

## The effectiveness of reinforcement sensitivity theory on student motivation through group counseling services

Lestari

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(Received: 15-January-2020; Reviewed: 22-February-2020; Accepted: 26-April-2020; published: 29-June-2020)

**Abstract:** This research aims to determine the effectiveness of the use of Reinforcement Sensitivity Theory (RST) towards increased motivation to learn students through group counseling services. This research uses quantitative approach method with non-equivalent control group design. The research sample amounted to 14 students who have motivational learning problems that have not been expected. The data collection techniques in this study used scale techniques using purposive sampling. Data analysis techniques using Wilcoxon test and Mann-Whitney Test. The results of this research show that Reinforcement Sensitivity Theory (RST) through group counseling services proved to be an effective learning motivation for students.

**Keywords:** Reinforcement Sensitivity Theory (RST); Learning Motivation; Group Counseling

**Abstrak:** Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan *Reinforcement Sensitivity Theory (RST)* terhadap peningkatan motivasi belajar siswa melalui layanan konseling kelompok. Penelitian ini menggunakan metode pendekatan kuantitatif dengan desain *non-equivalent control group design*. Adapun sampel penelitian berjumlah 14 siswa yang memiliki permasalahan motivasi belajar yang belum sesuai dengan harapan. Teknik pengumpulan data pada penelitian ini digunakan teknik skala dengan menggunakan *purposive sampling*. Teknik analisis data menggunakan uji *wilcoxon* dan uji *mann-whitney*. Hasil dari penelitian ini menunjukkan bahwa *Reinforcement Sensitivity Theory (RST)* melalui layanan konseling kelompok terbukti efektif terhadap motivasi belajar siswa.

**Kata Kunci:** *Reinforcement Sensitivity Theory (RST)*; Motivasi Belajar; Konseling Kelompok



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## INTRODUCTION

Humans are creatures that have a mind and character, so as a social creature human

cannot be separated from the interaction of the environment in which they live. The environment itself has an important role in shaping individual behavior. Behavioristic theory

emphasizes scientific studies of various behavioral responses that can be observed and determinants of their environment. In other words, behavior focuses on interactions with the environment that can be seen and measured. The relationship between one individual and the individual where the family as the basis of education, schools as educational developers, and the community will encourage the principle of behavior change that is widely applied (King, 2010); (Walgito, 2019); (Samsudin, 2018).

Every person certainly cannot be separated from the interaction in the neighborhood, both family, school and community. Like a student who cannot be separated from interactions in the school environment both interactions with teachers, students, and interactions with other schools. Teaching and learning process inside and outside the classroom is one form of interaction between students and teachers because students can play an active role in the learning process. This is in line with the opinions of Desi, Rahayu & Solihin (2014); Bali (2015) social skills are obtained through a process of learning activities, both learning from parents as figures closest to children and learning from peers and the community. The importance of various kinds of social skills for students at this time is needed to be applied in the learning process.

Associated with the learning process carried out by students greatly affect student achievement. In achieving good learning achievement, it is inseparable from the motivation to learn. This is in line with the opinion of Malayu (2010); Shuck, Rocco, & Alborno (2011) which states that motivation is a process of providing a driving force that creates the excitement of one's work so that they want to work together, work effectively, and are integrated with all their efforts to maintain activities directed at achieving goals. Motivation also requires a person to carry out activities mentally and physically. The mental activities include a variety of cognitive actions, while physical activities require the existence of effort, persistence, and action.

However, seeing the phenomenon now especially in millennials, there are students who are more interested in reading social media than reading textbooks. It seems that this can affect student learning motivation which will later have an impact on student learning outcomes themselves. This certainly becomes a problem that must be immediately resolved by the school,

one of them is a guidance and counseling teacher. This is in accordance with the results of research by Ezemenaka (2013); Suryadi, Ginanjar, & Priyatna (2018); Mutia, Irfansyah & Adnyani (2016) that more than 50% of students have more than one mobile phone and equipped with the internet so that it has a very strong influence between the use of social media Facebook and WhatsApp on the learning discipline of students that leads to learning achievement. This is because many students use WhatsApp social media during class hours, so that the learning discipline of students becomes weak and unfocused in following learning.

According to Sholikhah & Saifuddin (2013); Istiyanto (2016) The use of the internet especially social networking sites will certainly have positive and negative impacts in the world of education so that it can change lifestyles, as well as bring in new habits. Student activities in accessing social networks will be activities that trigger a decrease in learning motivation when used during class hours. Accessing social networking activities is said to not cause a decrease in learning motivation if students use social networks when students are not bound in a learning condition in the classroom or at home. Furthermore, guidance and counseling teachers have a duty to help students develop their potential, one of the potentials that must be developed in students is independence. Independence can be seen from various fields, one of which is the field of learning so that students can have motivation to learn. However, there are still students who have learning motivation that is not in line with school expectations, it seems that they must be immediately resolved by the guidance and counseling teacher both through guidance and counseling services in the classroom and outside the classroom. One technique in counseling guidance services that can be used to overcome problems related to student motivation is to use Reinforcement Sensitivity Theory (RST) through group counseling services.

The strengthening sensitivity theory (RST) is a leading neuropsychological theory of personality that explains the role of individual differences in fear and anxiety related behaviors as well as behavior related to approaches (Corr, 2016). While in group counseling services there are group dynamics. BK service delivery implemented in a group concept in which there are group dynamics so that students have the opportunity for discussion and problem solving

to help students reduce negative behavior (Luddin, 2010); (Amalia, 2019); (Hadi, Yusuf, & Syahniar, 2013). Group dynamics have an important role in the implementation of group counseling because in group dynamics each group member can learn from one another in dealing with the problems he experiences.

In the implementation of group counseling the group leader should be expected to understand the group's goals. This will make it easier to decide on matters related to the group, such as the number of members, the selection of group members, group sessions, time of implementation, and place of implementation. Group leaders act as role models for group members by carrying out a variety of distinctive characteristics, including confidence, presence, motivating group members, being able to take risks, caring, accepting, willingness to be an example, having a sense of humor, being able to work with group members, giving encouragement positive and able to explore the potential of group members (Rosselet & Stauffer, 2013); (Young, 2012).

Previous research has been conducted by Mulyati (2019); Silaban (2019); Alfian & Hidayat (2020) that there is a relationship between providing positive reinforcement (positive reinforcement) and negative reinforcement (negative reinforcement) on learning motivation and learning outcomes in students. Furthermore, related to the study of motivation to study also conducted by Hutabarat (2020) that the reinforcement method is effective to increase student motivation but does not use a control group in the study. While this study not only used an experimental group but a control group so that the level of reliability of students' learning motivation changes was higher which was influenced by the administration of Reinforcement sensitivity theory

## **METHODS**

The approach in this study uses a quantitative research approach with a non-equivalent control group design. Both the experimental group and the control group were given a pretest and posttest to find out the difference between the experimental group between the pretest score and the posttest score and the specific differences that distinguished the experimental and control groups. Data collection techniques using a scale method with purposive sampling technique. The study sample consisted of 14 students with 7 students in the

experimental group and 7 students in the control group. Data analysis using Wilcoxon test to determine the results of the treatment between the pretest score data and posttest score. Furthermore, there is a Mann Whitney test to determine the effectiveness of Reinforcement Sensitivity Theory (RST) on student motivation.

## **RESULTS AND DISCUSSION**

Based on the results of research prove that Reinforcement Sensitivity Theory (RST) is effective against student motivation through group counseling services. According to Miltenberger (2012); Sanjaya (2010) reinforcement is a process in which behavior is strengthened directly to provide information or feedback for students on actions or the response given as an impetus, a correction that leads to the achievement of the function of consciousness effectively for the short and medium term. If an individual's behavior is strengthened, then it will tend to happen again in the future. Furthermore, Kinyanjui, et al. (2015); Arifin (2010); Marno (2010) revealed that the reinforcement technique requires students not only to receive reinforcement, but they must learn to be able to increase the likelihood of repetition of behavior so that effective reinforcement goals or behaviors are expected. Some teachers revealed that they use information feedback, so that it can provide new knowledge for students.

In the implementation of group counseling there is information and experience from group members, so that one member can learn from other members. They get reinforcement from other members in overcoming problems related to learning motivation. This is supported by research conducted by Nadhifa, Habsy, & Ridjal (2020); Abood, Abdel & Abdel (2015) in group counseling is effective for group members and gives good results for group members. According to Corey (2012) the implementation of group counseling through four stages, namely: the planning stage, the initial stage, the transitional stage, the work phase, the final stage, the evaluation phase and follow-up. Furthermore, there are various theories that underlie motivation to learn, including the hierarchy of need maslow theory, attribution theory, and self-determination theory. Several theories show that underlie motivation to learn, then in this case it is more focused on self-determination theory

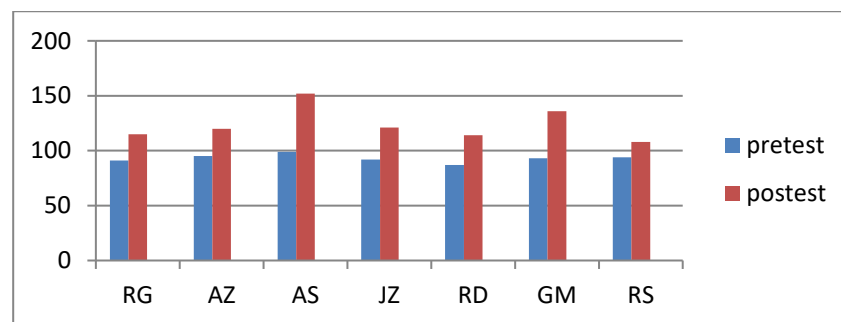
because the motivation of learning of each student influences learning outcomes. This is in line with the opinion expressed by Reeve (2012) self-determination theory emphasizes three aspects, 1) autonomy, 2) competence, and 3)

relevance. Based on the results of the study can be known the difference between learning motivation scores before and after Reinforcement Sensitivity Theory (RST) through group counseling services, namely:

Table 1. pretest and posttest of student's Motivation in the experimental group

No	Initial name	Pretest	Category	Posttest	Category
1.	RG	91	Low	115	Moderate
2.	AZ	95	Low	120	Moderate
3.	AS	99	Low	152	High
4.	JZ	92	Low	121	Moderate
5.	RD	87	Low	114	Moderate
6.	GM	93	Low	136	Moderate
7.	RS	94	Low	108	Moderate

Chart 1. pretest and posttest of student's Motivation in the experimental group



Based on the table above it can be seen that there is a difference between pretest and posttest on learning motivation in the experimental group using the Wilcoxon test with a sign of  $0.018 \leq 0.05$  and a mann-whitney test with a sign of  $0.002 \leq 0.05$ . This shows the differences in the results of learning motivation in the experimental group between before and after treatment. According to Kurnanto, (2013); Fitri & Marjohan (2016); group counseling has several advantages, including: saving time and energy, providing a rich source of learning and input for counselees, meeting the need for a sense of belonging, can be a means to train and develop social behavior skills, self-control, make good friendships, can a means of exploration and interaction, increasing self-confidence, respect for self, new understanding of self and adjusting to the environment.

## CONCLUSION AND SUGGESTION

The use of Reinforcement Sensitivity Theory (RST) is effective in increasing student motivation through group counseling services. In this study, it is more focused on the Behavioral Activation System (BAS) because in this system there is a behavioral approach that provides stimulation in the form of gifts that can increase student motivation. These case students can have good study habits. In group counseling is more focused on efforts to overcome the problems faced by students.

Suggestions for education practitioners, especially counseling guidance teachers, are expected to be able to use reinforcement sensitivity theory techniques to overcome problems related to learning motivation. For further researchers relevant to the techniques and issues raised in this study can be used as reference material. In addition, the technique of reinforcement sensitivity theory can also be used

to overcome different problems so that it can be used as a comparison.

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