



# JURNAL BIKOTETIK (Bimbingan dan Konseling: Teori dan Praktik)

Volume 09 Number 1 2025, pp 16- 25

ISSN: Online 2580-5827

Open Access

<https://journal.unesa.ac.id/index.php/jbk>

## GROUP COUNSELING TECHNIQUES SELF TALK FOR HIGH SCHOOL STUDENTS' LEARNING MOTIVATION

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Received December 20, 2024;  
Revised December 20, 2024;  
Accepted May 10, 2025;  
Published Online May 12, 2025

### Abstrak

Self-talk adalah pembicaraan yang mengarah kepada hal yang positif dan mendorong individu menjadi lebih baik seperti tambah semangat. Tujuan dari penelitian ini yaitu mengubah konsep berfikir, keyakinan, perilaku dan pengaturan emosional. Pendekatan penelitian ini memakai metode kuantitatif dengan metode penelitian *pre-experimental* design tipe one group *pretest-post test*. Populasi adalah siswa-siswi kelas XI SMA IT Al-Ghozali Jember berjumlah 24 orang. Dengan sampel 5 siswi. Metode pengumpulan data yang digunakan adalah dengan *Uji Wilcoxon*. Hasil penelitian ini menunjukkan terdapat efektifitas konseling kelompok dengan Teknik self-talk untuk meningkatkan motivasi belajar siswa kelas XI SMA IT Al-Ghozali Jember. Metode ini menekankan pada peningkatan motivasi belajar untuk menstimulus motivasi belajar pada diri sendiri.

**Kata kunci :** Teknik self-talk; motivasi belajar

The Bikotetik Journal is a Guidance and Counseling journal published by the Department of Guidance and Counseling, Faculty of Education, State University of Surabaya in collaboration with the Asosiasi Bimbingan dan Konseling Indonesia (ABKIN)

### Abstract

Self-talk is a conversation that leads to positive things and encourages individuals to be better, such as increasing enthusiasm. The purpose of this study is to change the concept of thinking, beliefs, behavior and emotional regulation. This research approach uses a quantitative method with a pre-experimental design research method of one group pretest-post test type. The population is 24 students of class XI of SMA IT Al-Ghozali Jember. With a sample of 5 female students. The data collection method used is the Wilcoxon Test. The results of this study indicate that there is an effectiveness of group counseling with the Self-talk Technique to increase the learning motivation of class XI students of SMA IT Al-Ghozali Jember. This method emphasizes increasing learning motivation to stimulate learning motivation in oneself.

**Keywords:** Self-talk techniques; motivation to learn

### How to Cite:

Author 1, Author 2. (Year). Title Manuscript. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, Vol (No): pp xx-xx

## INTRODUCTION

Learning is an activity carried out by someone who is consciously or intentionally changing changes in himself. Learning is an individual process to change behavior, including knowledge, skills, and the development of good attitudes and values that come from various educational materials. Motivation is a psychological phenomenon characterized by the presence of a drive, either consciously or unconsciously, to carry out an activity accompanied by a goal. Motivation has an important influence on a person's learning efforts. Motivation is a factor that inspires, encourages, and guides students in their learning activities. Sadirman (2016) emphasized that learning motivation is an internal drive within students that gives rise to learning activities and ensures the continuity of learning activities and provides direction to learning activities in order to achieve the desired goals. Ningsih (2021) defines motivation as a deliberate effort to initiate, guide, and maintain individual behavior, thereby encouraging activities that lead to certain goals. The reason the researcher wanted to conduct research at SMAI Al-Ghozali Jember was because according to information from teachers at the school, there were several students who showed a lack of motivation to learn and their grades in class XI showed a decrease compared to when they were in class XI.

Based on the observations conducted by the researcher at SMA I Al-Ghozali Jember, the problems that occurred in the field were that there were several students with low motivation. Low learning motivation is due to the time the learning process begins, there are several students who are more silent when the students do not understand and when the teacher asks questions to students, there is a lack of student response to the questions asked by the teacher, as a result when given assignments and during exams, students copy from their friends. Students rely more on one of their friends to do their schoolwork. When students do not understand the assignment, the students tend to let it go without any curiosity to do it. If there is a teacher explaining and asking, students are more likely to not understand and are less focused so that students do not understand the material. As a result, it has an effect on the results of students' daily tests which have decreased because the students cannot do it during the exam. This problem occurs in class XI students of SMA I Al-Ghozali Jember.

Based on the problems found in the field, it is important to find solutions to these problems, alternative solutions are by applying a technique, the technique in counseling guidance is the self-talk technique. According to Bradley (2016) stated that the self-talk technique is a technique that can be used to refute unreasonable beliefs and develop healthier thoughts and produce positive self-talk. According to Adinda (2022) self-talk is something that is actually natural that is done every day to oneself. Many people are aware that aelf talk is a good way to increase self-confidence and can control a person's positive thoughts. So according to researchers, self-talk is a conversation that leads to positive things and encourages individuals to be better, such as increasing enthusiasm. So using the self-talk method is expected to help students increase their learning motivation.

According to Agustina (2022) Self-talk consists of positive and negative. Positive self-talk is an internal dialogue with oneself that is positive. So you have a positive dialogue for yourself. Often doing positive self-talk will make you more confident. Will make you more enthusiastic to be better and develop. While negative self-talk is an internal dialogue with oneself that is negative. If it continues to be done, it will make you lose confidence, failure, feelings of inferiority and will

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interfere with mental health. Will prevent you from developing and losing motivation. The reason the researcher chose positive self-talk was to find out whether this method was effective in fostering students' learning motivation at SMAI Al-Ghozali, with various problems of learning motivation at school. And its relationship with learning motivation is that the self-talk technique can stimulate oneself and also learning motivation arises within oneself, not to others. As other people's efforts cannot bring up motivation from oneself, motivation will not arise, therefore the researcher chose the self-talk technique because it was considered suitable.

Self talk has a big impact on us, namely as a medium to motivate ourselves, introspect ourselves to think positively about what happened, help someone think and act more maturely. And also doing self talk has a big impact on the concept of thinking, beliefs, behavior and emotional regulation. In this study, researchers will train students by using self-talk techniques to change the concept of thinking that will help improve a person's learning motivation. Self-talk techniques are designed to help improve students' thinking patterns to be more diligent in studying. Based on the background above, researchers are interested in conducting research on improving learning motivation with self-talk techniques.

## METHODS

This study uses a quantitative approach with statistical analysis to test the hypothesis. The type of research used is One Group Pre-test Post-test Design without a control group. The stages of the study include: pre-test to determine the initial conditions of the dependent variable, treatment with modeling technique services, and post-test to assess changes after the treatment is applied.

**Table 1**

<b>S</b>	<b>O</b>	<b>X1</b>	<b>O1</b>	<b>X2</b>	<b>O2</b>	<b>X3</b>	<b>O3</b>	<b>X4</b>	<b>O4</b>
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Description:

S : research subject

O : pre-test administration

Xn : giving treatment

On : post-test score

The population of this study is all students of SMA IT Al-Ghazali totaling 43 students. The sample that the researcher will use is nonprobability sampling, which is a sampling technique that does not provide equal opportunities/chance for each element or member of the population to be selected as a sample. After grouping respondents according to the provisions set by the researcher, 5 samples were found to be respondents.

The researcher used a closed questionnaire, which required respondents to choose from a series of predetermined answer choices. The questionnaire had previously been tested for reliability and validity to test the accuracy of the questionnaire. In the reliability test, the Cronbach Alpha was obtained at 0.887. The data analysis method in this study is descriptive data analysis. Descriptive statistics are statistics used to analyze data by describing or depicting the data obtained as it is without intending to make a conclusion that applies to the public or generalization (Sugiyono, 2019). Descriptive analysis is used to determine the picture of the level of low social interaction before and after being given treatment in the form of assertive training techniques.

The data analysis used is parametric statistics using the t-test formula, namely by comparing the differences in the results of the pre-test and post-test using the SPSS version 25.00 using the Wilcoxon test. The basis for decision making in the Wilcoxon test is as follows (Arikunto, 2010):

- a. If the probability value of Asym.sig 2 tailed  $< 0.05$  then there is a difference in the average of the data being tested.
- b. If the probability value of Asym.sig 2 tailed  $> 0.05$  then there is no difference in the average of the data tested.

### Previous Research

Understanding relevant previous research, both research in journals and thesis research, is an effort to find references and inspiration that will later be reviewed. Several previous studies are then compared to identify differences and similarities. Here are some previous studies that are related to this research.

No	Title	Results	Similarities with this study
1	Implementation of group counseling services using positive self-talk techniques to increase learning motivation of class XI students of MA. Al-Khairiyah Natar. Written by Sri Rahayu, Ningsih (2021)	The results of this study concluded that the implementation of group counseling services using positive self-talk techniques can increase students' learning motivation and there has been an increase after treatment was given and the guidance and counseling teacher continued to monitor attendance.	Both use self-talk techniques
2	Efforts to improve student learning motivation through group counseling services with self-talk techniques for class VII students at SMP dARUSSALAM bAURENO. Written by Maghfiroh, Firda Ayu (2022)	The results of the study showed that there was a significant increase of 35%. then it can be seen that there was an increase in the level of student learning motivation. So through the explanation in the discussion above it can be seen that the self-talk technique is very effective in increasing the learning motivation of	Both use self-talk techniques

		class VII students of SMP Darussalam Baureno.	
3	Effectiveness of positive self talk on learning motivation of grade IX students of SMPN 3 Banguntapan. Written by Indryastuti Wulaningsih	The results of the study showed that positive self-talk was effective in increasing students' learning motivation, as seen from the Wicoxon test on the pretest and posttest results of the experimental group, showing a significant level of $p = 0.012 < 0.05$ .	Both use self-talk techniques
4	Implementation of group counseling through self-talk techniques in increasing learning motivation of class VIII students at SMP Negeri 19 Bandar Lampung. Yogi Setiawan (2023)	The results of the study show that the planning stage of group counseling through self-talk techniques in increasing student learning motivation can be seen through student attendance records, a list of values as material for planning group counseling through self-talk techniques in increasing learning motivation.	Both use self-talk techniques

## Discussion

Pretest data is needed to assess which students have low motivation. The initial stage, the researcher gave a questionnaire to all 43 students. Based on the results of the pretest or baseline scores of students can be seen in the following table:

**Table 2**  
**Pretest Results of Low Learning Motivation for Grade XI**

No	Respondent Name	Amount	Score	Category
		Skor	%	
1	ZH	169	67%	currently
2	BP	186	74%	currently
3	KF	134	53%	Low
4	ZH	120	48%	Low
5	AK	190	76%	currently

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6	MH	121	48%	Low
7	NH	217	86%	Tall
8	KQ	218	87%	Tall
9	SU	195	78%	currently
10	NA	201	80%	Tall
11	YS	192	76%	currently
12	MS	176	70%	currently
13	UI	162	64%	currently
14	AA	214	85%	Tall
15	MF	177	70%	currently
16	FU	140	56%	Low
17	AH	207	82%	Tall
18	ZI	195	78%	currently
19	ZM	203	81%	Tall
20	AI	201	80%	Tall
21	IL	143	57%	Low
22	AZ	170	68%	currently

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**Table 3**  
**Pre-Test Result Presentation**

No.	Value Range	Criteria	Number of students
<b>1</b>	50-100	Motivation to learn is very low	-
<b>2</b>	101-150	Low learning motivation	5
<b>3</b>	151-200	Motivation to learn is moderate	10
<b>4</b>	201-250	High learning motivation	7
Total			22

The researcher took the low pretest results, referring to the data the researcher found 5 students, then the researcher will apply the handling in the form of self-talk techniques to the 5 students. The results of the analysis can be examined in the table:

**Table 4**

No	Respondent Name	Score	Score %	Category
1	KF	134	53%	Low
2	ZH	120	48%	Low
3	MH	121	48%	Low
4	FU	140	56%	Low
5	IL	143	57%	Low
Average value		131,6		52%

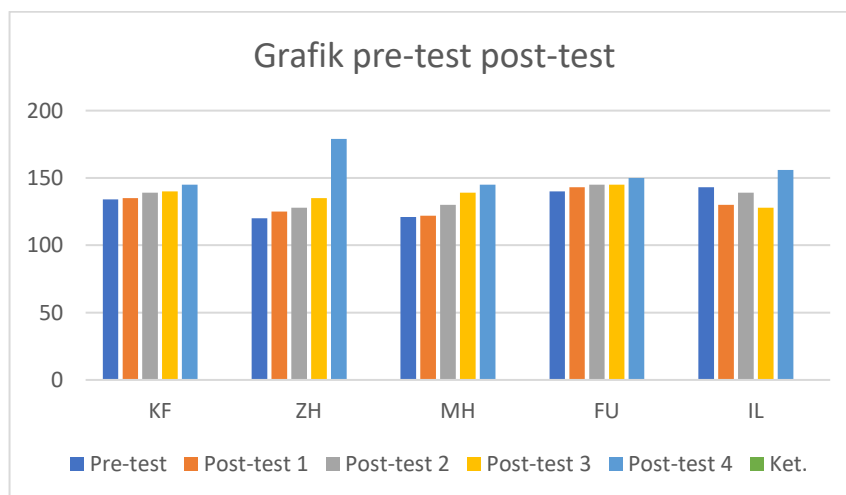
Based on the pretest results above, students of SMA IT Al-Ghozali Jember have low learning motivation, amounting to 5 students. The next thing that the researcher will do is provide treatment to students who have low psychological well-being.

The purpose of giving a post-test to several students of class XI of SMA IT Al-Ghozali Jember is to assess whether there is a change in the level of learning motivation after the treatment is applied. The results can be examined in the following table:

Table 5

No.	Name	Pre-test	Note.	Post-test 1	Note.	Post-test 2	Note.	Post-test 3	Note.	Post-test 4	Note.
1	KF	134	Low	135	Low	139	Low	140	Low	145	Low
2	ZH	120	Low	125	Low	128	Low	135	Low	179	currently
3	MH	121	Low	122	Low	130	Low	139	Low	145	Low
4	FU	140	Low	143	Low	145	Low	145	Low	150	Low
5	IL	143	Low	130	Low	139	Low	128	Low	156	currently
Average		131,6		131		136,2		137,4		155	

It is known that from the 5 students, learning motivation increased. From students who initially had low learning motivation, it can be seen from their pre-test and then given treatment and post-test, it can be seen that each student can experience an increase from low to moderate. The average of the pre-test is 131.6, the average post-test data is 155, so the difference between the two is 23,4.



Based on the calculation, the average data on the pre-test and post-test decreased. The pre-test produced data of 131.6, while the post-test produced 175.8, meaning that student learning motivation increased after the self-talk technique treatment was carried out. The following are the results of the Wilcoxon test



### Wilcoxon test results

#### Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
post-test - pre-test	Negative Ranks	0 <sup>a</sup>	0.00	0.00
	Positive Ranks	5 <sup>b</sup>	3.00	15.00
	Ties	0 <sup>c</sup>		
	Total	5		

a. post-test &lt; pre-test

b. post-test &gt; pre-test

c. post-test = pre-test

#### Test Statistics<sup>a</sup>

	post-test - pre-test
Z	-2.023 <sup>b</sup>
Asymp. Sig. (2-tailed)	.043

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the study above, the conclusion is that the cell-ftalk method has a positive impact on learning motivation at SMA IT Al-Ghozali. Based on the table, the Asymp. Sig. value is 0.043 below the standard of 0.03, meaning that there is a difference in learning motivation of students at SMA Al-Ghozali Jember (hypothesis accepted). The conclusion is that group guidance services with self-talk techniques have an effect on increasing learning motivation of class XI SMA IT Al-Ghozali Jember.

The changes obtained in this study are supported by the research results from (W. Indryastuti, 2016) that the self-talk method is able to help foster learning motivation among students. Research can be biased because there are still some limitations of the study such as the number of samples is still too small and the time used during the study is still very short. The researcher hopes that further researchers can further develop this study by increasing the number of samples with more diverse characteristics so that the research results are more reliable.

## SUMMARY

### Conclusion

Based on the discussion and data analysis, it is proven that the use of self-talk techniques to help students' learning motivation at Al-Ghozali IT High School can be concluded as follows:.

Group counseling services with self-talk techniques can help students' learning motivation at SMA IT Al-Ghozali. The level of students' learning motivation can be seen from the pretest results which showed an average of 52. After receiving treatment using group counseling with self-talk techniques, students' learning motivation increased. The posttest results showed an average increase of 155. The conclusion is that the self-talk technique has a positive impact on increasing the learning motivation of students at SMA IT Al-Ghozali. Because the author has seen students who have experienced changes such as enthusiasm in learning and being active during the learning process.

### Suggestion

The research can be a reference for subsequent research to expand the variables and research subjects for further research. For BK Teachers, it is expected that this research will be a guide to improve guidance and counseling services, providing a positive contribution to learning motivation at SMA IT Al-Ghozali Jember. While for students, it is expected that they can increase their learning motivation through the use of self-talk independently.

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