

Improving Motivation of Underachievement Students Using Cognitive Behavioral Counseling (CBC) Interventions

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Abstract— Basically every student has the potential in learning, but not all students are able to reach their potential optimally. In the case of this study, students have good potential in terms of cognitive, which has an intelligence level that is classified as above average but has a very low achievement. This condition illustrates that students experience underachievement problems. One of which factors are the low motivation of students in learning. In addition, students do not understand their potential, are less able to plan for their future and show low achievement scores. This study uses a descriptive approach, action research. The research subjects were one student who was diagnosed as underachievement. The intervention given to the subject of this study used Cognitive Behavioral Counseling (CBC). The result of giving this intervention is that students are able to understand their potential such as their weakness and strengths, able to formulate the goals or direction of future goals specifically and realistically, be able to determine achievement targets in learning, and to improve the value of academic achievement from 29th to 24th out of 30 students.

Keywords— *underachievement, low motivation, intervention, Cognitive Behavioral Counseling (CBC)*

I. INTRODUCTION

Basically, every student has the potential to learn, but not all of them are able to reach their potential optimally. Students will face various obstacles to maximize their potential. These obstacles arise either consciously or not. As a result, not a few students experience a decline in achievement at school. This also does not rule out the possibility that students will experience problems underachievement. Underachievement is a condition that shows a gap between potential abilities and real abilities. Monks & Katzko in [1] defines underachievement as a gap between potential and achievement. Ref [2] said that academic underachievement is generally conceptualized as a discrepancy between ability and performance.

In general, they are experiencing is the underachievement of students who have a relatively high potential with above-average intelligence or superior. Ref [1] stated that students who experienced underachievers tended to be caused by low expectations and targets, lack of motivation, family trauma and other causes. Problems are generally found in schools that are classified as favorites that show good achievement in their

students, but among them is a possible case of underachievement. This research article was appointed based on the case during the occupational practice of the educational psychology profession conducted in 2013 at one of the favorite junior high schools in the city of Yogyakarta. The case starts with the guidance and counseling teacher's reference to the researcher as well as the practitioner in the profession of educational psychology. Based on the referral from the guidance and counseling teacher, it was conveyed that the student was often late for school and for the past two semesters he had low academic achievement and was ranked 29 out of 30 students in his class [3].

Based on IQ test results when entered in the junior high school X in the city of Yogyakarta, the subject has a level of intelligence is classified in the category of superior IQ 144 (CFIT). He was able to understand and receive information as well as the shadow of good power space. However, the subject is less able to regulate his concentration in learning. He has less fighting power and lacks planning and goals that have not been directed at his ideas and future. This makes the academic achievement low, which is getting rank 29 out of 30 students and grades that do not reach completeness criteria in some subjects.

The subject is also a sensitive person and tends to see problems from his own perspective. But he is quite able to adapt to their environment and have quite a lot of friends at school. He is less able to maintain his concentration to focus on the task, especially when studying. His attention is easily distracted by other activities.

Based on preliminary studies, the subjects indicated experiencing problems of underachievement, that there is a gap between potentiality with his achievements. According to Clark, in [4] there are some characteristics that indicated the student underachiever, as follows: achievement shows that contrary to expectations or potential, was not happy with the school or the teacher and tend to join with friends who also had a negative attitude on schools, less motivated to learn, do not do chores, often sleepy when studying and did not complete the task, less able to make adjustments to the intellectual, felt less passionate, less assertive often noisy in the classroom, has poor discipline, often late for school, reluctantly doing assignments,

often making noise, being easily affected, and not having a hobby or interest in activities to spare time.

In its development, the subject is in junior high school which means the client is at the stage of adolescent development. Adolescence is an important period in achievement in [5]. Ref [5] explains that social and academic pressures encourage adolescents to the various roles they must carry out, roles that often require greater responsibility. Achievement is one thing that is very important for teenagers. In this case, the client has a low achievement that he should be able to achieve higher achievements because of the intelligence potential above the average. However, it turns out that a person's achievements are not only determined by intellectual abilities but also strongly influenced by motivation and other psychological factors.

Based on the case study, the researchers conducted an intervention by using cognitive behavioral counseling to be able to increase the motivation of students who experienced problems underachievement as indicated by an increase in academic achievement in schools. Ref [6] said counseling interventions could help students who have low motivation to make decisions in achieving goals and changing habits that disrupt the learning process. In additional, ref [7] stated that a central principle of cognitive behavior therapy is that thoughts, emotions, behaviors, and physiology are part of a unified system. A change to any one part will be accompanied by changes to the other parts. Counseling Behavioral Cognitive is based on cognitive behavioral approaches. Cognitive behavior therapy progressively encourages the client to recognize and accept their emotions, to detect first their automatic thoughts and then the related underlying beliefs (both intermediate and core). Only if the connection between thoughts (beliefs) and emotions (consequences) is recognized can further progress be made through cognitive behavior therapy [7]. Based on this background, the researcher uses a cognitive behavioral approach to counseling to intervene in students who experience problems underachievement with the root causes of low motivation.

II. METHOD

This study uses a descriptive approach. This study is a follow-up to a case study of one student diagnosed with underachievement. This study aims to provide intervention to one student who was diagnosed with underachievement problems. The suitable approach in this study is action research. Action research is divided into several series starting from planning, action, observation, and reflection. The action research in this study was designed in 2 (two) cycles with a total of 6 (six) meetings with the aim of increasing motivation which leads to understanding potential and improving academic achievement. Ref [8] said that there are two essential aims of all action research: to improve and to involve. Action research involves learning in action and reflection because action research is always done in the process of learning, which is education. Action research is more than just doing activities but also forms of practice involving data collection, reflection on actions such as those presented through data, producing evidence from data, and making knowledge claims based on conclusions drawn from validated evidence [9]. Lewin

developed a theory of action research as a spiral of steps involving planning, fact-finding (or reconnaissance) and execution, and which later came generally to be understood as an action-reflection cycle of planning, acting, observing and reflecting [9].

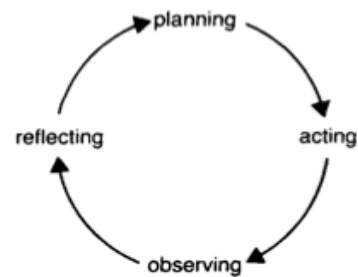


Fig. 1. Action-reflection cycle

The action taken in this study is to use cognitive behavioral counseling. The action is carried out with two cycles which are divided into three meetings in one cycle. The total meeting is as many as 6 meeting sessions. Data analysis in this study uses descriptive methods by interpreting data from counseling, observing and documenting the analysis of each task performed during the intervention program.

III. RESULTS AND DISCUSSION

Based on the results of the assessment, it can be concluded that the subject experienced underachievement caused by low motivation in the client. Low motivation is a condition that does not or lacks energy and encouragement in conducting learning activities so that the values and achievements are bad. The condition of low motivation can be enforced because there are several characteristics that are in accordance with the 6 characteristics or characteristics of a student who has low motivation [10]. as follows: 1) fear of failure, 2) not or lack of curiosity, 3) not have ambitions or goals to be achieved, 4) do not have spontaneity in everyday life, 5) do not or lack a sense of responsibility in their daily lives, 6) do not have the desire to show good and even better results than others.

Based on the intervention plan focused on the subject, the baseline determination was carried out through interviews with the subject and his sister when at home for 10 days of client activities. Based on these results, the baseline for clients is: Clients never study at home at night. Activities carried out by clients such as watching TV, playing computers, cleaning, and if there is homework are not done at home, and clients fall asleep. In addition, clients do not have daily activities. The client also still does not understand the goals and ideals he wants.

Intervention is given to the subject and his sister. To the subject, intervention is done with cognitive behavioral counseling techniques. Ref [6], said counseling interventions could help students who have low motivation to make decisions in achieving goals and changing habits that disrupt the learning process. The following is the target of intervention for the subject:

- The subject can recognize his potential (weaknesses and strengths) that can support the development of his learning achievements.
- The subject is able to make targets and goals related to his academic development.
- Subjects are able to schedule daily activities, especially in degree so that they are more organized and conditioned by determining the right learning strategy.
- Train the subject to be able to concentrate on using relaxation.
- There is an increase in academic achievement by referring to the increase in class rankings.

The intervention was conducted in two cycles which were divided into three meetings in one cycle. The total meetings were as many as 6 meeting sessions consisting of, (1) Building rapport and contract activities, (2) exploring potential weaknesses and advantages, (3) setting goal settings by making strategies and devoting high effort / fighting force (two sessions were conducted meeting), (4) setting targets and objectives, (5) Exercise concentration with relaxation, and (6) program evaluation and termination). Function problem analysis uses ABC models for Cognitive Behavioral Counseling (Ellis, in [7]):

TABLE I. FUNCTION ANALYSIS OF ABC MODELS

A (Activating event)	At home
B (Beliefs)	-If no one is accompanying learning, it is difficult to concentrate. -less like reading so that when reading feels bored quickly. -Does not like coercion
C (Consequence) - Emotion	Lazy Angry and sulking
- Behavior	-Do not want to study -Not doing homework at home Playing computer -Cleaning house.

Based on the results of the intervention carried out on the subject obtained, in the first cycle, the subject was able to fill the action plan against the objectives of the intervention he wanted. The subject has also been able to understand his potential by writing down his strengths and weaknesses in the learning process. But in the first cycle, the subject has not been able to plan targets in determining the direction of his future. Based on these constraints, it is continued in the second cycle by making more specific goal setting using the SMART method. In the second cycle, the subject was able to set goal setting by making a strategy and devoting high effort/fighting power to the SMART concept (Specific, Measurable, Achievable, Realistic, and Timely).

Subjects are able to make strategies to increase motivation according to their abilities and are not affected by environmental barriers by using goal-oriented learning. The subject is able to make and describe the targets and goals for the future according to the relevant dreams and their potential. Subjects are able to plan in stages strategies to achieve these goals. The subject is able to determine the priority scale of his activities which can support the achievement of his goals in the future. He is able to make weekly and daily activity schedules. Changes in behavior that is on the subject are that he is able to concentrate more in degrees even though no one is accompanying when the degree is in accordance with the scheduling he made. The subject began to like reading starting from reading articles of interest both from the internet and books. In addition, he was able to be more positive in looking at the admonition from his brother who always asked him to study, so he was better able to control his emotions and his actions which were goal oriented. In addition, he also understands the problems in the subject after getting an education related to the problems experienced by his sister. The final result of the intervention process is an increase in academic achievement in schools by reducing the value of subjects that are not in accordance with the KKM and can improve academic achievement from rank 29 to rank 24 out of 30 students.

TABLE II. TABLE OF SUBJECT ACADEMIC PROGRESS

Subject	Learning Outcomes Semester 2 Class 7	Learning Outcomes Semester 1 Class 8	Learning Outcomes Semester 2 Class 8	Final Value Of Learning Outcomes Grade 8	Category
Religious education	80.00	72.00	78.00	82.00	Increased
PKN	62.00	69.70	68.00	82.00	Down
Indonesian	70.00	78.50	78.00	82.00	Down
English	44.00	42.40	38.00	80.00	Down
Math	52.50	50.25	60.00	72.00	Increased
Natural Sciences	52.00	46.40	60.00	75.00	Increased
Social Sciences	69.30	69.50	64.00	80.00	Down
TIK	44.00	67.80	86.00	81.00	Increased
Javanese language	60.00	57.00	56.00	80.00	Down
Elektro	72.50	80.75	48.00	84.00	Down
Total	606.3	634.30	636.00	798	Increased
Mean	60.63	63.43	63.60	79.8	Increased
Rank	29	27	24	24	Increased

This is in line with the results of the study [11], who found that Empirical research suggests a correlation between

Cognitive Behavioral Therapy (CBT) interventions and increased academic achievement of students in middle schools. Practical examples and resources were provided to

assist school counselors in implementing CBT interventions to help students control cognitive thought processes and positively impact academic achievement.

IV. CONCLUSION

Based on the results of the study by intervening with subjects who experience underachievement with the problem of low motivation, it is found that the use of CBC makes the subject understand the potential possessed by knowing the shortcomings and strengths. He can also to formulate his long-term ideals for the next 5 years and the short-term and long-term achievement targets. The short-term target he set is to get the test value exceeding the standard minimum completeness and increase his rank in the class, whereas, the target length is to enter the Favorite High School in the City of Yogyakarta and become a scientist. In addition, he is also able to make his own study schedule in accordance with the priorities he wants to achieve during the next week of his activities. The final result of the target that he achieved at the end of the semester, he was able to increase his level in the class from rank 29th to rank 24th out of 30 students. In general, the subject is quite cooperative during the process starting from the assessment to the intervention.

The recommendations given to the subject are the learning time determination programs that have been made so that they continue to be carried out. This is intended to give autonomy to the subject and train him to be independent and more consistent in carrying out activities according to the priority schedule. In addition, subjects should increase their interest in reading so that they can provide more information to their knowledge.

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