

# Group Counseling with Motivational Interviewing Approach to Enhance Intrinsic Motivation and Academic Engagement

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## Abstract

The objective of this study was to assess the efficacy of motivational interviewing (MI) group counseling in enhancing intrinsic motivation and academic engagement among students at State Senior High School 2 Sragen, Indonesia. Students with low intrinsic motivation and academic engagement often display a lack of attention during learning activities, disinterest in school, use of cell phones for non-academic purposes during study time, and failure to complete assigned tasks. This study employed a pretest and multiple posttest design, with 14 students selected via purposive sampling and subsequently divided into two groups: the experimental group (7 students), who received group counseling with the MI approach over four meetings; and the control group (7 students), who did not receive intervention. Data were collected using the Intrinsic Motivation Scale ( $\alpha = 0.92$ ) and the Academic Engagement Scale ( $\alpha = 0.89$ ). The data were analyzed using the mixed MANOVA technique. Results demonstrated that the MI approach group counseling intervention positively influences students' intrinsic motivation and academic engagement. Additionally, a measurement effect (time) was observed in relation to students' intrinsic motivation and academic engagement. The study also showed an interaction effect between the MI approach group counseling intervention and measurement (time) on students' intrinsic motivation and academic engagement. Therefore, MI approach group counseling is an effective method for increasing students' intrinsic motivation and academic engagement. The presence of ambivalence is a crucial aspect in group counseling with the MI approach to facilitate the desired change talk.

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## 1. Introduction

One of the primary objectives of a school education is to foster academic achievement. This can be attained by creating an environment that encourages intrinsic motivation and active engagement in the academic process. In Asian societies, academic achievement is regarded as a crucial milestone in a student's career development. Consequently, academic engagement is a pivotal aspect of educational systems in countries such as China, Japan, Korea, Taiwan, and Singapore (Shih, 2021). Intrinsic motivation and academic engagement are crucial for students to possess when engaged in classroom learning. As posited by Karimi and Sotoodeh (2019) if educators aim to foster student involvement in the learning process and academic tasks, it is imperative to establish a learning environment that can fulfill students' fundamental psychological needs, including the need for autonomy, competence, and relatedness. This, in turn, can enhance students' intrinsic motivation and engagement in educational activities.

It is crucial to consider intrinsic motivation and academic engagement as key factors in enhancing students' academic performance and outcomes. Intrinsic motivation and academic engagement present a positive and significant effect on efforts to improve academic achievement. They also have a significant effect on student academic achievement outcomes (Wu, 2019). Yang et al. (2019) de-

monstrated that intrinsic motivation exerts the most significant influence on student engagement, as evidenced by the observation that students who are more eager to learn tend to demonstrate higher engagement. Further, students with higher levels of academic engagement exhibit greater effort and perseverance, a stronger motivation to learn, and are more successful in academics.

The literature also indicates that intrinsic motivation has an impact on school attendance, schoolwork fulfillment, and student engagement, which can reduce dropout rates and enhance student academic achievement (Servet & Çelik, 2021). Intrinsic motivation has been linked to several positive outcomes, including creativity, academic self-concept, higher academic performance, and cognitive engagement, which in turn contribute to higher achievement (Jungert et al., 2020). Sun et al. (2019) demonstrated that intrinsic motivation can significantly motivate individuals to engage in learning activities. Further, Duman et al. (2020) also asserted that students' intrinsic motivation is a significant determinant of learning outcomes, underscoring the importance of fostering intrinsic motivation in educational settings. Concurrently, Cho and Chiu (2021) posited that academic engagement is a crucial element in achieving and sustaining successful student academic performance. Consequently, intrinsic motivation and academic engagement are pivotal in demonstrating positive educational outcomes, such as enhanced academic performance and adaptive behavior.

It is unfortunate that there is evidence indicating a low level of academic engagement among students in school settings. The findings of the study conducted by Zhen et al. (2020) indicated a 16% decline in academic engagement among 415 elementary school students, which is one of the contributing factors to the delays in graduation and high dropout rates observed in this demographic. The findings of the study conducted by Zhen et al. (2020) also indicated that 1,905 students from 11 middle schools in rural Hubei, China exhibited low levels of academic engagement due to their excessive reliance on smartphones. Conversely, the decline in intrinsic motivation in learning from elementary to high school is attributable to external reward factors that can impinge upon students' autonomy and autonomy support, as evidenced by Vo et al., (2021). The findings of Li and Zheng (2017) also indicated that 42.86% of the total 63 students exhibited low academic motivation. Malinauskas and Požėrienė (2020) proposed that student motivation should be a focus of investigation due to its substantial impact on learning. Consequently, an intervention is required to enhance intrinsic motivation and also facilitate the enhancement of students' academic engagement.

A number of counseling interventions have been implemented with the objective of enhancing student motivation and academic engagement. One such intervention is the Motivational Interviewing (MI) approach. The findings of the study conducted by Gutierrez et al. (2018) indicated that extrinsic motivation can notably increase following the administration of the Motivational Interviewing (MI) intervention in group settings. However, the results also suggested that MI may not have the same effect on intrinsic motivation. This is undoubtedly at odds with the fundamental tenets of MI, which place emphasis on the experience, desire (intrinsic), and capacity of the counselee for change. The outcomes of this study conclude that MI was solely effective in enhancing extrinsic motivation, yet proved ineffective in augmenting students' intrinsic motivation and academic engagement. In light of the findings, limitations, and recommendations of numerous preceding studies, this study adheres to the recommendations while elucidating the findings of Gutierrez et al. (2018).

Group counseling has been demonstrated to be an effective approach to enhancing students' academic performance (Putri, 2019). It facilitates the awareness of an individual's weaknesses and strengths, recognition of skills and knowledge, and appreciation of values and actions in accordance with developmental tasks (Wibowo, 2019). Based on the aforementioned discussion, this study assesses the efficacy of the Motivational Interviewing approach to group counseling in increasing intrinsic motivation and academic engagement among students at State Senior High School 2 Sragen, Indonesia.

## 2. Method

This study employed an experimental pretest and multiple posttest design, involving 14 twelfth-grade students from a total population of 350 students selected through purposive sampling. Table 1 delineates the inclusion and exclusion criteria for the research subjects.

**Table 1. Inclusion and Exclusion Criteria**

No	Inclusion Criteria	Exclusion Criteria
1	Aged 15-18 years old	Aged less than 15 years old and 18 years old and above
2	Twelfth-grade students of State Senior High School 2 Sragen, Indonesia	Tenth and eleventh-grade students of State Senior High School 2 Sragen, Indonesia
3	Students who have low intrinsic motivation scores and low academic engagement after measurement with intrinsic motivation and academic engagement scales	Students who have high scores of intrinsic motivation and academic engagement after measurement with intrinsic motivation and academic engagement scales
4	Students who are willing to take part in group counseling activities with the motivational interviewing approach from beginning to end through filling out an informed consent sheet.	Students who are not willing to participate in group counseling activities with a Motivational Interviewing approach through filling out an informed consent sheet.

The level of intrinsic motivation of students was gauged through an adaptation of the Intrinsic Motivation Scale (AIMS), comprising 25 items. This scale was designed to identify beliefs and behaviors aligned with intrinsic motivation for students in relation to four key aspects, namely challenge (6 items), control (7 items), curiosity (7 items), and career prospects (5 items). These indicators have been refined in accordance with Ryan and Deci's Self-determination Theory (Vo, Ullrich-French & French, 2021). Subsequently, to assess students' academic engagement, an instrument was developed based on the concept of academic engagement proposed by Fredricks et al. (2004). This conceptualization encompasses three dimensions of engagement, comprising cognitive engagement (8 items), emotional engagement (9 items), and behavioral engagement (8 items). The intrinsic motivation and academic engagement scale employed a four-point Likert scale, with responses ranging from 4 (Strongly Agree) to 1 (Strongly Disagree) if the item is favorable, and vice versa. The results of the instrument validity test indicated that 25 items pertaining to intrinsic motivation were deemed valid (0.416–0.739) with an alpha reliability coefficient of 0.922. Meanwhile, the academic engagement scale, comprising 25 items, was also deemed to be valid (0.344 - 0.719) with an alpha reliability coefficient of 0.893. In this study, hypothesis testing was conducted using repeated measure mixed MANOVA test with the assistance of the SPSS (Statistical Product and Service Solutions) 25.0 software for Windows.

This study employed a pretest and multiple posttest design across four distinct stages. First, the level of intrinsic motivation and academic engagement was measured (pretest) to select research participants who exhibited low levels in the category. The selection process yielded 14 students who met the inclusion criteria and were randomly assigned to either the experimental or control group. Each group consisted of seven members. The experimental group received an intervention in the form of motivational interviewing and group counseling, while the control group did not receive an intervention.

The experimental group was subjected to an intervention conducted over four sessions, each lasting 60 minutes (see Table 2). Additionally, posttest instruments were administered to both the experimental and control groups to assess the level of intrinsic motivation and academic engagement among group members following the intervention. In the final stage, both groups were presented with a follow-up instrument to ascertain the durability or resilience of intrinsic motivation and academic engagement after the posttest

**Table 2. Design of Guidance and Counseling Intervention using Motivational Interviewing Approach**

Session	Stage	General Purpose	Particular Purpose
1	Engaging in group	Increase intrinsic motivation and academic engagement	Group members understand the rules and objectives of group counseling and agree on a group counseling contract (informed consent).
2	Focusing		Reveal information on the causes of low intrinsic motivation and academic engagement as well as group members' understanding of the direction and clear goals of change through group counseling.

Session	Stage	General Purpose	Particular Purpose
3	Evoking		Bring up ambivalence that can strengthen thoughts, feelings, and motivation to facilitate change talk and foster commitment to change.
4	Planning		Formulate a plan and take steps (realize) the desired positive changes (action plan) and support self-efficacy.

### 3. Results

Table 3 indicates that the pretest data obtained from the experimental group through the distribution of intrinsic motivation and academic engagement scales yielded an average intrinsic motivation score of 42.57 (SD = 1.134) and an average academic engagement score of 43.57 (SD = 1.134).

**Table 3. Results of Pretest, Posttest, and Follow-Up from the Experiment Group**

No	Intrinsic Motivation Score			No	Academic Engagement Score		
	Pretest	Posttest	Follow-Up		Pretest	Posttest	Follow-Up
1	43	71	75	1	43	70	74
2	44	94	96	2	44	89	89
3	42	87	91	3	43	83	83
4	42	70	70	4	45	72	68
5	41	96	94	5	43	95	99
6	44	96	96	6	45	85	96
7	42	83	92	7	42	73	71
Mean	42.57	85.29	87.71		43.57	81.00	82.86
SD	1.134	11.191	10.657		1.134	9.539	12.321

Table 4 indicates that the pretest data obtained from the control group through the distribution of intrinsic motivation and academic engagement scales yielded an average intrinsic motivation score of 45.43 (SD = 0.976) and an average academic engagement score of 46.43 (SD = 0.787).

**Table 4. Results of Pretest, Posttest, and Follow-Up from the Control Group**

No	Intrinsic Motivation Score			No	Academic Engagement Score		
	Pretest	Posttest	Follow-Up		Pretest	Posttest	Follow-Up
1	44	44	42	1	46	45	39
2	45	41	40	2	47	52	50
3	45	50	51	3	47	46	54
4	45	43	53	4	47	45	42
5	47	51	44	5	47	50	50
6	46	46	43	6	45	43	43
7	46	45	49	7	46	46	43
Mean	45.43	45.71	46.00		46.43	46.71	45.86
SD	0.976	3.638	4.967		0.787	3.147	5.460

In this study, the hypothesis was tested using a repeated-measures mixed MANOVA (multivariate analysis of variance) with the assistance of the SPSS (Statistical Product and Service Solution) 25.0 software for Windows. The results of the repeated-measures mixed MANOVA are presented in Table 5.

**Table 5. Results of Repeated Measure Mixed Manova Analysis**

Effect	Intrinsic Motivation Score			Academic Engagement Score		
	F	Df	P	F	Df	P
Time	88.793	2, 24	< 0.01	64.868	1.325, 15.903	< 0.01
Group	81.895	1, 12	< 0.01	60.930	1, 12	< 0.01
Time* Group	85.311	2, 24	< 0.01	66.053	1.325, 15.903	< 0.01

As evidenced by the results of the repeated-measures mixed-model analysis of variance (ANOVA), the motivational interviewing (MI) approach in group counseling has a significant impact on intrinsic motivation, as indicated by the F-ratio (1.12) = 81.895 and a p-value less than 0.01. The results of the repeated measures mixed MANOVA analysis also demonstrate the impact of the MI group counseling intervention on enhancing academic engagement, as evidenced by the F (1.12) = 60.930,  $p < 0.01$  value. Consequently, the MI approach group counseling intervention exerts a discernible influence on students' intrinsic motivation and academic engagement.

Table 5 also demonstrates the impact of measurement (time) on the enhancement of intrinsic motivation, as evidenced by the statistical significance (F (2.24) = 88.793,  $p < 0.01$ ). The results of the repeated measures mixed MANOVA analysis also demonstrate the impact of measurement (time) on the enhancement of academic engagement, as evidenced by the F-value (1.325, 15.903) = 64.868, with a p-value less than 0.01. Consequently, there is an effect of measurement (time) on students' intrinsic motivation and academic engagement.

In addition, the outcomes of the paired t-test between time points are presented in Table 6. The results of the analysis of the effect of time on intrinsic motivation indicate a significant increase in intrinsic motivation between T1 and T2 (MD = -21.500,  $p < 0.01$ ) and between T1 and T3 (MD = -22.857,  $p < 0.01$ ). With regard to the results of measuring intrinsic motivation at T2 and T3, no significant difference was observed in the level of intrinsic motivation (MD = -1.357,  $p > 0.01$ ). This indicates that the effect of the MI approach group counseling intervention is permanent or fixed during the follow-up period.

The repeated measures mixed MANOVA analysis yielded further results indicating an interaction effect between the MI approach group counseling intervention and measurement (time) on the increase of intrinsic motivation, as evidenced by the value of F (2.24) = 85.311, with a p-value less than 0.01. Additionally, the analysis revealed a similar interaction effect on academic engagement, as demonstrated by the value of F (1.325, 15.903) = 66.053, with a p-value less than 0.01. Therefore, there is an interaction effect between the MI approach group counseling intervention and the measurement (time) of students' intrinsic motivation and academic engagement.

**Table 6. Results of Pairwise Comparison**

Time	MD	SE	P
<b>Intrinsic Motivation</b>			
T1-T2	-21.500	2.172	< 0.01
T1-T3	-22.857	2.202	< 0.01
T2-T3	-1.357	1.242	> 0.01
<b>Academic Engagement</b>			
T1-T2	-18.857	1.866	< 0.01
T1-T3	-19.357	2.489	< 0.01
T2-T3	-0.500	1.258	> 0.01

As illustrated in Figure 1 and Figure 2, the interaction effect pattern between the MI approach group counseling intervention and measurement (time) can be discerned by comparing the level of intrinsic motivation and academic engagement in the experimental group and control group. In the experimental group, the level of intrinsic motivation and the level of academic engagement are observed to be higher than the level of intrinsic motivation and the level of academic engagement in the control group, particularly in T2 and T3.

The results demonstrate that the experimental group exhibits the greatest improvement in intrinsic motivation and academic engagement at T2 and T3, as compared to the control group. With regard to the impact of the intervention, the findings indicate that the MI approach to group counseling is effective in enhancing intrinsic motivation and academic engagement, particularly when considered in conjunction with the effects of time.

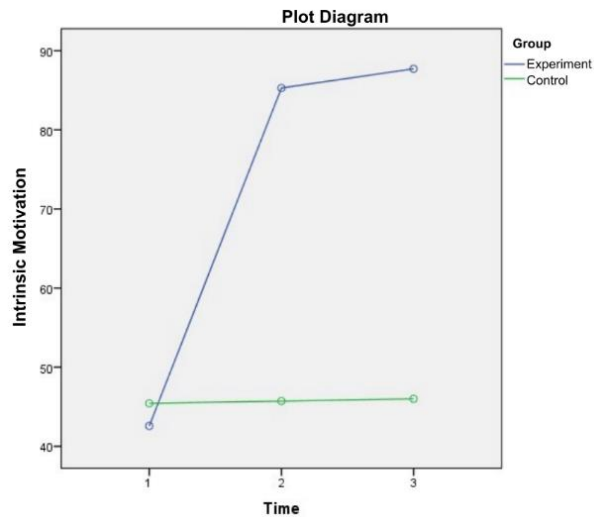


Figure 1. Plot Diagram of Experimental Group and Control Group in Improving Intrinsic Motivation

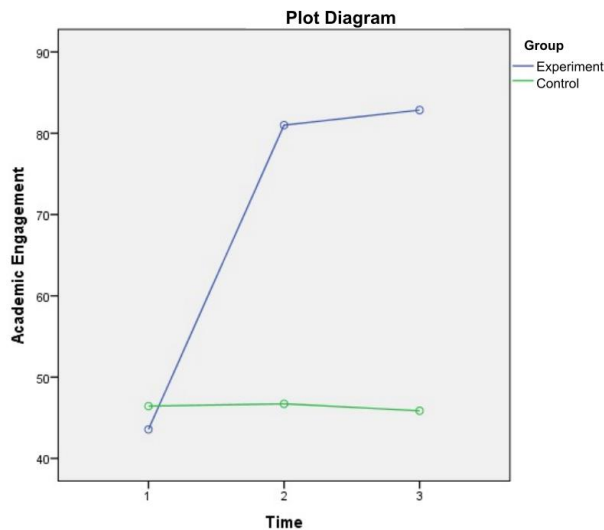


Figure 2. Plot Diagram of Experimental Group and Control Group in Improving Academic Engagement

#### 4. Discussion

The implementation of the Motivational Interviewing (MI) approach to group counseling entails the group leader's efforts to engage group members in order to facilitate active participation. This approach aims to instill the realization in the group members that they possess the potential and capacity for change, as well as the ability to establish dynamics and cohesiveness within the group. A repeated-measures mixed MANOVA statistical test was conducted on the data obtained from the MI approach group counseling. The results of the repeated-measures mixed MANOVA analysis indicate that the MI approach group counseling intervention has a significant effect on increasing students' intrinsic motivation. Additionally, the results of the repeated measure mixed MANOVA analysis also demonstrate the impact of measurement (time) on the enhancement of students' academic engagement. The results of this study demonstrate that the experimental group exhibited the greatest improvement in intrinsic motivation and academic engagement at the post-test and follow-up compared to the control group. With regard to the effects of the experimental variables, the measurement effects (time) and the interaction effects between the Motivational Interviewing approach group counseling and measurement (time) on intrinsic motivation and academic engagement are found to be significant. These findings indicate that the Motivational Interviewing approach in group counseling is an effective intervention that can enhance intrinsic motivation and academic engage-

ment in students, particularly in those in the twelfth grade at State Senior High School 2 Sragen, Indonesia.

The findings of this study align with those of Reich et al. (2015) which examined the efficacy of Motivational Interviewing (MI) interventions in modifying student learning behaviors. The results indicated that students in classes that received MI interventions prior to final examinations exhibited superior academic performance compared to those in classes that did not receive such interventions. The results of this study are also consistent with those of the research conducted by Strait et al. (2019) which replicated the findings of Reich et al. (2015). This earlier study revealed that students who participated in a Classroom-Based Motivational Interviewing (CBMI) intervention demonstrated a notable enhancement in their examination performance. Additionally, this study yielded findings indicating that the MI approach to group counseling proved efficacious in augmenting students' intrinsic motivation and academic engagement, which subsequently emerged as predictors of enhanced academic outcomes, performance, and achievement.

The findings of the present study are inconsistent with those of the study conducted by Gutierrez et al. (2018), which demonstrated that extrinsic motivation can markedly increase following the implementation of an intervention through the motivational interviewing (MI) approach in groups. Nevertheless, it was found that the MI approach to group counseling is unable to affect intrinsic motivation. The results of this study also address recommendations and clarify the results of research conducted by Gutierrez et al. (2018), which demonstrated that the MI approach to group counseling is effective and provides a beneficial effect in increasing intrinsic motivation while also increasing students' academic engagement, particularly among the twelfth-grade students at State Senior High School 2 Sragen, Indonesia.

Moreover, the findings of this study corroborate the research recommendations put forth by Yun and Park (2020) regarding motivational regulation strategies that are efficacious in enhancing a number of aspects of academic engagement. The MI approach to group counseling has been demonstrated to be an effective method for increasing intrinsic motivation and three dimensions of academic engagement, namely cognitive engagement, emotional engagement, and behavioral engagement. Moreover, the findings of this study respond to the research recommendations from Snape and Atkinson (2017) who advocate for the implementation of School-Based Motivational Interviewing (SBMI) in a more expansive context, such as SBMI to enhance motivation and academic achievement. This represents a novel and potentially intriguing avenue of inquiry within the field of education. This study contributes new findings to the field of education, demonstrating that the MI approach to group counseling is an effective method for increasing students' intrinsic motivation and academic engagement, which are key predictors of academic achievement.

The findings of this study also address the research questions posed by Cook et al. (2017), who recommended alternative counseling interventions due to the limited data available and the need for interventions that can guarantee the effectiveness of the interventions provided to enhance students' academic engagement. The results of this study also corroborate the findings of a study conducted by Peng and Wang (2020) which detailed the design, implementation, and evaluation of Mindfulness-Based Agency Coaching and group Mentalization-Based Intervention (MI) interventions that are found to be effective for developing positive learning dispositions in undergraduate students. Nevertheless, it remains unclear which approach is the most effective, whether Mindfulness Agency Coaching or MI, given that the researchers integrated MA and MI. Therefore, the results of this study provide confirmation that the MI approach to group counseling is effective for increasing intrinsic motivation and academic engagement of students, particularly among the twelfth grade students at State Senior High School 2 Sragen, Indonesia.

In light of the findings of previous research, it is evident that the issue of intrinsic motivation and student academic engagement persists as a prevalent challenge in contemporary educational settings. It requires immediate attention, particularly in view of the well-established positive correlation between motivation and academic engagement and their pivotal role in enhancing student academic achievement (Wu, 2019). Studies in the literature demonstrate that motivation exerts an influence on student attendance at school, the fulfillment of school assignments, and student engage-

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ment, which can reduce dropout rates and enhance student academic achievement (Servet & Çelik, 2021). In a related study, Yang et al. (2019) asserted that academic engagement is a crucial element influencing student academic achievement. Engagement, as defined by the researchers, encompasses behavioral, emotional, and cognitive involvement in learning activities. Consequently, enhancing academic achievement and outcomes while reducing dropout rates can be achieved by fostering intrinsic motivation and academic engagement among students.

Corey (2013) posited that group counseling has the potential to enhance the personal, social, learning, and career aspects of individuals. This is achieved by placing emphasis on interpersonal communication, encompassing thoughts, feelings, and behaviors, and by focusing on the present moment. Group counseling is a dynamic interpersonal process that focuses on awareness of thinking and behavior, involves therapeutic functions, is reality-oriented, and is characterized by mutual trust, understanding, acceptance, and help (Wibowo, 2019). There is evidence that counseling with MI interventions in group settings is effective for reducing risky behaviors, including for improving student academic performance (Strait et al., 2019).

The MI approach to group counseling, which lasts for four sessions, is predicated on the assumption that individuals already possess the resources necessary for change within themselves (Afriwilda & Mulawarman, 2021). Consequently, the focus of group counseling is on identifying and nurturing the strengths, potential, and health of group members. The MI approach to group counseling entails the group leader's focus on the ambivalence of group members as a means of effecting positive change in their speech (Mulawarman, 2020). The MI approach employs the personal attributes of the counselor and a number of techniques that prioritize self-awareness and the identification of one's strengths (Anisah et al., 2020). The technique employed is OARS (open-ended questioning, affirmations, reflective listening, and summarization). Group leaders are able to convey the strengths, potential, abilities, and intentions of group members with a view to facilitating change.

In relation to Ryan and Deci's concept of intrinsic motivation, Ross et al., (2016) revealed that Self-Determination Theory (SDT) conceptualizes a self-motivation approach that focuses on personality development and self-regulation, which are influenced by the needs of competence, relatedness, and autonomy. This is consistent with the tenets of the MI approach to group counseling, which posits that humans are inherently positive and capable of change. The concept of relatedness pertains to the establishment of secure and mutually beneficial relationships within a group context, wherein interdependence is fostered. This can be enhanced through the implementation of group dynamics within the MI approach to group counseling. These three needs are considered fundamental to human existence, as the satisfaction of these needs is associated with greater life satisfaction and well-being. This aligns with the constructivist perspective of MI, which posits that humans are inherently constructive and driven to change.

Buzzai et al. (2021) demonstrated a positive correlation between the fulfillment of the needs for autonomy and relatedness and academic engagement. This relationship has been shown to have a beneficial effect on student academic achievement. Student engagement in learning is of great consequence in fostering active, creative, and enjoyable learning experiences (Artika et al., 2021). Fredricks et al. (2004) proposed that academic engagement encompasses cognitive engagement, which covers factors such as willingness and attention to expend the effort necessary to comprehend and master learning tasks. This is consistent with the concept of the MI approach to group counseling, which emphasizes the willingness and capacity of individuals to implement changes. Emotional engagement encompasses students' positive and negative emotional responses to teachers, classmates, academic work, and emotional reactions to school. This illustrates that emotional engagement can facilitate support from both the group leader and other members within the group.

The implementation of the MI approach in group counseling can facilitate behavioral engagement by providing an environment where group members can inquire about and observe the behaviors of other group members. This process can enhance intrapersonal and interpersonal skills. The three components of engagement are embedded in individuals and provide a comprehensive understanding of how students act, feel, and think in relation to academic activities (Fredricks et al., 2004).



Moreover, school counselors must facilitate the enhancement of intrinsic motivation and academic engagement, particularly through the MI approach in group counseling. This is because intrinsic motivation and academic engagement can influence students' academic performance and outcomes. It is imperative that school counselors possess proficiency in the utilization of OARS techniques and prioritize the ambivalence of group members to facilitate the emergence of change talk. Therefore, group members will possess an intrinsic desire for change. Further, the group leader can stimulate the motivation of group members, enabling them to plan the desired changes. In light of the evidence from research studies demonstrating the efficacy of the MI approach to group counseling in enhancing students' intrinsic motivation and academic engagement, it can be proposed as an alternative for school counselors to facilitate problem-solving experiences among students, particularly those pertaining to low intrinsic motivation and academic engagement.

## 5. Conclusion

The intervention was conducted in the experimental group through the Motivational Interviewing (MI) approach to group counseling, which was carried out over four sessions, with each session lasting 60 minutes. The four stages of the MI approach to group counseling are engagement, focus, evocation, and planning. The presence of ambivalence is a crucial element in the MI approach to group counseling, as it facilitates the emergence of change talk. The results demonstrated that the MI approach group counseling intervention is effective in enhancing students' intrinsic motivation and academic engagement. The results also demonstrate the impact of measurement overtime on the enhancement of intrinsic motivation and academic engagement. Furthermore, the findings indicate an interaction effect between the MI approach group counseling intervention and measurement overtime on the increase of intrinsic motivation and academic engagement among students at State Senior High School 2 Sragen, Indonesia. Consequently, the MI approach group counseling is efficacious and provides a beneficial effect on the elevation of students' intrinsic motivation and academic engagement. This study is limited by its focus on a specific age group (12th-grade high school students) and gender diversity. Consequently, the results may not be generalizable to other age groups or gender identities. Further research is needed to investigate the applicability of these findings to other age groups and gender identities. A further limitation is that the intervention was not implemented in the waiting list control group after the post-test due to time constraints. Additionally, the period of follow-up implementation was only 14 days, which provides a narrow window for observing the persistence or resilience of changes in group members as a result of providing interventions in the form of MI approach group counseling. Further research could extend the follow-up period to one month, two months, three months, or more to gain a more comprehensive understanding of the long-term effects of the intervention.

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All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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