Implementation of Coaching Intervention in Increasing Student Learning Motivation (Case Study of SMPN 2 Babakancikao Students)

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ABSTRACT

Learning motivation is one of the important factors influencing the success of students in the learning process, especially at the junior high school (SMP) level. However, in learning practice students are still found with low learning motivation, characterized by a lack of involvement, initiative, and learning responsibility. This study aims to find the implementation of coaching interventions in increasing the learning motivation of junior high school students. This research uses a case study approach with data collection methods, namely observation, interviews, and documentation studies. The data analysis technique is carried out by the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that (1) Coaching interventions are able to increase students' learning motivation through strengthening self-awareness, setting meaningful learning goals, and increasing self-regulation and student involvement in learning; (2) Coaching also strengthens the positive relationship between teachers and students so as to create a more supportive and enjoyable learning climate; (3) The implementation of coaching still experiences obstacles in the form of limited time and student readiness. This study concludes that coaching is one of the relevant pedagogical approaches and can increase the learning motivation of junior high school students if supported by a conducive school environment.

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1. INTRODUCTION

Learning motivation is one of the psychological factors that has a very important role in determining the success of the student learning process. Motivation serves as an internal driver that encourages students to actively engage in learning activities, maintain efforts, and face various academic challenges that arise during the educational process. At the junior high school (SMP) level,

learning motivation is a crucial aspect because students are in the early adolescent development phase which is characterized by significant changes in emotional, social, and cognitive aspects. These changes often affect the stability of students' learning attitudes, so they need the right pedagogical support to maintain a positive and sustainable learning drive.

In the practice of learning in schools, various problems are still found related to the low motivation of students to learn. Some students show symptoms of lack of interest in lessons, disengagement in class activities, and a tendency to learn only because of external demands, such as grades or punishments. This condition, if left unchecked, can have an impact on declining academic achievement, weak self-regulation skills, and low student confidence in facing learning challenges. Santrock (2018) emphasized that low motivation to learn in adolescence can hinder students' academic and social development, because they are not fully able to manage their emotions and learning goals independently.

On the other hand, the modern educational paradigm demands a learning process that not only focuses on material delivery and cognitive achievement, but also on the development of affective and social-emotional aspects of students. Effective learning should be able to empower students as active subjects who have awareness of their learning goals, are able to recognize their potential, and are responsible for the learning process they undergo. However, learning approaches that are still instructive and teacher-centered often limit the space for reflection and student participation, so that the motivation to learn that grows tends to be extrinsic and does not last long.

One of the approaches that is considered relevant to answer these problems is coaching interventions in the context of education. Coaching is a mentoring process that is collaborative, reflective, and oriented towards individual empowerment. In the world of education, coaching is understood as an effort to help students recognize their strengths and potential, set meaningful learning goals, and design concrete steps to achieve them. Whitmore (2017) states that coaching aims to unlock the potential of individuals to maximize their performance through reflective questions and increased awareness, not through direct instruction or unilateral solution.

The application of coaching in the school environment provides space for students to engage in meaningful dialogue with teachers, so that the learning relationship that is built becomes more humane and supportive. Through the coaching process, students are encouraged to reflect on their learning experiences, identify obstacles faced, and develop learning strategies that suit their conditions and needs. This approach is in line with the theory of Self-Determination put forward by Deci and Ryan (2000), which emphasizes the importance of meeting the needs of autonomy, competence, and social connectedness in fostering students' intrinsic motivation.

Learning Motivation

Learning motivation is an internal and external force that encourages individuals to carry out learning activities diligently and maintain efforts in achieving academic goals. According to Uno (2016), learning motivation involves psychological impulses that affect students' interests, attention, and desire to excel. At the junior high school level, learning motivation plays a crucial role because in early adolescence students often face emotional and social changes that can affect their consistency in learning. Therefore, schools and teachers need to be able to create a learning environment that supports the increase of students' intrinsic motivation.

On the other hand, the theory of Self Determination developed by Deci and Ryan (2000) explains that a person's motivation will develop well if three basic psychological needs are met, namely the need for autonomy, competence, and social connectedness. In the context of education, meeting these needs can increase students' confidence and encourage them to be more active in the learning process. If students feel valued, given space to make decisions, and assisted by a supportive environment, then the learning motivation that arises will be more stable and strong.

Learning motivation is also related to students' perception of the goals they want to achieve. According to Schunk, Pintrich, and Meece (2014), students who set clear and realistic learning goals tend to show higher motivation. This goal is the direction as well as the evaluation standard for students

to assess their progress in learning. When students understand the reasons and benefits of studying, then they will have the drive to continue improving their academic abilities.

In addition, learning motivation is related to students' attitudes towards the learning process. Students with high motivation show perseverance, strong interest, and the ability to overcome obstacles in learning. On the other hand, students with low motivation tend to give up easily, are not focused, and have a negative attitude towards lessons (Santrock, 2018). Therefore, increasing learning motivation is one of the important priorities in the world of education, especially at the junior high school level which is a transition period for adolescent development.

Coaching in Education

Coaching in education is a mentoring process that focuses on empowering students through reflective conversations, self-exploration, and clear goal setting. According to Whitmore (2017), coaching aims to unlock an individual's potential and help them optimize performance, not through direct instruction, but through guidance that encourages self-awareness. In the context of schools, coaching involves a collaborative relationship between teachers and students based on mutual trust and open communication.

The concept of coaching in the world of education is growing along with the increasing need for more personalized and student-centered learning. This approach allows students to take control of their learning decisions, so that they become not only recipients of information but also active actors in the learning process. van Nieuwerburgh (2017) refers to coaching as a transformational process that helps students understand their strengths, challenges, and strategic options to achieve learning goals. In practice, coaching utilizes certain techniques such as reflective questions, active listening, and constructive feedback. This technique aims to help students explore their thoughts and emotions so that they are able to formulate concrete steps in dealing with learning problems. In schools, coaching can be applied in individual conversations, tutoring activities, or integration into classroom learning.

In addition, coaching contributes to creating a more positive learning relationship between teachers and students. When teachers take on the role of coaches, students feel more valued because their voices are heard and their growth is noticed. This can increase students' learning engagement, confidence, and willingness to take responsibility for their learning process. Thus, coaching is a relevant pedagogical approach to improve the quality of learning in junior high schools.

Coaching Interventions to Increase Learning Motivation

Coaching intervention is one of the approaches that has been proven to increase student learning motivation. Grant (2014) shows that coaching is able to increase intrinsic motivation, commitment to achieving goals, and students' perseverance in facing challenging academic tasks. This is because coaching encourages students to identify personal goals, understand the challenges they face, and formulate appropriate strategies to overcome them. Coaching also provides an opportunity for students to reflect on their learning process in depth. Conversation coaching helps students understand the mindsets, feelings, and behaviors that may hinder their academic development. Thus, students can be more aware of their potential and be more responsible in managing their learning process. Reflection is an important aspect in building long-term motivation because it provides an understanding of the relationship between effort and results.

Additionally, coaching interventions can increase self-confidence, which is an important component of learning motivation. When students feel capable and confident they can take on learning challenges, they will show higher perseverance. Knight (2018) adds that coaching helps students see small successes as part of the journey to big goals, thus increasing the drive to keep trying. In the context of junior high school, coaching interventions are very relevant because the stage of student development is still filled with the search for identity and the need for emotional support. Coaching can provide a safe space for students to tell stories, explore feelings, and plan learning steps. This condition can significantly increase students' motivation, as they feel valued, heard, and supported in their academic journey.

Self-Regulation in Learning (Self-Regulated Learning)

Self-regulation in learning is the ability of students to plan, monitor, and evaluate their learning process independently. Zimmerman (2000) explained that self-regulation involves several main components, namely goal setting, learning strategies, and reflection on learning outcomes. Students who have good self-regulation skills tend to be highly motivated because they understand the learning objectives and feel they have control over the process they are undergoing. In the world of education, self-regulation is seen as an important competency that must be developed, especially at the junior high school level. At this stage, students begin to face more complex academic demands that require the ability to manage their study strategies. Strong self-regulation makes students better able to overcome learning obstacles such as boredom, difficulty understanding the material, or lack of study discipline.

Coaching interventions are closely related to the development of self-regulation. The coaching process naturally encourages students to conduct self-evaluations, recognize strengths and weaknesses, and formulate learning goals independently. Thus, coaching can strengthen students' ability to make decisions related to effective learning strategies and understand what needs to be improved in the learning process. In addition, the development of self-regulation helps students build more stable motivation. When students know the steps they need to take and can assess their progress independently, their confidence increases. This has an impact on the emergence of stronger intrinsic motivation, so that they are better able to maintain focus and effort in learning. Therefore, self-regulation is one of the important foundations in understanding how coaching can increase learning motivation.

2. METHODS

This study uses a case study approach aimed at understanding in depth the implementation of coaching interventions in increasing the learning motivation of junior high school students. The approach was chosen because coaching is a pedagogical interaction process that emphasizes subjective experience, self-reflection, and relationship dynamics between teachers and students. Suharyanto H. Soro (2023) defines the case study approach as scientific activities that are carried out consciously, both single and plural problems using observational data collection methods, interviews, questionnaires, and documentation or the like so that they can describe and exploit the findings comprehensively and in-depth.

The data collection methods are observation, in-depth interviews, and documentation. Observation is used to observe the coaching process and student responses during learning, interviews are conducted to explore the experiences and perceptions of the research subjects, while documentation functions to complement data in the form of reflection notes, school archives, and track records of coaching activities. In qualitative research, the researcher plays the role of a key instrument that actively interprets data based on the context of the field (Miles, Huberman, & Saldaña, 2014).

This research was carried out at SMP Negeri 2 Babakancikao, with the research subjects including students who participated in coaching interventions, accompanying teachers, and relevant schools. The selection of locations and subjects is carried out purposively, taking into account the need to increase student learning motivation and the readiness of schools to support coaching practices. The focus of the research was limited to the impact of coaching on learning motivation, without examining in depth its effect on academic achievement.

Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawn. The data obtained was selected and focused on main themes such as the coaching implementation process, changes in student learning motivation, as well as supporting and inhibiting factors for implementation. The presentation of data is carried out in the form of a thematic narrative to illustrate the relationship between phenomena, before finally drawing conclusions in a reflective and sustainable manner.

The validity of the data is maintained through triangulation of techniques and sources, as well as re-checking the findings by comparing the results of observations, interviews, and documentation. This

approach is in line with the views of Lincoln and Guba (1985) who emphasized the importance of credibility and reliability of data in qualitative research. With this methodological framework, this study is expected to be able to provide a valid empirical picture of the effectiveness of coaching interventions as a pedagogical strategy in increasing the learning motivation of junior high school students.

3. FINDINGS AND DISCUSSION

This study aims to describe the implementation of coaching interventions in increasing student learning motivation at SMP Negeri 2 Babakancikao. Research data was obtained through observation of the learning process, interviews with teachers and students, and documentation studies. The results of the study show that coaching interventions have a positive impact on increasing student learning motivation, both in terms of learning engagement, clarity of academic goals, and strengthening students' self-regulation in the learning process.

Based on the results of observations, coaching interventions are carried out through a dialogue interaction between teachers and students that is reflective and collaborative. The teacher does not play the role of an instructor alone, but as a companion who helps students explore learning problems, understand their potential, and set learning goals to be achieved. The coaching process is carried out flexibly, both through individual conversations and integrated into classroom learning activities. Students are given the space to express their learning difficulties, feelings, and expectations without any pressure or direct assessment from the teacher.

The results of the interviews show that students feel more appreciated and cared for through the coaching process. This condition makes students more open in expressing learning problems that were previously rarely conveyed. Teachers also revealed that the coaching approach helps them understand students' learning needs more deeply, so that learning interactions become more meaningful and personalized.

The change in students' motivation to learn is evident after the implementation of coaching interventions. Before coaching was implemented, most students showed a passive attitude in learning, lacked the courage to ask questions, and tended to do assignments only because of the teacher's demands. After participating in the coaching process, students begin to show increased learning engagement, such as being more active in discussions, daring to express opinions, and being more responsible for the academic tasks given. In addition, students also begin to have clearer and more realistic learning goals.

A comparison of the conditions of student learning motivation before and after the coaching intervention can be seen in Table 4.1 below:

Learning Motivation Aspect	Before Coaching	After Coaching
Engagement in learning	Low and passive	Increased and active
Clarity of learning objectives	Unclear	Clearer and more targeted
Academic responsibilities	Dependent on the teacher	More independent
Confidence	Low	Increase
Perseverance in learning	Easy to give up	More diligent

Table 4.1
Comparison of students' learning motivation conditions before and after coaching interventions

The table shows that there is an increase in all aspects of student learning motivation after the implementation of coaching interventions. The increase is most noticeable in learning engagement and

clarity of learning objectives, which indicate that students are beginning to realize their role as active subjects in the learning process.

In addition to increasing learning motivation, coaching interventions also have an impact on strengthening students' self-regulation. The results of observations and interviews show that students are beginning to be able to plan learning activities, manage study time, and evaluate the results they have achieved. Students become more aware of their own strengths and weaknesses, so they are able to determine a learning strategy that is more in line with their needs. This condition contributes to the emergence of more stable intrinsic motivation.

The implementation of coaching interventions at SMP Negeri 2 Babakancikao is inseparable from supporting and inhibiting factors. The main supporting factors come from a positive relationship between teacher and student, an empathetic teacher attitude, and a school environment that supports student-centered learning. On the other hand, the limited learning time and the number of students in one class are obstacles in the implementation of coaching more intensively. In addition, the difference in students' readiness to do self-reflection also requires adjustments in the coaching process.

These factors are summarized in Table 4.2 below:

Supporting Factors	Inhibiting Factors
Positive teacher-student relationships	Limited learning time
Empathetic teacher attitude	Number of students in a class
A supportive school environment	Diverse student readiness

Table 4.2Supporting and Inhibiting Factors for the Implementation of Coaching Interventions

Overall, the results of the study show that the implementation of coaching interventions at SMP Negeri 2 Babakancikao was able to significantly increase students' motivation to learn. Coaching helps students understand learning goals, increase confidence, and strengthen self-regulation in the learning process. Despite some obstacles in implementation, coaching interventions have proven to be an effective and relevant pedagogical approach to be applied in learning at the junior high school level.

Discussion

This discussion focused on the analysis and interpretation of research results regarding the implementation of coaching interventions in increasing student learning motivation at SMP Negeri 2 Babakancikao. The discussion is carried out by associating research findings with the theoretical foundation and relevant results of previous research, so that a deeper understanding of the meaning and implications of research findings is obtained.

The results of the study showed that the coaching intervention applied at SMP Negeri 2 Babakancikao had a positive impact on students' learning motivation. The increase in motivation is reflected in increased student involvement in learning, clarity of learning objectives, confidence, and self-regulation skills. This finding is in line with the concept of learning motivation put forward by Uno (2016), which states that learning motivation is an internal and external drive that affects the intensity, direction, and perseverance of students in learning. Through coaching, students' internal motivation is strengthened because they are actively involved in the process of reflection and decision-making related to learning.

The implementation of coaching that is dialogical and reflective allows students to understand the learning problems they face and find solutions independently. The teacher no longer acts as the main source of solutions, but rather as a companion who helps students explore their potential and realize their responsibilities in the learning process. This approach is in line with Whitmore's (2017) view that coaching aims to unlock individual potential through increased self-awareness, not through direct instruction or direction. Thus, coaching is able to create a more meaningful learning experience for students.

However, the implementation of coaching at the junior high school level, especially in public schools, still faces various challenges. Many teachers do not have adequate understanding and coaching skills, so the learning approach is still dominated by conventional one-way methods. In addition, students are also not familiar with the process of reflection and open dialogue that is the core of coaching, so its application requires continuous adaptation and mentoring. On the other hand, research that specifically examines the implementation of coaching interventions in improving the learning motivation of junior high school students in Indonesia is still relatively limited, both in terms of the school context and the implementation process.

The findings of this study also support the theory of Self-Determination put forward by Deci and Ryan (2000). The theory explains that motivation will develop optimally if three basic psychological needs are met, namely autonomy, competence, and social connectedness. In the implementation of coaching, students are given space to determine their own learning goals, which shows the fulfillment of autonomy needs. In addition, strengthening confidence and recognition of students' efforts reflects the fulfillment of competency needs, while a warm dialogue between teachers and students shows the fulfillment of the need for social connection. The fulfillment of these three needs explains why students' motivation to learn increased after the coaching intervention was implemented.

The increase in student learning engagement found in this study shows that coaching is able to change students' attitudes towards learning. Before the intervention, students tended to be passive and less actively participated in class. After coaching, students become more courageous to ask questions, express opinions, and engage in discussions. These findings are in line with the results of research by van Nieuwerburgh and Tong (2013) who stated that coaching can improve learning engagement and clarity of students' academic goals. Through reflective conversations, students become more aware of their roles and responsibilities in the learning process.

In addition, the results of the study show that coaching contributes to strengthening students' self-regulation in learning. Students begin to be able to plan learning activities, manage time, and evaluate the results achieved. These findings support the self-regulation theory put forward by Zimmerman (2000), which emphasizes that students with good self-regulation skills tend to have higher motivation to learn. Coaching helps students develop these abilities because the coaching process naturally encourages reflection, goal setting, and monitoring of learning progress.

The results of this study are also in line with the findings of Grant (2014) who stated that solution-based coaching is able to increase students' intrinsic motivation and perseverance in learning. In this study, students showed increased perseverance in completing tasks and a more positive attitude towards learning. Coaching helps students view learning challenges as part of the process, not as obstacles to be avoided. This shows that coaching does not only have an impact on the cognitive aspect, but also on the affective aspect and learning attitude of students.

In the context of junior high school education, the findings of this research have an important meaning. The junior high school period is a transitional phase of early adolescent development which is characterized by the search for identity and emotional instability (Santrock, 2018). In this phase, students need mentoring that is not only academic, but also emotional and social. Coaching provides a safe space for students to express their feelings, identify difficulties, and plan learning steps that suit their conditions. This explains why coaching is a relevant and effective approach to increase the learning motivation of junior high school students.

However, the results of the study also show that there are several obstacles in the implementation of coaching. Limited learning time and the number of students in one class are the main challenges in the implementation of coaching optimally. This finding is in line with the research of Harun and Wibowo (2021) which stated that the effectiveness of coaching is greatly influenced by the intensity of interaction and the quality of the teacher-student relationship. Therefore, the implementation of coaching requires the support of school policies and more flexible management of learning time so that the coaching process can run sustainably.

In addition, the diverse readiness of students in conducting self-reflection also affects the effectiveness of coaching. Some students take longer to get used to the reflective process and open

dialogue. This shows that coaching needs to be implemented gradually and adjusted to the characteristics of students. However, these findings do not reduce the strategic value of coaching as a pedagogical approach, but rather become evaluation material for improving its implementation in the future.

Overall, this discussion shows that coaching interventions have a strong theoretical foundation and are supported by empirical findings that are consistent with previous research. Coaching is able to increase student learning motivation through fulfilling psychological needs, strengthening self-regulation, and improving the quality of teacher-student relationships. Thus, coaching can be seen as a learning approach that is not only theoretically relevant, but also applicable in educational practices in junior high schools.

4. CONCLUSION

This study concludes that coaching is an effective and relevant pedagogical approach in supporting the increase of student learning motivation at the junior high school level. Coaching interventions carried out through a process of reflective and collaborative dialogue between teachers and students are able to create a more meaningful and student-centered learning experience. The results of the study showed that the application of coaching had a positive impact on various aspects of student learning motivation, including increased involvement in learning, clarity of learning objectives, confidence, and strengthening self-regulation in learning. Students become more active, more responsible for the learning process, and have a more intrinsic learning drive. This shows that coaching helps students realize their role and potential as active subjects in learning.

Coaching also contributes to building a more positive relationship between teachers and students. Teachers who act as coaches are able to create a safe, supportive, and open learning environment, so that students feel valued and heard. These conditions support the fulfillment of students' psychological needs and have an impact on increasing motivation to learn sustainably. Although in its implementation there are still obstacles such as limited time and diverse student readiness, this does not reduce the strategic value of coaching as a learning approach.

The implementation of coaching interventions at SMP Negeri 2 Babakancikao can be an alternative effective learning approach to increase student learning motivation. Coaching not only contributes to improving learning outcomes, but also to the development of positive learning attitudes, independence, and self-awareness of students. Thus, coaching deserves to be continuously developed and integrated into learning practices as part of efforts to improve the quality of education at the junior high school level.

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