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**IMPLEMENTATION OF GROUP GUIDANCE SERVICES IN INCREASING THE MOTIVATION OF CLASS XI ONLINE BUSINESS AND MARKETING (BDP) 2 STUDENTS AT SMKN 1 KEDAWUNG KEC. KEDAWUNG KAB. CIREBON****Nida Nurfadilla**Islamic Education Counseling Guidance, Faculty of Tarbiyah, IAI Bunga Bangsa Cirebon, Indonesia.  
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**Abstract**

This study aims to determine whether the implementation of group guidance services can increase achievement motivation in grade XI Online Business and Marketing (BDP) 2 students at SMKN 1 Kedawung. In this study the author uses qualitative phenomenological methods, which intends to understand the phenomenon of what the research subjects experienced holistically, and with descriptions in the form of words or language through the process of data collection carried out by observation, literature review, in-depth interviews, and also documentation of the implementation of group guidance services in increasing the motivation of grade XI students in online business and Marketing (BDP) 2 at SMKN 1 Kedawung. Based on the research that has been done, it was found that the implementation of group guidance services in increasing the motivation of grade XI Online Business and Marketing (BDP) 2 students at SMKN 1 Kedawung was carried out in 3 stages, namely, the preparation stage, the activity stage and the evaluation stage. The implementation of group guidance services is carried out 3 times a week. The implementation of this group guidance consisted of 4 grade XI BDP 2 students who had low achievement motivation using the group discussion method. The implementation of group guidance services provided by Guidance and Counseling (BK) teachers, is able to increase the motivation of grade XI Online Business and Marketing students at SMKN 1 Kedawung

**Keywords:** Implementation; Group Guidance Services; Achievement Motivation

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**Introduction**

Behavioral changes result from learning in a broader sense that includes cognitive, emotional, and psychological domains. These three domains are used as objects in assessing student learning outcomes. Among the three domains, the cognitive domain chosen for teachers to assess in schools is related to students' ability to master the content of the lesson. Learning outcomes are abilities obtained by children after going through learning activities. From the teacher's side, the teaching action ends with the process of evaluating learning outcomes. Then from the student side, the learning outcome is the end of teaching from the peak of the Sudjana learning process (Fatimah, 2015).

According to Technical Instruction No. 166/113. VI/91 concerning the assessment and analysis of learning evaluation results and improvement programs, if a student in the test (formative test/summative test) achieves a score of less than 7.5 or his absorption is less than 75%, then the person concerned must follow the improvement of Dikdaksar (Fatimah, 2015)

Based on the problems experienced by each student covering personal, social, learning and career fields, special handling is needed, so in order to handle this problem, synergistic cooperation between BK teachers, homeroom teachers and students is needed. Especially the role of guidance and counseling teachers in schools, to improve student learning outcomes, especially cognitive, namely through guidance and counseling services. Guidance and counseling services can be used as a way to overcome various student problems in each school.

Guidance and counseling services are part of the educational process in the school environment is expected to contribute to providing assistance to students in actualizing their potential. The counseling guidance service taken is a group guidance service which is an effort made by counselors to overcome student

problems, especially in this case in improving learning outcomes that are lacking. In order for guidance and counseling services to truly overcome various problems experienced by students, their implementation must be based on student needs and problems.

Based on observations in one class, namely class XI BDP 2 at SMKN 1 Kedawung, it was found that there were as many as 4 students experiencing a decrease in achievement caused by low achievement motivation. There are several factors that affect the motivation of low-achieving students, such as not liking the subject area, disliking the teacher's way of explaining that is not interesting or monotonous, etc.

In an effort to help develop personal life, guidance and counseling services are expected to facilitate the development of students, individually or in groups, according to the needs of potential, talents, interests, and the development of opportunities they have. In addition, it helps overcome weaknesses and obstacles and problems faced by students. That's why the guidance and counseling program is a design or activity plan that will be implemented within a certain period of time (Thohirin, 2013)

Group guidance services are one type of guidance and counseling services that are considered appropriate to develop and remind students of achievement motivation. Group tutoring services convey a wealth of educational, occupational, personal, and social information. All problems that exist in students can be conveyed in the guidance of this group, and solving problems is done by discussing and decisions will be returned to the students themselves, so as to create independent students, in discussing all students in the group are expected to be able to express their opinions. Group guidance is the process of providing assistance given to individuals in a Romlah group situation (Astuti, 2013)

Group guidance services are efforts to provide assistance to students by utilizing group dynamics. Through group dynamics, each member is expected to be able to develop himself in relation to others. Through group dynamics as well, each group member will contribute, either directly or indirectly in solving existing problems. Thus, it is hoped that group guidance services can be used in developing and increasing achievement motivation in students. As explained earlier that achievement motivation is formed from social interaction between individuals and others. With the interaction that occurs in group guidance later, it is expected to have a positive impact on students in increasing student achievement motivation (Salamah & Yusmansyah, 2013)

Group guidance is a group activity where the group leader provides information and directs discussions so that group members become more social or to help group members achieve common goals (Wibowo, 2005). Group guidance services are intended to support students' understanding and daily life and for their development both as individuals and as students as well as for consideration in making certain decisions or actions (Sinaga, 2020). According to (P. Prayitno, 2012) stated that group guidance means utilizing group dynamics to support the realization of more effective and responsible behavior.

The advantages provided by group services are not only about the efficiency aspect. The dynamics of changes that occur when the service takes place are also very interesting. In group services, interaction between individual group members is typical, which is not possible in individual services. With intensive and dynamic social interaction during the service, it is hoped that service goals can be achieved more steadily (E. A. Prayitno, 2004).

One form of motivation is realization motivation. Achievement motivation is very important for everyone including students. This is in line with (Purwanto, 2010) view that shows achievement motivation encourages people to do something as much as possible for achievement in achieving success and excellence through your own efforts. Standards of excellence can improve the results of task implementation and compare with the achievements of others. Seeing this confirms that achievement motivation will greatly determine student learning success. This success will have a positive impact on life in the future (Narni, 2015).

Thus, it can be assumed that through group guidance students are able to plan and direct themselves, have an independent attitude and outlook on life, dare to express opinions in public, be open, more confident, and can socialize well so that they can achieve optimal self-development in accordance with the abilities and potentials possessed by students.

Based on the above background, researchers are interested in conducting research on "Implementation of Group Guidance Services in Increasing Achievement Motivation of Class XI Online Business and Marketing (BDP) 2 Students at SMKN 1 Kedawung Kec. Kedawung Kab. Cirebon".

## Research Method

Researchers choose a research approach with qualitative research methodology because this study requires researchers to participate who focus on holistic research, and prioritize the process, the research is flexible and is influenced by the point of view of participants (people who are the source of the data).

In this study, the author used qualitative phenomenological methods of the data collection process carried out by observation, in-depth interviews, and documentation. The research design used by researchers in this study is phenomenological design.

This research will be conducted at SMKN 1 Kedawung located on Jalan Tuparev, Kedawung District, Cirebon, West Java. The choice of location is based on considerations for the effectiveness and efficiency of labor, cost and time. The author already understands that it makes it easier to access research in the field. The research was carried out for 3 months from August to October 2021 in the even semester.

The primary data sources used in this study include 1) Information from BK Teachers of SMKN 1 Kedawung, 2) Information from Homeroom Teachers, 3) Information from Students of SMKN 1 Kedawung. In this study, the secondary data sources used were data obtained from books, scientific magazines, and documents from related parties regarding the problem of achievement motivation of class XI students of Online Business and Marketing (BDP) 2 SMKN 1 Kedawung.

In an effort to collect data, researchers will use several methods so that the data collected can be combined so as to find the main problems that suit their needs. Some of the methods are observation, interviews, documentation.

Data from qualitative research needs the validity of the data to be considered scientific research. Here are some data validity tests that can be done: Credibility Test, Transferability Standard, Dependability Standard. Data analysis techniques in this study are qualitative descriptive. In this study, researchers used triangulation to analyze the data of this study

## Result And Discussion

### Result

In the research conducted at SMKN 1 Kedawung Learning Year 2020/2021 which is located on Jl. Tuparev, Kedawung District, Cirebon Regency, West Java, the subjects of this study are 4 students from 33 students of grade XI BDP 2 SMK N 1 Kedawung. Before conducting the study, the author first made observations at school. This study used group tutoring services.

The steps that researchers took in this study were observation, interviews, documentation and paying attention to BK teachers in carrying out group guidance with students who wanted to be researched while explaining about achievement motivation.

The results of the description of the data obtained by the researcher, namely by looking at the theory and also reality in the field, this data analysis is carried out after data from all samples are collected both through observation methods, interviews and documents obtained related to the role of BK teachers in increasing student achievement motivation.

Learning at SMKN 1 Kedawung is very good with adequate methods and facilities that make it very easy for students to follow learning. But even so, there are still some students who have problems, namely the low achievement motivation of students.

According to the observations that have been made, the author also found that there are some students who have low achievement motivation and are less active in following the teaching and learning process in the classroom.

Researchers made observations in class XI Online Business and Marketing (BDP) 2. In the class, researchers found that there were students who seemed to be indifferent or indifferent when the teacher gave an explanation. When observed again in that class, it turned out that the attitude of the student was still the same as before in this second observation, the number increased to 4 students who showed no seriousness or did not care while studying.

Finally, the researcher tried to interview the homeroom teacher regarding the student, it turned out that what the researcher observed and asked at the time of the interview to the homeroom teacher was true. That the 4 students do have low achievement motivation among their peers.

Through observations and interviews conducted by the author, this study concluded that the school fully supports every guidance and counseling service activity including group guidance services carried out by BK teachers to students of SMKN 1 Kedawung.

Group guidance services carried out at SMKN 1 Kedawung are group activities led by group leaders (BK teachers) to achieve common goals whose problem topics are general and almost the same. With the aim that these students can interact with each other, with a group of friends and can solve problems. Group guidance services carried out by BK teachers at SMKN 1 Kedawung are in accordance with applicable regulations. The implementation of guidance and counseling services including the provision of group guidance services has been running from around 1997 until now. According to BK teachers, group guidance services at SMKN 1 Kedawung have been carried out and tried as optimally as possible and in accordance with student problems, it's just constrained by the absence of special time for BK teachers to enter class. According to BK teachers, from 2004 to 2021 odd semesters, BK teachers were given hours to enter classes, but since entering the academic year in even semesters, BK teachers are no longer given hours to enter classes. The reason is to reduce student learning hours at school since the pandemic. So BK teachers can only provide guidance or counseling services when there is an empty schedule in classes, or when it is fairly *urgent*, BK teachers can only provide guidance and counseling services in class.

In addition, there are also several obstacles that usually occur when implementing group guidance services at SMKN 1 Kedawung, namely when students are not ready to tell about the problems they experience or when BK teachers and other teachers already know that siawa has but the student is not aware, and considers it normal. What is meant by the problem here is not only a negative problem, but for outstanding students can also be given group guidance services, for example in career placement to be more focused.

As said by Mrs. Hasih Nurlaili S. Pd as Teacher BK that in class XI BDP 2 there are still some students who are not motivated and less able to express their opinions on something or when learning every day, and also a sense of responsiveness to a subject given in class has not been seen in each student.

Likewise, as said by the student with the initials F (class XI BDP 2 student), the author observed the student while in class, but his response was not at all critical or responsive to the ongoing learning and questions given by the subject teacher to him, the student seemed very indifferent in following the learning delivered by his teacher.

Then for students with the initials D (class XI BDP 2 students), these students are also unlike other students, there is no enthusiastic attitude in following the subjects in that class, does not want to express their opinions and is less responsive to the learning that takes place.

As for the student with the initials T (class XI BDP 2 student), the student is the same as before she did not respond to the lessons that took place in the classroom, such as showing an attitude of disinterest in what the teacher said during learning activities.

The last student L (class XI BDP 2 student), the student is also the same when the learning activity takes place he has no motivation in him so when the teacher explains the lesson that takes place the student is very indifferent.

Achievement motivation is interpreted differently by experts, as according to Mc Clelland the definition of achievement motivation is defined as an effort to achieve success or succeed in competition with a measure of excellence that can be in the form of other people's achievements or own achievements. Lindgren suggests the same thing that achievement motivation as a drive that exists in a person in relation to achievement, namely mastering, manipulating fibers to regulate social and physical environments, overcoming all obstacles and maintaining high quality work, competing through efforts to exceed past work results, and b Guidance and counseling for children with special needs is a program that aims to provide special education services to children with special needs. In this study, researchers discussed the implementation of counseling guidance programs for children with special needs in special schools (SLB).

In conclusion, the study concluded that children with special needs need special education tailored to their needs and potential. The implementation of counseling guidance programs for children with special needs in SLB still faces several obstacles, but improvement efforts continue to be made to overcome these problems outperforming other work results (Ardhini, 2012)

Meanwhile, according to Mrs. Hasih Nurlaili S. Pd as a BK teacher at SMKN 1 Kedawung believes that achievement motivation is an effort made by a person to achieve something he wants towards a better direction. He also explained that there are several factors that affect achievement motivation, namely intrinsic factors in the form of the desire to succeed from oneself and the encouragement of learning needs, hopes and goals.

The achievement motivation found at SMKN 1 Kedawung already looks good by being seen from the students who are diligent in doing assignments with enthusiasm and are also active in class. However, based on observations and also interviews with class XI Online Business and Marketing (BDP) 2 homeroom teachers, in the class there were 4 students who experienced low achievement motivation.

After knowing about the conditions of achievement motivation of grade XI BDP 2 students, the author found out about how to take subjects to be given group guidance services. Therefore, the author conducted an interview with the school, in this case the author conducted an interview with the homeroom teacher and BK teacher.

The author also concluded that the subject taking for this group guidance service was based on report cards, daily grades and also complaints from teachers who felt that the child had problems in the teacher's subject area.

The handling given by the homeroom teacher to students with problems can be adjusted to the problems experienced by these students. The homeroom teacher only needs to give direction to the student if the homeroom teacher still feels able to handle the problem he is experiencing. However, if the homeroom teacher feels unable to handle the problem, it will be directed directly to the BK teacher to be provided guidance and counseling services. The author obtained this from an interview with Mrs. Delina as the homeroom teacher of class XI BDP 2 SMK N 1 Kedawung.

The BDP 2 homeroom teacher also explained that if there are students in her class who experience low-achieving motivation problems, it is immediately handled by looking at the results of previous report cards, daily test results and also reports from subject teachers. What the homeroom teacher does is by giving understanding and direction to these students, if it remains the same, it will be transferred to the BK teacher.

The author also got similar information when conducting an interview with Mrs. Hasih Nurlaili, S. Pd as a BK teacher at SMK N 1 Kedawung. He said that if the student's problem is still categorized as mild, it is enough to be handled by the homeroom teacher, but if the problem is in the severe category, it will be directed directly to the BK teacher to be given guidance and counseling services, one of which is by conducting group guidance services.

Group guidance services can be done with eight techniques, namely *Home Room Program*, field trips, group discussions, group activities, student organizations, sociodrama, psychodrama, and *remedial teaching*. However, the technique carried out in this study is to use group discussion techniques. The group discussion in question is a conversation technique that is planned according to the material that has been prepared by the group leader (Guru BK) with the aim of solving problems or to clarify a problem, under the leader of the group (Guru BK). The author obtained this information in an interview session with Ibu Hasih as a BK Teacher of SMK N 1 Kedawung.

BK teachers also carry out pre-planned group guidance services to solve problems faced by students. The role of the author here is only to observe the process of group guidance services carried out by BK teachers and students. The first step taken is to gather students who have achievement motivation problems in the classroom according to the recommendations of the homeroom teacher and then conduct group guidance services according to the stages. BK teachers at SMKN 1 Kedawung when conducting group guidance services before getting into the core of the student problem are by doing the opening stage, where students are directed to form a group, after that the group leader starts his activities at a predetermined place.

At this opening stage, at the beginning of the group leader (Guru BK) is required to say hello and also welcome to group members, after that lead prayers, followed by providing explanations of understanding, goals, principles, and how to implement group guidance, and carry out group guidance followed by a series of names.

Second, the group leader (BK teacher) at SMKN 1 Kedawung carried out the transition stage. In the transition stage, there are steps that must be done by the group leader, namely explaining the topic to be discussed in the group. These topics can be task-based, namely topics that have been prepared by the group leader and are free, namely topics that come from each group member. After that the group leader (Guru BK) also gave examples of topics to be discussed in the group. What the group leader (Guru BK) does is to pay attention to the group atmosphere and question the readiness of group members to play an active role in discussions at the activity stage. Then invite counselors or students who are participating in group guidance activities to discuss and explore general topics that have been mutually agreed.

Third, the group leader (Guru BK) carries out the stages of activities. At the activity stage, the group leader (Teacher BK) at SMKN 1 Kedawung always invites group members to focus more on the topic to be discussed. In task group guidance, the topic of discussion is raised directly by the group leader and immediately discussed thoroughly.

In this group guidance, the group leader (Guru BK) took the theme of "Easy tips to increase achievement motivation". The group leader (Guru BK) invites group members to express their opinions on each of these topics. In the first topic of discussion there were four students who had not yet appeared critical thinking, then in the second topic there was only one student who was still unable to express his opinion.

To reduce the boredom of each group member, the group leader (Guru BK) also provided *ice breaking* so the discussion was interspersed with games, as for the games given when doing this group guidance service including singing while moving the limbs, brain gymnastics to train concentration, playing pats and much more. Usually, *the ice breaking* given each meeting is different so that students don't feel bored. Furthermore, each group member is given the opportunity to convey his commitment to participating in the group's guidance service.

Finally, the Termination stage, in the termination stage the group leader provides information that the activity will be ended. For this reason, group members are given the opportunity to convey impressions or messages during the activity and ask about the possibility of holding further activities. Group members were also given the opportunity to express their expectations for future meetings. Then closed with a thank you by the group leader and ended with reading a prayer together.

After the closing stage, there is an evaluation stage, namely to determine the success of group activities, the group leader (BK teacher) will carry out three stages of assessment, as for the assessments carried out at SMKN 1 Kedawung including: (1) Immediate assessment (Laiseg), this assessment pays attention to how the participation and commitment of each group member in the process of carrying out their activities. (2) Short-term assessment (Laijapen), an assessment that pays attention to changes in the behavior of each group member after one or two weeks of group guidance activities. (3) Long-term assessment (Laijapang), this long-term assessment pays attention to changes in attitudes and behaviors or other desires at the end of the semester.

Changes in students who have low achievement motivation in class XI Online Business and Marketing have been seen, for example in one of the students who had the initials F before the group guidance service was carried out he did not focus on following learning in class when I observed his response was not at all critical or responsive to ongoing learning and questions given to him by the subject teacher, The student looked very indifferent in following the learning delivered by his teacher.

After the implementation of the group guidance service with 3 meetings in one week, F admitted that he had been more active in participating in the teachers' learning and he felt more motivated to become a better person. F achievement motivation increased after doing group tutoring services.

Then the student who had the initials T before the group guidance service was carried out he also had problems in his achievement motivation, just as before he lacked response to lessons that took place in class, such as showing an attitude of disinterest in what the teacher said during learning activities.

After the implementation of the group guidance service with 3 meetings within one week, T also admitted that he felt better than before. When there is a teacher who asks questions, he tries to be active and answer the questions asked by the teacher. T's achievement motivation increased after performing group tutoring services.

Then the student who had the initials L before the group guidance service was carried out he had a problem of low achievement motivation, learning activities took place he seemed to lack motivation in him so when the teacher explained the lesson that took place the student was very indifferent.

After being given group guidance services with 3 meetings within one week, L also admitted that after following group guidance he felt much calmer and relieved because now he always has motivation to achieve. F achievement motivation increased after doing group tutoring services.

Finally, students with the initials D (students of class XI BDP 2), before attending the guidance service of the group of students were also less enthusiastic in following the subjects in class, did not want to express their opinions and were less responsive to the learning that took place.

After being given group guidance services with 3 meetings within one week, D also admitted that after following group guidance he always tried to express his opinion when there were teachers who asked questions during the lesson. F achievement motivation increased after doing group tutoring services.

After implementing group guidance services with BK teachers to students who have low achievement motivation, the author received positive statements from several students who became the main resource persons. As conveyed by the student with the initials "F", one of the students who attended the group tutoring service. According to him, after attending the group guidance service, he felt a little motivated to achieve achievements, and also had ambitions to achieve achievements in class because of his dream to become a lecturer.

Group tutoring services are very helpful for students to find solutions in increasing achievement motivation. Then after the researcher conducted an interview with BK teachers regarding the steps taken to overcome this, BK teachers revealed the usual handling in alleviating student problems.

In overcoming this, BK teachers try to make various efforts in increasing student achievement motivation, besides that BK teachers also consult with homeroom teachers related to these students when participating in classroom learning. When what the homeroom teacher says with what is observed is the same, then the student will be interviewed to ask more about the cause.

Group tutoring services contribute in increasing student achievement motivation in school. The implementation of this group guidance was carried out 3x meetings in 1 week which contained material on how 4 students of class XI Online Business and Marketing (BDP) 2 as group members created an atmosphere of group guidance service activities that could make a place to increase student achievement motivation both at school and outside school.

All members who participate in this group guidance service have the same right to increase this achievement motivation in the field of learning, by expressing opinions or ideas to other members or to group leaders (BK teachers) who discuss material on quick tips to increase achievement motivation thoroughly, and students can exchange information and give advice to each other during this group guidance service.

## Discussion

According to McClelland's view (Prihandrijani, 2016), human motivation is the emergence of a certain drive to achieve a state or goal so as to direct individual behavior to achieve it. Based on Maslow's theory, McClelland determined there are three specific motives that are useful in understanding work-related behavior, namely the need for achievement, the need for *affiliation*, and the *need for power*. The need for *achievement* is the motivation that drives individuals to achieve success, and aims to succeed with some measure of excellence (*standard of excellence*). (Larsen et al., 2005) define achievement motivation as the need to do everything well and to overcome obstacles in the achievement of goals set by individuals.

The achievement motivation possessed by 4 students of class XI Online Business and Marketing (BDP 2) refers to the habits of students who have a sense of laziness to learn, do not like the way the teacher delivers their lessons, this makes students reluctant to take learning activities seriously and makes their motivation disappear.

Guidance and counseling is one of the integrated elements in the overall educational program in the school environment. Thus, this guidance and counseling is a task that is otherwise carried out by every educator (BK teacher) on duty at school. One form of guidance and counseling is group guidance services.

Group guidance according to (Wibowo, 2005) states that group guidance is a group activity carried out by 4-15 people, with the group leader providing information and directing discussions so that group members can get to know each other to help group members in achieving common goals.

Based on the results of interviews, observations and documentation from BK teachers, homeroom teachers and also students who have low achievement motivation, the provision of services according to student needs is by providing group guidance services through group discussions on how to increase achievement motivation. In its implementation, researchers took the subject of research, namely class XI BDP 2.

The results of the research conducted by the author, research data consisting of interviews, observations and documentation obtained by the author are quite accurate with the reality that occurred at SMK N 1 Kedawung. The author also obtained data related to the principal's statement that fully supports the guidance and counseling service activities that have been made by BK teachers and provides

a special room for BK teachers to carry out guidance and counseling services. BK teachers have also done their duties very well in accordance with applicable procedures. Likewise, the homeroom teacher of class XI BDP 2 who has done his job very well, especially in dealing with problems experienced by students, the homeroom teacher will give directions in advance if they feel inadequate, then the homeroom teacher will coordinate with the BK teacher in handling the problems of his students.

The implementation of group guidance services at SMKN 1 Kedawung has been running effectively and has provided services in accordance with the problems experienced by students as optimally as possible. Although now her BK teacher is not given a schedule to enter the class. The implementation of Guidance and Counseling services carried out at SMKN 1 Kedawung is in accordance with the programs made by BK teachers, such as yearly, semester, monthly, weekly and daily programs.

Group guidance services implemented in increasing student achievement motivation provide direction to the student, after that ask what caused it to happen to be able to solve the problem.

The author also conducted an evaluation after group guidance services carried out by BK teachers with students who had low achievement motivation problems, to see how effective group guidance services were in dealing with problems experienced by students.

From the results of the evaluation, the author found data that students who had attended group tutoring services made progress in class. This is based on the author's observations that directly review the teaching and learning process in class XI BDP 2 SMK N 1 Kedawung where students with problems become more active in class. The author also received statements from several teachers who taught in the class that students who previously had achievement motivation problems after being given group tutoring services made significant progress, these students became more active in learning so that their grades gradually increased.

In this study, there was a lot of participation from other parties that have been involved by researchers, especially in providing group guidance services provided by BK teachers in increasing student motivation. The active participants were BK teachers, homeroom teachers of class XI BDP 2, and 4 students (class XI BDP 2) who were the subjects of the study.

## Conclusion

Based on the results of research and discussions that have been described by researchers about the implementation of group guidance in increasing the motivation of grade XI Online Business and Marketing (BDP) 2 students of SMKN 1 Kedawung, it can be concluded that the implementation of Group Guidance at SMKN 1 Kedawung is carried out with a group discussion method, namely providing guidance to 4-12 students with the same problem. The group discussion in question is a conversation technique that is planned according to the material that has been prepared by the group leader (Guru BK ) with the aim of solving problems or to clarify a problem, under the leader of the group (Guru BK). The increase in student achievement motivation in class XI Online Business and Marketing (BDP) 2 SMKN 1 Kedawung is quite good, but the abilities vary, there are some students who are still not motivated, less sensitive or responsive when participating in learning, and their curiosity about the lesson is still lacking. From the results of the study, the implementation of group guidance services in increasing the motivation of grade XI Online Business and Marketing (BDP) 2 students can be called effective and efficient

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