

## The Effectiveness of Motivational Interviewing Group Counseling to Increase Students' Learning Motivation

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### ABSTRACT

This study explores the effectiveness of integrating Motivational Interviewing (MI) into group counseling to improve students' learning motivation. Motivational Interviewing, which focuses on exploring intrinsic motivation and addressing ambivalence, is applied in the context of group counseling to provide social and emotional support. The research method uses library research with descriptive analysis to review the literature related to MI and group counseling. The results showed that the combination of MI and group counseling significantly improved students' academic motivation, with a change of 57.55% in the implementation of pre-action in cycles I and II. With a positive impact seen in increasing engagement and academic achievement. This combined strategy helps students explore personal goals and overcome learning barriers, as well as strengthen peer support. This study suggests the widespread application of MI-based group counseling methods at various levels of education as an effective strategy to support students' motivation and learning outcomes, and make an important contribution to the development of better educational interventions.

**Keywords:** Academic Intervention, Group Counseling, Learning Motivation, Motivational Interviewing (MI), Education.

### ABSTRAK

Penelitian ini mengeksplorasi keefektifan integrasi Motivational Interviewing (MI) dalam konseling kelompok untuk meningkatkan motivasi belajar peserta didik. Motivational Interviewing, yang berfokus pada penggalian motivasi intrinsik dan penanganan ambivalensi, diterapkan dalam konteks konseling kelompok untuk memberikan dukungan sosial dan emosional. Metode penelitian menggunakan library research dengan analisis deskriptif untuk mengkaji literatur terkait MI dan konseling kelompok. Hasil penelitian menunjukkan bahwa kombinasi MI dan konseling kelompok secara signifikan meningkatkan motivasi akademik siswa, adanya perubahan sebesar 57,55% pada pelaksanaan pra tindakan pada siklus I dan II. Dengan dampak positif yang terlihat dalam peningkatan keterlibatan dan pencapaian akademik. Strategi gabungan ini membantu siswa mengeksplorasi tujuan pribadi dan mengatasi hambatan belajar, serta memperkuat dukungan dari rekan sebaya. Penelitian ini menyarankan penerapan metode konseling kelompok berbasis MI secara luas di berbagai jenjang pendidikan sebagai strategi efektif untuk mendukung motivasi dan hasil belajar siswa, serta memberikan kontribusi penting terhadap pengembangan intervensi pendidikan yang lebih baik.

**Kata Kunci:** Intervensi Akademik, Konseling Kelompok, Motivasi Belajar, Motivational Interviewing (MI), Pendidikan.

### Introduction

Motivation is a word derived from the word motive with the meaning of a condition that exists within an individual. This motivation can encourage someone to carry out activities to achieve the desired goals (Andriani and Rasto 2019), one of the important things that must be present in learning process activities. Learning motivation is the desire to carry out learning activities with enthusiasm to achieve learning goals (Monika and Adman 2017). Without strong motivation, a person will not be able to achieve goals, either cognitively or emotionally. High motivation can not only help students develop academic abilities, but also help build a character of discipline, responsibility, and sustainable interest in learning. Learning motivation can

produce good learning outcomes. Learning methods, diligent effort and motivation can be the basis for maximum learning outcomes (Anisah 2020). This motivation can be one of the main factors that drives effort and achievement (Rahman 2021).

Teaching and learning activities in Indonesia are filled with challenges caused by one of them, such as lack of learning motivation (Safaringga, Lestari, and Aeni 2022). In an effort to increase learning motivation among students, there are often challenges. Teachers often experience various challenges in trying to increase student learning motivation. The main challenge is the internal factor of the student's mindset, where intrinsic motivation can be influenced by low self-confidence, apathy towards learning, and lack of purpose or interest in the subject matter (Melati et al. 2023). Students who feel insecure or do not see the relevance of the material to their lives often show low motivation. External factors also play a significant role in influencing learning motivation. A less conducive learning environment such as family environmental conditions, social pressure and emotional problems (Kristeno 2024).

One of approach effective that can increase motivation Study participant educate is approach with *motivational interviewing* (MI). *Motivational Interviewing* (MI) is a approach focused counseling on excavation motivation intrinsic individual through motivational conversation change behavior . Technique This based on approach counseling humanistic centered on developed counselee on beginning 1980 by William R. Miller and Stephen Rollnick ( Adella , Arsini , and Putri 2024). Technique counseling This can help counselee understand And feel characteristic complex human being as well as delve deeper various the underlying reason decision And action them . With approach this , counselee given room For explore And realize desire as well as need personal they herself ( Anisah 2020). This *Motivational Interviewing* become Wrong one process in plan change with focus on time And effort in technique counseling For help understand method life And understanding Human ( Barutu 2024). Principle counseling in *Motivational Interviewing* includes a number of aspect like *express empathy*, *support self*, *efficacy*, *roll with resistance*, and *develop discrepancy*. Approach *Motivational Interviewing* can be a process of preparing for change (*a state of readiness to change*) (Sugiharto et al. 2019). *Motivational Interviewing* is widely applied in the field of education to help find motivation in students to increase their enthusiasm for learning. This technique has been proven to help individuals overcome ambivalence and doubt in achieving goals in learning.

Research by Nofrianti et al. (2023), states that *Motivational Interviewing* is the most effective technique to achieve goals by providing motivation to carry out activity plans and can change a person's behavior in order to achieve the specified goals. The success of Motivational Interviewing can be measured through the presence of *change talk* , where counselors need to focus on the conversation process using gentle and caring language (Adella et al., 2024). In the context of education, MI is able to demonstrate its success in encouraging students to be more actively involved in the learning process, increasing interest in subject matter, and helping to overcome psychological barriers that can hinder academic achievement. MI is able to create a safe and supportive conversation space, where students can reflect on their beliefs about learning and find personal reasons to perform better.

In addition, the group counseling approach can provide students with the opportunity to get social support from peers. Group counseling is an effort to provide assistance to students in groups with a preventive and curative nature in the context of development and growth (Siregar 2018). Group counseling is a dynamic interpersonal interaction process that focuses on thinking and behavior. In general, the benefits of group counseling are to provide students with the opportunity to discuss and resolve their problems through group dynamics (Herlina 2015). Group counseling that combines the *Motivational Interviewing* (MI) approach can be an effective method to increase students' learning motivation (Rahmawati et al. 2022). In this group counseling, MI is applied with a focus on empathetic and motivating conversation techniques. Group counseling is designed to help students who face difficulties and obstacles in interacting with peers and completing their developmental tasks (Virly et al. 2023). In a group atmosphere, students involved in problems learn to be tolerant by explaining to each other the reasons behind their actions that may cause conflict. This process encourages affirmative attitudes and

better understanding among group members (Sabarrudin, Silvianetri, and Nelisma 2022). This approach helps create an environment conducive to personal and academic growth, while leveraging group dynamics to strengthen motivation and commitment to learning.

With consider potential big *Motivational Interviewing* in increase motivation Study And benefit from counseling group , research This aiming For test effectiveness counseling group with Motivational Interviewing approach in increase motivation Study participant Educate . Results from study This expected can give contribution significant to development strategy more intervention effective in the field education as well as can applied in a way wide in various level education .

## Research Methods

The research conducted is included in research with counseling guidance actions, which uses action planning , action implementation , observation, and evaluation . According to Hopkins (2011) in Wijayanti (2020), the action research process in the classroom can be carried out with research method steps. a) Planning : Preparing an action plan that includes planning activities and creating service media that will be applied during the research. b) Implementation of Action : Implementing action scenarios according to the procedures that have been planned in research activities. c). Observation : Observing the progress of activities to identify obstacles that may arise, which could affect the results of the research. d). Reflection : Evaluating the results of activities to assess success and determine steps for improvement or changes needed in the next planning. Data collection techniques are carried out by observing teaching and learning activities, as well as interviews with subject teachers who teach the class (Ichsan & Ali, 2020). This data collection was carried out to determine the activeness of students in following lessons and the scale of learning motivation measurement to measure the level of student learning motivation. Data analysis was carried out qualitatively, namely describing the data obtained by providing an understanding and regular explanation so that it can be understood properly (Muarif et al. 2023), where findings from various sources are explained and synthesized to provide a comprehensive picture of the application of MI in group counseling and its influence on learning motivation.

Implementation study This conducted at SMPN 1 Taman. The observations were conducted on participant educate This referring to on percentage ability results Study participant educate with different levels , notes violation order orderly with indiscipline in activity study , late do tasks , and No orderly in class . Data collected aiming For give clear picture about challenge and areas that require repair in the learning process in class the .

## Results And Discussion

In this study, all activities were carried out directly at SMPN 1 Taman by involving class 7B students. After data collection, 5 were identified with low learning motivation categories based on the results. interview And scale measurement motivation . By Because that , research action class focused on to the five participants educate this . Counseling group use technique *Motivational Interviewing* (MI) was conducted in two cycle . On cycle I and II, services counseling group done with *miracle questions* , where all member group pushed For active express opinions, identify obstacles, and find solutions independently, with the help of miracle question sentences from the counselor. In addition, students get motivational encouragement through inspirational videos. During cycles I and II, students showed active contributions and gave positive appreciation to the activities. Changes in learning motivation can be seen on the measurement scale filled out by students, as well as an increase in their activeness in participating in learning activities. The measurement results from the pre-cycle, cycle I, and cycle II showed significant progress in the effectiveness of *Motivational Interviewing group counseling* to improve students' learning motivation.

Table 1.

Results of Measurement of Student Learning Motivation Pre-action, Cycle I and Cycle II



No	Subjek	Pratindakan	Siklus I	Siklus II	Peningkatan	%
1	XX	3	9	34	23	40,33
2	XA	9	24	69	42	74
3	AB	7	19	64	42	74
4	BC	4	11	52	39	67,55
5	DD	8	16	61	41	70,55
Jumlah		31	79	280	187	326,43
Rata-rata		6,9	14,7	49,8	37,6	57,55

Table 1 explains the frequency of students' learning *motivation* before using group counseling services of 31, but after using group counseling services in Cycle I, learning motivation increased by 79. Then in Cycle II, the frequency of students' learning motivation increased to 280. This means that students experienced an increase of 187 after group counseling services were carried out with motivational interview techniques. The data above shows a change of 57.55% in the implementation of pre-action in cycles I and II.

### Motivational Interviewing (MI) as an Effective Technique in Increasing Learning Motivation

*Motivational Interviewing* (MI) is centered approach on counselee by Carl Rogers. *Motivational Interviewing* (MI) was designed use change behavior with explore And ambivalence . *Motivational Interviewing* (MI) was developed by WR Miller and Stephen Rollnick on beginning 1980s . Initially theory This developed For help patient drugs , but along the walk time theory This used Also on education ( Imanda and Wiyono 2022). *Motivational Interviewing* has various effectiveness in increase motivation Study compared to another approach . Approach This more emphasize on motivation , goals , and relevant solutions with need individual , so that If compared to with approach traditional which tends to focus on problem , session counseling This Can done with more efficient . While another approach is possible more emphasize on aspect cognitive , social , or personal .

*Motivational Interviewing* is considered more appropriate to help individuals who have difficulty controlling their behavior. The technique in MI involves the use of open-ended questions that encourage reflection and in-depth exploration of the individual's motivations and goals. In addition, reflection is used to demonstrate understanding and appreciation of the individual's perspective, while affirmations provide positive support to strengthen self-belief and motivation. This strategy is designed to create a dialogue that supports individuals in exploring and overcoming their ambivalence towards change.

In the educational context at SMPN 1 Taman, MI is applied to address various learning motivation issues by building supportive relationships and encouraging students to explore and set their personal goals. Cases of MI implementation conducted include counseling sessions with students who show low academic motivation, where MI techniques are used to help students set realistic academic goals and feel more enthusiastic about learning. MI offers significant benefits to students, such as increasing their engagement in the learning process and strengthening their intrinsic motivation. By using MI, students feel more emotionally supported and gain a better understanding of their goals and expectations, which in turn can improve their skills in managing academic challenges and achieving better learning outcomes.

### The Effectiveness of Group Counseling in Helping Students

Group counseling is a counseling method to overcome personal and social problems by involving interaction between groups of individuals. Group counseling services are an effective form of therapeutic process. The level of effectiveness of the group counseling stages can be achieved if group members benefit from *feedback* from other group members (Virly et al. 2023). In the world of education, group counseling is more effective in encouraging student learning motivation which is carried out in groups. There are several goals that can be achieved in group counseling to increase student motivation. These goals are to increase self-confidence, trust in



others, increase self-acceptance, self-esteem, and be more sensitive to feelings and motivation (Seligman and Kress 2021).

In group counseling sessions at SMPN 1 Taman, students have the opportunity to practice social skills, such as communication and empathy, while addressing personal and academic issues they face. Group counseling provides a platform that supports the development of important social and emotional skills, while also providing the social support needed to increase students' motivation and academic success. By utilizing supportive group interactions, students can experience more significant and sustainable increases in motivation to learn, as they feel supported and connected to their peers in the learning process.

### **Synergy of MI and Group Counseling in Increasing Student Motivation**

*Motivational Interviewing* (MI) is one of the steps that can be used to increase students' learning motivation with clear goals, targets, places, characters and counseling roles (Imanda and Wiyono 2022). Group counseling is useful for helping students learn and solve social problems that can help resolve and prepare themselves (Siregar 2018). *Motivational Interviewing* (MI) and group counseling can be integrated effectively to increase students' learning motivation. MI, which focuses on exploring intrinsic motivation and overcoming ambivalence towards behavioral change, can be applied in supportive group counseling sessions. Group counseling itself provides a platform for students to learn and solve social problems while getting support from their peers. By combining MI techniques, such as open-ended questions, reflection, and affirmations, in a group environment, facilitators can help students explore their motivations in depth, share experiences, and receive constructive feedback.

This combined strategy involved group activities designed to increase student engagement and motivation at SMPN 1 Taman. The activities included discussions about academic and personal goals, as well as exercises that emphasized collaboration and problem solving. Implementation of this approach showed increased student motivation and engagement, as well as improvements in class participation and academic achievement. Despite challenges such as resistance to the new method and difficulty in facilitating large group discussions, proposed solutions included additional training for facilitators, the formation of smaller groups, and the development of constructive strategies to overcome resistance. By addressing these challenges, the synergy between *Motivational Interviewing* (MI) and group counseling at SMPN 1 Taman can significantly improve student learning motivation.

### **Impact on Learning Outcomes and Academic Motivation**

The impact of group counseling integrating *Motivational Interviewing* (MI) on student learning outcomes is evident through improvements in academic motivation and academic achievement. After participating in the program, students often show increased interest and engagement in the learning process, which contributes to improvements in their grades and performance in class. Positive experiences during group counseling sessions motivate students to be more active in learning, increase their self-confidence, and strengthen their commitment to their studies. Data from the program indicate that previously low-motivated students can experience significant changes in their attitudes and academic performance. Based on these findings, it is recommended that schools adopt and integrate group counseling with MI as an effective strategy to improve motivation and learning outcomes. Future intervention program development should consider ongoing adjustments to better meet students' needs and ensure a sustained positive impact on their motivation and academic achievement.

Based on results research conducted at SMPN 1 Taman, integration *Motivational Interviewing* (MI) in counseling group proven effective in increase motivation And results Study students. Through implementation MI technique, students involved active in session focused counseling on development objective personal And academic they, as well as solve challenges faced in the learning process. During this program, students show improvement interest in learning And more proactive in participation class. Activities combined group with MI



technique creates supportive environment, where students feel pushed and motivated to reach their potential maximum. Results from this program reflect significant improvement in academic achievement, as well as development positive in involvement and a sense of trust for students. For more optimal results, it is recommended that schools keep going, adapt and repair approach, make sure that counseling group with MI can keep going and give sustainable benefits for community studying at SMPN 1 Taman.

## Conclusion

Based on research on the effectiveness of group counseling with the *Motivational Interviewing* (MI) approach to improve students' learning motivation at SMPN 1 Taman, it can be concluded that the application of MI techniques in group counseling has a significant positive impact on students' academic motivation. After participating in group counseling services with the MI technique, there was a significant increase in students' learning motivation. This is indicated by positive behavioral changes, such as punctuality in completing assignments, activeness in participating in learning activities, and the ability to divide time between studying and other activities better.

Thus, group counseling services using the MI approach have proven effective in improving students' learning motivation at SMPN 1 Taman. Counselors are advised to continue to conduct further research to identify challenges and problems that students may face, as well as to implement more appropriate counseling strategies, especially with the *miracle question technique*. It is important for counselors to develop communication skills, use innovative learning media, and continue to improve professional competence through training and workshops. For schools, the provision of facilities and support for teacher professional development must be prioritized so that counseling activities can run effectively. Future research is expected to provide new insights that are useful for improving the quality of education and increasing students' learning motivation in the future.

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