Konseling Kelompok: Sebuah Metode Peningkatan Motivasi pada Mahasiswa

Group Counseling: A Method to Increase Motivation at University Student

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ABSTRACT

The motivational factor is very significant for every individual in carrying out various activities, such as in the academic field where one of them is in University which requires commitment from undergraduate students to reach academic achievement, by continuing to foster internal motivation within themselves. The purpose of this research is to find out whether group counseling is effective enough in increasing internal motivation in undergraduate students for academic achievement. This study uses a mix-method in data analysis, namely the follow-up explanation model approach, where qualitative data collection is required to explain the results of quantitative research data. The results from the motivation scale (Achievement Motivation Scale) which was carried out during the pre-test before the intervention in the form of post-test group counseling after group counseling showed that there was an increase in the score, and based on the SPSS data analysis, the probability value was obtained. 0.021 and the value <0.05, then Ho is rejected, thus having the same conclusion as the above calculation. Then the qualitative data collection was taken during group counseling with the interview and observation method where it was found that the subjects in this study had various reasons why they got low academic results as evidenced by the cumulative grade point index they got included in the low category, namely <2.50 of a scale of 4.00.

A B S T R A K

Faktor motivasi merupakan hal yang sangat signifikan pada setiap diri individu dalam melakukan berbagai kegiatan, seperti pada bidang akademik dimana salah satunya yaitu di Perguruan Tinggi yang menuntut komitmen pada diri mahasiswa untuk mencapai prestasi secara akademi, dengan cara terus menumbuhkan motivasi internal dalam diri. Tujuan dilakukannya penelitian ini ialah untuk mengetahui apakah konseling kelompok cukup efektif dalam menambah motivasi internal dalam diri mahasiswa untuk mencapai prestasi akademik. Penelitian ini menggunakan metode campuran (mix-method) dalam analisa data, yaitu dengan pendekatan follow-up explanation model, dimana pengambilan data kualitatif diperlukan untuk menjelaskan hasil dari data penelitian kuantitatif. Hasil penelitian menunjukkan bahwa hasil skor dari skala motivasi (Achievement Motivation Scale) yang dilakukan pada saat pre-test sebelum dilakukan intervensi berupa konseling kelompok dengan post-test setelah dilakukan konseling kelompok menunjukkan hasil bahwa ada peningkatan skor, dan berdasarkan analisa data SPSS didapatkan nilai probabilitas 0,021 dan nilai tersebut < 0,05 maka Ho ditolak, dengan demikian memiliki kesimpulan yang sama dengan perhitungan di atas. Kemudian pengambilan data kualitatif diambil pada saat konseling kelompok dengan metode wawancara dan observasi dimana didapatkan hasil bahwa subjek dalam penelitian ini memiliki berbagai macam alasan mengapa mereka mendapatkan hasil akademik rendah dengan dibuktikan berupa indeks prestasi kumulatif yang mereka dapatkan masuk dalam kategori rendah yaitu < 2. 50 dari skala 4. 00.

Introduction

Based on data from Indonesian Professional Physicians Association (PDSKJI), 15.6 million Indonesians suffer from depression in 2019. This is reinforced by a report from the 2018 Basic Health Research (Riskesdas) from Health Research and Development Agency (*Badan Litbangkes*), which showed that more than 12 million people over the age of 15 were depressed within one year or an average per year of 1,800 people or every day there are 5 people committing suicide, and as many as 47.7% of suicide victims are adolescents and productive age, namely with an age range between 10-39 yearsand that 19 million people over the age of 15 had an emotional mental disorder. (NASIONAL, 2018).

Depression is one of the major health problems in Indonesia and cannot be underestimated by the Government and Society. Depression is caused by changes in cognitive thinking that lead to changes in emotional behavior (Santoso et al., 2018). There are several main factors that influence depression in Indonesia. One of them is related to productivity, the amount of activity a person performs, and can be seen through income based approach, output based approach, dan cost based approach.

Nabilla Khairunisa, et al. In her research entitled "Productivity and Depression in Indonesia" Analysis from Indonesian Family Life Survey 2014" The studies technique used is cross-segment facts processed through the Ordered Probit regression technique and STATA14 software. The facts turned into received through the writer thru the Indonesian Family Life Survey (IFLS) five website, specifically IFLS facts in 2014. IFLS is a family survey carried out the use of the panel technique in Indonesia, which withinside the behavior of interviews includes individuals, households, and communities. The writer blended the facts from numerous questions in order that 17,689 observations have been received. it turned into located that unproductive Indonesians have a better tendency to revel in depressive symptoms (Khairunisa et al., 2019).

Based at the above data, a good way to lessen the extent of depression, someone desires to be efficient and in sporting out many activities, motivation will become a totally decisive factor (Ian H. Gotlib, 1992). Motivation is an important factor that humans need to have in their daily lives. Including terms of activities such as work, study, etc. When someone needs food, he automatically needs money, and money is earned when he works. During the fierce competition in the world of work, humans need to equip themselves with various abilities and skills, for examples studying for Earning a Bachelor's Degree (Seto Mulyadi, Warda Lisa, 2019).

In the world of work, evidence is needed to legalize the knowledge that a person has with a diploma. The diploma itself will be obtained by someone who has participated in official teaching and learning activities at school to university. So this academic achievement is important, one of which is to be able to enter the world of work (Sadri Demirchi et al., 2020).

Humans living daily life certainly have basic needs to survive. These needs must be fulfilled because they need them. Maslow's theory (Stoyanov, 2017) known as Maslow's Hierarchy of Needs where humans have basic needs that must be met to survive. In his theory, Maslow explained that human beings have 5 stages of basic needs where the bottom hierarchy is the most basic need that must be met first. Based on this, humans make their basic needs a motivation to meet them. Like when humans are hungry, they will automatically look for food to overcome hunger (Matthews et al., 2003)

In terms of academic achievement, especially if someone has entered the academic world at the University, of course, achieving this is not easy. It takes extra effort as well as an extra struggle to achieve it. One of the human factors is to be encouraged to strive, then humans need motivation. In Maslow's hierarchy theory, it is explained that in addition to physiological needs, humans also need to meet the needs of appreciation (esteem needs) which are at level 4 of human needs. One of them is an achievement, where achievement is a need to get achievements or awards based on tasks that have been done (Mawere et al., 2016).

According to (Maslow et al., 1943), a student who has low self-esteem will not get optimal academic progress, until their self-esteem needs to be strengthened. So strengthening self-esteem requires sufficient motivation to achieve significant academic progress.

Various methods can encourage students to be motivated to improve their abilities, both internally and externally, one of which is the group counseling method. Counseling itself, in this case, can grow a person's skills to get problem-solving obtained through discussions with counselors (Latipun, 2011). And of the many counseling techniques presented by many psychological or other scientific figures related to counseling, group counseling is considered effective to reduce learning motivation in students (Sutoyo et al., 2018).

Literature review

(Gazda, 1970), said, in determining treatment or intervention and in preparation before group counseling, it is necessary to pay attention to the size of the number in the group, the composite of the group, the setting of the place and environment, the media to be used, and the ability of the counselor in group counseling.

Then, Gazda also explained the group in group counseling, divided into several groups, namely preschool and early school (ages 5-9 years), preadolescent (ages 9-13), and adults. In conducting an intervention approach each age group has a different approach, and it is also necessary to know significantly the condition of group members to then be given treatment that follows the condition.

The age grouping mentioned in the study is based on a theory (Hurlock, 2005) where human development starts from the prenatal masses, that is, when the baby is in the womb until birth; the neonate phase, starting from birth until the second week; masa baby, i.e. age the end of the second week to the end of the second year; early childhood, between the ages of 2 years and 6 years; late childhood, age 6 years to

approximately 10 to 11 years, then puberty/preadolescence, aged 10 to 14 years; early adolescence, ranging in age from 13 years old to 17 years old; late adolescence, age 17 years to 21 years, masa early adulthood, age 21 years to 40 years. Then middle-aged, from 40 years to 60 years. And the last one masa old, aged 60 years until he died.

The difference in intervention is based on psychological development where at the age of preschool and early school, in Erickson's theory which is explained in the book entitled "Psychology of Child and Adolescent Development" written by (Gunarsa & Gunarsa, 2008) that in the operational period pra is the age of 2-7 years, where in this period the child can do something because the result of imitation or imitation is based on their observation of something model of behavior and then being able to symbolize.

Whereas inconcrete periods between the ages of 7 to 11 years, there is this period the child has been able to analogize what he sees then processed and into behaviors or that he does in his daily life. Children's thinking is no longer dominated by perception because children are already able to use their logic to solve a problem. However, in adulthood, starting from 20 years old, cognitive development has reached its peak, and changes related to cognitive they can be said to be almost non-existent. Therefore, in intervening in each age group to see how group counseling works, it is based on theories of developmental psychology (Ratnawulan, 2018).

Finally, the formal surgery period that is starting from the age of 11 years until adulthood, in the formal surgery period which is the peak level of development of the cognitive structure of the human being, adolescents can think logically about all kinds of problems that are based on hypotheses, verbal problems, and have been able to use scientific reasoning as well as Be receptive to the opinions and views of others.

(Sumarni, 2019) In his research, explained that group counseling services are the efforts of mentors or counselors in helping to solve personal problems through group activities to achieve optimal goals. In other studies, there is also that this group counseling is effectively carried out on the problem of student achievement Attitudes that must be possessed by group leaders, such as self-confidence, responsibility, honesty, objective, empathy, warmth, and care have a critical mindset so that it can provide the effectiveness of the group counseling method itself

In the research conducted (Sari & Ayriza, 2021) in her research entitled "The Development Design of Group Counseling With Behavioral Contract Technique To Reduce Students' Academic Procrastination Behavior" that, to achieve the success of group counseling methods, techniques and skills are needed, in this case, what

counselors must have, namely: (1) Attitudes that must be possessed by group leaders, such as self-confidence, responsibility, honesty, objective, empathy, warm, care have a critical mindset, so that it can provide effectiveness of the group counseling method itself; (2) Techniques that must be mastered are such as the ability to reflect, encourage and feedback, being able to analyze and make conclusions is also important for the counselor to have.

In an experimental study conducted by (Failasaufah, 2019) to determine the effectiveness of reality group counseling for increasing student learning motivation, it was found that group counseling had an impact on research subjects tested by experimental methods, where the results of learning motivation scores increased after getting treatment. This proves that students' learning motivation can be strengthened through group counseling held at the school.

While the stages in group counseling presented by (Sari & Ayriza, 2021) and (Sukma, 2018) are : (a) Pre-counseling stage: This stage is the planning and preparation stage before group counseling. At this stage, the counselor needs to make a guide that is used as a guideline for the implementation of counseling, schedules, and other completeness that supports the implementation of group counseling itself; (b) The orientation and exploration stage is the stage where group members and counselors introduce themselves to each other; (c) Transitional stage. At this stage, anxiety behaviors, conflicts, and resistance of group members begin to appear, therefore here the role of the counselor is very important to overcome this; (d) Activity stage. It is an exploration stage by each group member, as well as a joint discussion related to the problems faced between members in the group, it can be said that the preparation of what behavioral strategies will be carried out in the future; (e) Consolidation stage. At this stage, the participants collect, integrate experiences, and interpret the experiences gained during group counseling; (f) Evaluation and follow-up stage. The last stage is where the group leader, in this case, the counselor, provides input, evaluates group counseling activities from beginning to end, as well as explains the progress of group participants and the impact of group counseling activities on members.

(Poledňová et al., 2014) defines achievement as success in a competition for a particular standard of excellence. A person may be able to succeed or succeed in achieving it. And the effort to achieve this is called an achievement goal. The goal of a person to achieve achievements has been explained in the Hierarchy of Needs by Maslow research (Hopper, 2020) which explains that in addition to physiological needs,

human beings also need self-actualization to achieve peak happiness, and one of the ways to achieve them is to meet esteem-needs.

In meeting the need for self-actualization, a person must have a strong effort (McLeod, 2018) Furthermore, (Larasati & Winarno, 2016) wrote that the characteristics of individuals who have high achievement motivation are having personal responsibility; success-oriented; the need for feedback; and being innovative. Meanwhile, (Rosen et al., 2015) explained that the motivation to achieve can be seen in individual behavior that leads to the achievement of a standard of excellence. They enjoy challenging tasks, and personal responsibility and are open to feedback to improve their creative innovative achievements.

At the tertiary level, it is known as the Achievement Index system, which is a measurement of the number of academic achievement results in students (Alsa et al., 2021). And this can be influenced by several factors as described in (Sadri Demirchi et al., 2020), two factors can affect academic achievement, namely internal factors, and external factors.

There are internal factors that influenced motivation for achievement:

1. Intelligence factor

   In this factor, a person's intelligence or intelligence has a role in influencing the achievement of academic achievement. This is natural because when a person has high intelligence, the processing of information and information processing by the brain is carried out quickly, so it can affect academic performance (Rosita et al., 2015).

2. Motivational factors

   (Azizy et al., 2019) saying that motivation is a basis for a person in achieving something that is desired or that is a goal. In this case, the motivation to achieve good academic achievement requires strong motivation to achieve it.

3. Personality factors

   Everyone's personality is different because it results from the formation of both the self and the environment, so this personality difference has implications for differences in thinking about something or behavior so it becomes a factor that can affect academic achievement (Liana et al., 2020).

4. Factors of interest and attention

   In this factor, if it is included in the context of academic achievement, it can be said that a student's interest in majoring affects his attention. So, students who choose a major based on their interests will automatically contribute to fostering motivation in students to achieve academic achievement (Ompusunggu, 2020).

While in external factors it is explained that, the things that can affect academic achievement are as follows:

1. Family

     The family has an important role in various aspects of life, especially in children. Research (Setiadi, 2019) That if the situation that occurs in the family is conducive, it certainly does not interfere with students achieving achievements in the academic field.

2. Other environments

     This other environment in question is an environment outside of the family environment, such as a friendly environment, a living environment, etc. The environment also affects the motivation of expression in students such as research (Damayanti et al., 2017) which analyzes how the learning environment can affect achievement.

Method

This research uses a mixed-method approach, which is a research design that combines quantitative and qualitative data in a single or serial study by focusing on data collection (collecting) and data analysis (analyzing) (Ninik Supriyati, 2015), p. 6)

In the mixed-method approach, there are various types, one of which is the Follow-up Explanation Model used in this study. The purpose of researchers using such methods is that researchers need qualitative data to explain the results of strong data (Creswell, 2014), p. 24).

The implementation of the study was carried out at the Gazebo of the University of Muhammadiyah Malang on December 10, 2013, to December 24, 2013, with the subject of this study being college students with age criteria between 18-25 years, types of male and female, for faculties and departments of the research subject, not determined. The subjects in the intervention were subjects with a GPA ≤ 2.5. The subjects were 6 (six) people.

The first step of this research is to develop a questionnaire. This study used a questionnaire in the form of an Achievement Motivation Scale (AMS) consisting of 20 items (Man et al., 1994), pp. 208-219. Responses about the various activities for achievement are listed in the scale expressed on a scale of 4 points (4 = strongly agree, for 1 = strongly disagree).

The score on the motivational approach shows how well a person is in his other inclined to explore and capture learning opportunities. The validity of AMS is supported by a variety of criteria: AMS is predicted in the prediction of adolescent school scores of achievement in both oral and numerical tug-as-assignments. Several studies have measured

the validation of AMS itself, such as the (Lopes et al., 2018) and (Utvær & Haugan, 2016) and have been adapted in Indonesian by (Marvianto & Widhiarso, 2019).

Based on these instruments, a test of the validity and reliability of the items described in table 1 below is carried out:

Table 1
Distribution of Valid and Invalid Item numbers on the Achievement Motivation scale

No	Criteria for Motivational Behavior to Achieve	Description		
		F	Uf	Total
1	Have a responsibility	1,11	6,16	4
2	Orientation to success	7,17	2*,12	4
3	Using feedback	3,13*	8,18	4
4	Love a challenge or love to take risks	9*19	4,14	4
5	Creative and innovative	5*,15*	10,20	4
	Sum	10	10	20

Source: data processing in SPSS

Information:
With a * sign   : the fallen ítem
No * sign   : a valid ítem

Testing the scale of 20 items, there are 16 valid items i.e. by looking at the Cronbach alpha results that are higher than 0.70 on the scale are valid items. Then reliability is performed against valid ítem-ítem of the scale of motivation of achievement. From 16 valid items on the high-achieving motivation scale, an Alpha coefficient of 0.810 was obtained. This shows that the motivation scale of achievement is reliable.

Furthermore, the instrument is used as a data collection tool in the first step of the quantitative research stage. While the quantitative approach used is the experimental method, where experimental research is a research method used to find the influence of certain treatments on others under controlled conditions. The experimental design used was one group pretest-posttest design, which was carried out in one group only without a comparison group, so in this study, it was assumed that the difference between the initial and final measurements was the effect of a treatment.

The next stage is to provide intervention in the research subject in the form of group counseling. Group counseling is a technique used in intervening in groups with research subject criteria, namely students who have a low Achievement Index. Group counseling is the right method/technique because in addition to group members can be facilitated in solving their problems through counseling, groups can also learn to express feelings, attention, and experience, learn social skills, learn to connect more deeply personal, as well as opportunities and receive within the group.

Intervention is carried out in 6 meetings with several sessions at each meeting, where a more detailed explanation is as follows:

Meeting 1 (Introduction): At this first meeting, the counselor and counselor conduct an introduction to each, guided by the counselor on duty at the session. In this session, in addition to each of the group counseling members introducing themselves, but also aimed to build a report card to the counselor so as not to feel awkward, as well as make the atmosphere comfortable so that the counselor is willing to express his feelings and thoughts in the next session. Also at this meeting, group counseling members were asked to fill out the motivation scale of achievement as a pretest.

Meeting 2 (Orientation and exploration): The next meeting is orientation or introduction to problems that will be discussed at group counseling. In this session, the counselor on duty provokes the activeness of the participants with questions that provoke discussion in all members of the group. Then, the counselor explores the problems faced by the group members to be analyzed and solved together at the next meeting.

Meeting 3 (Transitional): At this meeting, counselors are given many opportunities to actively share their experiences, alternately moderated by counselor members. At this meeting, counselors have begun to understand the problems faced by group counseling members in a more coherent and in-depth manner regarding the achievement of below-average academic scores.

Meeting 4 (Cohesiveness and productivity): This fourth meeting has entered the stage of analyzing the problem and finding solutions together employing counselors providing opportunities for all members of the group counseling to respond and provide advice to other members of the group. This means that problem-solving is sought out by group counseling members themselves to discover what behaviors should be improved.

Meeting 5 (Consolidation and termination): In this meeting, the counselors will comment on each other's actions that have been taken based on suggestions from previous meetings. Then, jointly evaluate the actions of each group to be reduced and taken an important part.

Meeting 6 (Evaluation and follow-up): At this last meeting, the counselor evaluated all activities and meetings during the group counseling and provided feedback on what needs to be followed up regarding the solutions that have been collected in the previous meeting. At this meeting, the counselor also provided an outstanding motivation scale to group counseling members as a pretest of this study.

The analysis technique used is statistical test analysis. The analysis method that we do is a T-test, Paired Sample T-test. The t-test sample paired procedure is used to test two paired samples, whether they have significantly different averages or not. This technique is precisely carried out for experimental methods with pre-test and post-test designs. Because

it compares the results of the pre-test with the results obtained from the post-test using the instruments or data collection tools described in the previous chapter. Next, the researcher conducts interviews and observations of the research subjects to obtain qualitative data, which are used to explain the results of previous quantitative data research.

All data quantitative and qualitative, are analyzed using the Follow-up Explanation Model, which is first the collection of quantitative data, and the results are quantitative. Then, the results of the data are followed up by collecting data qualitatively and then analyzing the data qualitatively, the purpose is to explain more deeply the findings of quantitative data carried out previously (Creswell, 2014), p. 72).

Results & Discussion

The results of the first study, namely quantitative research with experimental design, obtained the results of the pre-test conducted at the first meeting, namely by filling in the scale of achievement motivation, then scoring and obtaining the results of filling in the scale on each member of the group counseling. Then at meeting 6, a post-test was carried out by replenishing the same achievement motivation scale and then scoring to get the results. And based on the data that has been processed, feeding can be seen in the table below:

Table 2
Table of Achievement Motivation Scale Results

No.	Subject	Motivation Scale Results (*pre-test*)	Results of the Achievement Motivation Scale (*post-test*)
1	NTS	51	56
2	THE	48	52
3	FS	56	61
4	SBS	52	65
5	ARP	52	54
6	Nature	61	61

Source: derived from primary data

After knowing the results of table 2, the motivation scale of achievement, the next step is to enter the data into the SPSS program to analyze the data using the Paired-Sample T-Test analysis technique which aims to answer the formulation of problems or research questions or hypotheses, namely:

H0: Both averages are identical (the average population at the final meeting and the initial meeting are the same).

H1: The two averages are not identical (the average population at the final meeting is higher than at the initial meeting).

If analyzed based on t-count and t-table, as well as the probability is described as follows:

The condition when Ho is accepted is when the t-count is between the minus (-) value of the t-table and the positive (+) t-table. Whereas Ho is rejected If the t-count is not between the minus (-) value of the t-table and the positive (+) t-table. And the results of the data analysis show that the t-count value of the output is -3.335. Since from the t-table value of ±2.57 with (α) 5% with df (degree of freedom) n-1=6–1=5, then the t-count is not located between the ±t-table, it can be concluded that Ho is rejected. Ho, as has been explained above Both averages are identical (the average population at the final meeting and the initial meeting are the same). Thus, the result of the value at the last meeting is higher than that of the first meeting.

Whereas in probability values, the condition when Ho is accepted is If the probability > 0.05 and rejected if the probability < 0.05. And based on the results of data analysis by testing through SPSS, a probability value of 0.021 was obtained and the value < 0.05, then Ho was rejected, thus having the same conclusion as the calculation above.

Based on the table that has been presented in the previous chapter, it can be seen at a glance that between the pre-test and the post-test there is a change in score or score. The score on the post-test looks higher than the score on the pre-test, which when interpreted that intervention carried out with group counseling techniques, has an impact or influence in the form of increased motivation to perform on almost all members of group counseling.

Furthermore, researchers conducted interviews and observations on participants conducted during the counseling session, to obtain qualitative data on this study to explore other psychological factors that were not obtained from quantitative research. The following is a detailed explanation of the next stage, namely the results of qualitative research.

Based on the results of interviews and observations, it is known that each counselee has conveyed the motivation for achievement that they have is included in the low category, with various reasons such as being lazy to do tasks constantly, then some convey that the counselee becomes uninspired due to external factors such as lecturers who are not very good in the eyes of the counselee and this includes the motivation to achieve which is influenced by factors situational and external, for example, learning methods of the physical environment, arrangement of classrooms, regulations and so on (Javid et al., 2019). Some counselors have low achievement motivation for reasons of difficulty getting up early.

For the explanation of subject 1 which tells that he had a bad experience with one of the lecturers who taught. That he said he had entered college every day, did all the assigned

assignments as well as attended UAS and UTS, but in fact, he still got a C. disappointment he got was what made subject 1 reluctant to diligently go in and do assignments again, after all, like his experience he still got a C grade despite having done everything assigned by his lecturer.

This is in contrast to subject 3 which says that he rarely enters college if there is a lecture schedule in the morning because the subject finds it difficult to get up early. In addition, subject 3 admitted that all the courses he took were very difficult to understand, and according to him, the average student in his class got a GPA below 3 because the courses taken were very difficult.

The other experiences experienced by subject 4 are unique. That is when he has compiled a large task given by the lecturer, and of course, the big task must have a high-value weight, once when subject 4 did his task that happened to be related to information technology, namely struggling with programming languages on a computer, an unexpected event occurred, that is, the task that had been compiled suddenly had an error just before being collected on the lecturer. Automatically, the subject doesn't get a grade due to an error and doesn't manage to do the assigned task.

Subject 5 has a similar experience to subject 3, that indeed in the major he took (Civil Engineering) getting good grades was very difficult and almost all of his classmates also experienced the same thing. So that the subject considers that the achievement of a grade in his low GPA is natural and does not need to be made anxious or overthought.

Subject 6 has different behaviors. When the subject gets a difficult course, that is, calculus because the subject finds it difficult to do it, then the subject procrastinates to do it. And that is what causes the subject to be lazy in doing the tasks given by the lecturer.

In the fourth session, each counselor already understands the problems experienced by other counselors so each counselee provides solutions to each other, then at the last meeting, each counselee has applied the solution to themselves even though it is not optimal but there is an increase in motivation to achieve.

The advice given by subject 1 to other friends in the group counseling is that when feeling lazy to do tasks, the subject does exercise so that the body frees again it brings out a sense of enthusiasm because the body is not lethargic. Then subject 1 says that it is worth emphasizing that in undergoing lectures, the most important thing is knowledge, not grades. There is no need for students to be too impose themselves in targeting A grades if, in reality, the student does not understand well the courses that have been given by the lecturer. So to ease the mind and avoid stress, there is no need to be ambitious to pursue values, just focus on finding knowledge.

Subject 3 has a unique opinion in advising his friends to overcome laziness in learning and decreased motivation. That is by contacting parents. Because by contacting both parents, students can feel how hard their parents struggle in paying for college is not cheap. And the subject does this when the subject is in academic difficulty and when his motivation decreases.

Subject 4 gives advice not to procrastinate on assignments assigned by lecturers. The subject explained that by procrastinating on doing the task, the task will accumulate more so it will be laziness in doing it. Do the assignments as soon as possible and then collect them from the lecturers before the collection deadline, it will increase the assessment of lecturers in the course to avoid not passing the course.

Subject 5 has a thought that tends to be relaxed. It is evident in the subject's words that college grades need not be taken lightly. If there are courses that do not pass or the grades are poor, he doesn't need to be confused. And subject 6 gives the same advice as subject 1, namely with exercise to reduce drowsiness, so that you can be fit when doing tasks. In this group counseling session, subject 2 was only present at the first and last meeting, so there was no data on the results of the subject discussed during the group counseling session.

Based on interviews and discussions conducted by the participants of this study, it can be seen that the cause of their achievement motivation decrease is various and different factors. One of the 3 subjects who got motivated again by contacting both parents from afar via telephone, this is per the results of research conducted by (Gading, 2020) in his journal entitled Group Counseling with the Gestalt Technique to Reduce Academic Procrastination in 2018, at 4 high schools in Bali Province, that one of the group counseling techniques with the Gestalt approach was able to reduce procrastination by following the advice of people considered important, in this case, parents are one of the important people for subject 4.

Still related to the research conducted by I Ketut Gading, as well as Saputra & Lidyawati in their journal entitled Self-Instruction Technique in Group Counseling to Reduce Students' Academic Procrastination Behavior, in 2019 it was found that group counseling with the Gestalt approach, was effective in reducing procrastination actions in High School students, where subject 5 said that one of the things that lowered his motivation to Learning is to procrastinate on assigned tasks or to have procrastination behaviors.

Regarding the group counseling stage, namely in the last session, where all participants shared their experiences when they could grow motivation to excel, this is an impact beyond the research hypothesis that as long as participants take part in group counseling in the first to last session, foster interpersonal relationships between participants, which fosters the level of self-concept they, as in the research conducted by (Mao, 2019)

entitled The Effect on Group Counseling for the Low Self-Concept of Undergraduate, which is proven that group counseling can increase the level of self-concept in undergraduate students.

Conclusion

From all the discussions and explanations that have been described above, it can be concluded that the group counseling method has a change effect in terms of increasing motivation to excel in students even though it does not have a significant change in grades, due to external factors outside the research, such as lack of meeting time, a human error such as fatigue, etc. However, from the experimental research that has been carried out, it can contribute little to the development of science, especially in the field of educational psychology, that the motivational factor is important in terms of academic achievement during lectures.

The next suggestion for researchers is to increase the meeting time at the group counseling session, and also reduce the number of members at the group counseling, because there is one member who is not present more than once at the meeting. And it is also necessary to consider when searching for research subjects to further screen the subjects by considering the factors of the willingness of the research subjects to participate in group counseling sessions to the end.

In addition, the place factor can be influential in terms of results because where the place is comfortable will give more flexibility to group counseling members in exploring their respective problems, and not be disturbed by annoying external factors such as a less comfortable room. Or researchers can reconnect with other factors that may be able to influence the motivation to achieve such as personality factors, etc. so that they can enrich the characteristics of science so that it develops more rapidly in the future and can provide a wider benefit effect.

Referensi

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