JHSSS
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| **RESEARCH ARTICLE**

The Effectiveness of Group Counseling on Visual Imagery and Deep Breathing Techniques to Improve Achievement Motivation of Junior High School Students

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| **ABSTRACT**

The decrease in achievement motivation of students resulted in a decrease in academic achievement. Achievement motivation needs to be considered and developed in learning efforts in schools. The techniques in this study consisted of namely visual imagery techniques and deep breathing. Both of these techniques were derivatives of the mindfulness approach. The objectives of this study were namely (1) to examine the effectiveness of counseling services implementation by using visual imagery and deep breathing techniques to increase Achievement Motivation in students, (2) to determine the level of effectiveness of counseling services implementation by using visual imagery and deep breathing techniques to improve students' achievement motivation at Public Junior High School 3 Colomadu Karanganyar. The research method used was a quasi-experimental design with a nonequivalent control group design. The research sample was obtained from the inclusion and exclusion criteria who had low Achievement Motivation totaling 40 students who were divided into four groups randomly. The results of hypothesis testing were obtained by using the Repeated Measures ANOVA test. The results revealed that the Deep Breathing technique in group counseling is more effective than the Visual Imagery technique. However, the combination of the two techniques is significantly more effective. Based on the research results, it can be concluded that there are differences in the effectiveness level of the four groups in increasing the totaling 40 students of Public Junior High School 3 Colomadu. Group counseling services using two techniques, namely visual imagery, and deep breathing techniques are more effective than using only one technique. In addition, if the two techniques are compared, the deep breathing technique is more effective.

| **KEYWORDS**

Group Counseling, Achievement Motivation, Visual Imagery, Deep Breathing

| **ARTICLE DOI:** 10.32996/jhsss.2022.4.2.5

1. Introduction

Education has become an asset in ushering a country as well as society to work together to face global challenges which have gradually become more complex. Data from the Central Bureau of Statistics noted that there was an increase in Indonesia's Human Development Index (HDI) from 68.9% in 2014, to 70.81% in 2017, and this number is in the high category. Nonetheless, in the global ranking, this number places Indonesia at 116th out of 189 countries. In 2019, based on the Global Talent Competitiveness Index (GTCI), Indonesia is ranked 67th out of 125 countries in the world. In addition, data from developing countries in ASEAN, such as Singapore, have the longest average length of school period compared to other ASEAN countries, which is 11.5 years; followed by Malaysia with an average length of schooling of 10.2 years; The Philippines has an average length of school period of 9.3 years. Under the country of Indonesia are Thailand (7.6 years); Laos (5.2 years); Myanmar (4.9 years); and Cambodia (4.8 years). The data shows that Indonesia is one of the countries with low student academic achievement. One of the reasons for the low academic achievement of students is the low quality of education in terms of their achievement motivation compared to other developing countries in ASEAN. So, there needs to be better attention from the government, education practitioners, parents, and also the community by looking at the conditions that concern the low level of education in Indonesia.

A nation that prioritizes education in the development of its human resources, the nation will produce superior human beings as workers who have quality on the competitive side and are ready to enter the global job market (Rasyid, 2015). Superior human resources, especially in the level of education, can be seen in academic achievement scores. It can be said that the competitiveness of human resources in Indonesia is still far from the global achievement figure compared to other countries. One way to increase the competitiveness of human resources is to improve the quality of education in Indonesia. Based on further statistical data, the average length of school period for residents aged 15 years and over by province and area of residence in 2018 according to the Central Statistics Agency, is as follows Jakarta's average length of school period is 11.06 years; Riau average 10.01 years of school period; Maluku the average length of school period is 9.78 years; DI Yogyakarta the average length of school period is 9.73 years; West Papua the average length of school period is 9.73 years. Meanwhile, in Central Java, it is one of the average years of school period with the least number of years, namely 7.84 years; followed by Gorontalo province at 7.83 years; East Nusa Tenggara province at 7.70 years; West Nusa Tenggara province at 7.69 years; West Kalimantan province of 7.65 years; and Papua province at 6.66 years. From these data, it can be said that Central Java province is lagging behind other provinces on the island of Java. In fact, according to Pitoyo & Hari (2017), the island of Java is demographically and with the largest population already very developed than other islands in Indonesia, and the island of Java is also a center of economic activity, education, and health.

Seeing this context, this research makes Central Java province a suitable location based on data that the average length of school period over 15 years is 7.84 years and this is a sign that areas such as districts and sub-districts in Central Java province also experienced a decrease in the academic achievement index. One of the sub-districts in Karanganyar district is Colomadu. In this sub-district, there are 3 public junior high schools and 2 private junior high schools. Public Junior High School 3 Colomadu Karanganyar is one of the junior high schools that experienced a decrease in achievement motivation. The Students of Public Junior High School 3 Colomadu Karanganyar also experienced a decline in academic achievement due to their low achievement motivation. Where the results obtained from the middle of the first semester to the first semester decreased which affected the assessment of the first-semester report cards.

Based on the background described above, the formulation of the problems that can be drawn from this arrangement include: (1) how is the process of implementing group counseling services with visual imagery and deep breathing techniques to increase achievement motivation in students of Public Junior High School 3 Colomadu Karanganyar; and 2) how effective is the implementation of group counseling services with visual imagery techniques to increase achievement motivation in students of Public Junior High School 3 Colomadu Karanganyar. The purpose of this study was to determine the effectiveness of basic group counseling services for students to increase achievement motivation.

2. Literature Review

From the results of several previous studies, it can be said that the increase in achievement motivation can be done by using visual imagery techniques, which results are more significant in increasing academic performance in students. Experts in the field of visual imagery techniques argue that imagination is an effective remedy to reduce anxiety and provide relaxation in children (Snyder & Lindquist, 2002). Then, Gupta, Pribesh & Diawara (2017) and research by Lin & Mai (2018) stated that deep breathing techniques could significantly improve academic performance in the short term (such as in-class quiz scores) but did not significantly improve long-term academic performance. Hematian et al. (2017) also said that the academic motivation of students in schools must be increased to complete academic assignments so that they can achieve certain goals and levels of expertise, skills, and success. Based on the results of the Achievement Motivation research by Kanani et al. (2017) if the number of high scores indicates high Achievement Motivation and the number of low scores indicates low Achievement Motivation. In addition, students with high motivation engage in difficult academic tasks and try hard to master them (Sivrikaya, 2019). Thus, it can be concluded that the decrease in Achievement Motivation in each student can cause symptoms of pressure from school and the social environment such as negative behavior, thoughts, and emotions, especially decreased academic achievement, and can hamper their personal, social, study and career lives (Amrai et at., 2011).

The decrease in academic achievement is the result of a decrease in achievement motivation, so there is a need for special intervention from schools, especially school counselors, in dealing with this decline. Maggio, White, Molstad, and Kher (in Venegas-Muggli et al., 2019) that there is a higher retention rate when students participate in tutoring services. Rowell and Hong (2013) also said that small group counseling interventions and individual counseling are given to students who have decreased achievement motivation are becoming increasingly necessary tools for the involvement of school counselors in dealing with student motivation.

In the provision of counseling, both groups and individuals can use various approaches. The techniques used in this study, namely visual imagery techniques and deep breathing techniques. Both of these techniques are derivatives of the mindfulness approach. Mindfulness according to Erford (2016) as a counseling approach has three techniques in it, namely visual, deep breathing, and

progressive muscle relaxation training (PMRT). In line with Beck (in Waskito, 2019) mindfulness is part of a technique in cognitive-behavioral counseling that can be carried out in individual counseling services and group counseling, the goal is for the counselee to feel relaxed and reduce anxiety and direct thoughts. Mindfulness in Western culture means a state of mindfulness, awareness, and non-judgment of current events (Caballero et al., 2019). Students who are still in elementary school and junior high school are an ideal environment for the implementation and practice of mindfulness (Tadlock-Marlo, 2011). Mindfulness can be used as a strategy to improve counseling services that are effective and have a positive impact on youth in junior high school. Mindfulness as part of a technique in cognitive-behavioral counseling aims to make the counselee try to relax, and help reduce or direct thoughts related to anxiety.

3. Methodology

This study aims to test the effectiveness of group counseling using visual imagery and deep breathing techniques to increase achievement motivation. This research is a quasi-experimental design with a nonequivalent control group design. Researchers gave experimental treatment to compare achievement motivation by using visual imagery and deep breathing techniques.

This research was conducted at Public Junior High School 3 Colomadu, Karanganyar Regency, Central Java. The population in this study were all seventh grader students of Public Junior High School 3 Colomadu Karanganyar for the 2020/2021 academic year. Sampling was obtained from a non-probability sampling population or non-random sample so that the information obtained was following the research criteria. This study determined the research sample using the purposive sampling technique because this method uses the criteria of students whose achievement motivation decreases in this odd semester.

In this study, there are three variables, one dependent variable, namely achievement motivation, while the independent variable, namely visual imagery, and deep breathing techniques. Data collection in this study includes data on students whose learning achievement is declining to be collected, explanations, and the use of data collection techniques using indicators of achievement motivation adapted from Hermans's (1970) theory. The data collection technique was then developed into a research instrument. The process of adapting the achievement motivation measurement tool is carried out with a translation procedure. The stages include: 1) translation (translator); 2) synthesis of translation results from translator; 3) review of measuring instruments from experts; 4) test results of measuring instruments. The main data in this study consisted of test and non-test instruments which were collected through pretest and posttest. While the supporting data in this study are school profiles, teacher competencies, and student backgrounds.

3.1 Blueprint of Learning Motivation Questionnaire

Tabel 1 – Blueprint of Learning Motivation Questionnaire

Aspect	Indicator	No. Item	Total Item
Self Capacity Level (Aspiration Level)	Students are able to put their capacity.	5, 7, 11, 13	4
Improved Social Status (Upward Mobility)	Students have a strong desire to improve their social status.	15, 19, 24	3
Dilligent (Persistence)	Students are more diligent (persistent) in learning.	9, 16, 22, 26	4
Great Determination (Taks Tension))	Students have a high determination (intention) to focus on working on and completing difficult assignments.	6, 8, 10, 12	4
Effective Use of Time (Time Perception)	Students are able to use time effectively	21, 20, 27	3
Future Orientation (Time Perspective)	Students are able to orient their time to prepare for the future.	4, 17	2
Choosing Study Friends (Partner Choice)	Students are able to choose friends in doing assignments that can help develop themselves at school.	18, 23	2

The existence (Recognition Behavior)	Students have a desire to be recognized for their existence and abilities in their environment.	25, 28	2
Best Effort (Achievement Behavior)	Students strive to be the best.	1, 2, 3, 14	4
Total Item			**28**

In this study, the scale that was distributed to students contained four alternative answers, namely if the answer choice closest to achievement motivation would be given a score of 4 and those that were not close were given a score of 1.

The following is the scoring of the achievement motivation scale from Hermans (1970) carried out according to the settings set out in the research instrument section. The scores are weighted as follows.

3.2 Scoring of Achievement Motivation Questionnaire Scale

Tabel 2 – Scoring of Achievement Motivation Questionnaire Scale

Multiple Choices	Favorable	Unfavorable
A	4	1
B	3	2
C	2	3
D	1	4

Based on the formula to determine the criteria for the level of student achievement motivation, then use the standard score norm. The standard score norm is called the z-score. The calculation of the z score is done by finding the difference between the individual raw scores and the average group score, then dividing the difference in the calculation of the z score by the group standard deviation.

$$Z = \frac{X - M}{SD}$$

description:

z   = z score
X   = raw score
M   = mean
SD   = Standar Deviasi

Based on the calculation of the z score, the guiding norms for class assignments are divided into three categories for the achievement motivation variable (Azwar, 2016).

3.3 Category of Achievement Motivation Score

Table 3 – Score-Category of Motivation

Score	Category
>80	High
60-79	Middle
<59	low

To determine the level of validity and reliability of the items in the research questionnaire, the research instrument was tested before being used. Instrument testing begins with a tryout, then tested for validity and reliability. To measure the validity of the instrument, the construct validity test was carried out by factor analysis. The validity test technique uses the product-moment formula from Karls Pearson, by correlating each item with the total score. The product-moment correlation technique was used in

this study because the variable data in this study were in the form of interval data. This study used a significant level of 5%. An item is declared valid if rcount > rtable, while an item is invalid if rcount < rtable. In addition, the validity test also uses the Corrected Item-Total Correlation technique. The assumption used is that if the Corrected Item-Total Correlation score is negative and rcount < rtable, then the item is not used in data analysis. Based on the validity test of the 28 statement items on each achievement motivation scale, all of them were declared valid at a significant level of 5%. Researchers retested the validity and reliability of the measuring instrument after taking data in the field on 30 students, the data showed the validity score of each item was 0.36 – 0.54 and the score was 0.839.

The reliability test of this instrument uses the formula of Cronbach's Alpha. Cronbach's Alpha calculation is done by calculating the average correlation between items. If a reliable score (r11) is obtained more than greater than the value of the table score (rtable) both on the probability of error 5% or 1%, it can be concluded that the data or the instrument is reliable. Based on the results of the Cronbach's Alpha test, it is known that the score reliability of 0.839, it can be concluded that the level of relationship is very strong instrument reliability.

3.4 Normality test

Tabel 4 – Normality Test of Group 1 Pair

Visual Imagery & Deep Breathing Technique

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig.
Pretest	.215	8	.200*	.926	8	.478
Postest	.146	8	.200*	.983	8	.976

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Tabel 5 – Normality Test of Group 2 Pair

Visual Imagery Technique

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig.
Pretest	.280	8	.065	.748	8	.008
Postest	.366	8	.002	.695	8	.002

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Tabel 6 – Normality Test of Group 3 Pair

Deep Breathing Technique

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig.
Pretest	.251	9	.106	.854	9	.083
Postest	.246	9	.125	.924	9	.425

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Tabel 7 – Normality Test of Group 4 Pair

Without any Technique

Test of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig.
Pretest	.295	7	.066	.841	7	.101
Postest	.199	7	.200*	.964	7	.855

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the results of the normality test, it is known the significant value of each technique. Using the Visual Imagery & Deep Breathing technique, the posttest normality test results were 0.976 > 0.05, so it can be concluded that the research data is normally distributed. Using the Visual Imagery Technique, the posttest normality test results were 0.002 < 0.05, so it can be concluded that the research data were not normally distributed. Using the Deep Breathing Technique, the posttest normality test results obtained 0.425 > 0.05, so it can be concluded that the research data is normally distributed. The use without the technique obtained posttest normality test results 0.855> 0.05, it can be concluded that the research data is normally distributed.

4. Results and Discussion

Based on experimental research, there are two techniques, namely visual imagery & deep breathing techniques, regarding which technique is more effective to increase achievement motivation of seventh-grade students of Public Junior High School 3 Colomadu in the 2020/2021 academic year. The pre-test was conducted online via google form on January 3, 2021. The study was conducted on March 6, 13, 20 2021 with experiments. The post-test was conducted offline at Public Junior High School 3 Colomadu Karanganyar on January 3, 2021. From the results of the pretest, the subjects in this study initially numbered 40 students (participants). However, during the group counseling experiment, only 32 students (participants) came to the research location.

The study was divided into four groups with different numbers of students (participants). The experimental group of counseling group using visual imagery & deep breathing techniques amounted to 8 students, the group counseling experimental group using only visual imagery techniques amounted to 8 students, the group counseling of experimental group using only deep breathing techniques amounted to 9 students, the group counseling control group without using technique totaling 7 students.

After participating in a series of group counseling service activities using visual imagery & deep breathing techniques, the results of data analysis showed that there was an increase in achievement motivation in seventh-grade students at Public Junior High School 3 Colomadu. The results of the study in the group using techniques in counseling showed that there was an increase in achievement motivation scores in seventh-grade students of Public Junior High School 3 Colomadu compared to before receiving group counseling services.

4.1 Mann-Whitney Pretest Test Results for Visual Imagery and Deep Breathing Techniques Group

Tabel 8 – Mann-Whitney Pretest Test Results for Visual Imagery and Deep Breathing Techniques Group

Ranks				
	Technique	N	Mean Rank	Sum of Ranks
Pretest Achievement Motivation Score	Visual Imagery Technique	10	11.40	114.00
	Deep Breathing Technique	10	9.60	96.00
	Total	20		

Statistics Test	
	Pretest Achievement Motivation Score
Mann-Whitney U	41.000
Wilcoxon W	96.000
Z	-.691
Asymp Sig. (2-tailed)	.490
Exact Sig. [2*(1-tailed Sig.)]	.529[o]

Based on the results of the Mann-Whitney Pretest the mean rank of the experimental group with the Visual Imagery technique of 11.40 and the sum rank of 114.00. The results of the Mann-Whitney Pretest test mean the ranks of the experimental group with the Deep Breathing technique are 9.60 and the sum ranks are 96.00. Asymp coefficient value. Sig. (2-Tiled) 0.490 > 0.05. It can be concluded that the results of the pretest showed no significant difference from the experimental group with visual imagery and deep breathing techniques.

4.2 Mann-Whitney Posttest Test Results for Visual Imagery and Deep Breathing Techniques Group

Tabel 9 – Mann-Whitney Posttest Test Results for Visual Imagery and Deep Breathing Techniques Group

Ranks				
	Technique	N	Mean Rank	Sum of Ranks
Postest Achievement Motivation Score	Visual Imagery Technique	8	8.63	69.00
	Deep Breathing Technique	9	9.33	84.00
	Total	17		

Statistics Test	
	Postest Achievement Motivation Score
Mann-Whitney U	33.000
Wilcoxon W	69.000
Z	-.291
Asymp Sig. (2-tailed)	.771
Exact Sig. [2*(1-tailed Sig.)]	.815°

Based on the results of the Mann-Whitney Posttest, the mean rank of the experimental group with the Visual Imagery technique of 8.63, and the sum rank of 69.00. The results of the Mann-Whitney Posttest test mean the ranks of the experimental group with the Deep Breathing technique are 9.33 and the sum rank is 84.00. Asymp coefficient value. Sig. (2-tailed) 0.771 > 0.05. It can be concluded that the posttest results showed no significant difference between the experimental group with the Visual Imagery technique and the Deep Breathing technique.

4.3 Discussion
4.3.1 Discussion of First Research Question
Based on the results of means rank, and the implementation of group counseling services using visual imagery techniques for students of Public Junior High School 3 Colomadu, the average result is 8.63. So, it can be said that the test results are proven effective in increasing achievement motivation in seventh-grade students of Public Junior High School 3 Colomadu. However, the visual imagery technique seen from the results of the means rank of this study has a lower score than the deep breathing technique.

Visual imagery technique in Trisnowati and Ralasari's (2020) research produced a calculation of the effect size (ES) of 1.60 or classified as high criteria so that the use of visual imagery and deep breathing techniques can have a high impact on improving the ability to cathartic problems of employees (counselees) in the implementation of individual counseling on their work conflicts. In addition, according to Trisnowati & Ralasari (2020), the effectiveness of visual imagery and deep breathing techniques make the counselee feel relaxed and calm. The deep breathing technique is used when oxygen enters through the nose and into the body, making blood flow smoother. In the visual imagery technique, the researcher invites respondents to remember pleasant things, which never made the counselee happy, so it needs to be explored to determine the value of the anxiety.

The effectiveness of the visual imagery technique was also shown in Galyaean's research (in Skeens, 2017) that junior high school students in Spain with the lowest rank of 25 in their class had a deficiency in reading and little interest in learning, then the teacher trained the students to meditate for five years. minutes before entering class and visualizing the beautiful scenery, as well as visualizing how they can complete school assignments well. Then, the results that occur after visualizing the image are an increase in academic values and better social interactions for each student.

4.3.2 Discussion of Second Research Question
Based on the results of the means rank group using the deep breathing technique with an average result of 9.33 which is higher than the use of visual imagery techniques. From the research results obtained, if it is associated with the research hypothesis, the

hypothesis of group counseling services with deep breathing techniques has been proven effective to increase achievement motivation in seventh-grade students of Public Junior High School 3 Colomadu Karanganyar.

This statement is supported by the results of research from Gupta, Pribesh & Diawara (2017) which states that the simple effectiveness of therapeutic breathing techniques or the same term as deep breathing techniques indicates intervention in improving academic performance in students. In elementary school, this is shown by evidence that the average score of English lessons for students with low achievement (pre-test) is 2,708 down to (post-test) 2,481. Further evidence in mathematics, the average score of students with low achievement (pre-test) 5,135 dropped to (post-test) 1,058. This change in score is due to the use of therapeutic breathing or deep breathing techniques that have benefits for building self-regulation, namely the ability to monitor and manage one's behavior, emotions, and thoughts.

From the results of the study, it can be concluded that a person's achievement motivation is influenced by his inner emotions. This statement is reinforced by the results of McClelland's research (in Niederkofler et al., 2015); Waxman and Huang (in Yazdani & Godbole, 2014) achievement motivation as an encouragement to individual needs to strive to achieve a certain level in various situations, especially in the school environment. So it can be said that motivation as an important aspect of effective learning and teaching, as well as student motivation, can be known through their achievements at school
school.

4.3.3 Discussion of Third Research Question
Based on the results of the means rank, there are differences in the results of the control group (without the technique) with an average score of 5.43 which is smaller than the group using the technique with an average result of 10.25. This data is also supported by the research of Akbar (2020) which states that the existence of techniques in group counseling is the right choice for students who have problems with learning motivation because teaching and learning activities are part of the problems that always exist in schools. Campbell and Brigman (in Muarif & Munir, 2019), in their research on group counseling for high school students, it can be concluded that groups given group counseling can improve learning achievement and self-management skills which include learning motivation. Achievement motivation is a strong impetus centered on individual cognitive processes to achieve the goals to be achieved either a success or failure.
Thus, it can be concluded that the visual imagery technique carried out on students has four stages, namely making the individual in a relaxed state, making special suggestions for imagery, giving conclusions, and strengthening the results, returning to the original state. Thus, students are expected to obtain optimal results from the use of visual imagery techniques. While deep breathing techniques improve academic performance through deep breathing techniques and alternative nostril breathing to provide therapeutic benefits for memory and brain cells. Therefore, alternative nostril breathing not only improves the balance between the right and left brain but also calms the mind by optimizing the analytical left brain and creative right brain.

5. Conclusion
Based on the results of research on the effectiveness of group counseling with visual imagery and deep breathing techniques to increase achievement motivation of seventh-grade students of Public Junior High School 3 Colomadu in the 2020/2021 academic year, it can be concluded that there are differences in the level of effectiveness of the four groups. Group counseling services using deep breathing techniques are more effective than using visual imagery techniques in increasing achievement motivation.

For Guidance and Counseling teachers, it is better if in providing group counseling services they can modify it with various relevant counseling techniques to develop students' interest in participating in group counseling. The technique in question is the Deep Breathing technique to increase achievement motivation. In addition, Guidance and Counseling teachers need to have more insight into the latest techniques in the world of counseling; and more often provide individual and group services to students in junior high schools to assist them in improving academic achievement and motivation to excel in school.

For the school, it is better to provide self-development facilities for Guidance and Counseling teachers, especially for teacher training in implementing Deep Breathing techniques or the term yoga in group counseling services. Training is also inexpensive and relatively easy. Although, tools and materials can be obtained easily online for free.

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