

The Effectiveness of Group Counseling using Self-Counseling Techniques to Increase Students' Learning Motivation

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Abstract

Abstract: lack of motivation to learn influences the decline in student academic achievement and exam results, as experienced by class XII students at MAN 1 Deli Serdang, North Sumatra. This research aims to determine the effectiveness of group counseling services using the Counseling Self technique in increasing students' learning motivation. This is a type of quasi-experimental research with an unequal control group research design. The sample was determined using a purposive sampling technique, with respondents totaling 68 students in class XII MAN I Deli Serdang, North Sumatra. The results show that after being given treatment, namely group counseling services using the Self Counseling technique, in the experimental group, there was a significant increase in students' learning motivation. This can be proven by research results and the increase in students' academic results. From the results of research using self-counseling techniques where the higher the social support to increase students' learning motivation, it is hoped that BK teachers can provide guidance and counseling services using the self-counseling method to create and increase good learning motivation.

Keywords

Group Counseling; Self Counseling; Motivation

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1. INTRODUCTION

Motivation is a condition that can help someone generate passion in themselves to do something and will give rise to perseverance in someone to do a job. The definition above covers the effects of encouragement, including fatigue. These two definitions describe a person's self-quality. Motivation is defined as influencing the emergence of a sense of initiative, perseverance, enthusiasm, and direction (Aritonatonang, 2018; Masni, 2015). There is a relationship between student learning achievement and motivation. If someone has high motivation, the quality of learning will also increase and affect the student's learning achievement. (Ginjar et al., 2023). Therefore, the learning process is greatly influenced by the motivation that must exist within a person, which arises automatically. Several previous researchers also expressed concern regarding student learning motivation (Education, 2018; Emda, 2018).

Based on the results of assessments carried out at MAN I Deli Serdang, it is known that many students experience a decrease in enthusiasm for learning, which causes academic achievement to decrease due to a lack of motivation in students. This is the main factor in the decline in student



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academic achievement: a lack of student enthusiasm for learning. This also causes many students to take tests specifically for students whose standard passing scores are below average. From this phenomenon, it can be concluded that action needs to be taken, namely by providing services so that students' learning motivation increases through existing supervision and still prioritizing a comfortable atmosphere for students because comfort can also increase enthusiasm, which triggers students' learning motivation.

Efforts to increase student learning motivation at school require cooperation from the principal, homeroom teacher, and supervisor. Guidance and counseling teachers are needed in every school because guidance and counseling teachers can understand the situation that is happening at school. What is certain is that school residents do not refer to the school police as BK teachers. BK plays a major role in improving student development optimally (Cox, 2011).

The crucial role of guidance and counseling teachers has also been confirmed by other research to help increase self-confidence, which cannot be achieved alone. (Safitri, 2023; Saputra, 2020), But with experience gained in the past, a person's self-confidence will be formed. According to (Putra et al., 2021; Wijayanti, 2020) self-confidence in a person goes through several processes, including "Firstly, the formation of a good personality by the process development which gives birth to certain advantages. Second, a person's understanding of their strengths leads to the belief that they can do anything or take advantage of its advantages. Third, understanding and positive reactions to one's weaknesses so that they do not cause feelings of inferiority or difficulty adjusting. Fourth, experience the road through various aspects of life with us all aspects of life using all his advantages. Based on what has been explained, the process that will occur in increasing self-confidence must shape the individual, the good one in the circle, and oneself able to utilize advantages in the teaching and learning process. Nine services can be provided in counseling guidance, one of which is the Group Counseling Service."

One of the many things we can provide clients is group counseling services. Group counseling is a counseling service provided to a group of people with almost the same problems (Khoirot, 2021a) So that they can grow together to develop their potential. Based on the explanation above, researchers want to test the effectiveness of group counseling using the Self-Counseling technique to increase students' learning motivation (Tambunan, 2018). His research explains the existence of group counseling services to help clients solve their problems and resolve dynamics or controversies in groups by using dynamics in groups as one way of group counseling to alleviate the problems within the client.

According to Folastrri, the aim of group counseling is: "Learning to know yourself and others, Finding various possible ways to deal with developmental dilemmas and efforts to resolve certain conflicts, Increasing the ability to control yourself, independence and responsibility for yourself and other people, Form a special plan to change certain behavior and with self-enlightenment really (to commit) to fully carry out that plan (Folastrri & Rangka 2016). Learn effective social skills. Learn to confront others using a gentle, considerate, friendly, and controlled manner. Changing from living to be like what other people expect or want to live according to what I want is full of blessings."

Fahmi and Slamet stated, "group counseling services are individual counseling services carried out in a group setting and characterized by the presence of a counselor and client, namely group members (a minimum of two people). "In which there is also exposure and understanding of client problems, tracing the causes of problems, efforts to alleviate problems, evaluation and follow-up" (Fahmi & Slamet 2016).

Indriasari stated that holding group counseling aimed "to develop students' socialization skills, especially in communication. "Through group counseling, things that can hinder or disrupt students' socialization and communication are explored and dynamized through various techniques so that students' social and communication abilities develop optimally" ((Indriasari, 2016a)).

Brigham explained that "in group counseling activities, there are several laws that members must

pay attention to (Brigham et al. 2013). These regulations are the principle of confidentiality, which is the most important thing in counseling. The counselor can only know things related to the client's personality in the group. As well as existing clients and group members, opinions, suggestions, or responses from group members must be voluntary, without any coercion. Third, the principle of openness, openness from group members is highly expected. Because if this openness does not exist, members will have doubts or concerns. The fourth principle of activity, which will result in group counseling services, will not be meaningful if the client being guided does not carry out activities to achieve the goals of the guidance. The group leader should create an atmosphere so the clients being guided can carry out activities aimed at problem-solving. Fifth is the normativeness principle in group counseling activities; each member must respect other people's opinions. If someone wants to express an opinion, other members must let them. If there are members who want to give an opinion, then the other members must ask first; in other words, there is no fighting over it. Lastly, the principle of contemporary issues discussed in group counseling activities must be contemporary. "That is, the problems discussed are problems currently being experienced that are urgent, that damage the effectiveness of daily life, that require immediate resolution, not problems from two years ago or problems from childhood."

The Self Counseling technique procedure is a counseling technique that is entirely left to the client because, basically, the client must organize and complete his technique consistently. (Amelisa, 2018; Anisah et al., 2022; Suryanti et al., 2021), Explains that "clients must be instructed to do the following things, determine and determine the attitudes they want to develop or the behavior they want to eliminate, produce self-records, to be able to see and measure the frequency of existing attitudes, record: (a) the setting of the event that occurred, (b) previous events that point to the behavior, and (c) consequences that occur as a result of the behavior, using self-monitoring, to see whether there is an increase or decrease in attitudes, depending on previously determined goals, changing settings and antecedents, changing consequences that reinforce target behavior, Evaluate the use of Counseling Self in targeted behavior at the end of the period. Set a plan to maintain the new, more desirable behavior.

According to Dewantoro et al., a person can be successful in life if he can master the ability to manage himself and hone soft skills. One of the soft skills needed is cultivating learning motivation (Dewantoro et al., 2016). Motivation to learn is based on the word motive, which means an incentive for someone to do something or carry out exclusive activities to obtain a goal. Motives can even be interpreted as internal requirements (preparedness). Furthermore, motivation is a condition of a situation that encourages a person to act successfully or encourages a creature to act to achieve a goal. Motivation can be said to be a mover and director and strengthens actions to achieve goals. Motivation is a motivation for a student to take part in learning because motivation is a special encouragement for the student to learn. By several opinions above, it can be concluded that motivation comes from changes in a person's energy. Changes in motivation are based on several changes in the neuro-physiological system in humans, such as changes in digestion which cause hunger.

Motivation, an internal force that drives individuals to act or behave, often involves feelings or "affective arousal." This process involves several stages, from the emergence of psychological tension to the emergence of emotional conditions that influence a person's behavior. First of all, motivation often begins with the emergence of psychological tension. This can be caused by a need, expectation, or situational demand that creates a condition within the individual that requires a response or action. This psychological tension becomes a trigger to find a solution or fulfill the needs that underlie these feelings.

The next process is the transformation of psychological tension into an emotional state. Untreated or unfulfilled psychological tension can develop into a variety of emotions, such as anxiety, excitement, frustration, or even curiosity. This emotional condition reflects an individual's response to a situation or need that triggers motivation.

These emotional states, in turn, influence individual behavior. In many cases, this behavior is an

expression of feelings or emotions. For example, someone who feels stressed or anxious may look for ways to reduce that tension, while someone who feels happy or excited may be more inclined to share their happiness.

The emergence of a motive or reason behind the action also characterizes this behavior. Motives reflect the drives or desires that underlie a person's behavior. For example, someone who feels lonely may have a motive to seek social interaction, while someone who feels a thirst for achievement may have a motive to achieve certain goals.

Changes in motivation can occur consciously or without awareness. An individual's awareness of their motives and emotional changes can enable better regulation of behavior. However, there are also cases where changes in motivation occur without awareness, where the individual may not be fully aware of the motives or drives that influence his actions.

For example, imagine someone involved in a conversation. This individual, whom we will call A, may initially feel interested in a dilemma discussed in the conversation. This attraction creates psychological tension, which develops into an emotional state, perhaps curiosity or enthusiasm. As a result, A may begin to speak quickly and fluently, expressing his feelings about the dilemma. This behavior reflects A's response to the feelings that arise, and the motive may include a desire to share views or thoughts on the topic. In this context, A's motivation to speak quickly and fluently in conversation results from a complex process involving psychological tension, transformation into an emotional state, and finally, expression in the form of behavior characterized by certain motives.

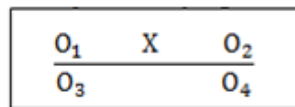
With a deep understanding of these motivational dynamics, we can better understand the complexity of human behavior and the factors that shape the interactions between feelings, emotions, and actions. Through analyses like this, we can better understand how motivation plays a key role in shaping an individual's experiences and responses to the world around them.

Previous research on the Effectiveness of Group Counseling Services Using a Cognitive Behavior Therapy (CBT) Approach to Increase Self-Efficacy in Vocational School Students by Eka Safriliana, et al. stated that group counseling services using a cognitive behavior therapy (CBT) approach was effective in increasing the self-efficacy of class National (Safriliani et al., 2020). The difference between the research that will be carried out lies in the method used. Based on these reasons, this research aims to determine the effectiveness of group counseling services using the Counseling Self technique in increasing student learning motivation.

2. METHODS

The design of this research is Quasi-Experimental. The population in this study were class XII students at MAN 1 Deli Serdang for the 2022/2023 academic year. The population used as research was two classes totaling 69 students. The sample is part of the number and characteristics of the population. The samples taken in this research consisted of two classes, namely class XII MIPA 1,

The following is the research design that will be carried out:



Gambar 1. *Nonequivalent control group design*

Informasi:

- O_1 = Pretest Kelas Eksperimen
- O_3 = Pretest Kelas Kontrol
- X = Perlakuan yang diberikan
- O_2 = Posttest Kelas Eksperimen
- O_4 = Posttest Kelas Kontrol

The hypothesis proposed in this research is as follows: Null Hypothesis (H0): There is no significant difference in increasing student learning motivation between the group that received group counseling with self-counseling techniques and the group that did not receive counseling. Alternative Hypothesis (H1): A significant difference exists in increasing student learning motivation between the group that received group counseling with self-counseling techniques and the group that did not. In other words, the null hypothesis states that group counseling using self-counseling techniques has no significant effect on increasing student learning motivation. In contrast, the alternative hypothesis states that there is a significant effect. Furthermore, research can be conducted to test and determine the truth of this hypothesis using appropriate methods.

3. FINDINGS AND DISCUSSIONS

Normality Test of Group Counseling with Self-Counseling Techniques

a. Normality of Control group

According to the normality test using the Kolmogorov Smirnov test in the experimental group pretest, it was found that "the value of Sig. as much as 0.184. The data obtained is normally distributed because the sig value is > 0.05. Meanwhile, in the experimental group posttest, the Sig value was obtained. Of 0.200. The data obtained is normally distributed because the sig value is > 0.05."

b. Normality of the Experimental Group

According to the normality test using the Kolmogorov Smirnov test in the control group pretest, the "Sig. value" was obtained 0.110 because the sig value is > 0.05, meaning the data obtained is normally distributed. Meanwhile, in the control group posttest, the Sig value was 0.160. "Because the sig value is > 0.05, the data obtained is normally distributed."

The normality test is used to evaluate the extent to which the data obtained from the pretest and posttest of the control group can be considered to come from a normal distribution. Normal distribution is a condition where data tends to be distributed symmetrically around its mean value, facilitating further statistical analysis. First of all, in the control group pretest, the normality test results using the Kolmogorov-Smirnov test showed that the "Sig value." or a significance value of 0.110. The next statement states that because the significance value (Sig) is greater than 0.05, the data obtained is considered to be normally distributed. In this context, 0.05 is generally used as the significance limit to determine whether a distribution is normal. Therefore, with a sig value of 0.110, this study concludes that the control group pretest data can be considered to come from a normal distribution. Then, in the control group posttest, the normality test results showed the "Sig value." of 0.160. The statement that follows states that because the sig value is greater than 0.05, the data obtained is considered to be normally distributed. In other words, the distribution of the control group's post-test data can also be

considered normal.

Test the Homogeneity of Group Counseling with Self-Counseling Techniques

- a. Homogenitas Kelompok Kontrol
Sig = 0,508 > 0,05, berarti homogen
- b. Homogenitas Kelompok Eksperimen
Sig = 0,508 > 0,05, berarti homogen

The results obtained were a total score for the experimental group on the pretest of 2230 with a standard deviation of 10.680. Then, the total score for the control group on the pretest was 2773, with a standard deviation of 8.343. This shows that there is a significant difference between the pretest scores of the experimental group and the control group.

The second analysis is to determine whether there is a difference or effectiveness in the treatment given to the control group. After treatment, the posttest score obtained was 2638, with a standard deviation 10.393. Furthermore, for the experimental group that was not given treatment, the posttest score was 3412, with a standard deviation of 10.078.

Uji T

Kelompok	Mean Pretest	Mean Posttest	T hitung	T tabel
Klp Kontrol	97,70	79,74	8,391	2,048
Klp Experiment	94,78	77,03	9,015	2,028

In the experimental group's t-test t count (9.015) > t table (2.028), it can be concluded that "there was a significant decrease in the pre and post-scores of the control group. Meanwhile, in the control group t count (8.391) > t table (2.048), it can be concluded that there was a significant increase in the pre and post-scores of the experimental group."

Discussion

Group counseling is considered a potential means of influencing student learning motivation, and self-counseling techniques are chosen to empower students to manage and increase their motivation. Group counseling is an approach that has been proven to provide significant benefits in improving students' mental well-being and academic achievement. In the educational context, learning motivation is crucial in determining student success in school. Therefore, applying group counseling to influence student learning motivation is an interesting and potential approach.

One of the most prominent group counseling approaches is using self-counseling techniques. This technique focuses on empowering individuals to manage and increase their motivation. In group counseling, self-counseling techniques allow students to understand themselves better, identify learning goals, and develop strategies to achieve them. In this way, students become objects of counseling and active actors in shaping their learning motivation.

According to the results of research conducted by researchers at XII MAN I Deli Serdang for the 2023 academic year, students in classes XII MIPA I and XII MIPA I will be used as an experimental group using a population of two classes totaling 69 students. "The samples taken in this research consisted of two classes, namely class XII MIPA 1 and XII MIPA 2. Then the results were obtained that there was a significant increase in the pre and post-scores of the experimental group." This means increased students' learning motivation according to the medium-low category after group counseling was carried out using the Self Counseling technique.

This can be proven that there were five students in the low category 62.5%, two medium 25%, and

1 High 12.5% . After being given group counseling using the Self-Counseling technique, students in the high, medium, and low categories experienced an increase to 100%/high. In the control group previously given group counseling, five students were in the low category with a learning motivation of 62.5%, and three were in the medium category of 37.5%. After being given group counseling, there were seven students in the high category and one in the low category, with increases as much as 87.5%, while the low category was 12.5%. It can be concluded that there has been an increase in the attitudes that have been given and in student learning motivation. It can also be concluded that there has been a significant increase in the group given the attitudes.

This research can answer the proposed hypothesis, namely that group counseling services using the Counseling Self technique significantly increase students' learning motivation. in the experimental group Sig = 0.508 > 0.05, where if the Sig value is > 0.05 then there is a significant change. The importance of group counseling services using group counseling can increase feelings of empathy, which has been tested by several previous researchers (Indriasari, 2016b). Also Self-Counseling can reduce students' academic procrastination, which has been tested by previous researchers (Rustam et al., 2019).

Group counseling services can also increase students' learning motivation. This has also been studied by several researchers, namely the effectiveness of group counseling in reality to increase students' learning motivation. (Failasufah, 2016). In research on the effect of counseling on increasing the learning motivation of KMS students at SMPN 5 Yogyakarta, in this research group, counseling can affect increasing students' learning motivation. (Akbar, 2020). In research on the Effectiveness of Group Counseling Services to Increase Learning Motivation (Sahara & Isro'i, 2020).

Furthermore, in research on Group Counseling Services in Increasing the Learning Motivation of Class VII Students of SMP Negeri 1 Punggur, Central Lampung, Academic Year 2007/2008 (Fahmi & Slamet, 2016). In group counseling, research to increase learning motivation has been studied by researchers to test the effectiveness of group counseling services, namely the effectiveness of group counseling to increase learning motivation for vocational school students who experience incompatibility in their choice of major. (Khoirot, 2021b).

Several researchers have also tested the importance of counseling services using self-counseling techniques in increasing student motivation. In research that uses group counseling with Self Counseling techniques to increase learning motivation (Anisah et al., 2022). In research that uses group counseling and Self-Counseling techniques to increase students' learning motivation toward the final ranking (Muzdalifah et al., 2021). Research on increasing learning motivation through group counseling services shows that using different techniques, namely the self-regulating learning technique, but using the same service, namely group counseling, can increase learning motivation. student (Eko Putro & Pranoto, 2018).

The importance of learning motivation cannot be underestimated. High motivation can help students overcome learning obstacles, maintain enthusiasm to achieve goals, and strengthen mental resilience. It is hoped that group counseling using self-counseling techniques can effectively stimulate and maintain students' motivation levels.

In group counseling, a supportive atmosphere, guided by a trained counselor, provides a platform for students to share their experiences, challenges, and achievements. Self-counseling techniques help students explore the internal and external factors influencing their motivation. Students are invited to reflect on their values, interests, and personal goals, helping them better understand what truly motivates them in learning.

Apart from that, self-counseling techniques also provide practical tools for students to manage stress, anxiety, or fear, which can hinder motivation to learn. Students are taught to identify and change negative thought patterns, build self-confidence, and develop time management skills. Thus, they can utilize their full potential in the learning process. Group counseling with self-counseling techniques also

creates an environment that supports the exchange of experiences between students. In groups, students can provide support, motivate each other, and share strategies proven to work. This creates group solidarity and provides awareness that they are not alone in their learning journey.

As an empowering approach, group counseling using self-counseling techniques can help students become more independent and responsible for their learning motivation. With a better understanding of themselves and tools to manage emotions and challenges, students can face their learning journey with a positive attitude and determination. In conclusion, group counseling using self-counseling techniques has the potential to influence student learning motivation positively. This approach empowers students to manage their motivation, plan learning goals, and overcome obstacles more effectively. Thus, group counseling using self-counseling techniques can contribute to improving the quality and outcomes of student learning.

4. CONCLUSION

Based on the description above, it can be concluded that the experimental group has t count (9.015) > t table (2.028), so it can be concluded that there is a significant increase in pre and post-scores in the experimental group. Meanwhile, the results in the control group using the t -test showed t count (8.391) > table (2.048), meaning that there was an increase in pre and post-values. So, it can be concluded that group counseling using self-counseling techniques can increase student learning motivation.

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