Behavioral Counseling Approach with Self Management Techniques to Increase Achievement Motivation in Underachiever Students

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A R T I C L E   I N F O

A B S T R A K

Motivasi berprestasi merupakan dorongan internal yang memacu individu untuk mencapai kesuksesan dalam bidang akademik maupun non akademik. Pada siswa underachiever, motivasi berprestasi sangat penting karena mengaktifkan potensi yang belum tergunakan, mendorong pengembangan keterampilan belajar, meningkatkan ketangguhan mental, menciptakan rasa percaya diri, dan kemandirian. Salah satu pendekatan konseling yang efektif dalam meningkatkan motivasi berprestasi pada siswa underachiever adalah pendekatan konseling behavioral teknik self management. *Tujuan penelitian ini adalah untuk menguji efektifitas pendekatan konseling behavioral teknik self management untuk meningkatkan motivasi berprestasi pada siswa underachiever. Desain penelitian ini adalah menggunakan* one group pretest-posttest design *dengan populasi siswa kelas VII SMP berjumlah 430 orang. Pengambilan sampel menggunakan teknik* random sampling *dan* random class *sebagai* intact group, *sehingga diperoleh kelas VII.4 sebagai sampel penelitian. Untuk menguji validitas empiris dianalisis dengan menggunakan rumus korelasi* product moment, *sedangkan untuk menguji reliabilitas instrument dianalisis dengan menggunakan rumus Alpha Cronbach. Uji statistik menggunakan uji t-test untuk mengetahui keefektifan* treatment *yang telah dilakukan. H_0 ditolak jika $t_{hitung} > t_{tabel}$. H_0 diterima jika $t_{hitung} \leq t_{tabel}$. Berdasarkan uji t-test H_1 diperoleh t_{hitung} sebesar 11,131 sementara t_{tabel} dengan db N-1 = 40 – 1 = 39 dan taraf signifikan 5% (0,05) sebesar 1,684, maka dapat disimpulkan pendekatan konseling behavioristik dengan teknik* self management *efektif untuk meningkatkan motivasi berprestasi pada siswa* underachiever.

A B S T R A C T

Achievement motivation is an internal drive that drives individuals to achieve success in both academic and non-academic fields. In underachiever students, achievement motivation is very important because it activates untapped potential, encourages the development of learning skills, increases mental toughness, creates self-confidence, and independence. One of the effective counseling approaches in increasing achievement motivation in underachiever students is the behavioral counseling approach using self-management techniques. The purpose of this study was to test the effectiveness of the behavioral counseling approach using self-management techniques to increase achievement motivation in underachiever students. The design of this study was to use a one group pretest-posttest design with a population of 430 seventh grade junior high school students. Sampling used random sampling techniques and random class as an intact group, so that class VII.4 was obtained as a research sample. To test empirical validity, it was analyzed using the product moment correlation formula, while to test instrument reliability, it was analyzed using the Cronbach Alpha formula. Statistical tests used the T-test test to determine the effectiveness of the treatment that had been carried out. H0 is rejected if t count > t table. H0 is accepted if t count ≤ t table. Based on the H1 t-test, the calculated t was 11.131 while the t-table with db N-1 = 40 – 1 = 39 and a significance level of 5% (0.05) was 1.684, so it can be concluded that the behavioristic counseling approach with self-management techniques is effective in increasing achievement motivation in underachiever students.

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1. INTRODUCTION

Achievement motivation is a person's desire to do their best to be successful and achieve the best results according to their potential in teaching and learning activities related to student learning process activities at school (Indrawan & Dibia, 2021; Kurniawati, 2018; Yunus et al., 2020). Achievement motivation is one of the important factors that influence students' academic achievement. Students with high achievement motivation tend to have a strong enthusiasm for learning, the ability to set clear goals, and the willingness to face and overcome challenges (Haru, 2023; Pratiwi et al., 2018). Achievement motivation is an internal drive that drives individuals to achieve success in both academic and non-academic fields (Haru, 2023; Pratiwi et al., 2018). In underachiever students, achievement motivation is very important because it activates unused potential, encourages the development of learning skills, increases mental toughness, creates self-confidence, and independence (Haru, 2023; Yunus et al., 2020). If underachiever students do not have achievement motivation, several significant negative impacts can arise, both academically and psychologically, including continued decline in academic performance, increased feelings of frustration, the emergence of behavioral problems, loss of purpose in learning, low self-confidence, and an increased risk of students dropping out of school (Marsudi, 2021; Rahayu et al., 2024).

Students who have the motivation to achieve within themselves can be seen from personality characteristics which include the need to achieve, having the will to take on challenges, self-regulation, internal influence, positive attitude, appreciation, competitiveness, positive attitude, concentration, and optimism (Indrawan & Dibia, 2021; Kurniawati, 2018; Yunus et al., 2020). The need to achieve refers to students' internal drive to achieve something of value, whether in academic or non-academic tasks. Willingness to take on challenges is students' desire to take on difficult tasks that challenge their abilities (Indrawan & Dibia, 2021; Kurniawati, 2018). Self-regulation refers to a student's ability to control their behavior, emotions, and thoughts in achieving certain goals. Internal influences relate to the belief that their success or failure depends on their own efforts, rather than on external factors such as luck or help from others. Positive attitudes reflect students' perspectives on the learning process and achievement. Students with high achievement motivation tend to have an optimistic and enthusiastic outlook on the learning process (Indrawan & Dibia, 2021; Kurniawati, 2018; Yunus et al., 2020). Rewards in the context of achievement motivation can be in the form of recognition or appreciation for efforts made, either from oneself or from the environment, such as teachers or friends. Competitive refers to the urge of students to compete with others in order to achieve better results. Competitive attitudes often arise when students feel motivated to perform the best among their peers. Concentration is the ability to focus on a task or activity without being distracted by other things (Indrawan & Dibia, 2021; Yunus et al., 2020). Optimism is the belief that the future brings positive results, and the view that challenges and obstacles are part of the process towards success. Achievement motivation plays an important role in determining success in the learning process and results according to the talents, interests, and potential of each student (Haru, 2023; Pratiwi et al., 2018).

The reality that occurs in schools based on the developing phenomenon is that not all students have high achievement motivation. It is identified that the low achievement motivation of students is caused by experiencing underachievers. The behavior of underachievers shows lower academic achievement than their potential (Harya, 2017; Setiadewi et al., 2019). Underachiever students are those who have adequate intellectual abilities but are unable to achieve the academic achievements they should (Karunia et al., 2023; Sulaeman & Choiriyah, 2021). This condition requires special attention from teachers, parents, and school counselors to help underachiever students reach their maximum potential. The phenomenon of underachiever students was also found by researchers at SMP Negeri 2 Denpasar based on observations, document reviews, and learning outcomes achieved by students, where several students who have above average academic abilities are unable to achieve optimal achievements that match their potential. These students often show lower performance than expected, even though they have sufficient intellectual abilities (Karunia et al., 2023; Supriyanto & Setiawati, 2018). This phenomenon is closely related to low achievement motivation, namely the drive or determination to achieve goals and success in both academic and non-academic fields. Underachiever students tend to have difficulty motivating themselves, developing effective study habits, and overcoming psychological barriers such as lack of self-confidence or a tendency to procrastinate (Karunia et al., 2023; Sulaeman & Choiriyah, 2021). This lack of motivation to achieve is the main factor that hinders the achievement of adequate academic results.

To overcome the problem of low achievement motivation in underachiever students, appropriate and effective intervention is needed. One of the counseling approaches that can be used as an alternative action is behavioral counseling with self-management techniques to increase achievement motivation in underachiever students (Ardani et al., 2022; Dharsana & Umam, 2024). The behavioral approach is based

on learning theories developed from the study of human behavior, especially from the behaviorism school. Behaviorism focuses on how a person's behavior is influenced by the external environment and conditioning (Marisa et al., 2020; Sumarni, 2019). In this approach, visible, measurable behavior becomes the primary focus, rather than invisible thoughts, feelings, or internal motivations (Khasnak et al., 2022; Muzaqi & Islamudin, 2021).

This approach argues that all positive and negative behaviors are the result of a learning process. Individuals learn certain behaviors through interactions with their environment, either through classical conditioning or operant conditioning (Ardani et al., 2022; Laili et al., 2023). One of the main characteristics of the behavioral approach is its focus on observable and measurable behavior. It ignores internal mental processes that are difficult to measure such as thoughts, emotions, or beliefs. Instead, it focuses on behaviors that can be directly observed and controlled through manipulation of the environment (Dharsana & Umam, 2024; Muratama, 2018). This conditioning was first proposed by other studies where individuals learn to associate a neutral stimulus with a particular response. Operant conditioning was developed by BF Skinner, it involves reinforcement and punishment to increase or decrease behavior. If a behavior is followed by reinforcement, then the behavior is likely to be repeated (Marisa et al., 2020; Sumarni, 2019). Conversely, punishment will decrease the frequency of behavior. In the behavioral view, problem behavior occurs when negative behavior is inadvertently reinforced by the environment (Marisa et al., 2020; Muzaqi & Islamudin, 2021). The solution to this problem is to identify the incorrect reinforcement pattern and replace it with appropriate reinforcement for positive behavior. The behavioral approach will be implemented with self-management techniques that aim to help students identify and regulate their own behavior (Khasnak et al., 2022; Muratama, 2018). Self-management techniques in behavioral counseling involve several important steps (Ardani et al., 2022; Dharsana & Umam, 2024; Muratama, 2018). Based on the study of previous research results, scientifically self-management techniques are very relevant to be implemented for underachiever students because they can help them develop the skills needed to manage their own learning behavior. By teaching students to set goals, monitor, organize, and evaluate themselves, this technique can increase students' self-confidence and independence in learning (Dharsana & Umam, 2024; Muratama, 2018). In addition, positive reinforcement can increase students' motivation to continue trying and achieve the students' planned academic goals.

Based on the background of the problems that have been described, this study aims to test the effectiveness of the behavioral counseling approach with self-management techniques to improve achievement motivation in underachiever students. The novelty of this study is developing a behavioral counseling approach by integrating self-management techniques, a combination that has rarely been studied before. This study is expected to contribute to the development of effective intervention programs to help underachiever students achieve better academic achievement. This study has important significance in the context of education and counseling. The results of this study are expected to provide new insights for educators and school counselors regarding effective ways to improve achievement motivation in underachiever students. In addition, this study can provide practical recommendations for schools in designing and implementing counseling programs based on a behavioral approach with self-management techniques.

2. METHOD

The method in this study is experimental research. Experimental research is research in which there is a treatment used to find the effect of certain treatments on others in controlled conditions. The research design used is one group pretest-posttest design (Arliana et al., 2022; Narlan et al., 2023). The population of this study was all students of class VII of SMP Negeri 2 Denpasar totaling 430 people with random sampling technique and random class as intact group (Dharsana & Umam, 2024), so that class VII.4 was obtained as a research sample. The research design can be described through Table 1.

Table 1. The Research Design Table

Pre-test	Treatment	Post-test
O1	X	O2

The research instrument uses a Likert Scale in the form of positive and negative statements developed from each indicator with a score range of 1-5 (Taluke et al., 2019). The indicators of the achievement motivation variable can be seen in Table 2.

Table 2. The Table of Achievement Motivation Instrument Grids

Variables	Indicator	Item	∑
Motivation to Achieve	The need for achievement	1.2.21.22	4
	Willingness to take challenge	3.4.23.24	4
	Self-strengthening	5.6.25.26	4
	Internal influence	7.8.27.28	4
	Positive Attitude	9.10.29.30	4
	Award	11.12.31.32	4
	Competitive	13.14.33.34	4
	Positive Attitude	15.16.35.36	4
	Concentration	17.18.37.38	4
	Optimistic	19.20.39.40	4
Total			**40**

To test empirical validity, it was analyzed using the product moment correlation formula, while to test instrument reliability, it was analyzed using the Cronbach's Alpha formula (Dharsana & Umam, 2024). After analyzing the validity of the achievement motivation instrument, the results obtained from 40 items of the instrument that were declared valid were 34 items and 6 items were declared invalid or dropped. After the item variance and total variance were known, they were then entered into the Alpha reliability formula. From the calculation results obtained r11> rtable (0.897> 0.312) then the achievement motivation instrument was declared reliable. To facilitate the data analysis process, the results of measuring the achievement motivation variable instrument are grouped into interval classes as shown in Table 3.

Table 3. The Interval Class Table

Interval	Category
145 – 170	Very high
118 – 144	High
90 – 117	Currently
62 – 89	Low
34 – 61	Very Low

Hypothesis testing is conducted to compare differences in groups at different measurement times. Hypothesis testing is based on the mean pre-test value and the mean post-test value with α = 5%, with the t-test. Decision-making criteria: H_0 is rejected if $t_{count} > t_{table}$. H_0 is accepted if $t_{count} > t_{table}$ (Dharsana & Umam, 2024).

3. RESULTS AND DISCUSSION

Result

The research was conducted on students of class VII.4 of SMPN Negeri 2 Denpasar who were selected as research samples with a total of 40 students. The research was conducted for eight weeks starting in the first week by giving a pre-test, then continued with the implementation of the behavioral counseling approach with self-management techniques for six weeks, and ended with the provision of a post-test in the last week. Based on the results of the pre-test and post-test of achievement motivation, it was then tabulated using a grouped percentage distribution table so that the data shown in Table 4.

Table4. The Frequency Distribution Table of Achievement Motivation

Category	Pre-test		Post-test	
	Frequency	Percentage	Frequency	Percentage
Very high	0	0%	24	60%
High	22	55%	16	40%
Currently	14	35%	0	0%
Not enough	4	10%	0	0%
Very less	0	0%	0	0%

Furthermore, to make it easier to read the pre-test and post-test results of achievement motivation, it can be displayed on Figure 1.
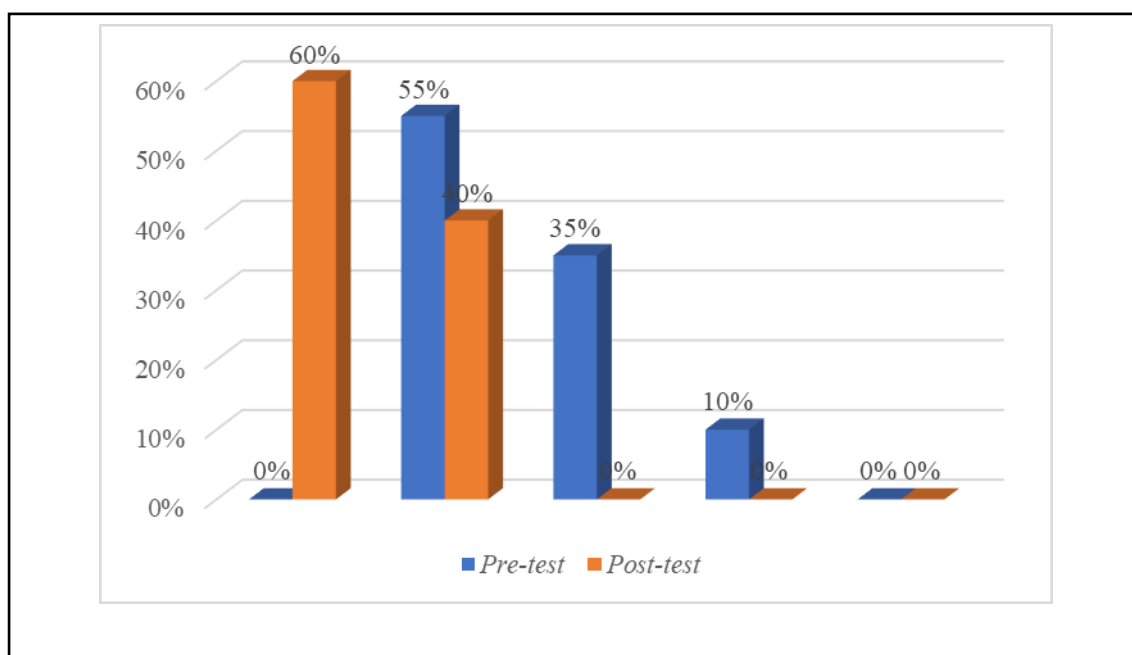
Figure 1. Pre-test and post-test Results Data on Achievement Motivation

Based on Figure 1, it can be described that the pre-test data of students' achievement motivation is 0% very low, 10% low, 35% moderate, 55% high, and 0% very high, with the average of students' achievement motivation in the high category. While the post-test data of students' achievement motivation can be described as 0% very low, 0% low, 0% moderate, 40% high, and 60% very high, with the average of students' achievement motivation in the very high category.

Alternative hypothesis (H_a): Behavioral counseling approach with self-management techniques is effective in increasing achievement motivation in underachiever students. Null hypothesis (H_0): Behavioral counseling approach with self-management techniques is not effective in increasing achievement motivation in underachiever students. Based on the t-test, the calculated t is 11.131 while the t table with db N-1 = 40 - 1 = 39 and a significance level of 5% (0.05) is 1.685. Because $t_{count} > t_{table}$, it can be concluded that the behavioral counseling approach with self-management techniques is effective in increasing achievement motivation in underachiever students. So H_0 is rejected and H_a is accepted.

Discussion

The results of this study indicate that the behavioral counseling approach with self-management techniques is effective in increasing achievement motivation in underachiever students. This finding is in line with theories about self-management that emphasize the importance of self-management in achieving goals (Amedome, 2023; Tsiamparlis-Wildeboer et al., 2024). Self-management refers to the process by which individuals actively monitor, regulate, and evaluate their own behavior to achieve specific goals. In the context of underachiever students, self-management techniques help them identify behaviors that hinder academic and non-academic achievement, and replace them with more productive habits (Ardani et al., 2022; Muratama, 2018; Tsiamparlis-Wildeboer et al., 2024).

Implementation of self-management techniques in behavioral counseling to increase achievement motivation in underachiever students involves several important steps (Ardani et al., 2022; Dharsana & Umam, 2024; Muratama, 2018). The results of this study are in line with the principles of self-regulation theory, which states that good self-management can improve academic achievement by building awareness of learning goals and increasing self-discipline (Billore et al., 2023; Carvalho & Araújo, 2022; Dai, 2024). By applying self-management techniques, underachiever students learn to take full control of their behavior, focus their efforts on things that support academic goals, and reduce internal barriers that previously affected their motivation to learn (Ardani et al., 2022; Dharsana & Umam, 2024; Muratama, 2018).

Achievement motivation plays a key role in students' learning process (Martin et al., 2024;Odermatt et al., 2024). Achievement motivation is the drive to achieve success, overcome challenges,

and reach certain standards in a task (Witte et al., 2024;Yu et al., 2024). Achievement motivation plays a role in igniting students to be able to think critically, creatively, collaboratively, and communicatively to support their success in the future in competing in the era of the industrial revolution 4.0 and the progress of the 21st century. Underachiever students often have difficulty in developing this motivation due to various factors, including lack of self-confidence, fear of failure, or inability to motivate themselves in academic tasks.both academic and non-academicschool (Marsudi, 2021; Rahayu et al., 2024; Raoof et al., 2024).

This study shows that the behavioral counseling approach with self-management techniques can significantly increase achievement motivation in underachiever students. This is relevant to the theory of achievement motivation which is influenced by two main factors. Motivation to succeed is the desire to succeed in tasks and achieve high standards. Through self-management techniques, students can set strategies to achieve success, increase self-confidence, and reduce fear of failure (Ardani et al., 2022; Odermatt et al., 2024). Motivation to avoid failure, the fear of failure is often the main obstacle for underachiever students. However, self-management techniques help students to face failure as part of the learning process, not as the end of their efforts (Dharsana & Umam, 2024; Muratama, 2018; Yu et al., 2024).

Students who have the motivation to achieve within themselves will be able to attribute their success to internal factors such as effort and ability, whereas failure is often associated with a lack of effort that can be changed (Ardani et al., 2022; Odermatt et al., 2024). Through behavioral counseling, underachiever students are taught to make positive attributions towards their success, namely by linking academic and non-academic achievements to the efforts they have made (Ardani et al., 2022; Dharsana & Umam, 2024). This strengthens achievement motivation because students begin to understand that academic outcomes can be changed with increased effort and better strategies (Ardani et al., 2022; Dharsana & Umam, 2024).

More specifically, self-management techniques have a positive impact on various aspects of achievement motivation. The need to achieve, by teaching students to monitor and evaluate their own achievements, the need to achieve increases. Students begin to feel satisfaction in achieving the learning targets they set themselves (Dharsana & Umam, 2024; Muratama, 2018). Willingness to take on challenges, self-management techniques help students become more confident in facing difficult tasks. They learn that challenges are part of the self-development process, so they are more willing to take risks. Self-regulation, is one of the main results of self-management techniques is the improvement of students' ability to manage their time, behavior, and learning efforts. This allows students to be more organized and consistent in undergoing the learning process (Dharsana & Umam, 2024; Muratama, 2018). Concentration and focus, self-management techniques also play a role in helping students develop better concentration. By setting clear goals and effective monitoring techniques, students can maintain their focus while studying.

This study provides an important contribution to the world of education, especially in helping underachiever students achieve their academic potential. By using a behavioral counseling approach combined with self-management techniques, underachiever students can overcome motivational problems that have been hampering their achievement. These findings suggest that school counselors can implement a self-management approach as part of a broader counseling program to help underachiever students. By applying self-management skills to the behavioral counseling process, as a trigger for students to be able to learn to overcome psychological barriers and disruptive behaviors, it can improve achievement motivation, academic and non-academic results as a whole.

4. CONCLUSION

Based on the conclusions that have been outlined, here are some suggestions that can be considered for further implementation: (a) behavioral counseling programs with self-management techniques should be integrated into the school curriculum to improve underachiever students' achievement motivation. This can be done by providing training to teachers and school counselors to apply this technique consistently; (b) Comprehensive training is needed for teachers and counselors regarding the application of behavioral counseling with self-management techniques. This training should include an understanding of self-management techniques, how to apply effective self-management, and how to monitor and evaluate the development of students' achievement motivation; and (c) The development of modules and teaching materials that are specific to behavioral counseling with self-management techniques can help counselors in implementing this program.

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