Increasing Student Learning Interest with Multiple Modeling Techniques

Maria Ulfa[1], La Ode Nurdendis[2]
[1,2]Program Studi Bimbingan dan Konseling, Universitas Muhammadiyah Buton
*Corresponding Author E-mail: ulfa.razak88@gmail.com

ABSTRACT
The lack of attention and interest of students, not wanting to be involved, and not being happy to participate in the learning process can be seen in the attitudes and behavior of students, indicating the low interest in student learning. This is the basis for this research. Therefore this study aims to increase students' interest in learning with multiple modeling techniques through group guidance services. A quantitative approach with the pre-experimental method through the one group pretest posttest design was used in this study. The population used was class VIII students of SMP Negeri 2 Kadatua with a total of 28 students and used a sampling technique through purposive sampling with a sample size of 12 students who had low interest in learning based on the pretest results. The data collection technique uses a learning interest scale and is analyzed through the Wilcoxon test statistical analysis. The result of this research test is an increase in students' interest in learning after giving multiple modeling techniques with a score of 378 or 31.5%. The results of this study were also proven through a significant Wilcoxon test analysis of 0.002, it was concluded that the multiple model technique through group guidance services was effective in increasing student learning interest.

Keywords: student interest; learning; multiple modeling techniques; group guidance services; quantitative research

INTRODUCTION

The development of science, technology and art requires students and educators to think creatively in improving the quality of education. Improving the quality of education aims for students to obtain good learning outcomes. The rapid development of technology greatly influences student learning interest, as seen from student activity in using gadgets and social media. This is one of the factors that influence the low interest in learning in students.

Student learning interest is closely related to student learning success. Slameto defines interest in learning as feeling happy or interested in something or in learning activities without being forced (Slameto, 2013). Almost the same definition is also explained by Marimba in (James KPOLOVIE et al., 2014), interpreting interest in learning is a feeling of pleasure obtained by students through interesting learning activities or processes. Student learning interest can be observed through several indicators/aspects. Safari in Ricardo revealed that in measuring student learning interest, there are four indicators, namely attention (concentration and observing), interest (motivation), pleasure (learning without coercion), and involvement (participating and being active) (Ricardo & Meilani R I, 2017). Relevant matters are also described by Renninger, Hidi, & Krapp, some of the characteristics of increasing student interest in learning, namely concentrating and focusing attention, feeling happy in learning, and having strong motivation or will in learning (Renninger et al., 2014). Interest in learning can be started by being positive and feeling happy. By paying attention, students can be attracted to some of the subjects they are less interested in. In addition, making students like some subjects will bring out feelings of pleasure in students. Referring to some of the opinions above, it can

be concluded that interest in learning begins with a sense of liking, comfort, pleasure, interest, and attention in the learning process to acquire knowledge.

High and low students' interest in learning greatly influences their attitudes and behavior. Students with a high interest in learning will usually maintain self-motivation, enthusiasm for learning, be diligent, persistent, tenacious, diligent, not give up easily, and like challenges, while students who have low interest in learning usually become lazy to study and do not like the assignments given. teacher, happy if the teacher is not present in the learning process, and no one is trying to be more independent (Yanti et al., 2018). Putri et al., also described students who have a high interest in learning will pay attention and follow the learning process well, with the attention and focus of students in learning will make it easier to understand the subject matter delivered by the teacher. If the learning process is not in accordance with students' interests, it will have a negative impact on student learning outcomes (Putri et al., 2019). Besides that, other characteristics that indicate students have a high interest in learning are following the learning process well and producing good learning performance as well, participation and activeness in the learning process is a form of expression of the high interest in student learning. Conversely, students who have low interest in learning will show unpleasant attitudes and behaviors such as not doing school assignments, no notes in textbooks, paying little attention to lessons from the teacher (Korompot et al., 2020).

Related to students' interest in learning, the phenomenon that occurs is the low interest in learning in some students in class VIII SMP Negeri 2 Kadatua. This is shown during the learning process takes place. Based on the findings of the pretest results, of the 28 students in class VIII, 12 students had a low interest in learning, this was evident in the learning process in class. The students looked physically healthy, but the enthusiasm of students to be involved in the learning process in class was lacking, and this was reflected in the behavior of some students. Students are always late for lessons, do not complete homework assignments thoroughly, are not happy when given assignments to do at home, are ignorant when the teacher opens a question and answer session, students are not interested in answering questions from the teacher, students are lazy to record lessons, do not want to understand the material taught conveyed by the teacher, not interested in asking things that students do not understand in the lesson. In addition, when the teacher explains in class, students prefer to pay attention to other things or even invite other students to chat, when students are given assignments, students prefer to cheat, and borrow other students' notebooks as a reference. Students are also lazy to get involved in school activities such as extracurricular activities, lazy to get involved in doing assignments, both independent assignments and group assignments. Another attitude shown is that as much as students want to participate in class learning, there are some students who remain in class just to keep the class alive, but do not pay attention to the teacher who is giving the subject matter.

In addition, the low interest in learning in students can also be seen from their association. Some students hang out in a less friendly environment. Not only related to association, but the facilities and infrastructure for the learning process are also inadequate so that teachers and students are less enthusiastic. Besides that, the teacher's learning method or teaching style is very repetitive, so that it makes students uninterested and bored to follow the learning process in class. The findings of interviews with school teachers stated that student learning outcomes were still not good, students showed little interest in participating actively in several subjects. In addition, due to the lack of environmental and family support, students pay less attention to assignments and lesson explanations given by the teacher. The findings in the pretest test, there were twelve students who had low interest in learning in several subjects, namely in

mathematics and English for each of three students, Indonesian, Science and Social Sciences for each of two students.

Referring to the explanation above, students pay less attention to the teacher, are less interested, do not want to be involved, and are not happy to participate in the learning process seen in the attitudes and behavior of students, indicating a low interest in learning in students. To increase the learning interest of class VIII students of SMP Negeri 2 Kadatua, modeling techniques were used in this study. The type of modeling technique used is multiple models or multiple modeling through group guidance. This modeling technique is a cognitive behavioral counselling technique.

Komalasari et al explained that multiple characterizations (multiple models) were made in a group, one member of the group learned a new attitude and eliminated old attitudes after observing other members (Komalasari et al., 2011). The effect obtained indirectly in the application of multiple model techniques or multiple characterizations is to change and acquire new attitudes after members observe one of the group members demonstrating certain attitudes and behaviours (Sutama et al., 2014). The benefit of this multiple model is that it allows observers to obtain appropriate behaviour by observing various styles of appropriate and successful behavior (Sutanti, 2015). Multiple model techniques can also increase learning motivation, content mastery, self-confidence and self-efficacy in student learning (Agustien & Pratiwi, 2022; Marsela et al., 2020; Prabowo et al., 2014; Yuniarwati, 2018). The steps of the multiple model technique in this study refer to the modeling steps according to Komalasari et al. and understand the meaning of multiple models. The following are the steps of the modeling technique, namely determining the form of modelling, choosing a model that is the same age and friendly (live model), using more than one model, the complexity of the behavior being modelled must be appropriate, combining modelling according to the rules and providing reinforcement, when paying attention to the model/figure give natural reinforcement, scenario modeling is made realistic, and modeling creates fear for counselees (Komalasari et al., 2011)

From the several opinions above, it can be concluded that multiple modeling is a type of modeling technique used in groups, where observers can change behavior and attitudes, and gain new skills by imitating group members who have succeeded (or by observing fellow leaders). Of course also in this multiple model technique, the friendliness of the model is very influential in increasing interest in learning which makes students happy to observe the model.

METHOD

This study uses a quantitative approach with a pre-experimental form through the one group pretest-posttest design. Data collection techniques through the Likert scale model by compiling an attitude scale of interest in learning. The procedures for carrying out this research were carried out through:
1. The preparatory stage by formulating and limiting the problem, compiling and preparing, the scale of learning interest to be distributed to students, analyzing the results of the pretest test, and determining the sample
2. The activity stage with the implementation of the treatment, namely the application of multiple modeling techniques through group guidance services
3. The closing stage is carried out by redistributing the learning interest scale after applying multiple modeling techniques to find out the increase in student interest in learning, then collecting and processing the posttest test data and concluding the results of the research that has been analyzed.

The total population used was 28 grade VIII students of SMP Negeri 2 Kadatua, and the determination of the number of research samples was done using a purposive sampling

technique, namely determining the sample based on the nature and characteristics of the population based on certain things through considerations that were previously known (Sugiyono, 2012). The research sample consisted of 12 students who had low learning interest scale pretest results.

Data collection was carried out by compiling a learning interest scale based on each indicator with four answer choices. The learning interest scale is structured based on indicators according to Safari in Ricardo (Ricardo & Meilani R I, 2017), namely there are four indicators, namely attention (concentration and observing), interest (motivation), pleasure (learning without coercion), and involvement (participating and being active).). This indicator was chosen in this study because it represents the attitude felt by students. Professional judgment is involved in compiling an attitude scale of interest in learning, in order to facilitate the preparation of the scale and the calculation of the scale indicator weights. The scale trial used 2 (two) classes, namely class VII1 and VII2 with a total of 50 students.

The results of testing the interest in learning scale of 24 items were categorized as valid/valid with item scores ranging from 0.391 to 0.810 out of a total of 48 items. A total of 24 valid items were used in the pretest and posttest and resulted in a reliability of 0.930. In processing and analyzing data to find out and describe the success of the multiple model technique group guidance service using wilcoxon test analysis and assisted through the application of the SPSS program version 21.

RESULT AND DISCUSSION

Based on the results of observation and research, the multiple model technique applied to group guidance with a duration of 2x45 minutes was carried out directly for six meetings and explained several different themes based on indicators of student interest in learning. The following is a brief explanation for six meetings with four treatments given based on indicators of interest in learning with multiple models and applied when group guidance is carried out based on its principles and principles.

Table 1. Intervention Activities and Treatment

Implementation Activity	Intervention targets	Objective	Activity	Indicator Success
Preliminary activities	✓ preparation ✓ Formulate goals ✓ Pretest	✓ Build report card ✓ Compile activity implementation Mr And technique *multiple models* ✓ describe interest Study student	✓ Invite student For involved active in BKp without feeling compulsion ✓ Fill in with Good scale attitude interest Study	✓ Student Ready follow BKp ✓ There is agreement together in carry out BKp with technique *multiple models* ✓ Scale interest Study has filled
BKp 1	✓ Feeling like	✓ Student like in follow process Study ✓ Student Appropriate time in follow process Study	✓ Observe participant group demonstrate models ✓ Apply results observation	✓ Student capable follow lesson with like heart ✓ Student come appropriate time
BKp 2	✓ Interest student	✓ Student Enthusiastic in do task	✓ Student demonstrating a suitable model theme scenario	✓ Student capable demonstrating models and apply results

		✓ Student Own strong motivation _ in Study	✓ Apply results observation	observation interest student ✓ Student capable guard Spirit And the motivation in follow process Study
BKp 3	✓ Attention Student	✓ Student can Concentration in Study ✓ Do And gather tasks appropriate time	✓ Student demonstrating a suitable model theme scenario ✓ Observe participant group demonstrate models	✓ Student capable role model and apply results observation interest student ✓ Student capable concentration in follow lesson
BKp 4	✓ Involvement student	✓ Student Participate in process Study ✓ Student involved active in task independent nor task group .	✓ Student demonstrating a suitable model theme scenario ✓ Observe participant group demonstrate models	✓ Student capable role model and apply results observation interest student ✓ Student capable participate in process Study Good on task independent nor task group
Evaluation And follow Carry on	✓ Readiness student end activity group ✓ Postest	✓ Know enhancement interest Study student after given *multiple models*	✓ Student fill in Scale	✓ Student obtain Skills new from BKp with technique *multiple models* ✓ Enhancement Interest Study student

*BKp: Bimbingan Kelompok

Before starting to apply the multiple model technique, the researcher designed the layout of the student desks and chairs to form the letter U. This was done to create a comfortable atmosphere and not make students bored while participating in the group guidance process. In its application, the multiple models used are students who have a high interest in learning with the initial SR. SR is one of the students in the class who excels, has high learning motivation, and is cheerful. When applying the multiple model technique, SR invites students to jointly discuss experiences at school and the community environment that are related to student learning interests that have been, are rarely or have never been done. This is the stage where group guidance begins, although the group has not yet been formed into parts with each member consisting of 6 (six) students. SR as a model provides encouragement and motivation to his friends to always maintain and increase their interest in learning.

In implementing and preparing the steps of the multiple model technique, one must first understand and interpret the principles, influences, types, and steps of the modeling technique as a whole according to several experts. The steps taken in applying the multiple model technique refer to the steps of the modeling technique according to Komalasari (Komalasari et al., 2011) and are compiled based on the understanding of the researcher by interpreting multiple models while still referring to the modeling steps that have been made by the

researchers. expert. Here are some steps taken in the application of the multiple model technique:

a) Determine the form of characterization, in this case related to the indicators of interest in learning that will be played by students.

b) Ask all members in the group to pay attention to the scenario that has been given by the researcher, and study it before the model is demonstrated

c) Choose a model that fits the indicators of interest in learning and demonstrates the behavior/attitude that is the goal in imitation form to be observed by all counselees

d) Displaying model demonstrations sequentially according to the scenario, to minimize stress for members. Group members participate in the demonstration of behavior/attitude, then each group member gives the conclusions that have been modeled and what has been felt after demonstrating the model that has been played.

There are four scenarios related to indicators of interest in learning played by group members in this multiple model technique, namely (a) feelings of pleasure in learning; (b) enthusiastic and motivated in learning; (c) concentration while studying and submitting assignments on time; and (d) participate in doing assignments and groups. The four scenarios were carried out in four meetings by applying multiple model techniques. Taking turns, group members take turns being the main model in the multiple models. One of the synopsis of the scenario demonstrated by the students in the group guidance was about how to make the students feel happy during the learning process. The feeling of pleasure displayed by the model in this multiple model technique is that the model presents itself as a student who is happy when the teacher gives assignments (homework), is present on time (before class starts), likes the method of discussion and enthusiasm when the teacher delivers the subject matter. The model's way of demonstrating this role is by giving examples such as when given assignments by the teacher, whether completed in class or to be done at home, the model considers the assignment given is a small part of the challenges in the learning process, the model is happy and without being forced to do and complete the task properly and correctly. Another example that the model applies, namely, when the model does not like mathematics because the model does not like counting plus the teacher teaches in a monotonous and fussy manner, the model tries to realize that the model needs this lesson, the model must try to like the lesson for herself, by liking the lesson. , then it will encourage feelings of pleasure in the model itself. In addition, the model also conveys the importance of having self-confidence, believing ourselves that we are able to complete assignments given by the teacher, always discussing with other friends if there are tasks that are not understood, and being able to share playing time and study time, so that we are happy and happy to stay awake during the learning process.

In practice, one of the students demonstrated himself as the main model who gave positive energy to other students by sharing experiences and tips that were made to make feelings of joy in the learning process, then five other students as a complement and demonstrating a model with high curiosity and support. opinion of each other. The feeling of pleasure that exists within students is a positive emotion in interpreting the learning process which can increase their interest in learning. Three other scenarios are also applied in accordance with the application of the multiple model technique mentioned above.

After implementing the steps of the multiple model technique and demonstrating the model directly, then carrying out the group guidance evaluation stage which aims to evaluate the effectiveness and efficiency of the multiple model technique, if the target behaviour is not successful or does not match the target (student notes) it is necessary to review the use the technique or the reinforcement given is inappropriate. In this study, the multiple model technique was declared successful because almost all of the targets of learning interest were in

accordance with the targets of the students themselves. This can be proven by the differences in the results of the pre-test and post-test analysis in the following table and graph:

Table 2. Pretest data and posttest interest Study student

No.	Initials	Pre-test	Post-test
1	Mrs	45	77
2	WDK	47	76
3	NLH	44	74
4	LDT	42	77
5	GKT	43	67
6	FDC	47	74
7	SRB	46	76
8	PESTLE	43	70
9	DVN	44	82
10	CMN	46	79
11	ZRH	43	84
12	JTR	47	79
	Total	537	915

Table 2 above shows that the results of the pretest test of student interest before the multiple models were applied with a score of 537 or 44.75% and the results of the posttest after the application of the technique showed a score of 915 or 76.25%. It can be concluded that there has been an effective increase in the application of multiple model techniques to increase student learning interest with a difference in score of 378 or 31.5%.
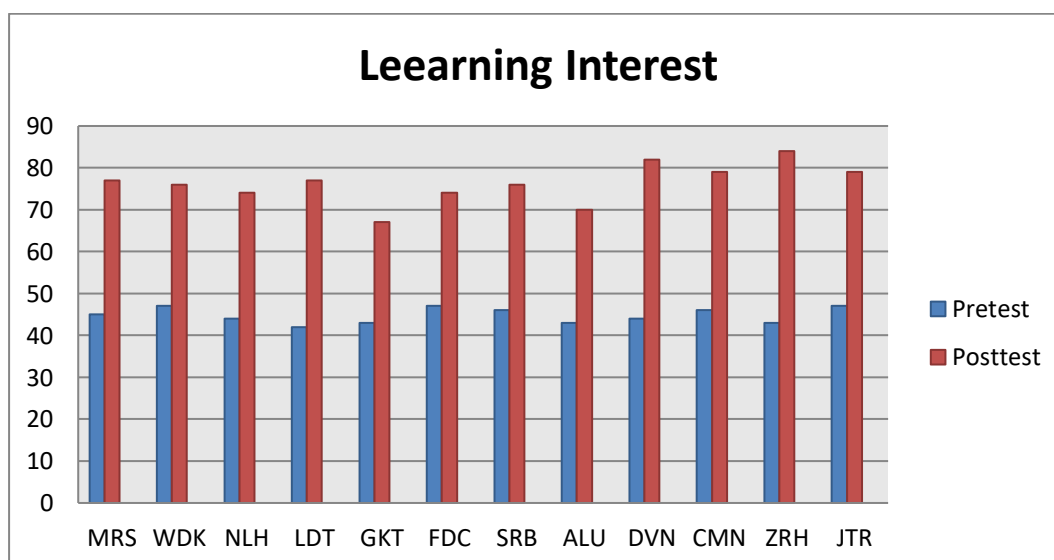
Graph 1. Pretest and Posttest Results of Student Interests

Based on table 2 and graph 1 above, it is clear that there are differences in the data from the analysis of the pretest and posttest, before and after administering the multiple model technique. As a whole it was concluded, there was a difference in increasing students' interest in learning with a total score of 378 or 31.5%. The increased interest in student learning cannot

be separated from the active involvement, willingness/encouragement, and student cooperation in the implementation of multiple model techniques applied to group guidance activities.

The results of the pretest and posttest analysis above are also strengthened by the results of the Wilcoxon test analysis which is used to determine the significance of the results of the pretest and posttest data analysis. The following table displays the results of the Wilcoxon test analysis:

Table 3. Test Test Results Wilcoxon

Group	Z	Asymp . Sig. (2-tailed)
Pretest - Posttest	-3,063b –	0.002

Based on research findings analyzed with the Wilcoxon Test, it appears that there is an increase in students' interest in learning, or more specifically, there is a significant increase from the low category to the high category after being given treatment with multiple model techniques through group guidance. There is a difference shown from the results of the pretest and posttest scores. The results of the data analysis in table 3 above, the pretest-posttest group with a significance value of 0.002 <0.05 or a significance probability of less than 0.05. The significance value means that there is an increase in learning interest before and after being given the multiple model technique treatment. So it was concluded, the multiple model technique through group guidance activities was successful and effective in increasing student interest in learning.

These findings are evidenced by research conducted by Prabowo, Setyowani, and Kurniawan who found that providing content mastery services through modeling techniques with live models, symbolic models and multiple models, can increase student independence in learning (Prabowo et al., 2014). In addition, the multiple model technique can also increase students' academic self-confidence and self-efficacy (Agustien & Pratiwi, 2022; Marsela et al., 2020). Other findings relevant to this study conclude that modeling techniques can increase student learning motivation by applying them to group guidance activities through guidance and counseling action research (Yuniarwati, 2018).

After going through the evaluation phase, and then proceed to the reinforcement stage whenever the desired behavior is according to the contract schedule and provide reinforcement whenever the behavior shown persists. In this stage students organize themselves by motivating themselves, removing behavior that is not in accordance with the target, such as making themselves happy to participate in the learning process, students begin to find things that make students interested in following guidance and subjects, students begin to try focus students' attention and students begin to be involved and active in the guidance process and when attending lessons in class.

At the last meeting in applying the multiple model technique, information services and rewards were also provided for all group guidance participants. This is done so that students can maintain and increase their interest in learning. Giving rewards in the form of snacks (wafers and bread), writing instruments (books and pens), motivation and thanks for participating and being able to change oneself to be even better. After giving treatment with multiple model techniques, students begin to develop their interest in learning and collaborate well with the teacher. When the teacher explains something new, students tend to pay attention, follow the lesson happily and comfortably, become interested in following the lesson, and play an active role in the learning process. Through the application of this multiple model technical treatment, students feel and gain new things and experiences that have never been felt before

such as fostering student cooperation in overcoming and solving problems encountered, training students to be open and self-controlled in learning, improving students' abilities in communicate, and develop students' social interaction skills in playing models directly, expressing themselves in a real way, better understanding and interpreting their own needs in learning, students again begin to cultivate their enthusiasm for learning, begin to focus and actively participate in learning activities, so that in following the guidance and process student learning is able to increase and foster interest in learning.

Behavior therapy that focuses on learning procedures is called modeling. With modeling techniques students can learn new behaviors, eliminate self-destructive habits and maintain and strengthen better and healthier attitudes/behaviors. Group guidance directly aims to change the attitudes and behavior of group members by providing information that focuses on cognitive management and assisting individuals in developing positive things, both those that are innate or the result of the processes that have been achieved so far. Multiple models are a type of modeling technique used in groups where observers can change behavior and attitudes, and acquire new skills by imitating successful group members (or by observing fellow leaders). The benefit of this multiple model is that it allows observers to obtain appropriate behavior by observing various styles of appropriate and successful behavior. Of course also in this multiple modeling technique the friendliness of the model is very influential in increasing interest in learning which makes students enjoy observing the model (Sutanti, 2015). Attention, retention, motor reproduction, and motivation are the four prerequisites listed in Bandura's social cognitive theory before students can learn effectively from observed model behavior (Arumsari, 2016).

The importance of interest in learning for students, so that learning changes occur in a positive direction. The ability of students to process their learning interests will determine the success of students in learning. The low interest in learning in students can be caused by internal and external factors. Internal factors include psychological aspects (attention, interest, comfort, and willingness to learn) and physiological (physical, health and student participation) and external factors include environmental aspects (support of parents, family, learning atmosphere, school, community, habits and customs).(Arumsari, 2016; Korompot et al., 2020; Mesra et al., 2021). Rihwayudin explained that the influence of interest on attitudes and behavior in life is very significant. Students who are interested in learning activities will work harder than students who are less interested in learning (Riwahyudin, 2015). Therefore, teachers play an important role in shaping and developing students' abilities. Through memorable learning process activities, welcomed with a cooperative and warm attitude, prioritizing contextual learning, varied learning methods using several relevant learning media tools, doing ice breaking and giving rewards, will increase student learning interest (Erwin, 2017).

Referring to the description of the results and discussion mentioned above, there is a significant increase in student learning interest in all indicators after giving treatment with multiple model techniques. Thus, based on several theoretical references related to interest in learning, this research should be developed again. So based on the research findings and various theoretical references that support the above, it is concluded that the multiple model technique is effective for increasing students' interest in learning in class VIII SMP Negeri 2 Kadatua.

CONCLUSION

The rapid development of technology greatly influences student learning interest, as seen from the current student activity in using gadgets and social media. This is one of the factors that influence the low interest in learning in students. Based on the results of data analysis through the Wilcoxon test, the pretest-posttest group with a significance value of 0.002

<0.05 or a significance probability less than 0.05. It was concluded that the multiple model technique is effective in increasing student learning interest through group guidance activities, or there is a significant increase in learning interest students with a total score difference of 378 or 31.5%. This is inseparable from the participation and willingness, activeness and cooperation of students in group guidance activities with multiple model techniques. After applying the multiple model technique, students begin to develop their interest in learning and collaborate well with the teacher. When the teacher explains something new, students tend to pay attention, follow the lesson with a feeling of pleasure and comfort, become interested in following the lesson, and play an active role in the learning process. Through this multiple model technique group guidance treatment, students experience new things that have never been experienced before such as fostering student cooperation in overcoming and solving problems encountered, training students to be open and self-controlled in learning, improving students' ability to communicate, and developing the ability of students' social interaction in playing the model directly, expressing themselves in a real way through the model that is played, better understanding and interpreting their own needs in learning, students again begin to cultivate their enthusiasm for learning, begin to focus and actively participate in learning activities, so that in following the guidance and process student learning is able to increase and foster interest in learning.

REFERENCES

Agustien, D. M., & Pratiwi, T. I. (2022). Penerapan Teknik Modeling Sebagai Suatu Pendekatan Untuk Meningkatkan Percaya Diri Peserta Didik. *Jurnal BK Unesa*, *12*(1), 850–864.

Arumsari, C. (2016). Konseling Individual Dengan Teknik Modeling Simbolis Terhadap Peningkatan Kemampuan Kontrol Diri. *Jurnal Konseling Gusjigang*, *2*(1). https://doi.org/10.24176/jkg.v2i1.549

Erwin, W. (2017). *Masalah-masalah Peserta Didik dan Solusinya*. Araska.

James KPOLOVIE, P., Igho JOE, A., & Okoto, T. (2014). Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School. *International Journal of Humanities Social Sciences and Education*, *1*(11), 73–100. www.arcjournals.org

Komalasari, G., Wahyuni, E., & Karsih. (2011). *Teori dan Teknik Konseling*. PT. Indeks.

Korompot, S., Rahim, M., & Rahmat, P. (2020). Persepsi Siswa Tentang Faktor yang Mempengaruhi Minat Belajar. *Jambura Guidance and Counseling Journal*, *1*(1).

Marsela, I., Rosra, M., & Andriyanto, R. E. (2020). Peningkatan Efikasi Diri melalui Konseling Kelompok Teknik Modeling pada Siswa SMP. *ALIBIKIN (Jurnal Bimbingan Konseling)*, *8*(2). jurnal.fkip.unila.ac.id

Mesra, P., Kuntarto, E., & Chan, F. (2021). Faktor-faktor Yang Memmpengaruhi Minat Belajar Siswa di Masa Pandemi. *Jurnali Ilmiah Wahana Pendidikan*, *7*(3).

Prabowo, I., Setyowani, N., & Kurniawan, K. (2014). Keefektifan Layanan Penguasaan Konten dengan Teknik Modeling Terhadap Kemandirian Belajar Siswa SMP. *Indonesian Journal of Guidance and Counseling: Theory and Application*, *3*(3), 32–37.

Putri, B. B. A., Muslim, A., & Bintaro, T. Y. (2019). Analisis Faktor Rendahnya Minat Belajar Matematika Siswa Kelas V di SD Negeri 4 Gumiwang. *Jurnal Educatio FKIP UNMA*, *5*(2), 68–74.

Renninger, K. A., Hidi, S., Krapp, A., & Renninger, A. (2014). *The Role of Interest in Learning and Development*. Psychology Press.

Ricardo, & Meilani R I. (2017). The impacts of students' learning interest and motivation on their learning outcomes. *Jurnal Pendidikan Ekonomi Perkantoran*, *1*(1), 79–92.

Riwahyudin, A. (2015). Pengaruh Sikap Siswa Dan Minat Belajar Siswa Terhadap Hasil Belajar IPA Siswa Kelas V Sekolah Dasar Di Kabupaten Lamandau. *Jurnal Pendidikan Dasar*, *6*(1), 11. https://doi.org/10.21009/jpd.061.02

Slameto. (2013). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Rineka Cipta.

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta. https://doi.org/10.1017/CBO9781107415324.004

Sutama, G. A., Suranata, K., & Dharsana, I. K. (2014). Penerapan Teori Behavioral dengan Teknik Modeling Untuk Meningkatkan Kemandirian Belajar Siswa Kelas AK C SMK Negeri 1 Singaraja. *E-Journal Undiksa Jurusan Bimbingan Konseling*, *2*(1).

Sutanti, T. (2015). Efektivitas Teknik Modeling Untuk Meningkatkan Empati Mahasiswa Prodi BK Universitas Ahmad Dahlan. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*. https://doi.org/10.26858/jpkk.v1i2.1906

Yanti, I., Trisoni, R., & Fajar, N. (2018). Hubungan Minat Dan Kemandirian Belajar Dengan Hasil Belajar Ipa Siswa Pada Kelas Viii Di Smp N 1 Pariangan. *Proceeding IAIN Batusangkar*, *3*(2), 1–11. http://ecampus.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/1334

Yuniarwati, C. T. (2018). Meningkatkan Motivasi Belajar Melalui Layanan Bimbingan Kelompok Dengan Teknik Modeling Pada Siswa Kelas XI APh 1 SMK N I Cepu Semester Gasal Tahun 2017/2018. *EMPATI-Jurnal Bimbingan Dan Konseling*, *5*(1), 1–11.