THE EFFECTIVENESS OF GROUP COUNSELING SERVICES WITH MOTIVATIONAL INTERVIEW TECHNIQUE (MI) IN IMPROVING STUDENTS' LEARNING MOTIVATION

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ABSTRACT

This research aims to determine the effectiveness of group counseling services using motivational interviewing (MI) techniques in increasing student learning motivation at the Mawaridussalam Islamic boarding school. This research uses a quantitative approach with pre-experimental methods. This research uses a one group pretest-posttest design (One Group Pretest-Posttest). Data analysis was carried out using descriptive statistical methods. The subjects of this research were 8 students who were selected using purposive sampling techniques. Research data was collected using a learning motivation scale. The results of the Hypothesis Test analysis (t test) show a Sig (2-tailed) value of 0.001<0.05. It can be concluded that there is a significant difference in students' learning motivation before and after being given treatment in the form of group counseling services using motivational interviewing (MI) techniques. Because the t-test value of P<0.05 is (0.001<05), the findings show that the use of group counseling services with motivational interviewing (MI) techniques in increasing students' learning motivation has a significant effect.

Keywords: *Group Counseling, Motivational Interviewing, Motivation to Learn*

INTRODUCTION

Learning in education is a series of mental and physical activities to acquire new knowledge, skills and understanding. This process is important for a person's cognitive, emotional and social development. An open and honest learning environment, where students can trust themselves and others, is essential. Student confidence affects motivation, engagement and academic achievement. Students seek to develop their potential through formal and non-formal education. Law Number 20 Year 2003 Article 1 states that education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential with noble spiritual strength and the skills needed (Sudiarta & Widana, 2019). *Motivational Interviewing* is very important so that students can follow the learning process well, make learning more fun, interactive, and increase student creativity (Adnyana, 2020).

Motivation is the basic drive that moves a person to behave (Uno, 2023). Another opinion also says that motivation is the totality of drives, desires, needs, and similar forces that drive a person's behavior (Wahab, 2015). According to Eriany et al. (2014), learning motivation is the main reason and drive to achieve certain goals that are carried out with full awareness. This motivation is influenced by internal factors such as student interests and abilities, as well as external factors such as the environment and learning methods (Mulyawan & Sudewi, 2023; Sumandya et al., 2022). Therefore, a person's actions based on certain motivations contain themes in accordance with the motivation they are based on (Uno, 2023).

Learning motivation is the basic drive that moves a person to act (Uno, 2023).

According to Wahab (2015), motivation includes all the drives, desires, needs, and forces that drive a person's behavior. The motivation that underlies a person's actions will determine the theme of the action (Uno, 2023). In learning, motivation is very important because it affects student learning outcomes and achievement. Learning is defined as a relatively permanent and potential change in behavior that occurs as a result of practice or reinforcement with a specific goal (Uno, 2023). Learning also includes all mental or psychological activities that cause changes in behavior after learning compared to before (Wahab, 2015).

Motivation in the learning process is needed, so that in the learning process motivation and learning are closely related. Learning is a relatively permanent change in behavior and potentially occurs as a result of practice or reinforced practice based on goals to achieve certain goals (Uno, 2023). Learning is all mental or psychological activities carried out by a person so as to cause changes in behavior that are different after learning and before learning (Wahab, 2015).

It can be concluded from the opinions of several experts that learning motivation is a change characterized by a basic drive that moves a person to behave relatively permanently so as to acquire various skills, skills and attitudes. So, motivation is important as a driving force in the process of achieving learning outcomes or student achievement. If students have a strong motivation within themselves to learn, the achievement and learning outcomes will be obtained well. Learning motivation is a key factor that influences students' academic success. High motivation can increase student engagement in the learning process,

strengthen learning perseverance, and improve academic achievement. Therefore, it is important to identify effective methods in improving students' learning motivation.

Based on observations made during class hours and interviews with guidance and counseling teachers, low learning motivation in students can be reflected in various behaviors that show a lack of interest, lack of courage, or unwillingness to engage in the learning process. Some of the behaviors that appear in students with low learning motivation include: (a) Lack of Interest: Students show disinterest in following lessons, are not active in class discussions, or do not participate in learning activities, (b) Disorganization in Tasks: Students tend to procrastinate on assignments, lack consistency in meeting deadlines, or show indifference to the quality of work produced, (c) Lack of Initiative: Students do not take the initiative to seek additional information, deepen their understanding of the material, or develop necessary learning skills, (d) Avoidance Behavior: Students exhibit behaviors of avoiding academic challenges, ignoring problems encountered, or seeking ways to distract from learning tasks, (e) Lack of Engagement: Students are not active in class discussions, do not ask questions, or do not participate in extracurricular activities that can increase learning motivation, (f) some even play cellphones during lessons.

Low motivation to learn in students can be influenced by a variety of factors, including lack of encouragement from the environment, unclear learning goals, lack of social support, or previous negative experiences in educational contexts. It is important for educators and counselors to understand student behavior related to low learning motivation in order to provide appropriate support and develop strategies to increase student learning motivation. There are three functions of learning motivation that can be applied to students, namely: (1) encouraging humans or students to do, (2) determining the direction of action and (3) selecting actions. Motivation can be used as a driver of effort and achievement, so that someone makes an effort because of motivation. The existence of good motivation in learning will show good results and vice versa (Mokoagow, 2021).

Therefore, learning motivation has an important role in student learning activities, so as an educator, you should pay attention to students so that students have enthusiasm and are motivated in terms of learning. In this case, the counseling teacher as a supervising teacher at school is one of the supporters of student success, especially being able to provide assistance to students who need guidance, especially in terms of learning motivation. One approach or technique that can be used is *Motivational Interviewing* (MI) in the context of group counseling services. MI offers a framework that focuses on strengthening students' intrinsic motivation, helping them find strong reasons to learn, and overcoming barriers that hinder positive motivation (Rollnick et al., 2008).1*Motivational Interviewing* (MI) is a collaborative therapeutic approach that aims to strengthen a person's intrinsic motivation for positive behavior change.

MI focuses on exploring and strengthening an individual's internal motivation, rather than simply providing advice or instruction. This approach is based on the assumption that individuals tend to be more motivated to change if they

feel they have control over their own decisions (Miller & Rollnick, 2012). By using MI techniques in group counseling sessions, it is expected to build empathic, supportive, and collaborative relationships between counselors and students. Group counseling with *Motivational Interviewing* technique is an effective approach in helping individuals identify, understand, and stimulate internal motivation for positive behavior change. This technique focuses on strengthening an individual's intrinsic motivation, so that the individual feels internally driven to make desired changes.

Motivational interviewing is a new but promising therapeutic approach. Motivational interviewing is a method that integrates relationship-building principles from humanistic therapy that activates the power of cognitive behavior in order for the counselee to change. Therefore, *motivational interviewing* is a counselor-centered method to increase intrinsic motivation so that the counselor does not solely advocate for change but the counselee is in full control of the direction of the change, the counselor is only a medium so that the counselor can find the purpose of having the motivation to change. But the motivational interviewing method encourages counselees to make their own choices without any coercion from the counselor (Kumar et al., 2016).

Group counseling is one of the guidance and counseling methods conducted in groups to help individuals overcome problems, increase self-confidence, and develop potential together (Prayitno, 2017). In group counseling, group members support each other, share experiences, and provide emotional support to each other. This process allows

individuals to learn from the experiences of others, feel heard, and gain new perspectives related to the problems faced (Aprianti & Abdi, 2021).

According to Folastri, the goals of group counseling include getting to know oneself and others, finding ways to deal with developmental dilemmas and resolve conflicts, increasing self-control, independence, and responsibility, and forming and implementing plans to change behavior (Folastri & Rangka, 2016). Group counseling also teaches how to deal with others gently and kindly, and helps individuals live according to their own wishes, not the expectations of others. In addition, group counseling creates a caring and supportive community, which helps individuals expand social networks, improve communication skills, and gain a deeper understanding of themselves and others. This counseling service is provided to a group of people with similar problems so that they can grow together and develop their potential (Khoirot, 2021a). *Motivational Interviewing* techniques are used in group counseling to help members overcome uncertainties and obstacles, and find internal motivation to achieve desired changes.

In the context of this research, the effectiveness of group counseling services with the application of *Motivational* Interviewing (MI) techniques in increasing learning motivation in students will be explored. By understanding the important role of learning motivation in academic achievement, this study aims to contribute to the development of counseling strategies that can significantly increase students' learning motivation. On that basis, the researcher here is very interested in taking the title "The Effectiveness of Group

Counseling Services with *Motivational Interviewing* (MI) Techniques in Increasing Student Motivation to Learn".

RESEARCH METHOD

This research method uses a quantitative approach with a pre-experimental method (*pre-experimental*) which is systematic research to test the hypothesis of a cause-and-effect relationship.1The quantitative approach is an approach whose specifications are systematic, planned, and clearly structured from the beginning to the making of the research design, both regarding research objectives, research objects, samples, data, data sources, and methodology (Sugiyono, 2015).

The design used in this study is a one-group pretest-posttest design (*One Group Pretest-Posttest*). In this study the instrument used was a test. This design later the sample will be given an initial test (*pretest*) and given a final test (*posttest*) after being treated. The pretest is given to determine the initial state of student learning motivation before following the service process by applying group counseling services with *Motivational Interviewing* (MI) techniques, while the posttest is given to determine the final state of student learning motivation after following the group counseling service process with *Motivational Interviewing* (MI) techniques. This is done to compare the state of student learning motivation before treatment and the state of student learning motivation after treatment.

Population is a group that attracts researchers, the group is used by researchers as an object to generalize the results of research (Fraenkel et al., 2011). Population is the whole object of research.

The population in this study were ninth grade students at the Mawaridussalam Islamic Boarding School totaling 35 students consisting of two classes, namely class IX A totaling 15 students and class IX B 20 students.

The sample is part of the population. Samples can be defined as any set that is part of a population. The sampling technique in this study was purposive sampling technique. The purposive sampling technique is a sampling technique by considering certain things (Sugiyono, 2015). According to (Sugiyono, 2015), there are reasons why purposive sampling is appropriate in quantitative research that does not generalize. Respondents were taken from students with low learning motivation.1Ninth grade students at Pondok Pesantren Mawaridussalam consisting of classes IX A and IX B were selected, so that the results obtained class IX A became the experimental class. So, the sample in this study amounted to 8 students.

Research instruments are often known as measuring instruments. According to (Sugiyono, 2015) a research instrument is a tool used to measure natural and social phenomena that are observed because in principle researching is making measurements, so in doing research there must be a good measuring instrument. From this statement it can be concluded that the research instrument is a tool used by researchers in collecting data, so that it can be obtained easily in collecting data as expected. There are several tools used to collect data in research, namely interviews, questionnaires, observations, evaluations and tests. In this study, the tool used to collect data is a test. The data collection technique in this study is the administration of tests in the form of pretests and posttests.

The pretest and posttest given in collecting data in this study are in the form of written tests in the form of objective questions with the same questions.

The data analysis technique used in this research is quantitative analysis, namely descriptive statistical analysis. The data that has been *collected* is analyzed using statistical techniques. Data analysis was carried out with the help of a computer program.1Data processing techniques in this study were carried out using MS software. Excel and SPSS version 26.
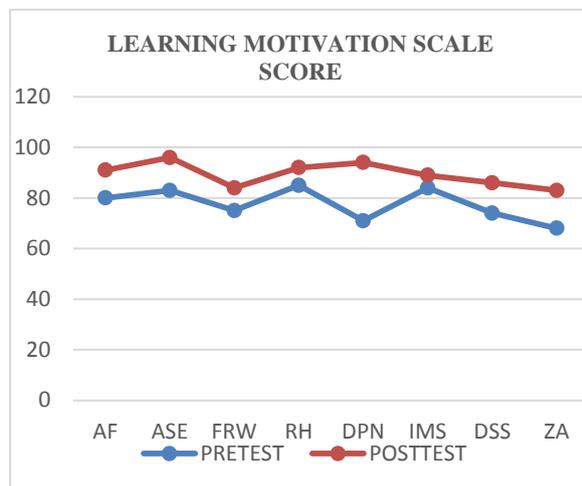
FINDINGS AND DISCUSSIONS

Image 1. Graph of Learning Motivation of Class IX Students at Pondok Pesantren Mawaridussalam

Descriptive Statistics Test

Table 1. Descriptive Statistical Test Results Statistics

Statistics

		PRETEST	POSTEST
N	Valid	8	8
	Missing	0	0
Mean		77.50	89.38
Std. Error of Mean		2.260	1.668
Median		77.50	90.00
Mode		68[a]	83[a]

Statistics

	PRETEST	POSTEST
Std. Deviation	6.392	4.719
Variance	40.857	22.268
Range	17	13
Minimum	68	83
Maximum	85	96
Sum	620	715

a. Multiple modes exist. The smallest value is shown

Based on the results of the descriptive statistical test, it shows that the minimum value obtained in the pre-test is 68 with a maximum value of 85. While the average value or mean of the pre-test is 77.50 with a standard deviation of 6.392. In addition, the minimum value of the post-test is 83 with a maximum value of 96. While the average value or mean is 89.38 with a standard deviation of 4.719.

Normality Test

The normality test aims to determine whether all variables are normally distributed or not. The normality test is one of the basic tests carried out before conducting further or deeper data analysis. Normal data is often used as a basis for several statistical tests even though all data is not required to be normal. The normality test serves to see the sample data taken or used follow a normal distribution. To find out whether it is normal or not, it can be seen from the basis for decision making in the normality test, if the sig value is> 0.05 then the data is normally distributed, and if the sig value is <0.05 then the data is not normally distributed. Researchers analyzed student learning motivation scores before being given (pretest) treatment and after (posttest) being treated. The following are the results of the normality test using the

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Kolmogorov-Smirnov test analysis presented in Table 2.

Table 2. Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.180	8	.200*	.924	8	.463
POSTEST	.138	8	.200*	.954	8	.748

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

a. Lilliefors Significance Correction

Based on this table, it can be seen that the significance value (sig.) for all data both in the Kolmogorov-Smirnov test and the Shapiro-Wilk test is> 0.05, it can be concluded that the data in this study are normally distributed. Based on the normality test decision making sig value> 0.05, it can be concluded that the data is normally distributed because the sig value is greater than 0.05. Therefore, testing group counseling services with motivational interviewing techniques in increasing the learning motivation of class IX students at the Mawaridussalam Islamic Boarding School was carried out with a paired sample test. The following are the results of the Paired Sample Test:

Table 3. Paired Samples Statistics Test Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	77.50	8	6.392	2.260
	POSTEST	89.38	8	4.719	1.668

Based on the average value of learning outcomes, there was an increase of 11.88 with the number N 8 pre-test (77.50) and post-test (89.38).

Table 4. Data on Hypothesis Test Results (t Test)

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTEST	-11.875	5.540	1.959	-16.507	-7.243	-6.062	7	.001

Hypothesis testing or t-test is used to test the average difference in the two samples whether there is an effect of pre-test and post-test application of group counseling services with *motivational interviewing* (MI) techniques in increasing student learning motivation. It is known from the SPSS output that it has a Sig (2-tailed) value of 0.001 <0.05. It can be concluded that there is a significant difference in student learning motivation before and after being given treatment in the form of group counseling services with *motivational interviewing* (MI) techniques. Because the t-test value of P <0.05 is (0.001 <05), the findings indicate that the use of group counseling services with *motivational interviewing* (MI) techniques in increasing student learning motivation has a significant effect. The increase can be seen from the conditions before and after service delivery. Changes can also be seen from the results of observations when students take part in the group counseling service process and afterwards get a new understanding, feel happy and run in their daily activities. These results show conformity with the results of statistical data processing which shows that student learning motivation at Pondok Pesantren Mawaridussalam can be increased through individual counseling services with *motivational interviewing* (MI) techniques.

It can be seen that low learning motivation is shown from the attitude of

feeling lazy to learn, the absence of desire to be better at learning, ignoring learning by doing more other activities such as playing cellphones to access social media, to playing with friends. Children who have learning motivation are children who have the desire and desire to succeed, encouragement and desire in learning, appreciation in learning, future goals, interesting activities in learning and a conducive learning environment (Uno, 2023). So, to increase student learning motivation, researchers use group counseling services with *motivational interviewing* (MI) techniques to help students explore themselves to become better individuals, especially in learning activities.1The components of this *motivational interviewing* (MI) technique are divided into three, namely: (1) collaboration, which involves professional counselors and clients together exploring client motivation in a supportive way, (2) evocation involves professional counselors extending client motivation, and (3) autonomy puts the responsibility for change on the client, which respects the client's free will (Miller & Rollnick, 2012). These three components have also been actualized in the process when using *motivational interviewing* techniques that researchers do.

According to Jordan et al. (2023) *motivational interviewing* (MI) not only focuses on students but can help also improve teacher performance by providing support and motivation to implement more effective teaching practices and support student independence. Through *motivational interviewing* (MI), teachers feel listened to, understood, and motivated to improve the quality of their teaching. It can improve teachers' ability to make students appreciate learning, engage less

interested students, adjust learning, and manage student behavior in the classroom.

According to Naar-king & Suarez (Erford & Helli, 2016), *Motivational Interviewing* has become very popular in counseling with adolescents and young adults who need to develop motivation to change. It seems that *Motivational Interviewing* has recently begun to be developed in the field of education, namely related to Learning Motivation. In this study, group counseling was chosen as a strategy to implement *motivational interviewing* techniques. Group counseling is an effort to help individuals in a group atmosphere that is preventive and developmental, and is directed at providing convenience in the context of development and growth (Adhiputra, 2015).

For students who have high motivation in learning, they will be more active and enthusiastic, so that with high effort and enthusiasm, they can achieve good learning outcomes (Muenks et al., 2018). Conversely, for students who have negative or low motivation to learn, they will be less enthusiastic in learning activities, so their learning outcomes will be below their abilities and school expectations. According to Karpika & Mentari (2020), the use of group counseling can increase students' learning motivation. This technique encourages students to dialogue and exchange opinions, so that they can participate optimally. The purpose of group counseling is for students to be able to actualize themselves, group counseling can be used as a medium as an effort to foster student learning motivation. Group counseling services were chosen because in a small format it is expected that students can intensively capture the learning carried out during the group

counseling process. The provision of group counseling services is expected to have dynamics in the group so that students express more freely and openly because of the help of other members, it can provide encouragement so that student learning motivation can increase.

Motivation possessed by each individual can gain various knowledge. This research has shown that the client's motivation has changed significantly which is influenced by *motivational interviewing*, so *motivational interviewing* is considered appropriate to increase student learning motivation. Based on some of these expert opinions, the implementation of *Motivational Interviewing* is a positive way for students to increase learning motivation. The statement confirms that the *Motivational Interviewing* technique can increase students' learning motivation, it can encourage, identify and understand the strengths and weaknesses within themselves and direct students to drive better actions that will gain various knowledge. In line with that, (Alizadegani et al., 2014) revealed that by providing motivation individuals will feel meaningful in their lives so that they are able to identify and understand the strengths and weaknesses within themselves and the willingness to change and improve themselves, so motivational interviewing is considered appropriate to increase learning motivation in students.

CONCLUSION

It is known from the SPSS output that it has a Sig (2-tailed) value of 0.001 <0.05. It can be concluded that there is a significant difference in student learning motivation before and after being given treatment in the form of group counseling services with

motivational interviewing (MI) techniques. Because the t-test value of P <0.05 is (0.001 <05), the findings indicate that the use of group counseling services with *motivational interviewing* (MI) techniques in increasing student learning motivation has a significant effect. The increase can be seen from the conditions before and after service delivery. Based on the findings, it can be concluded that group counseling services with *motivational interviewing* (MI) techniques are effective in increasing student learning motivation at Pondok Pesantren Mawaridussalam. Based on the results of this study, the researcher provides advice to Guidance and Counseling Teachers to be able to help students increase learning motivation through *motivational interviewing* (MI) techniques.

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