

Effectiveness of Psychoeducational Intervention to Increase Students' Achievement Motivation

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Abstract. Motivation for academic achievement is a crucial psychological element in determining the success of student learning, especially at the secondary school level. Many students experience problems such as low self-belief, a narrow view of the value of tasks, and unclear learning goals, which lead to lack of participation in the learning process and low academic results. Psychoeducation is emerging as an intervention strategy that shows promise for resolving these challenges through the delivery of knowledge, skills positive attitudes towards learning. This study aimed to systematically examine the effectiveness of psychoeducation in improving students' achievement motivation based on a review of accredited international literature between 2015 and 2025. The review analyzed peer-reviewed scientific articles retrieved from reputable databases such as Scopus. The review applied thematic methods to identify intervention patterns and outcomes. Findings showed that psychoeducation significantly improved academic self-efficacy, views on task value and mastery goal orientation. Interventions that are structured, context-relevant and guided by professionals show better effectiveness. This study provides strong empirical support for school counselors and educators in designing motivation-based psychoeducation programs in educational contexts.

Keywords: psychoeducation, academic motivation, self-efficacy, learning achievement, goal orientation

INTRODUCTION

The drive for achievement plays a crucial role in student success in school. In many parts of the world, including Indonesia, lack of passion for learning is a major problem that causes academic grades to decline, dropout rates to increase, and student engagement in learning activities to decrease (Usher and Schunk, 2018; Muro et al., 2020). Surveys from home and abroad show that students' potential does not match the results they achieve due to lack of self-motivation (UNESCO, 2023; PISA, 2022). The problem that often occurs in schools is that students lack confidence in their academic abilities (self-efficacy), do not understand why schoolwork is important (task value), and do not have clear learning goals (goal orientation) (OECD, 2023). In particular, junior high school students are in an important transition period, where they easily lose motivation and become passive in learning. In recent years, various psychological and educational approaches have been applied to overcome the problem of learning motivation. One promising way is psychoeducation, which is a structured activity that aims to increase awareness, psychological abilities, and a positive outlook towards learning through the educational process (Lukens and McFarlane, 2017). In education, group psychoeducation can be an effective way to instill positive values, strengthen self-confidence, and reset students' life and learning goals. Group psychoeducation allows students to experience change in a supportive atmosphere, deepen self-understanding and reshape healthy beliefs (Corey, 2017). According to Sue, Sue, and Sue (2019), psychoeducation is important because many behavioral problems and declines in psychological functioning are caused by a lack of self-understanding and an individual's inability to cope with social, academic, and emotional pressures. Through an interactive, reflective and dynamic process,

psychoeducation provides opportunities for students to realize their potential and learn from the experiences of their peers. Psychoeducation is considered capable of equipping students with effective learning strategies, forming a growth mindset, and strengthening internal motivation to achieve. Research by Schunk and DiBenedetto (2020) shows that psychoeducation-based interventions have a positive impact on increasing students' self-confidence and academic achievement. Several studies have also proven that psychoeducation is effective in improving aspects of learning motivation. Eccles and Wigfield (2020) in their research emphasized the importance of intervention strategies that can improve students' perceptions of the value of tasks and the long-term benefits of learning. Pulido et al. (2023) found that motivational and student engagement-based interventions contribute to increased enthusiasm for learning and resilience to academic pressure. However, in-depth and systematic research on the effectiveness of psychoeducation in improving achievement motivation of junior high school students is still very limited, especially in areas with distinctive cultural and social backgrounds such as Indonesia. Most previous studies have focused on general interventions or university student populations, without comprehensively integrating all dimensions of motivation in the context of primary education. Given this gap, this article offers a solution in the form of a systematic review of psychoeducational interventions that have been conducted over the past decade (2015-2025), to assess their effectiveness in shaping students' achievement motivation. The review will identify best practices, instruments used, and results achieved from various studies, as a scientific basis for the development of relevant and contextualized interventions in Indonesia. This study is important because the results will not only provide theoretical understanding, but also practical contributions in the development of guidance and counseling service programs that focus on achievement motivation. In addition, the findings from this study are expected to be taken into consideration in designing data-driven educational policies, as well as input for schools and counselors to create a motivating learning environment. The purpose of this study is to systematically review and analyze the effectiveness of psychoeducation in increasing achievement motivation of junior high school students based on empirical research results from accredited international journals. While the benefits of this research are:

- a. To enrich the scientific treasure in the field of education and learning psychology,
- b. Become an applicative guide for school counselors when designing psychoeducation programs, and
- c. Offer research-based suggestions for improving the quality of educational services that focus on encouraging students to achieve.

METHODS

This systematic review was conducted using a literature review Thematic approach so that this article is a conceptual study based on a review of reputable journal articles in 2015-2025. Formulating the focus of the study and the boundaries of the topic to be analyzed, namely the effectiveness of psychoeducation in increasing student achievement motivation. This focus was determined based on the urgency of the issue in the field and the lack of comprehensive studies related to this topic in the context of secondary education.

RESULTS AND DISCUSSION

A literature review of international articles published between 2015 and 2025 shows that psychoeducation has a major role to play in boosting students' passion for achievement, primarily through increasing self-efficacy, understanding task value and goal orientation. Broadly speaking, the findings from this literature can be grouped into three main themes: 1. psychoeducation and students' self-efficacy, 2. psychoeducation and understanding of task value, and 3. the role of psychoeducation in strengthening goal orientation. 1. Psychoeducation and Self-Efficacy. Several studies have found that psychoeducation that focuses on self-reflection, appreciation for small achievements, and training in

effective learning strategies can improve students' self-efficacy. Schunk and DiBenedetto's (2020) research in *Contemporary Educational Psychology* showed that students' self-efficacy increased significantly when they were given an understanding of their abilities and the opportunity to set personal goals. Similarly, the study of Muro et al. (2020) confirms that group-based psychoeducative programs can improve students' perceptions of their academic abilities through self-empowerment techniques and supportive communication in small groups. In addition, a quasi-experimental study by Kuru and Acar (2022) in Turkey revealed that junior high school students who attended psychoeducational sessions for 6 weeks showed a significant increase in perceived academic self-efficacy compared to the control group. They felt more confident in completing difficult tasks and showed better study perseverance.

2. **Psychoeducation and Increased Task Value.** Students' passion for learning is also influenced by how much they see academic tasks as valuable and relevant. Eccles and Wigfield (2020) emphasize that psychoeducation, which includes discussions about the meaning of learning, its real-life application, and the importance of academic achievement for the future, has been shown to increase students' task value. Research by Pulido et al. (2023) in *Frontiers in Psychology* also showed that the delivery of psychoeducational materials that match students' interests contributed to an increase in perceived value of school tasks. In Indonesia, Sari and Wibowo's (2021) study published in the *Asian Journal of Educational Research* showed that students who participated in psychoeducational training on time management and learning goals experienced an increase in the perceived usefulness of school assignments, and became more motivated to complete them on their own.

3. **Psychoeducation and Goal Orientation Strengthening.** Psychoeducation is also effective in shaping students' learning goal orientation, both mastery goals and performance goals. Dweck and Yeager (2019) in *Perspectives on Psychological Science* explain that through psychoeducation, students learn to set challenging goals, develop a growth mindset, and understand that failure is part of the learning process. Experimental research by Solís et al. (2021) in *Learning and Motivation* found that students who participated in a psychoeducation program based on self-reflection and goal planning showed improvements in wiser academic decision-making and a reduction in academic procrastination.

Overall Effectiveness of Psychoeducation Almost all articles analyzed showed that psychoeducation has a significant positive impact on students' achievement motivation, especially if it is systematically designed, uses a participatory approach, and is tailored to the developmental needs of learners. This finding is in line with a meta-analysis conducted by Lazowski and Hulleman (2016), which states that motivational interventions involving self-understanding, learning goals and task context can have a long-term impact on learning outcomes. However, the effectiveness of psychoeducation is strongly influenced by the duration of the program, the quality of the facilitator (counselor/teacher), the approach used (individual vs group), and the support of the school environment. A study by Habók and Magyar (2021) in the *Journal of Educational Psychology* states that interventions delivered in a supportive and inclusive school context produce better results than less adaptive environments.

Implications of the Findings and Recommendations The results of this literature review provide a strong empirical basis that psychoeducation is a relevant, flexible, and highly beneficial intervention strategy for improving junior high school students' achievement motivation. Therefore, school counselors, counseling teachers, and educational practitioners are advised to integrate psychoeducative programs in guidance and counseling services on an ongoing basis. In addition, it is necessary to develop a psychoeducative module based on local culture and school conditions (contextualized psychoeducation), as well as facilitator training so that program implementation can run optimally and have a broad impact.

CONCLUSION

Based on an in-depth search of various international reputable scientific articles from 2015 to 2025, it can be concluded that psychoeducation is a powerful way to encourage students to be more motivated in achieving achievement, especially at the junior high school level. Psychoeducation has been shown to have a favorable impact on three important aspects of motivation, namely: Increasing self-efficacy, through experiences of success, strengthening learning styles, and providing social support that makes students more confident they can complete schoolwork (Schunk and DiBenedetto, 2020; Kuru and Acar, 2022). Strengthen understanding of task value, by helping students understand how important the subject matter is in their daily lives and long-term goals, so they are more passionate about learning (Eccles and Wigfield, 2020; Pulido et al., 2023). Fostering goal orientation, particularly

a focus on mastery, through reflection activities encourages students to learn more deeply, set personal targets and see failure as an opportunity to learn (Yeager and Dweck, 2019; Solís et al., 2021). Psychoeducation also helps to increase perseverance, engagement in learning and academic resilience, especially if it is regular, ongoing and developmentally appropriate. The research reviewed suggests that psychoeducation is more effective when delivered by experts such as counseling teachers and supported by a pleasant learning environment (Habók and Magyar, 2021). Thus, the purpose of this study - to find out and analyze how effective psychoeducation is in increasing students' achievement motivation based on scientific research from various countries - has been well achieved.

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