THE INFLUENCE OF ARCS *(ATTENTION RELEVANCE CONFIDENCE SATISFACTION)* METHOD THROUGH PSYCHOEDUCATIONAL GROUP TO THE UNDERSTANDING MOTIVATION STRATEGIES

(A Quasi - Experimental Research in Student of Guidance and Counseling 2014)

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ABSTRACT

The purpose of this study was to examine the effect of ARCS (Attention Relevance Confidence Satisfaction) method through psychoeducational group to the understanding motivation strategies in Guidance and Counseling 2014 Student, State University of Jakarta. Researcher used quasi-experiment with pretest-posttest nonequivalent group design as method of this research. In choosing sample, researcher used cluster sampling technique with 76 people as a sample. Data collection was done by using Survey of understanding motivation strategies. The instrument validity was counted by using Correlation Point Biserial showed 28 valid questions and 16 drop questions. The instrument reliability was counted by using Kurder Richardson number 20 showed this instrument have a very high reliability at 0,853, it means that the instrument will got the same result if it was reused in another occasion. Data analysis was done by using Independent Sample t-test. The null hypotheses were rejected if Asymp Sig < 0,05 (1-tailed). The Result indicated ARCS (Attention Relevance Confidence and Satisfaction) method through Psychoeducational Group have significant effect on the Student's understanding motivation strategies in Guidance and Counseling, State University of Jakarta 2014 .

Key words: ARCS (Attention Relevance Confidence and Satisfaction) Method, Psychoeducational Group, Motivation Strategies.