

ACHIEVEMENT MOTIVATION TRAINING FOR STUDENTS AT SANGGAR BELAJAR MUHAMMADIYAH KUALA LUMPUR, MALAYSIA

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ABSTRACT The training was conducted as an interactive training on December 14, 2024, involving students from various educational levels at Sanggar Belajar Muhammadiyah Kuala Lumpur. The program included theoretical presentations, group discussions, role-playing, and individual reflection sessions. The effectiveness of the training was measured using pre-test and post-test evaluations, satisfaction surveys, behavioral observations, and short interviews. Results and Discussion: The findings showed a 45% increase in students' understanding of achievement motivation and self-regulation strategies. The training also significantly improved students' confidence in setting and achieving academic goals, awareness of the positive impact of self-motivation, and ability to manage social pressures, particularly those arising from social media exposure. According to Bandura's self-efficacy theory, increased confidence leads to greater persistence and effort in academic pursuits. Furthermore, students demonstrated a better understanding of how self-determination and goal-setting contribute to academic success. This achievement motivation training successfully enhanced students' motivation and self-confidence in their academic journeys. To ensure long-term impact, similar programs should be conducted regularly, and schools should integrate motivation training into their curricula. Further research is recommended to assess the long-term effects of motivation training on students' academic performance.

Keywords: *Achievement Motivation, Academic Success, Migrant Students.*

1. INTRODUCTION

Achievement motivation is a crucial factor in determining students' academic success and personal development. Numerous studies have shown that students with high levels of motivation tend to be more successful in education and their careers (Deci & Ryan, 2000). However, maintaining learning motivation is often challenging, particularly for students facing social and economic constraints. Students at Sanggar Belajar Muhammadiyah Kuala Lumpur, Malaysia,

predominantly come from migrant worker communities, which face various barriers to accessing quality education (Kodrati et al., 2023).

Several studies and social media reports indicate that students from migrant worker backgrounds often struggle to maintain their learning enthusiasm due to social pressures, unsupportive environments, and an uncertain future (Lumayag, 2016). A study by Timur (2000) also highlights that children of migrant workers are at higher risk of dropping out due to limited access to educational facilities and low levels of psychosocial support.

Furthermore, in the current digital era, social media plays a significant role in shaping students' mindsets and behaviors. Many students feel demotivated after comparing themselves with the achievements of others displayed on social media (Twenge & Campbell, 2018). Another study found that excessive social media pressure can lead to decreased self-esteem and increased academic anxiety (Chou & Edge, 2012). This phenomenon underscores the importance of intervention in the form of motivational training that not only builds students' self-confidence but also equips them with effective strategies to overcome social pressures.

This motivational training program aims to provide psychological encouragement and practical skills for students at Sanggar Belajar Muhammadiyah Kuala Lumpur, enabling them to develop confidence in achieving academic and non-academic success. Through this program, students are expected to better understand the importance of motivation in education and apply more effective learning strategies to achieve future success.

2. METHOD

2.1 Participants

This activity involved students from Sanggar Belajar Muhammadiyah Kuala Lumpur, Malaysia, from various educational levels. The participants came from diverse social and economic backgrounds, with most originating from migrant worker families.

2.2 Implementation and Activity Procedures

Psychoeducation was conducted in the form of an interactive workshop held on December 14, 2024. The methods used describe below:

Table 1. Implementation and Activity Procedures of training

No	Activity Stages	Description
1	Presentation	Delivering theories on achievement motivation and effective learning strategies.

2	Group Discussion	Students shared experiences regarding challenges in achieving success and sought solutions together.
3	Role Play	Simulation of situations where students had to face academic challenges and apply motivational strategies.
4	Individual Reflection	Students wrote their academic goals and created action plans to achieve them.

To measure the effectiveness of the training, evaluations were conducted using the following methods: (1) Pre-test and Post-test: Administered to assess students' understanding before and after the training; (2) Satisfaction Questionnaire: Students completed surveys about their experiences during the training; (3) Behavioral Observation: Instructors recorded changes in students' attitudes and interactions during the training sessions; (4) Brief Interviews: Some students were selected for interviews to explore the deeper impact of the training.



Figure 1. Training program

3. RESULTS AND DISCUSSION

Following the training implementation, students demonstrated increased awareness of the importance of motivation in achieving academic success. Based on pre-test and post-test survey results, there was an average increase of 45% in participants' understanding after attending the program. Several observed changes include: increased students' confidence in setting and achieving academic goals, greater student awareness of the positive impact of self-motivation on their success, students' ability to manage social pressure from social media and their surroundings.

Students who participated in the training showed improvements in setting their academic goals. According to Bandura's (1997) self-efficacy theory, an individual's belief in their ability to achieve a goal significantly influences their actions and efforts. Enhanced self-confidence encourages students to be more ambitious in setting academic targets and working harder to achieve them.

Self-motivation is a key factor in optimal academic achievement (Schunk & Zimmerman, 2011). This training helped students understand that academic success does not solely depend on external factors but also on the efforts and learning strategies they apply. Participants demonstrated a better understanding of how self-motivation can increase their productivity and success in school.

In the digital era, students are often exposed to social pressures stemming from social media and their environment. A study by Fardouly et al. (2015) found that exposure to social media can cause anxiety and reduce academic motivation if not managed properly. This training provided students with strategies to counter negative social comparisons and focus on more realistic and meaningful personal achievements.



Figure 1. Presenter at the psychoeducational program

4. CONCLUSION

This training program successfully enhanced students' understanding and skills in self-motivation to achieve academic and non-academic success. Highly motivated students tend to be better equipped to face educational challenges and have brighter future prospects. Similar programs

should be conducted regularly to reinforce students' motivation in the education sector. Schools should integrate motivational training into the curriculum to provide long-term impact. Further research is needed to measure the long-term effects of motivational training on students' academic achievements. Continuous evaluation using pre-test and post-test methods should be implemented to measure the program's effectiveness more comprehensively. Similar psychoeducation programs should be conducted regularly to reinforce the implementation of character education in the teaching profession. Schools should integrate character training into teacher professional development programs. Further program is needed to assess the long-term program and impact of strengthening teacher character on learning quality and student achievement.

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