motivation to learn. Therefore, guidance and counseling services such as information services, content mastery services, individual counseling services and group guidance services are needed to increase student learning motivation.

School is the second environment that also influences the development of children or students. This is because most of the time students spend studying in school. According to Hurlock dalam ([Hikmawati et al., 2022](#)) School is a determining factor for the development of children's (students) personality both in the way of thinking, behaving and behaving. Schools act as a substitute for the family, and teachers are the substitution of parents. Therefore, students who have problems at school, including students from broken home families, are the responsibility of teachers, especially counseling guidance teachers who are substitutes for students' parents at school.

Subject teachers are teachers who are tasked with delivering learning for certain subjects to students. The role of teachers of this subject is closely related to fostering students' motivation to

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learn. Seeing that those related to active learning are between subject teachers and students ([Sopian, 2017](#)). However, counseling guidance teachers also have a role to help increase student learning motivation by providing counseling services. Guidance and counseling services are counselor assistance provided to students to help complete their developmental tasks and help solve their problems. A guidance and counseling service that is right on target in this problem, so that students can be more responsible for themselves ([Novianti et al., 2023](#)). In counseling guidance, there are a number of services, one of which is group counseling. Group counseling is an individual counseling service that is carried out in groups.

According to ([Safithry & Anita, 2019](#)) Stated that group counseling is a dynamic interpersonal relationship between counselors and counselors and between fellow counselors, interaction in groups allows group members to learn to face the reality of life and increase the understanding of mutual trust, acceptance of life values, ideals, goals and attitudes or behaviors used by certain social environments. Jacobs, Harvill and Masson (Group Counseling: Strategies and Skills; 2) stated that the use of group counseling is very effective because it is efficient to help counselors who have the same problems and goals and can be used as a medium for sharing ideas, thoughts, and experiences by fellow group members. Through group counseling, clients will get feedback in the form of responses and experiences of other clients when addressing their problems. Clients who initially have a fear of expressing themselves in the face of reality will be more active in interacting.

This statement is supported by the results of research conducted by ([Folastri, 2019](#)) stated that group counseling is an effective form of counseling service to increase students' motivation to learn. In line with the results of research conducted by ([Simarmata et al., 2023](#)) which stated that group counseling services are effective in increasing learning motivation. In a study conducted by Ertin Puji Hartanti entitled "The Effectiveness of Behavioral Group Counseling on Increasing Student Confidence (Research on Grade 10 Students of Kajen State High School, Pekalongan Regency)". The purpose of this study is to find out an overview of students' confidence levels and test the effectiveness of behavioral group counseling services in increasing the confidence of 10th grade students of Vocational High School Negeri Kajen, Pekalongan Regency. The results of the descriptive analysis showed that the group of students who were given behavioral group counseling services had an average score of 2.89 in the high category which was previously 2.07 in the low category, while the control group reached 2.20 which was previously 2.05 in the low category.

With Group Counseling services, students will look for each other for peer because they understand that they have the same fate. Through peers, adolescents also get feedback on their abilities, as well as know the good and bad actions taken ([Rohmatillah, 2022](#)) This allows students to connect with other students, allowing students to get opportunities for discussion and alleviation of problems experienced through group dynamics.

The same thing also happened at Madrasah Aliyah Laboratory State Islamic University North Sumatra, during the implementation of PPL (Field Experience Practice) from September 25 – December 18, 2023 at Madrasah Aliyah Laboratory State Islamic University North Sumatra, researchers found several findings that occurred to students. After looking at the results of the student data set, the researcher found several findings such as students whose class rankings

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decreased every semester, students whose domiciles were different from their parents, students who did not fill in their parents' data even though their parents were still alive. Furthermore, the researcher also obtained findings from the results of filling out that the researcher disseminated as many as 67 out of more than 300 students in grades IX and X experienced problems in the State and Relationships in the Family. Dari hal ini, peneliti melakukan penjajakan selama Field Lecture Techniques dan mendapatkan hasil sekitar 23 siswa mengalami rendahnya kepercayaan diri dan motivasi belajar yang dipengaruhi oleh keadaan rumah tangga yang retak atau disebut Broken Home.

In accordance with the description of the problems that exist in Madrasah Aliyah Laboratory State Islamic University North Sumatra, so that the purpose of this study is to measure the effectiveness of group counseling services on self-confidence and assess its influence on student learning motivation. The new things contained in this study are identifying specific changes in aspects of self-confidence, such as self-esteem, social interaction skills, and emotional resilience, after participating in group counseling services and analyzing changes in intrinsic and extrinsic motivation, including interest in learning, involvement in academic activities, and academic achievement, before and after the intervention.

Thus, the researcher is interested in conducting a study titled: "The Effect of Group Counseling Services on Increasing the Confidence and Learning Motivation of Broken Home Students at Madrasah Aliyah Laboratory State Islamic University North Sumatra".

METHOD

This study uses quantitative as a research method, because the data used by the researcher is expressed in the form of numbers. The type of research used in this study is pre-experimental with a pretest-posttest one-group design. This study is used to determine the influence of an action on a variable without using a control group. The stages passed in the research are the preparation of the instrument grid, the trial of the instrument, the revision of the instrument that is not yet valid, the pre-test, the treatment three times, carried out once a week and finally the post-test to find out the difference before and after being given group guidance services.

In testing the hypothesis of this study, the researcher collected basic data using a questionnaire survey technique. With the results of the survey, direct data was collected directly from the results of the answers to the statements that the researcher shared with the respondents and then analyzed by interpreting the causality relationship of the data so that conclusions could then be drawn. This type of research was chosen by adjusting the existing research objectives, namely to determine the influence of independent variables in the form of Group Counseling Services on dependent variables in the form of Confidence and Learning Motivation. The next thing is to find out the extent of the influence.

This study uses research instruments to measure or collect data about the variables being studied. The instrument is in the form of a questionnaire or closed questionnaire with answers that have

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been filled out so that respondents can only choose one answer that suits their circumstances by providing a check mark (√). A research instrument is a tool used to measure or collect data about the variables being studied. Each instrument used to collect data is compiled by doing the following: (1) creating a theory with the aim of gaining a better understanding of the definition of each variable studied, (2) determining the indicators for each variable, (3) creating a grid based on the selected indicators, (4) creating an item instrument in the form of a statement while determining the scale of its measurement, and (5) test the instrument to find out whether it works or not. Furthermore, it is used as a tool to collect information.

This study uses an instrument in the form of a questionnaire/closed questionnaire whose explanation is filled in so that respondents can only choose one answer that suits their circumstances by giving a check mark (√). The questionnaire used follows the Likert Scale, which is used to measure the attitudes, opinions, and perceptions of individuals or groups of people towards social phenomena. This scale is then used to convert the measured variable into a variable indicator, which is then used as a starting point for composing the tool's elements. The Likert scale basically has five answer options available for the questionnaire which can be words which are (Very Suitable), (Suitable), (Poorly Appropriate), (Not Suitable) and (Strongly Disagreeable). (Sugiyono, 2021). An overview of the value weights in the form of a table consists of two types of positive and negative statements as follows:

Table 1

Questionnaire Instrument Measurement Scale Score

Alternative Answer Caption	Value Weights	
	Positive	Negative
Perfect Fit	5	1
Appropriate	4	2
Less Suitable	3	3
Not Suitable	2	4
Very inappropriate	1	5

The collected data is then tabulated to facilitate the data processing process. Data analysis using the help of the SPSS 26.00 program and descriptive statistics were used to determine the level of confidence of students in front of the class. Furthermore, looking at the difference in students' confidence levels before and after providing group guidance services with sociodrama techniques, the Wilcoxon signed rank test formula was used.

In addition, the procedure for implementing the intervention (group counseling) for students, especially those from broken home families, must be carefully designed to ensure effectiveness and relevance. The following are details of the steps that can be taken in the implementation of group counseling interventions (Prayitno & Erman, 2018):

1. Planning and preparation, namely a. Needs assessment; b. Determination of goals and objectives; c. Preparation of program plans

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2. The implementation of the Intervention is a. Selection and Training of Counselors; Group formation; c. Implementation of counseling sessions; d. Monitoring and evaluation.
3. Adjustments and Follow-up are a. Program adjustment; b. Follow-up; c. Reporting and Documentation.
4. Participation and Collaboration, namely a. Family and School involvement; b. Resource usage.

The data analysis technique in this study uses statistics with the help of SPSS. The analysis data used were normality test analysis and descriptive statistical analysis. After making an instrument in the form of a test, an instrument trial is held, the purpose is to see the validity and reliability of the instrument so that when the instrument is given to the experimental class, the instrument is valid and reliable (Syahrums & Salim, 2017).

RESULT AND DISCUSSION

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Analisis Deskripsi Data Variabel Kepercayaan Diri Siswa Broken Home

The description of the data about the student confidence score was obtained from a questionnaire distributed to 67 respondents who had been determined by the researcher to obtain answers about the confidence level of students in grades X and XI of Madrasah Aliyah Laboratory State Islamic University North Sumatra, the questionnaire can be seen in the attachment. The interval of these categories can be known after getting the Hypothetical Mean and Standard Deviation to determine the High, Medium or Low confidence category. With the following calculations:

$$\begin{aligned} \text{Mean Hipotetik} &= \text{Highest Score} - \text{Lowest Score} / \text{Number of Categories} \\ &= 155 - 31 / 3 \\ &= 41,3 \text{ (rounded to 42)} \end{aligned}$$

So that the division of the Confidence category of Broken Home students in grades X and XI of Madrasah Aliyah Laboratory State Islamic University North Sumatra is found as follows:

Table 2
Confidence Level Score Categories

Category	Percentage Score
Low	31 -72
Keep	73 – 114
Tall	115 -155

Thus, it can be seen that a score of more than 115 is categorized as a High confidence level, while a score of 73 - 114 is categorized as a Medium confidence level, and a score of less than 73 is categorized as a Low confidence level.

To find out more clearly about the confidence level of students in grades X and XI of Madrasah Aliyah Laboratory State Islamic University North Sumatra, please see the following table:

Table 3
Confidence Category for Students in Grades X and XI
Madrasah Aliyah Laboratory State Islamic University North Sumatra

No	Value	Category	Number of Students
1	31 -72	Low	23
2	73 – 114	Keep	24
3	115 -155	Tall	20
Sun			67

From the division of categories, it can be seen that as many as 23 out of 67 students of Broken Home class X and XI Madrasah Aliyah Laboratory of State Islamic University North Sumatra have a low level of confidence, as many as 24 out of 67 students of Broken Home class X and XI Madrasah Aliyah Laboratory of State Islamic University North Sumatra have a medium level of confidence and as many as 20 out of 67 students of Broken Home class X and XI Madrasah Aliyah Laboratory of State Islamic University North Sumatra have a high level of confidence. Because the focus of this study is only Broken Home students who have a low level of confidence, the sample on this variable is as many as 23 students.

Normality Test

The normality test aims to find out whether the data obtained is normally distributed or not. The normality test was carried out using the Shapiro-Wilk formula. This test was used because the sample used in this variable only amounted to 23 students, of which less than 100. The decision-making criteria are based on a significant level. If Sig(2-tailed) > 0.05 then the residual is normally distributed, if Sig(2-tailed) < 0.05 then the residual is not normally distributed.

Hipotesis:

H₀ = Normally distributed data

H₁ = Data is not normally distributed

The results of the calculation using SPSS 26.00 were obtained as follows.

Table 4
Pretest and Posttest Normality Test
Confidence Questionnaire

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,183	23	,045	,914	23	,050
Posttest	,252	23	,001	,868	23	,006

a. Lilliefors Significance Correction

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Based on the significance value of the pretest sig value $(0.050) > 0.05$, H_0 is accepted so that the data is distributed normally, while the Posttest with a sig. $(0.006) < 0.05$. This means that the pretest and posttest score data has not been distributed normally, because it has a value smaller than the set criterion value. So, from the results of the normality test, the hypothesis test that will be used for the variable of Confidence Level of Broken Home students is the Wilcoxon Signed Rank test.

Wilcoxon Signed Rank Test

The Wilcoxon Signed Rank Test is a nonparametric test to measure the difference between two groups of paired data that are ordinal or interval-scaled, but abnormally distributed (Hidayat, 2023). The Wilcoxon test was used to see the effect of the treatment given, namely Group Counseling Services on the increase in Broken Home Students' Confidence. In this study, the Wilcoxon test was used to compare and see the difference between pretest data and posttest data. The criteria for changes are if the sig value is \leq than 0.05, while if the sig is \geq than 0.05, there will be no change after the treatment is given. Here are the results of the wilcoxon signed rank test:

Table 5
Wilcoxon Signed Rank
Test Statistics^a

	Posttest - Pretest
Z	-4,199 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Based on the results of the calculation of the wilcoxon signed rank test above, the Z value obtained is -4.199 with a p value (Asymp. Sig 2-tailed) of 0.000 which is less than the critical limit of the study of 0.05 so that the hypothesis decision is to accept H_1 or which means there is a significant difference between the pretest and posttest groups.

Based on the wilcoxon test that has been presented, it was obtained that there was a significant difference between the results of the pretest before the student was given Group Counseling Services and the posttest after the student was given Group Counseling Services at the Confidence Level of Broken Home students.

The following are the results of several percentage calculations, normality tests and Wilcoxo to determine the influence of the implementation of Group Counseling Services on Increasing the Confidence of Broken Home Madrasah Aliyah Laboratory Students of State Islamic University North Sumatra. The results of the normality test based on the calculation using SPSS 26.00 comparison of values based on the pretest significance value of the sig value $(0.050) > 0.05$, then H_0 is accepted so that the data is distributed normally, while the Posttest with a sig. $(0.006) < 0.05$. This means that the pretest and posttest score data has not been distributed normally, because it has a value smaller than the set criterion value. So, from the results of the normality test, the hypothesis test that will be used for the variable of Confidence Level of Broken Home students is the Wilcoxon Signed Rank test.

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The Wilcoxon Signed Rank Test is a nonparametric test to measure the difference between two groups of ordinal or interval paired data, but are abnormally distributed. The Wilcoxon test is used to see the effect of the treatment given, namely logotherapy. In this study, the Wilcoxon test was used to compare and see the difference between pretest data and posttest data. The criteria for changes are if the sig value is \leq than 0.05, while if the sig is \geq than 0.05, there will be no change after the treatment is given.

The results of the Wilcoxon Signed Rank Test are used to test the average score before and after the treatment is given whether there is a significant influence or not. Based on the results of the calculation of the wilcoxon signed rank test above, the Z value obtained is -4.199 with a p value (Asymp. Sig 2-tailed) of 0.000 which is less than the critical limit of the study of 0.05 so that the hypothesis decision is to accept H1 or which means there is a significant difference between the pretest and posttest groups.

At the first meeting, the researcher conducted a preliminary test (pretest) consisting of using a drii confidence scale questionnaire consisting of 31 statements. Filling out the Confidence Scale Questionnaire is carried out using Google Form with a duration of 1 hour. The purpose of the initial test is to measure the level of confidence of broken home students. Before being given the Group Counseling Service, the lowest level of confidence of broken home students in the pretest was 65 and the highest score was 72. Students after completing the initial test, are then given group counseling services. After the students were given treatment, the student's confidence level in the final test (posttest) was the lowest which was 90 and the highest score was 139.

Based on the description of the research results presented above, the research that has been carried out in the form of the Influence of Group Counseling Services on Increasing the Confidence of Students of Broken Home Madrasah Aliyah Laboratory State Islamic University North Sumatra can be said to be able to increase students' confidence after treatment.

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Analysis of Data Description of Variable Motivation for Learning Students at Broken Home

The description of the data about the student confidence score was obtained from a questionnaire distributed to 67 respondents who had been determined by the researcher to obtain answers about the level of learning motivation of students in grades X and XI of Madrasah Aliyah Laboratory State Islamic University North Sumatra, the questionnaire can be seen in the attachment. The interval of these categories can be known after obtaining the Hypothetical Mean and Deviation Standard to determine the category of High, Medium or Low learning motivation. With the following calculations:

$$\begin{aligned}\text{Hypothetical Mean} &= \text{Highest Score} - \text{Lowest Score} / \text{Number of Categories} \\ &= 125 - 25 / 3 \\ &= 33,3 \text{ (rounded to } 32)\end{aligned}$$

So that the division of Broken Home students' Confidence categories is as follows:

Table 6
Learning Motivation Level Score Category

Category	Percentage Score
Low	25 -58
Keep	59 – 91
Tall	92 -125

Thus, it can be seen that a score of more than 92 is categorized as a high level of learning motivation, while a score of 59 - 91 is categorized as a medium level of learning motivation, and a score of less than 59 is categorized as a low level of learning motivation.

To find out more clearly about the level of learning motivation of students in grades X and XI of Madrasah Aliyah Laboratory State Islamic University North Sumatra, please see the following table:

Table 7
Categories of Learning Motivation for Students in Grades X and XI
Madrasah Aliyah Laboratory State Islamic University North Sumatra

No	Value	Category	Number of Students
1	25 -58	Low	17
2	59 - 91	Keep	25
3	92 -125	Tall	25
Sum			67

From the division of categories, it can be seen that as many as 17 out of 67 students of Broken Home class X and XI Madrasah Aliyah Laboratory State Islamic University North Sumatra have a low level of learning motivation, as many as 25 out of 67 students of Broken Home class X and XI Madrasah Aliyah Laboratory of State Islamic University North Sumatra have a medium level of learning motivation and as many as 25 out of 67 students of Broken Home class X and XI Madrasah Aliyah Laboratory State Islamic University North Sumatra have a high level of learning motivation. Because the focus of this study is only Broken Home students who have a low level of confidence, the sample on this variable is as many as 17 students.

Normality Test

The normality test aims to find out whether the data obtained is normally distributed or not. The normality test was carried out using the Shapiro-Wilk formula. This test was used because the sample used in this variable only amounted to 17 students, of which less than 100. The decision-making criteria are based on a significant level. Sig. (2-tailed) > 0.05 then the residual is normally distributed, Sig. (2-tailed) < 0.05 then the residual is not normally distributed.

Hypothesis:

H₀ = Normally distributed data

H₁ = Data is not normally distributed

The results of the calculation using SPSS 26.00 were obtained as follows.

Table 8
Pretest and Posttest Normality Test
Learning Motivation Questionnaire
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,177	17	,163	,909	17	,098
Posttest	,157	17	,200*	,908	17	,094

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

a. Lilliefors Significance Correction

Based on the pretest significance value of the sig value (0.098) > 0.05, H0 is accepted so that the data is distributed normally. Posttest, sig. (0.094) > 0.05. From the results of the normality test using Shapiro-Wilk, it can be concluded that the pretest and posttest values have a normal distribution of data.

T-Test (Partial Test)

The calculation of the t-test in this study uses SPSS 26.00, this test is used to test the average score before and after the treatment is given whether there is a significant influence or not, the following are the results of the Output t-test using SPSS 26.00.

Table 9
T-test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-39,64706	12,12921	2,94176	-45,88332	33,41080	-13,477	16	,000

Correlation analysis hypothesis:

- H₀ : There is no effect of group counseling services on increasing the learning motivation of Broken Home students
- H₁ : There is an influence of group counseling services on increasing the learning motivation of Broken Home students

Based on the tcount value of the SPSS results in table 4.8 is -13.477 and ttable is obtained a value of 2.110 so that tcount < ttable, H0 is rejected, then H1 is accepted.

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The following are the results of several percentage calculations, normality tests and t-tests to determine the influence of the implementation of Group Counseling Services on the Increase in Learning Motivation of Broken Home Students at Madrasah Aliyah Laboratory UIN North Sumatra. The results of the normality test based on the calculation using SPSS 26.00 comparison of values based on the pretest significance value of the sig value $(0.098) > 0.05$, then H_0 is accepted so that the data is distributed normally. Posttest, sig. $(0.094) > 0.05$. From the results of the normality test using Shapiro-Wilk, it can be concluded that the pretest and posttest values have a normal distribution of data.

The results of the t-test were used to test the average score before and after the treatment was given whether there was a significant effect or not. Based on the tcount value of the spss result of -13.477 and ttable, a value of 2.110 is obtained so that the ttable is calculated $< t_{table}$, then H_0 is rejected, then H_1 is accepted, and the result of a significant value is a significant value of less than 0.05, namely Sig. $(0.000) < 0.05$ so that H_0 is rejected, then H_1 is accepted which means there is a difference before and after the treatment is given.

At the first meeting, the researcher conducted a preliminary test (pretest) consisting of using a driiri confidence scale questionnaire consisting of 25 statements. Filling out the Confidence Scale Questionnaire is carried out using Google Form with a duration of 1 hour. The purpose of the initial test is to measure the level of learning motivation of students at broken home. Before being given the Group Counseling Service, the lowest level of learning motivation for broken home students in the pretest was 38 and the highest score was 57. Students after completing the initial test, are then given group counseling services. After the students were given treatment, the student's confidence level in the final test (posttest) was the lowest which was 73 and the highest score was 101.

This is in line with previous research that is relevant to current research such as research conducted by (Ananda et al., 2022) In the journal Student Counseling Guidance An-Nur shows that before and after the provision of group counseling services with assertive training techniques can be seen by comparing the results of pre-test and post-test scores, namely $450\% < 595\%$ or with an average of $56\% < 74\%$, thus (H_0) is rejected and (H_a) accepted. Therefore, it can be concluded that group counseling services with assertive training techniques are effective in increasing the self-esteem of broken home students in class XI State Aliyah Madrasah 4 Banjar. Not only that, the research conducted by (Iriastuti, 2022) in the journal Vocationa showed that the self-concept value of students in the experimental group, from the pre-cycle score of 83.17%, the score of cycle I: 89.67%, and the score of cycle II: 120%. There was an increase of 15.5% in the first cycle, and 21.33% in the second cycle. Based on the results of the Wilcoxon Hypothesis Test of the experimental group, the results of the first cycle of the ASYMP value. GIS $0.028 < 0.05$, meaning the hypothesis is accepted, cycle II of the ASYMP value. GIS $0.027 < 0.05$, meaning the hypothesis is accepted. Therefore, it can be concluded that the application of Reality Group Counseling is proven to be able to improve the self-concept of Broken Home Students at State Vocational Secondary School 1 Kalasan for the 2021-2022 academic year. In addition, research conducted by (Harnita & Zikra, 2023) in the Journal of Islamic Law and Humanities shows that as many as 43.10% of students from broken home families have low motivation to learn. Therefore, guidance and

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counseling services such as information services, content mastery services, individual counseling services and group guidance services are needed to increase student learning motivation.

From the results of the comparison of previous research with current research, it can be concluded that with Group Counseling services, students will look for each other for peers because they understand that they have the same fate. Through peers, adolescents also get feedback on their abilities, as well as know the good and bad actions taken, thus counseling services can be said to be effective in influencing students' confidence levels and motivation to learn.

The practical implications of the findings obtained in this study are that it underscores the need for a comprehensive approach to support students from broken households, integrating counseling services with educational practices and family engagement to improve their academic and personal development.

Based on the description of the research results presented above, the research that has been carried out in the form of the Influence of Group Counseling Services on Increasing the Learning Motivation of Broken Home Students at Madrasah Aliyah Laboratory State Islamic University North Sumatra can be said to be able to increase students' confidence after treatment.

CONCLUSION

Based on the results of the research that has been conducted, the researcher concluded that group counseling is an effective strategy to increase the self-esteem and motivation of students from disorganized families, which emphasizes the importance of these services in the educational environment. This is evidenced by the results of the normality test with a pretest significance value of the gis value $(0.098) > 0.05$, then H_0 is accepted so that the data is distributed normally, while the Posttest, the value of sig. $(0.094) > 0.05$. Then with the results of the t-test, it was found that the tcount value of the SPSS result was -13.477 and ttable obtained a value of 2.110 so that the $t_{count} < t_{table}$, H_0 was rejected, then H_1 was accepted. Suggestions for further research on this study are to be more comprehensive about the dynamics involved in counseling for students from broken families and to increase the effectiveness of interventions designed to support their needs.

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