

Collaboration between Guidance and Counseling Teachers and Indonesian Language Teachers to Improve Reading Motivation of Students through the CORI Program

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ABSTRACT

One of the goals of guidance and counseling in elementary schools is to develop and improve students' academic abilities to achieve maximum learning abilities. Collaborative guidance to increase motivation to read is very rare in schools, especially in elementary schools where class teachers handle many subjects. Guidance services in elementary schools can be integrated into thematic learning activities. The research objective was to determine the effectiveness of collaborative guidance services between Guidance and Counseling teachers and Indonesian Language teachers to increase students' reading motivation. This research uses a quantitative approach with an experimental method with a quasi-experimental research design with the CORI (Concept-Oriented Reading Instruction) program. The results of the study showed that collaborative guidance between counseling teachers and Indonesian teachers was effective in increasing elementary school students' reading motivation. Research is suggested for elementary school guidance and counseling teachers to collaborate with subject teachers as an effort to optimize guidance and counseling services. Indonesian teachers can provide input for guidance and counseling services in the classroom. For future researchers, it can increase reading variety, reading exploration time and the application of collaborative guidance to increase reading motivation.

Keywords: collaborative guidance; reading motivation; elementary school students; CORI program; guidance and counseling teachers



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INTRODUCTION

The reading literacy test in the 2009 PISA shows Indonesian students are ranked 57 with a score of 396 (OECD average score 493), while the 2012 PISA is ranked 64th with a score of 396 (OECD average score 496) (OECD, 2013). Not only in Indonesia, but it is also common in the UK, according to a national survey, representatives of fifth grade in 2005, 65% of students do not read as their favourite activity, 73% of students do not enjoy reading often, and 59% of students stated that they do not believe in learning much while reading. book; American fourth-graders rank very low in intrinsic motivation to read (Guthrie et al., 2007). According to Piaget, the characteristics of students' cognitive development enter the concrete operational stage, namely students reason logically as far as reasoning can be applied to concrete examples; already able to combine relations to conclude (Santrock, 2011, pp. 329-330). The development of the cognitive domain is reflected in the behaviour and skills of students in learning. The task of late childhood development in the learning field according to Havighurst (in Hurlock, 2002, p. 10) is to develop basic skills for reading, writing, and arithmetic. The reading skills of Indonesian students are still low compared to students in other countries.

Reading skills need to be learned because they can provide benefits in speaking verbally (Milner, 2011); improved aspects of language and literacy (Teale, 1981); and enhance students'

thinking (Afflerbach, Pearson, & Paris, 2008). Students need to prepare to read. PIRLS (2011, p. 51) discusses things that are needed when reading, which includes information about students' readiness to learn; student motivation; student self-concept; and behaviour when students read. When students read, reading skills and reading motivation are needed.

The task of developing elementary school students/counselees is to develop basic skills in reading, writing, and arithmetic (POP BK SD, 2016). Guidance and counseling services at SD Darul Hikam are providing services so that students' development tasks are optimal in receiving learning material in class. One of the goals of guidance and counseling in elementary schools is to develop and improve academic skills to achieve maximum learning abilities and to collaborate in researching with classroom teachers to increase the effectiveness of teaching and learning (Suherman, 2015, p. 24). The quality of guidance and counseling services can be increased in effectiveness with input and support from Indonesian language teachers. Besides, one of the principles of literacy-based language education is collaboration. Cooperating in language learning activities is an important stage in the language learning process so that students gain confidence before using language independently (Hayat & Yusuf, 2010, p. 31), as well as in increasing reading motivation. At the primary school level, social relationships are very important for the development of students as readers (Cambria & Guthrie, 2010).

In schools, reading is not only the job of Indonesian language teachers, optimizing student development tasks, namely reading motivation, needs to involve the role of Guidance and Counseling teachers. Motivation is one of the duties of the Guidance and Counseling teacher in elementary schools in supporting the learning process. Collaboration is one of the guidance and counseling activities in the system support component. Collaboration needs to be done. Collaboration with subject teachers or homeroom teachers to obtain information about students, help solve student problems, and identify aspects of guidance that subject teachers can carry out (Ministry of National Education, 2008, p.42). In this study, counseling teachers collaborated with Indonesian language teachers in increasing students' reading motivation. The purpose of collaborative services is to obtain service information and feedback; create a school environment that is conducive to the development of the counselee, and improve the quality of the guidance and counseling program (Ministry of National Education, 2008, p. 29). The development of reading motivation is included in the development of the field of learning because it will improve students' skills in absorbing information and knowledge from various subjects. Students who are intrinsically motivated to read find activities interesting and enjoyable (Deci & Ryan, 1985). Academic self-concept is a person's description, perception or assessment of himself in relation to his academic abilities, other students' and teachers' perceptions of a student's academic abilities (Budiarsih, 2016). Collaborating is one of the keys to success that teachers need to do in schools so that there are no overlapping teacher's duties in the same way and improve student academic self-concept.

The guidance and counseling teacher develops and provides reading material that varies according to the age of the students; invites the school library to add to the collection of reading materials related to learning themes taught in class according to the age of the students. The teacher give the thematic material would be given to the students and teaching the material with the guidance and counseling teacher.

The study that is relevant to this research is the Analysis of Beginning Reading Skills of Elementary School Students: Case Studies in Class 2 Elementary School Students explaining that the factors causing low reading competence in RA come from psychological factors like students' lack of interest in learning to read and social and emotional maturity and adjustment. Environmental factors come from the lack of attention and guidance from both parents and students' reading activities which are less at school and less at home because students play more. In this study trying to find reading activities that are more varied so as to raise students' intrinsic motivation to read.

Based on the description above, research that collaborates with the duties of guidance counseling teachers and teachers needs to be carried out systematically so that services are more optimal because there is no research that discusses the collaboration between the counseling teacher and the teacher in terms of reading. The purpose of this study was to determine the effectiveness of collaborative guidance services between Guidance and Counseling teachers and Indonesian Language teachers in increasing students' reading motivation.

METHOD

Research Design

The research was intended to produce an effective collaborative tutoring program to increase students' motivation to read. The approach used in this research is a quantitative approach with an experimental design which conducted by giving certain treatment to research subjects. Experimental design using quasi-experimental with pretest-posttest with control group. The research design was chosen because the determination of the experimental group and the control group was not randomly selected. The experimental group was given the treatment of a collaborative guidance program and the control group was without a collaborative guidance program. The design tested the effectiveness of the collaborative guidance program in increasing students' reading motivation. The design used in the study is as follows.

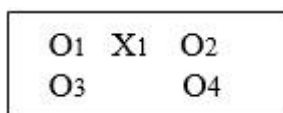


Figure 1. Quasi-Experimental Design

Information:

O1 : pre-test experimental group

O2 : post-test experimental group

O3 : pre-test control group

O4 : post-test control group

X1 : collaborative mentoring program

Participants

Students involved in the study were 58 people from elementary schools in Bandung. There are three different grade five primary school classes, two classes as the experimental class

(5A and 5B) and one class as the control class (5D). The average age of students ranged from 10-11 years. The experimental classes using CORI Program and the control class taught only reading the text book in the class.

The sample selection was carried out using a non-probability sampling technique, namely convenience sampling, which is a sample to be given treatment (Creswell, 2012, p. 145). The research was conducted at one of the elementary schools in Bandung. The school was chosen because it had adequate reading book facilities so that the research implementation process was expected to run well. Students and their parents have been asked about their willingness to take part in the research.

Procedure

The stages of developing a collaborative guidance program consist of three stages, namely the preparation stage, the implementation stage and the reporting stage..

The preparatory stage contains program preparation, expert assessment and weighing, and program trial before implementation. The initial step taken was to test the feasibility of guidance rationally. The feasibility test is carried out through an assessment and judgment (judgment) of experts and practitioners. The question expert is a guidance and counseling expert who has competence in collaborative guidance and program design. The program was assessed and weighed by two guidance and counseling experts. The practitioner in question is a guidance and counseling teacher with a bachelor's level of educational qualification of guidance and counseling. Programs are assessed and judged by one guidance and counseling teacher. After the assessment and judge were carried out, a program trial was conducted to see the effectiveness of the program implementation for classes that were not used as experimental classes or control classes in the elementary school which was the research site.

The program is implemented in classes 5A and 5B as the experimental class and class 5D as the control class. The implementation was carried out one month. There are four stages of collaborative guidance in increasing reading motivation, namely observation and personalization; find and take; understand and integrate, and communicate with other people. After the implementation stage, the reporting stage contains statistical data on reading motivation and a description of program implementation. Reporting is the result of comparisons before and after program implementation.

Measures

The research instrument used was a reading motivation questionnaire which was translated from John Guthrie's Motivation for Reading Questionnaire (MRQ) and was assessed by experts on language by English and Indonesian lecturers and content by Guidance and Counseling lecturers. After conducting expert judgment, a readability test was carried out on fifth grade students in the Planet Antariksa community whose text results were understandable. Then test the validity and reliability in class 5A and 5B SD Pilot Labschool UPI with the results of 41 valid items and 12 drop items with a reliability of 0.934. The instrument used in the study with 41 valid question items.

MRQ has three dimensions, namely a sense of self-efficacy in reading; intrinsic, extrinsic motivation and students' goals in reading; and social purpose in reading. The study used a quasi-experimental design with a pretest-posttest with the control group. The reading motivation scores of the experimental class and the control class were analyzed using the nonparametric Mann Whitney U test statistic using the SPSS 23.0 application.

In this research, there are supporting instruments for MRQ, namely the instrument of duration and type of reading that students usually read. Instruments as support, reading activity instruments, to determine the duration and interest of students' reading types. Knowing the interest in the type of reading will help in choosing the type of reading that is suitable and preferred by students.

Collaborative questionnaires were also filled in together between researchers (as counseling teachers) and collaborator Indonesian teachers. Questionnaires are given after each service meeting. A collaborative guidance questionnaire to increase reading motivation was conducted to see that the process carried out in the study had met the principles of collaborative guidance and the activities needed to increase reading motivation.

RESULT AND DISSCUSION

Categorization of Students' Reading Motivation

The average reading motivation of fifth-grade students based on the pre-test results was 2.47, based on Table 1, students were in the category of apathetic readers. Apathetic readers are characterized by experiencing boredom, lack of interest and indifference to school books and other texts. Apathetic readers can be invited to do reading activities through strong external encouragement.

Table 1. Categorization of students' reading motivation

Categorization	Range
reluctant to read	1-1,75
apathetic reader	1.76-2.54
ambivalent reader	2.55-3.25
loyal readers	3.26-4

According to Havighurst (in Hurlock, 2002, p. 10) the task of elementary school student development is to develop basic skills for reading, writing and arithmetic. Supported by developmental tasks according to the Operational Guidance and Counseling Implementation Guide book in Elementary Schools (2016, p. 12) at elementary school age, students have carried out learning tasks that require intellectual abilities or cognitive abilities (such as reading, writing and counting). The position of students more than half are in the category of apathetic readers and very little in the category of loyal readers can be seen as a phenomenon that students have not been able to complete the task of primary school age development and need to be provided with services to increase and optimize.

Another factor that influences reading motivation is the influence of support from those closest to students such as parents and teachers. The apathetic reader craves great external support to keep reading. Parents become the children's first trainers/teachers to recognize words,

generate children's interest in written words and become role models for reading (Nurmasari, 2017). Based on the questionnaire description of reading motivation per dimension, the average dimension of social goals for reading is the lowest compared to the dimensions of self-efficacy in reading and intrinsic and extrinsic motivation to read. To increase reading motivation, not just reading with family members or friends, students need to be enthusiastic about sharing reading content and external support for reading.

Students who are the majority in the category of apathetic readers need a strong external encouragement to read. Teachers need to provide directions and orders for students to read. In line with research Cameron & Pierce, (1994) External motivation given to individuals is motivation only to do a task. Cognitive or maturity variable factors can play different roles in motivation at different ages (Cain & Dweck, 2015). In general, the age difference between students is only one year apart and does not have a significant difference.

An Overview of The Dimensions of Reading Motivation

Specific descriptions of the dimensions of students' reading motivation will be presented in Table 2. Dimensions of reading motivation, namely self-efficacy in reading; intrinsic motivation, extrinsic, and learning goals and social goals for reading. The average dimensions of reading motivation for each class are as follows.

Table 2. Average based on Dimensions of Student's Reading Motivation

Dimensions	5A	5B	5D
Self-efficacy in reading	2.40	2.56	2.25
Intrinsic motivation, extrinsic and learning goals	2.61	2.86	2.86
The social purpose for reading	2.08	2.22	2.22

Based on Table 2, each class has an average that is not much different in each dimension. The dimensions of self-efficacy in reading in the four classes belong to apathetic readers (5A and 5D) and ambivalent readers (5B). Students in the apathetic reader category are characterized by students who do not have the belief that they will succeed if they read and achieve satisfaction when mastering or understanding complex ideas in the text. The dimensions of intrinsic motivation, extrinsic motivation and learning objectives of the three classes are classified as ambivalent readers. Students in the ambivalent reader category are characterized by students who have not enjoyed the reading process and have a desire to read various readings and interesting topics, but students are not satisfied with the praise of people around them. Students want to show themselves their readings to others and be evaluated by the teacher. The dimension of social goals for reading the three classes is in the category of apathetic readers marked by students who have not shared reading content with friends or family and have not read with external or required reasons.

The collaborative guidance program in increasing reading motivation has three objectives, namely building a sense of self-efficacy in reading; increase intrinsic motivation, extrinsic and students' goals in reading; and building social goals in reading. The three program objectives can be seen from the comparison between the pretest and posttest motivation

questionnaire to read. The description of effectiveness based on the dimensions of reading motivation is as follows.

The dynamics of reading motivation in terms of the dimensions of self-efficacy in reading can be seen from the activities in the third session, namely the video display of R.A Kartini's hobbies, then students are asked about students' opinions and understanding of videos; and the benefits of reading material in student life. Students are invited to believe that they will be successful if they read. When students can feel success by reading, students will continue to read on many occasions. Intrinsic motivation increases when individuals feel capable and confident (Codling, 2013). Based on the evaluation results of the third meeting process, students get an external motivation boost and show that reading activities can provide many benefits in life.

Self-efficacy in reading is also characterized by students achieving satisfaction when mastering or understanding complex ideas in the text which are realized from integrating known information in a paragraph. Students have been facilitated at the first and second meetings to find and collect information about the theme "our friend's environment" and at the third meeting, students are facilitated to master the theme in full and written in a paragraph. The results of the study are in line with previous studies. The results of Wigfield's research (2014) show that using complex comprehension strategies will allow students to share questions, interesting texts, and information that students get (Wigfield., Et al., 2014). The student's perceived need for competence is well met when the task is at the threshold of the student's ability and is difficult but achievable (Guthrie, McRae, & Klauda, 2007). The readings provided at the first meeting were sourced from Indonesian language textbooks and storybooks according to the age of the students.

Self-efficacy in reading students is strongly influenced by several factors both from within and from outside the student. The main influence of children's self-efficacy is how well students have performed a similar task or activity, as well as the feedback and encouragement students receive from others. (Wigfield, Guthrie, Tonks, & Perencevich, 2004). One of the feedback is based on the results of the process evaluation, students agree to get good grades for writing written about reading; the majority of students feel praised when they can understand the reading.

The dynamics of reading motivation in terms of the dimensions of self-efficacy in reading can be seen from the activities in the first and second sessions. Activities carried out to increase intrinsic, extrinsic and purposeful motivation in reading are interviews of people around the school regarding the theme of reading; exploration of various texts to find variations in reading (library visits); shows the overall reading of the theme in written form.

Students are given the freedom to choose topics that are explored and explored further with the aim of students having likes/dislikes in reading then continued in interviewing people around the school related to reading themes, students are facilitated to have the desire to learn an interesting object. In the evaluation process, it shows students do not agree if it is considered reading only when instructed by the teacher.

During the exploration of various texts to find variations in reading (visits to the library) students are facilitated to enjoy the reading process or a variety of articles on interesting topics

and feel that reading is beneficial for individuals, namely getting the information needed. Readers who are intrinsically motivated to read for their own sake and enjoy satisfying their curiosity (Applegate & Applegate, 2004). The results showed that students enjoyed the reading process and felt the benefits of reading which was shown in the results of the evaluation of the process, namely that the text that was read was considered important for students and students gained new knowledge from the text. Students who are intrinsically motivated also seek to improve skills and build on what students know, thereby enhancing student abilities (Wigfield et al., 2004). In the evaluation process, it appears that students do not agree if it is considered reading only when instructed by the teacher.

Individuals carry out activities to receive several benefits, such as extrinsic rewards/motivation. Extrinsic motivation comes from what will be accepted for doing the activity rather than from the activity itself. Wigfield identifies the recognition of reading and reading for value as important aspects of extrinsic motivation to read (Wigfield et al., 2004). Pouring understanding from the results of interviews and searching for various readings, students are facilitated to have a desire to show themselves to others about reading; have satisfaction in receiving praise about reading and reading activities, and have a desire to be evaluated from the teacher. In the reading process, good teacher instructions were also found, namely by giving examples, providing various reading activities, and correcting mistakes on an ongoing basis which provided more benefits to students than giving gifts (McCurdy, Daly, Gortmaker, Bonfiglio, & Persampieri, 2007).

The dynamics of reading motivation in terms of the dimensions of self-efficacy in reading can be seen from the activities of the first, second and fourth sessions. In the first and second sessions, it was seen by forming small groups in the class so that all students could work together in the reading process and get information from reading. Students are asked to form groups to facilitate students to communicate with each other and optimize the development tasks of elementary school students. In the fourth session, students immediately practise telling stories to their friends in the group. Storytelling activities facilitate students to share reading content to improve the meaning of reading with friends. Each student has the opportunity to tell stories and hears stories, then retell them in writing.

The factors that affect the social goals of students' reading are that students need to collaborate and cooperate with other people, namely parents and classmates to be able to exchange reading material or exchange reading/story content. Reading outside of school is an important factor that contributes to the development of reading performance (Leppänen, Aunola, & Nurmi, 2005). The role of parents is important. Parents need to be observers of reading behaviour observation, accompanying children when reading and role models for children (Applegate & Applegate, 2004).

The Effectiveness of Collaboration Guidance

The statistical test after treatment was carried out to see the significant effect of collaborative guidance by comparing the experimental group and the control group by referring to the following hypothesis.

$H_0 = \mu \text{ experiment} = \mu \text{ control}$

Collaborative guidance does not have a significant effect on increasing students' reading motivation.

$H_a = \mu_{\text{experiment}} > \mu_{\text{control}}$

Collaborative guidance has a significant effect on increasing students' reading motivation.

The test criteria are as follows

If Sig. ≥ 0.05 then H_0 is accepted

If Sig. < 0.05 then H_0 is rejected

Testing the collaborative guidance hypothesis in increasing the reading motivation of 5th-grade students for elementary school students was obtained by calculating the reading motivation score in the experimental class and the control class. The score analysis was performed using the Mann Whitney U Test nonparametric statistical test which obtained the following results.

Table 3 Empirical Test for Collaborative Guidance in Improving Reading Motivation for Elementary School Students

	5A compares with a control class	5B compare with a control class	5D (control class)
Mann-Whitney U	95.500	54.000	14.000
Wilcoxon W	305.500	264.000	105.000
Z	-2.988	-3.536	-2.500
Asymp. Sig. (2-tailed)	.003	.000	.012
Exact Sig. [2*(1-tailed Sig.)]		.000 ^b	.011 ^b
Exact Sig. (2-tailed)	.002	.000	.011
Exact Sig. (1-tailed)	.001	.000	.006
Point Probability	.000	.000	.001

a. Grouping Variable: Class

b. Not corrected for ties.

The hypothesis testing criteria used is if the Asymp.Sig (1-tailed) value < 0.05 then H_0 is rejected, whereas if the Asymp.Sig (1-tailed) value > 0.05 then H_0 is not rejected. Table 4.12 shows the acquisition of Asymp.Sig (1-tailed) values of 0.001 for class 5A and 0.000 for class 5B. The results of the Mann Whitney U Test show the value of Asymp.Sig (1-tailed) < 0.05 , which means that H_0 is rejected. The test results illustrate that there are differences in reading motivation between students who are provided with services and students who are not provided with collaborative guidance. So it can be concluded that collaborative guidance has a significant effect in increasing reading motivation. The effect of collaborative guidance is also seen in the average difference in reading motivation before and after treatment. Before treatment, the mean score was 2.57. After treatment, the mean score of students' reading motivation was 2.68. The average gain before and after treatment is 0.11.

The collaborative guidance program is designed to increase reading motivation between Guidance and Counseling teachers in collaboration with Indonesian language teachers oriented CORI (Concept-Oriented Reading Instruction) with a classical guidance service strategy with four steps, namely observation and personalization; seek and take; understand and integrate;

and communicate with other people. Collaborative guidance services are a series of activities that apply the principles of CORI (Concept-Oriented Reading Instruction) in increasing reading motivation. The series of activities given to students in an effort to facilitate students in optimizing developmental tasks in reading motivation. involves a series of actions or steps toward a goal, a process of helping and accompanying (Shertzer, 1966, p. 31). Researchers and teachers carry out a series of activities that have been systematically arranged to increase students' reading motivation. A series of activities are (1) observing and personalizing to facilitate students to combine observing and direct experience around students with the topics discussed and generating initial interest in reading. (2) find and retrieve. Teachers and researchers teach students how to find information to enable students to pursue interests and answer questions that result from observational activities. Students are encouraged to find books, resources, references and textbooks. (3) understand and integrate. As students follow the interest that results from observational activities, students identify a variety of relevant texts and sources. Students are asked to summarize the reading sources that have been obtained in the first and second stages. (4) communicate with others. Students become experts in the chosen topic to study. When gaining knowledge, students want to express their understanding of others. Students are encouraged to express understanding in a variety of coherent, persuasive, and accurate communications to classmates or selected audiences. One of the goals of guidance and counseling in elementary schools is to develop and improve academic skills to achieve maximum learning abilities and to collaborate in researching with classroom teachers to increase the effectiveness of teaching and learning (Suherman, 2015, p. 24).

Guidance and Counseling Teachers recognize the importance of collaborating with teachers or other parties, that it takes a lot of time to plan and implement collaborations and is time-consuming at first but can produce substantive benefits, such as providing support networks and increased resources for school counseling programs and increasing opportunities and interventions to meet the needs of a larger number of students (Bryan & Henry, 2012). The collaborative efforts of professional teachers and school counselors create appropriate and relevant lessons that integrate learning and counseling into the scope and sequence of the academic curriculum (Kozłowski, 2013).

The role of guidance and counseling in primary schools emphasizes educational programs (Suherman, 2015, p. 24); and guidance and counseling teachers can make valuable contributions collaboratively, namely as agents of change or facilitators, process facilitators, and team members (West & Idol, 1993). A collaborative guidance program in increasing reading motivation, Guidance and Counseling teachers (researchers) act as program designers and program implementers. Based on the results of post-test statistical calculations for the experimental class and the control class, it shows that the programs in the experimental class 5A and 5B are effective in providing an overview of the program that can also be run by class teachers and guidance and counseling teachers together. In line with what Walker (2010) stated, Guidance and Counseling teachers can convey the purpose of collaborative guidance not to blame, but to cooperate in planning assessments and interventions to meet students' educational needs. The potential for classical guidance in primary schools to meet important educational needs, namely, improving classroom behaviour, preventing problem behaviour, and

encouraging positive attitudes towards school. (Gerler & Anderson, 1986). In line with the findings in Barna's (2011) study, primary school counselors recognize contributions in supporting student academic achievement through the provision of comprehensive services, one of which is active collaboration with principals, teachers, and parents/caregivers.

The collaborative guidance questionnaire in increasing reading motivation filled out by Indonesian researchers and teachers shows that there is a match between researchers and teachers in common goals; communication between collaborators; role clarity; equality in collaborating; topics integrated with the curriculum; organized activities; provide support to students in groups; facilitate various activities to understand the reading. Things that still need to be improved in the collaboration process are optimizing the variety of readings for students; giving assignments according to student abilities and adding stimuli to increase students' reading motivation.

Reading Activity Instruments

Reading activities in terms of quantity (reading volume) and quality (reading duration) of students before and after treatment can be seen in figure 2 as follows.

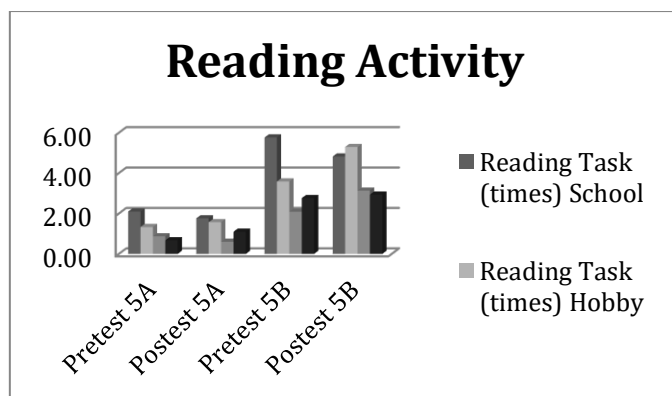


Figure 2. Reading activities for schoolwork and fun (hobbies) before and after the program

Grade 5B has a higher quantity and quality than grade 5A for both schoolwork and hobbies. In figure 3, it can be seen that all students choose various types of book genres, but several book genres are predominantly chosen by students.

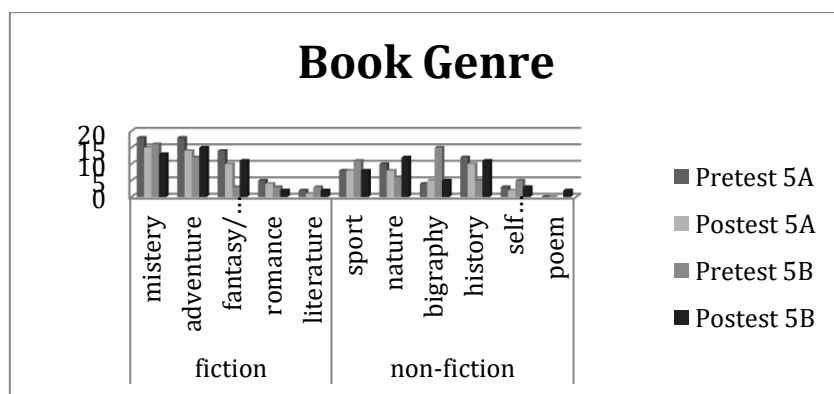


Figure 3. The distribution of Fiction and Non-Fiction Book Genres before and after program delivery

Before and after treatment (Graph 1) regarding reading activities for schoolwork and fun (hobbies) in class 5A, there was a decrease in the quantity of reading in reading assignments regarding subjects by 0.33 points and the duration of reading in subjects was 0.24 points. When reading for a hobby there was an increase of 0.22 points and the duration increased by 0.42 points. In class 5B there was a decrease in the frequency of students reading for school activities in a week, which was 0.94 points with an increased duration of 1.04 points while reading for personal pleasure increased by 1.7 points with an increased duration of 0.17 points.

Based on Graph 2, the genre of reading books before and after the program has not changed much. The mystery/adventure book genre is still the choice of grade 5A and 5B students and the most selected non-fiction books are books about history in both classes.

CONCLUSION

Most of the 5th-grade students in Elementary School have a categorization as apathetic readers. An apathetic reader is an individual who has a low intrinsic motivation and avoids reading somewhat. The apathetic reader experiences boredom, lack of interest, and indifference to school books and other texts. Apathetic readers can be invited to do reading activities through strong external encouragement.

The collaborative guidance program is designed to increase reading motivation between Guidance and Counseling teachers in collaboration with Indonesian language teachers oriented CORI (Concept-Oriented Reading Instruction) with a classical guidance service strategy. Based on statistical tests, collaborative guidance programs are effective in increasing the reading motivation of grade 5 elementary school students.

The results showed that collaborative guidance was effective in increasing reading motivation. Collaborative guidance can be used as a counseling service for guidance and counseling teachers in elementary schools in collaboration with teachers so that they can optimize services for student learning with the following steps to identify student needs in terms of reading motivation; cooperate and communicate with teachers to perfect and carry out guidance; communicate with the school to be able to increase the variety of reading in the library or reading corner; implementing services; evaluating services with teachers, and monitoring the development of students' reading motivation. Guidance and Counseling teachers realize the importance of collaborating with teachers but in practice it takes a lot of time to plan and carry out collaborations but can produce substantive benefits.

Research is suggested for elementary school guidance and counseling teachers to collaborate with subject teachers as an effort to optimize guidance and counseling services. Indonesian teachers can provide input for guidance and counseling services in the classroom. The school also needs to provide time to explore various readings outside of school hours or programs that make it easier for students to read at home with their families. The reading that students read is free but needs to be linked to the theme in the lesson so that students feel the connection and benefits of free reading with learning in school. For future researchers, it can increase reading variety, reading exploration time and the application of collaborative guidance to increase reading motivation.

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