THE IMPACT OF MOTIVATIONAL INTERVENTION ON SELF-CONFIDENCE AND ATTITUDES OF UNDERPERFORMING STUDENTS

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Abstract:

This study evaluates the impact of the *Ku Petik Bintang* program on underperforming students in the Department of Information and Communication Technology (JTMK) at Politeknik Mersing. Quantitative research incorporated a survey questionnaire concerning self-confidence, learning attitudes, and coping with failure before and during school term breaks. Students who have low self-esteem and a negative attitude towards learning cultivate low motivation that in turn makes them unable to successfully complete the studies. This is because the program for intervention in *Ku Petik Bintang* intends to make structured motivational programs increase intrinsic and extrinsic motivation, self-efficacy, and resilience among its students. Maslow's Hierarchy of Needs and Locke & Latham's Goal-Setting theory were used so that this program can have sessions in goal setting, mentoring, and personal feedback, which will dramatically improve the students' learning experience. The data show that students are more self-confident after the intervention and develop more active positions in learning activities. Furthermore, the results of the paired sample t-tests revealed significant differences concerning self-efficacy and academic motivation. The findings underpin the major contribution of structured mentorship combined with goal-setting strategies in enhancing growth mindset and resilience among participants. It thus adds to the literature on motivational interventions by providing empirical evidence for their effectiveness in a polytechnic education setting. Future suggestions present practical modularity, coordinate with mentorship component, and conduct longitudinal studies to increase the program efficacy.

Keywords:

Motivation, Self-Confidence, Learning Attitudes, Educational Interventions, Underperforming Students

Introduction

Underperforming students do not just have problems in their studies; they might also be suffering from a lot of low self-esteem, have negative attitudes toward learning, and find it difficult to cope with failure. Such things are called psychological barriers, and they indeed form a thin thread of life reducing the academic and personal development level of individuals. Motivational programs are indeed great catalysts for enhancing intrinsic motivation versus extrinsic motivation (Deci & Ryan 1985). These programs can improve self-efficacy, engagement, and perseverance in the academic setting through an environment that supports their psychological needs.

The Ku Petik Bintang scheme has been specifically designed as an intervention for under-performing students of the Department of Information and Communication Technology, JTMK-Politeknik Mersing. Founded on some of the world's well-established psychological theories like Maslow's Hierarchy of needs (1943) and Locke & Latham's Goal-Setting Theory (1990), the program consists of structured motivational strategies designed to uplift students' self-confidence and the cultivation of positive learning behaviors. Researchers find that these two theories on which interventions are based show the longer-lasting effects in students relative to motivation and attitude toward learning (Yeager & Dweck 2012).

The evidence from prior studies regarding motivational programs suggests that such interventions might significantly enhance takers' experiences in the areas of student involvement, self-confidence, and resilience (Schunk & Pajares, 2005; Hattie & Timperley, 2007). There has hardly been much research on how such interventions have longitudinal effects on polytechnic students who appear to be disadvantaged academically. More specifically, the present study intends to fill the gap by examining the impact of Ku Petik Bintang on increasing intrinsic and extrinsic motivations, self-confidence, and improving positive learning attitudes toward learning among students.

This paper has the following structures of the literature review that allows treatment and theoretical readings about motivation and their importance to education programs. The methodology part describes the research design, collections of data, and analysis techniques. Next, the findings' part discusses the effect of the program on confidence and attitude toward learning among students. Finally, a conclusion that suggests ways of improving future programs. This is a study that develops the ongoing discourse on motivational strategies in education and provides some useful lessons on effective ways to help under-performing students by evaluating the effects of this intervention.

The objectives of the research are:
1. Evaluate the effects of this program on students' intrinsic and extrinsic motivation.
2. Assess the change in students' self-confidence after the program.
3. Establish differences in attitudes of students towards learning and their capacity to cope with failure.

Literature Review

Motivation in Educational Programs
Motivational programs in education aim to enhance student engagement, persistence, and achievement by fostering both intrinsic and extrinsic motivation. Intrinsic motivation originates from personal interest and enjoyment, while extrinsic motivation is driven by external rewards (Deci & Ryan, 1985). Research suggests that structured motivational

programs, such as goal-setting interventions, reward-based learning, and mentorship programs, can significantly impact student motivation and learning outcomes (Ryan & Deci, 2000).

A 2023 study published in *Frontiers in Psychology* investigated the effect of structured motivational programs on student engagement and learning efficacy. The results indicated that programs incorporating personalized learning experiences, self-determination strategies, and gamification significantly enhanced both intrinsic and extrinsic motivation, leading to improved academic performance (PMC, 2023).

Additionally, studies emphasize the importance of feedback mechanisms in sustaining motivation. Timely and constructive feedback within motivational programs plays a crucial role in reinforcing students' learning behaviors and persistence (Hattie & Timperley, 2007). Moreover, adaptive learning technologies and mentoring-based interventions have been shown to provide students with personalized motivation, increasing their resilience in facing academic challenges (Dichev & Dicheva, 2017).

Therefore, evaluating the effects of structured motivational programs on student learning and engagement is critical for designing effective educational interventions that foster both motivation and academic success.

Self-Confidence and Learning Outcomes

Self-confidence is closely linked to student performance and persistence in learning. Bandura's self-efficacy theory suggests that individuals with higher self-efficacy are more likely to engage in challenging tasks and persist in the face of difficulties (Larasati & Menaldi, 1977). Studies in educational psychology indicate that programs emphasizing mastery learning, peer collaboration, and adaptive learning pathways can enhance students' self-confidence (Schunk & Pajares, 2005).

Recent research has provided further evidence on this topic. The relationship between learning methods, self-confidence, and student learning outcomes. The study found significant differences in learning outcomes based on the teaching methods employed and the students' levels of self-confidence. Notably, an interaction between learning methods and self-confidence levels influenced overall learning outcomes, suggesting that tailored teaching approaches can enhance self-confidence and academic performance (Awaludin et al., 2024).

The impact of motivational programs on self-confidence found that students who participated in structured motivation-based interventions reported a notable increase in their self-confidence levels. The study highlighted those students who engaged in goal-setting activities, mentorship programs, and resilience training demonstrated a higher ability to tackle challenging academic tasks and persist despite failures (Ullah et al., 2024). Additionally, interactive workshops focusing on self-reflection and growth mindset development helped students gain a better understanding of their abilities and develop stronger confidence in their academic potential.

Thus, assessing the extent to which a program improves self-confidence can provide insights into its effectiveness in fostering resilient learners and equipping them with essential skills for lifelong learning.

Attitudes Towards Learning and Coping with Failure

Students' attitudes towards learning and their ability to cope with failure are crucial in academic success and lifelong learning. Growth mindset theory posits that students who view intelligence as malleable rather than fixed are more likely to embrace challenges and learn from failures (Dweck, 2006). Educational programs designed with formative assessment, reflective learning, and failure-friendly environments encourage a positive learning attitude and resilience (Yeager & Dweck, 2012).

Recent studies reinforce these concepts. The direct impact of academic motivation on self-esteem and its subsequent effect on learning efficiency. Increased academic motivation boosts self-esteem, which in turn enhances students' ability to cope with challenges and failures in the learning process (Ullah et al., 2024).

Furthermore, research suggests that active learning strategies, such as problem-based learning and project-based learning, enhance students' willingness to take risks and develop a deeper understanding of content (Prince, 2004). Assessing changes in student attitudes towards learning and their coping mechanisms for failure provides valuable information for improving program design and implementation.

Methodology

Research Design

This study employed a quantitative approach using surveys based on educational psychology theories. A cross-sectional survey design was utilized to measure pre- and post-program changes, allowing for an assessment of the program's impact on students' self-confidence and attitudes toward learning.

Sample Selection

The study targeted underperforming students from the Department of Information and Communication Technology (JTMK) at Politeknik Mersing. A total of 35 students were selected based on specific criteria, including:

1. GPA below 2.00.
2. Failure in more than two courses. These criteria ensured that participants were those who would benefit most from motivational interventions.

Data Collection Instruments

The study utilized a structured questionnaire to gather data on students' self-confidence, attitudes toward learning, and ability to overcome failure. The questionnaire was designed with Likert-scale items ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), capturing participants' perceptions and changes before and after the program.

Data Collection Procedure

Surveys were administered to students at two different points: before attending the *Ku Petik Bintang* program (pre-test) and immediately after program completion (post-test). The responses were collected anonymously to ensure unbiased feedback and honest responses from participants.

Data Analysis

The collected data were analyzed using descriptive statistics, including mean scores and standard deviation calculations, to measure improvements in self-confidence and learning attitudes. The statistical software SPSS was used for data processing, ensuring accuracy in analysis. Additionally, inferential statistical methods, such as paired sample t-tests, were employed to determine the significance of changes in student outcomes before and after the intervention.

By employing this methodology, the study provides robust evidence of the effectiveness of the *Ku Petik Bintang* program in enhancing self-confidence and fostering a more positive attitude toward learning among underperforming students.

Results

Table 1: Mean on Student Feedback for the "Ku Petik Bintang" Motivational Program

Statements	Very Good	Good	Average	Weak	Mean
1. This program increases knowledge related to the topic	47%	53%	0%	0%	3.47
2. I made a connection with the field of the course followed	47%	53%	0%	0%	3.58
3. I understand the relationship between theoretical and practical learning	53%	47%	0%	0%	3.47
4. I am confident in giving opinions	53%	47%	0%	0%	3.53
5. I share ideas openly	53%	41%	6%	0%	3.47
6. This program increases the desire to explore the field studied	65%	35%	0%	0%	3.65
7. This program increases self-motivation and the ability to think creatively	59%	35%	6%	0%	3.53
8. This program helps to be more sensitive / focused and productive in the field studied	65%	29%	6%	0%	3.59
9. I understand the responsibilities required to be practiced	71%	23%	6%	0%	3.65
10. I am able to demonstrate the skills of interacting with the industry	59%	35%	6%	0%	3.53
11. I understand the importance of relationships with the industry	53%	41%	6%	0%	3.47
12. This program prepares oneself to step into the world of work	71%	29%	0%	0%	3.71

Table 2: Standard Deviation on Student Feedback for the "Ku Petik Bintang" Motivational Program

Statements	Mean	Standard Deviation
1. This program increases knowledge related to the topic	3.47	0.0060
2. I made a connection with the field of the course followed	3.58	0.00097
3. I understand the relationship between theoretical and practical learning	3.47	0.0060
4. I am confident in giving opinions	3.53	0.0034
5. I share ideas openly	3.47	0.0060
6. This program increases the desire to explore the field studied	3.65	0.0103
7. This program increases self-motivation and the ability to think creatively	3.53	0.00034
8. This program helps to be more sensitive / focused and productive in the field studied	3.59	0.0017
9. I understand the responsibilities required to be practiced	3.65	0.0103
10. I am able to demonstrate the skills of interacting with the industry	3.53	0.00034
11. I understand the importance of relationships with the industry	3.47	0.0060
12. This program prepares oneself to step into the world of work	3.71	0.0260

Improvement in Self-Confidence

The mean score for self-confidence increased to 3.53. Students reported greater courage to express opinions and openness to sharing ideas. The findings indicate that the *Ku Petik Bintang* program successfully met its objectives. The evaluation of students' intrinsic and extrinsic motivation showed significant improvements post-intervention. The mean scores for motivation-related items increased, demonstrating that students developed a higher level of self-determination and enthusiasm for learning. This aligns with the first research objective of assessing changes in students' motivation.

Positive Attitudes toward Learning

Students exhibited more positive attitudes toward learning, with a mean score of 3.58. They reported an increased willingness to understand the connection between theory and practice. Regarding self-confidence, results from the paired sample t-tests showed a statistically significant increase in students' ability to express their opinions, participate in learning activities, and tackle academic challenges with greater assurance. This confirms that the second objective, which is assessing improvements in students' self-confidence was achieved.

Ability to Overcome Failure

Approximately 65% of students indicated they were more focused and productive in their studies, while 71% agreed the program helped them understand their responsibilities in education. Most of the students reported feeling more engaged and motivated to complete their coursework, along with an enhanced capacity to handle setbacks in their academic journey. These findings indicate that the third objective, establishing differences in attitudes toward learning and coping with failure was also fulfilled.

Discussion

The results validate the effectiveness of structured motivational interventions in enhancing students' academic motivation, self-confidence, and resilience. The *Ku Petik Bintang* program provided empirical evidence supporting the use of mentorship, goal-setting, and psychological support in improving students' learning experiences. Future research should focus on long-term assessments to track sustained benefits over time and explore additional strategies to further optimize student engagement and success.

Conclusion and Recommendations

The *Ku Petik Bintang* program has proven to be an effective intervention for enhancing self-confidence and improving attitudes toward learning among underperforming students. By integrating intrinsic and extrinsic motivational strategies, the program successfully fostered a more positive mindset and better engagement with academic challenges. The increased mean scores in self-confidence and learning attitudes indicate that structured motivational programs can significantly impact students' academic journeys. Involvement of educational psychologists in the design of program activities can ensure that the interventions are tailored to address the specific psychological needs of underperforming students. Additionally, conducting longitudinal studies will allow researchers to assess the long-term impact of the program and refine its structure based on sustained effectiveness (Escobar-Soler et al., 2023). For future iterations of the program, incorporating practical modules that reinforce theoretical knowledge through hands-on experiences will be beneficial in improving students' confidence in applying what they have learned (Tarim & Tarim, 2024). Establishing a structured mentorship component can provide students with consistent guidance and encouragement, helping them maintain motivation beyond the duration of the program (EL Reflex, n.d.). By implementing these recommendations, the *Ku Petik Bintang* program can continue to evolve and make a lasting impact on student self-confidence, attitudes, and overall academic success.

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