



Effectiveness of Self-Instructional Modules: Enhancing Student Independence with Clear Guides, Interactive Materials, and Continuous Evaluation

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Abstract

This study determines the effect of group guidance intervention using the Gestalt approach technique staying with feelings on students' learning plateau. This study used a quasi-experimental research design with a pretest posttest control group design. The population in this study were 547 students in class XI at SMAN 3 Padang and then selected with certain criteria as many as two classes as experimental classes and control classes, namely class XI I and XI II with a total of 64 students. Sample withdrawal used simple random sampling. It is taken 20 students who are divided into 10 students for the experimental group and 10 students for the control group. The research instrument used a Likert scale model. Data were collected at two different times, namely pretest and posttest. Data analysis techniques used Wilcoxon Signed ranks Test and Kolmogorov Smirnov. Based on the results of research and discussion, it is concluded that group guidance services using the Gestalt approach technique staying with feelings can reduce students' learning plateau at school. This study determines the effect of group guidance intervention using the Gestalt approach technique staying with feelings to be effective in reducing learning plateau. Therefore, it is recommended that school counselors and advisors use this technique more frequently in group counseling sessions. This technique encourages students to become more aware of and express their feelings, which can help them cope with stress and academic pressure, ultimately assisting students in overcoming their learning burnout.

Keywords: Group Guidance, Gestalt Approach Technique Staying with Feelings, Learnin Plateau

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Introduction

Learning activities for each individual do not always take place naturally. Sometimes it goes smoothly, but sometimes it is not smooth, sometimes it can capture what is learned quickly sometimes slowly. A problem that also often affects students is learning saturation (Rollins, S.2020). Learning plateau occurs as a result of the demands for students to always comply with the rules of the assigned tasks (Mirzaei, M., Zoghi, M., & Davatgari Asl, H. 2017). Learning plateau also occurs because of the same activities that students do every day. This learning plateau will greatly impact students for the continuity of their education. Learning plateau can lead to decreased concentration and absorption of the essence of the material provided (Slivar, B, 2001). Because saturation is the location of the dead-end point of feelings and the brain due to continuous learning pressure. Students or college students tend to be cynical and apathetic towards lessons by showing a lack of confidence and avoiding them and not understanding the lessons that have been received (Dewaele, J. M., Albakistani, A., & Ahmed, I. K. (2024).

Boredom is one of the important factors to be studied more deeply, because this problem is closely related to the success of students to learn. According to Hakim, boredom is one of the forms of learning difficulties that are not easy to overcome. Saturation makes the mental state experience boredom and fatigue which results in a sense of lethargy, lack of enthusiasm, or lack of passion for learning activities, so that the process does not produce results.

Learning plateau or also known as learning plateau can be caused by physical and psychological fatigue (Elpidorou, A. 2024). Such as the onset of laziness, learning fatigue, feeling hopeless, feeling helpless and unable anymore, feeling trapped in sadness, difficulty, deep distress, feeling uncomfortable, giving rise to excessive irritation and anxiety and can form a circle that continues to cause learning plateau (Yang, H. J. (2004); Khaira 2018; Koh, E., & Doroudi, S. (2023)). If this is not addressed, it will cause a learning plateau in students. This causes a decrease in student motivation to learn, their competencies do not develop, they fail to master the subject matter, fail to achieve the set graduation standards, and further concentrate on student success in the self-development process (Ismawati & Nurfarhanah, 2013). Maslach

& Leiter (2016), suggest that saturation does not only come from the individual himself, but also factors from the environment that influence individuals in carrying out the activities carried out.

Based on observations at SMAN 3 Padang City during October 2023, it was found that 50% of students experienced learning plateau from all sides. The visible symptoms of learning plateau are feeling bored and not eager to learn, feeling uncomfortable learning, being nosy with their friends, often not focusing on learning and not listening to the teacher when explaining the lesson, the direction of view that is centered in another direction (not concentrating while learning), drowsiness in class, lack of readiness to learn in the morning, often late for school and lack of discipline. In addition, the results of interviews with teachers where researchers obtained information that students lack enthusiasm in learning, find it difficult to concentrate on learning, choose teachers in learning and also students avoid learning. The next interview the researcher obtained information that students felt bored because the material presented by the teacher was not interesting to students so that students were not motivated to learn, and also made students unprepared to take part in learning. This happens because on the one hand the students' learning hours are too long which at SMAN 3 Padang City, the school entrance starts at 07.00 WIB and goes home at 15.35 WIB. This of course causes students to no longer concentrate on learning because they are tired, tired so that there is a sense of learning plateau.

Maslach and Leiter (2016) stated that learning plateau is the result of constant and repeated emotional stress, which is associated with intensive involvement in interpersonal relationships for a long period of time. Learning plateau that occurs in students can be caused by environmental factors. The environment greatly affects student learning, both the family environment, the school environment, and the social environment. According to Mirzaei, Zoghi, & Davatgari (2017) there is saturation because individuals try to achieve to achieve an unrealistic goal so that individuals spend energy and lose emotional feelings towards themselves and others. Slivar (2002) saturation is defined as a condition of physical, emotional and mental fatigue due to increased demands. Slivar (2001) explains that burnout is the occurrence of fatigue and saturation felt by individuals both physically and mentally as a result of increased demands from work or learning activities. Students who feel saturation will show fatigue, the way of thinking is less able to work well as expected in learning and receiving knowledge.

Starting from the above problems, researchers are interested in providing a service to students with the aim of reducing students' learning plateau. The service to be provided is group guidance services using an approach, namely Gestalt counseling approach techniques staying with feelings. The Gestalt approach is an existential humanistic therapy based on the premise that individuals must find their own way in life and accept personal responsibility if the individual is to reach a certain level of maturity (Rukaya 2019). Furthermore, Gestalt therapy represents individuals who are able to deal effectively with their own life problems (Corey 2009).

Student learning plateau can be overcome by counseling guidance (Riska and Rosada 2021). One of them is group guidance, group guidance is one of the services in guidance and counseling. Group guidance and group counseling are services in counseling guidance that have been applied for decades, this service has been empirically proven successful in increasing the courage to speak in public, respond to other people's opinions, express their experiences, express new ideas and ideas, the ability to tolerate, and develop interests and talents (Sukma 2018).

Group guidance services help create interaction between members and group leaders. This interaction creates openness, enthusiasm to be better, and provides opportunities for students to give and receive opinions. Through group guidance services, students feel free to express their opinions, can develop feelings, thoughts, perceptions, insights, and attitudes that support behavior to control themselves, tolerate, and provide advice to fellow group members (Firman, 2018; Taufik, I. (2021)). (2021)). Students in this service activity gain many new things, namely members learning to actively participate and share experiences in an effort to develop the insights, attitudes, and skills needed in an effort to prevent problems from arising or in personal development efforts. The service to be provided is group guidance services using an approach, namely Gestalt counseling approach techniques staying with feelings. The Gestalt approach is an existential humanistic therapy based on the premise that individuals must find their own way in life and accept personal responsibility if they are to reach a certain level of maturity (Rukaya 2019). Furthermore, Gestalt therapy represents individuals who are able to deal effectively with their own life problems (Corey 2009).

This Gestalt approach teaches counselors and counsees the method of phenomenological awareness, namely how individuals understand, feel and act and distinguish it from the interpretation of an event and past experience (Komalasari and Wahyuni 2011; Kong, L. (2024)). Furthermore, in this Gestalt approach there are several techniques that can be used, and one of the techniques used in this study uses a technique called staying with feelings (Corey 2009).

Staying with feelings, is a technique that can be used for a counselee who shows unpleasant feelings or moods or he really wants to avoid them. The counselor encourages the counselee to stay with the feeling that he wants to avoid. Most counsees want to escape from a frightening stimulus and avoid unpleasant feelings.

Method

The research method used is quantitative research. This type of research is a quasi experiment design with a pretest posttest control group design. The quasi-experiment design allows researchers to manipulate variables, establish causation between variables and apply a non-randomized approach in selecting participants (Gall, Gall & Borg, 2007). Specifically, an unequal control group pre-test and post-test experimental design was used in this study. In this case there was an intervention group or experimental group that received treatment (group guidance using the Gestalt

approach approach techniques staying with feelings and a control group without receiving treatment. Therefore, both groups did the pre-test and post-test once.

The population in this study were 547 students of class XI at SMAN 3 Padang and then selected with certain criteria as many as two classes as experimental classes and control classes, namely class XI I and XI II with a total of 64 students. Sample withdrawal used simple random sampling. It is taken 20 students who are divided into 10 students for the experimental group and 10 students for the control group. The research instrument used a Likert scale model. Data were collected at two different times, namely pretest and posttest. Data analysis techniques used Wilcoxon Signed ranks Test and Kolmogorov Smirnov. The Wilcoxon Signed Ranks Test is used because this study involves paired data (pre-test and post-test) from the same group. The Kolmogorov Smirnov test is used to test the normality of the data distribution. This test helps to examine whether the data obtained from the pre-test and post-test follow a normal distribution or not. This technique is used to test whether there is a significant difference between the two measurements within the same group.

The collected data was analyzed by calculating the average score of students' learning plateau. After the description of the data, the data range or interval is calculated. Irianto (2012) explains that calculating the data range or interval can be done by calculating the highest data minus the lowest data and then dividing by the number of classes, so that the categories are classified by the criteria in the following table.

Table 1. Tabulation of Overall Learning Plateau Data of High School Students

Category	Scor Interval	f	%
High	≥135	2	3,12
Medium	87-134	38	59,37
Low	39-86	24	37,5
Total		64	100

Result and Discussion

Hypothesis testing in this study was carried out using an independent sample t-test. For this purpose, a requirements test is carried out, namely the normality test of data distribution and homogeneity of variance.

Table 2: Test of Normality

Class	Kolmogorov-Smirnova			Shapiro-Wilk			
	Statistic	Df	Sig.	Statistic	df	Sig.	
Practicality	Control	.146	30	.099	.949	30	.158
	Experiment	.127	33	.196	.971	33	.494

a. Lilliefors Significance Correction

Table 2. above shows the results of the normality test for the dependent variables in two classes (control group and experimental group) using two different statistical tests: Kolmogorov-Smirnov and Shapiro-Wilk. From both statistical tests (Kolmogorov-Smirnov and Shapiro-Wilk), it can be concluded that the data for the variables in both groups (control and experimental) are normally distributed. This can be seen from the significance values (Sig.) which are all greater than 0.05 in both tests. Therefore, the assumption of normality is met for this data, and parametric statistical analysis such as the t-test can be performed to compare the control and experimental groups.

Table 3: Frequency of Pretest and Posttest Data Results Learning Plateau Experimental Group and Control Group Students

Category	Interval	Experiment Group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		f	%	f	%	f	%	f	%
High	≥143	10	100	0	0	10	100	10	100
Medium	91-142	0	0	10	100	0	0	0	0
Low	39-90	0	0	0	0	0	0	0	0
Total		10	100	10	100	10	100	10	100

Based on Table 1.2, it is known that by providing group guidance using a approach techniques staying with feelings s there is a decrease in learning plateau by looking at the difference in frequency between the pretest and posttest of the experimental group and the control group. The decrease in the experimental group was higher than the control group because the experimental group was given group guidance using the approach techniques staying with feelings. Based on the pretest results of the experimental group, there were 10 students with a percentage of 100% in the high category. Furthermore, the posttest results of the experimental experimental group had 10 students with a percentage of 100% in the medium category. Based on the pretest results of the control group, it is known that there is a difference in the frequency of students' learning plateau before and after being given group guidance using the Gestalt approach techniques staying with feelings.

First Hypothesis Testing

The first hypothesis proposed in this study is "there is a significant difference in the learning plateau of experimental group students before and after being given group guidance services using the Gestalt approach techniques staying with feelings". This hypothesis testing was carried out using the Wilcoxon signed ranks test statistical analysis technique using the SPSS version 20.00 computer program. Based on this, the calculation results are obtained as summarized in Table 1.3 as follows.

Table 4: Results of Wilcoxon Signed Ranks Test Analysis of Differences in Student Learning Plateau on Pretest and Posttest of Experimental Group

Test Statistics ^a	
	<i>Posttest Eksperimen - Pretest Eksperimen</i>
Z	-2,805 ^b
Asymp. Sig. (2-tailed)	,005

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on Table 1.3 above, it can be seen that the probability number Asymp. Sig. (2-tailed) learning plateau of experimental group students is 0.005 or the probability is below 0.05 ($0.005 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the first hypothesis tested in this study can be accepted, namely "there is a significant difference in the learning plateau of experimental group students before and after attending group guidance using the Gestalt approach techniques staying with feelings". To see the direction of the difference, whether the higher pretest and posttest can be seen in Table 1.4 as follows

Table 5: Direction of Differences in Pretest and Posttest Learning Plateau of Experimental Group Students

		N	Mean Rank	Sum of Ranks		
<i>Posttest</i> Eksperimen	-	<i>Pretest</i> Eksperimen	Negative Ranks	0 ^a	,00	,00
			Positive Ranks	10 ^b	5,50	55,00
			Ties	0 ^c		
			Total	10		

a. *Posttest* Eksperimen < *Pretest* Eksperimen

b. *Posttest* Eksperimen > *Pretest* Eksperimen

c. *Posttest* Eksperimen = *Pretest* Eksperimen

Based on Table 1.4, the value of 10 means that of the 10 experimental group respondents involved in the calculation, 10 students experienced a decrease from pretest to posttest. Therefore, based on the above results, it can be interpreted that the experimental group experienced significant changes after attending group guidance using the Gestalt approach techniques staying with feelings. This can be seen from the 10 students who took group guidance using the Gestalt approach techniques staying with feelings that the pretest results were higher than the posttest results.

Second Hypothesis Testing

The second hypothesis tested in this study is "there is a significant difference in the learning plateau of control group students before and after attending group guidance services without special treatment". The second hypothesis of this study will also be tested using statistical analysis with the Wilcoxon's Signed Ranks Test technique using the help of SPSS version 20.00. This analysis was chosen because this technique uses paired data with two related samples. The calculation results can be seen in Table 1.5 as follows.

Table 6: Results of Wilcoxon Signed Rank Test Analysis of Students' Learning Plateau between Pretest and Posttest of Control Group

Test Statistics ^a	
	Posttest Kontrol - Pretest Kontrol
Z	-2,803 ^b
Asymp. Sig. (2-tailed)	,005

a. *Wilcoxon Signed Ranks Test*

b. *Based on negative ranks.*

Based on Table 1.5 above, it can be seen that the probability number Asymp. Sig. (2-tailed) learning plateau of control group students is 0.005 or the probability is below 0.05 ($0.005 < 0.05$). Based on these results, H_0 is rejected and H_1 is accepted. Thus, the second hypothesis tested in this study can be accepted, namely "there is a significant difference in the learning plateau of control group students before and after attending group guidance services without special treatment".

To see the direction of the difference, whether the pretest and posttest are higher can be seen in Table 1.6 as follows.

Table 7: Direction of Differences between Pretest and Posttest Learning Plateau of Control Group Students

Ranks				
		N	Mean Rank	Sum of Ranks
<i>Posttest Kontrol - Pretest Kontrol</i>	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	10 ^b	5,50	55,00
	Ties	0 ^c		
	Total	10		

a. *Posttest Kontrol < Pretest Kontrol*

b. *Posttest Kontrol > Pretest Kontrol*

c. *Posttest Kontrol = Pretest Kontrol*

Based on Table 1.6, the value of 10 means that out of 10 control group respondents involved in the calculation, 10 students experienced an insignificant decrease from pretest to posttest. Therefore, based on the above results, it can be interpreted that the control group experienced insignificant changes after attending structured group guidance or without special treatment. This can be seen from the 10 students who participated in structured group guidance or without special treatment, the pretest results tended to be stable or there was an insignificant decrease from the posttest.

Third Hypothesis Testing

The third hypothesis proposed in this study is "there is a significant difference in the learning plateau of experimental group students who follow group guidance using the Gestalt approach techniques staying with feelings with the control group given group guidance services without special treatment". To test this third hypothesis, Kolmogorov Smirnov 2 Independent Samples technique was used using the help of SPSS version 20.00. Based on this, the test results are summarized in Table 1.7 as follows.

Table 8: Kolmogorov Smirnov 2 Independent Samples Learning Plateau Analysis Results of Experimental Group and Control Group Students

Test Statistics ^a		
		Posttest learning plateau siswa
Most Extreme Differences	Absolute	,800
	Positive	,000
	Negative	-,800
Kolmogorov-Smirnov Z		1,789
Asymp. Sig. (2-tailed)		,003

a. *Grouping Variable: Kelas Posttest Eksperimen dan Posttest Kontrol*

Based on Table 1.7 the Z score for the two-sided test is 1.789 with a probability figure Sig. (2-tailed) learning plateau of experimental group and control group students is 0.003 or the probability is below 0.05 ($0.003 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the third hypothesis tested in this study can be accepted, namely "there is a significant difference in the learning plateau of experimental group students who take group guidance using the Gestalt approach techniques staying with feelings the control group given group guidance services without special treatment".

In the data description section, it can be seen that the average of the experimental group is higher than the control group. The difference occurred because the experimental group was given treatment in the form of group guidance using the Gestalt approach techniques staying with feelings, while the control group was given group guidance on student learning plateau without special treatment.

Results and Discussion

Learning Plateau of Experimental Group Students and Learning Plateau of Control Group Student

The research data obtained in the experimental group before and after the treatment is shown in the following figure.

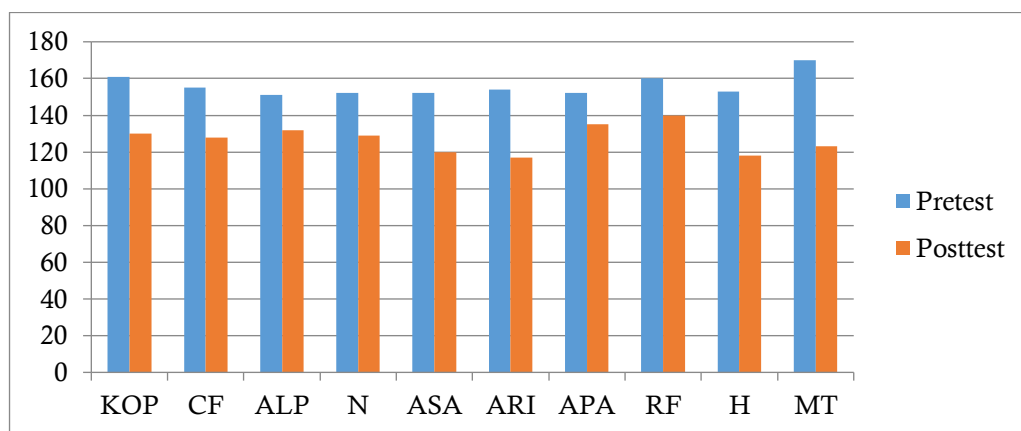


Figure 1: Description of Experimental Group Students

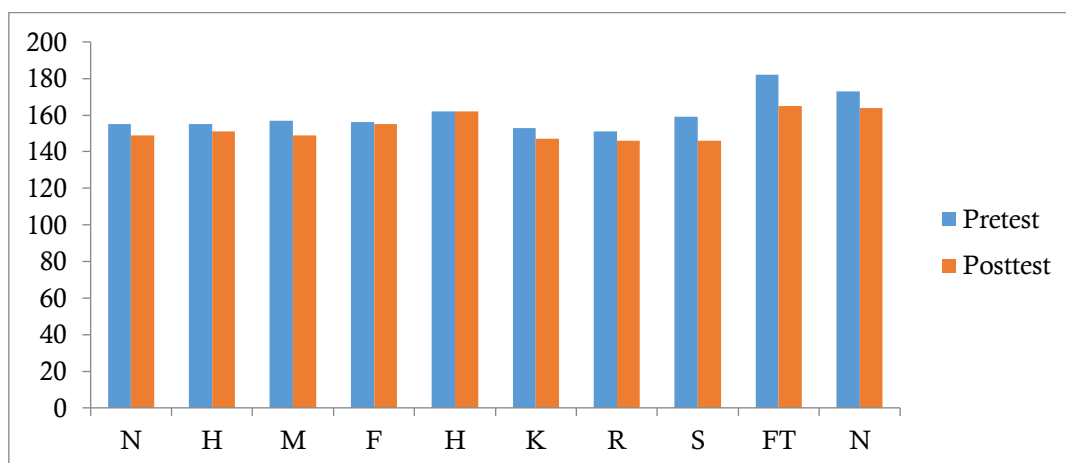


Figure 2: Description of Control Group Students

Learning plateau refers to a condition where a student experiences stagnation or difficulty in making progress in their learning process despite consistent effort. This condition can occur due to various factors, such as a lack of motivation, boredom with the material being taught, or limitations in understanding the content. Learning plateaus often happen after a student reaches a certain peak in their learning and feels difficulty in advancing to a higher level, even though they continue to try (Utegulova, et al. 2024). This phenomenon is often experienced by many students, whether at the elementary, middle, or higher education levels, and can negatively impact their academic and psychological development. Therefore, it is important to find an approach that can help students overcome this learning plateau.

Based on the results of the analysis that has been described, information is obtained that group guidance services approach techniques staying with feelings can reduce students' learning plateau. On May 2, 2024, pretests were conducted for experimental group and control group students. From the results of the pretest the two groups were taken 10 each group. The experimental group was 10 people and the control group was 10 people. On the next day, activities were carried out in the experimental group. Where, the counselor provides group services approach techniques staying with feelings. Activities in the control group are in the form of providing group guidance services but without using approach techniques staying with feelings. At the end of the meeting, the experimental group and control group were given a posttest, in order to measure whether group guidance services approach techniques staying with feelings can reduce students' learning plateau or not. Based on the posttest scores obtained, it can be concluded that there is a difference in the decrease in the number of average scores in both groups. So it can be concluded that the average score of the experimental group after implementing group guidance approach techniques staying with feelings is higher than the average score of the control group after being given group guidance services without special treatment.

The experimental group is a group of learners who get group guidance approach techniques staying with feelings. The control group is a group that gets group guidance services without special treatment. Both groups carry out a pretest before group guidance is implemented and carry out a posttest after group guidance is implemented at the same time. Based on the hypothesis calculation in the description above, it can be concluded that the hypothesis is accepted. The acceptance of the research hypothesis shows that the implementation of group guidance approach techniques staying with feelings has an influence on students' learning plateau. The decrease in posttest scores obtained by all experimental group students shows that all experimental group students experienced a decrease in students' learning plateau at school after implementing group guidance approach techniques staying with feelings. In this context, the posttest is used to measure changes in students' learning conditions after they have participated in approach techniques staying with feelings. A lower posttest score indicates a positive change—namely, a decrease in the students' learning plateau. The learning plateau here refers to a condition where students feel stuck or unable to make progress in their learning process (Chasanah, N. (2024). This technique encourages students to identify and immerse themselves in their feelings related to the learning process, rather than trying to avoid or suppress those feelings. In group counseling, students are given the opportunity to openly talk about their feelings and receive support from their peers and the counselor. By processing and confronting their emotions, students can overcome feelings of frustration or anxiety, which often contribute to the learning plateau. This statement indicates that all students in the experimental group, without exception, showed positive changes after participating in group counseling approach techniques staying with feelings. Not a single student in the experimental group did not experience a decrease in their learning plateau. This demonstrates that this approach is effective in helping students overcome their emotional and psychological barriers, allowing them to resume their academic growth.

Group guidance is a process of assistance provided by a mentor or teacher to several students in the form of providing information, discussing a certain topic needed by students in their lives both as an individual and as a social being. According to Sukardi (2002) group guidance services are guidance services that allow a number of learners together to obtain various materials from certain sources (especially from mentors / counselors) that are useful to support their daily lives both individually and as students, family and community members. Therefore, in the implementation of group guidance in this study, there are activities to provide information and discuss topics related to students' learning plateau.

Information or topics in group guidance are discussed together so that students can understand correctly so that it can be useful for students. There are several topics discussed in group guidance in this study. The topic discussed in the implementation of group guidance in this study is how students can reduce boredom in learning. The topics discussed in the implementation of group guidance are important topics and are related to reducing students' learning plateau. In this group counseling, the topics discussed related to the learning plateau include ways to maintain learning motivation, techniques to overcome feelings of boredom or frustration, and ways to shift mindset to be more positive towards the challenges faced in the learning process. Discussing these topics in group counseling is crucial for helping students overcome boredom and the learning plateau. By addressing relevant topics, students can gain a better understanding of the challenges they face in learning and find effective solutions to overcome them. This approach not only develops students' academic skills but also strengthens their ability to manage emotions and challenges related to learning, allowing them to continue to grow positively.

Winkel (2004) states that the purpose of group guidance is for the person served to be able to manage his own life, have his own views, and not just follow the opinions of others, take his own attitude and dare to bear the effects and consequences of his actions. Group guidance is a service provided to a group of learners to discuss certain topics. The discussion of topics in the implementation of group guidance causes interaction between learners. That is, all participants in group activities interact with each other, freely express opinions, respond, make suggestions, and so on, what is discussed is all useful for the participants concerned themselves and for other participants (Yusrina, Risky: 2006). Differences in learning plateau of experimental group students (Pre-test and Post-test).

Based on the results of testing the first hypothesis "there is a significant difference in the learning plateau of experimental group students before and after attending group guidance using the Gestalt approach techniques staying with feelings". The results showed that the experimental group students' learning plateau score before being given treatment was different from the students' learning plateau after being given treatment. The average score of students'

learning plateau before being given group guidance using the Gestalt approach techniques staying with feelings is 156 in the high category. After being given group guidance using the Gestalt approach with a fixed technique with feelings, students' learning plateau decreased, the average posttest score of the experimental group was 127.2 in the medium category. The significant change between the scores before and after the treatment shows that the use of the Gestalt approach technique with the staying with feelings method is effective in reducing students' learning plateau. The staying with feelings method helps students to be more open to their feelings, understand and face them, allowing them to reduce emotional barriers that hinder their learning process. This technique also enables students to be more engaged in the learning process in a more positive and understanding way, reducing feelings of boredom, frustration, and stagnation. Based on the results, it can be concluded that group counseling using the Gestalt approach technique staying with feelings method can help reduce students' learning plateau. The decrease in the average score from the high category (before treatment) to the medium category (after treatment) indicates a positive change in the students' learning condition, which suggests the success of this approach in enhancing students' motivation and learning development.

Difference in Learning Plateau of Control Group Students (Pretest and Posttest)

Based on the results of testing the second hypothesis "there is an insignificant difference in the learning plateau of control group students before and after attending group guidance services without special treatment". Based on the results of the study, it shows that the learning plateau score of control group students before being given treatment is different from the learning plateau of students after being given treatment. The average score of students' learning plateau pretest before being given group guidance on students' learning plateau without special treatment is 160.3 in the high category. After being given group guidance on students' learning plateau without special treatment, students' learning plateau tends to stabilize or there is an insignificant decrease with the average score of the control group's posttest being 153.4 in the high category. Based on the results, it can be concluded that group counseling services without special treatment are not effective enough to reduce students' learning plateau. Although there was a decrease in scores, the decrease was not significant, indicating that without a more structured approach or the use of specific techniques, such as the staying with feelings technique applied to the experimental group, students did not experience significant changes in their learning condition. Therefore, it is important for group counseling practices to use a more specific approach tailored to students' emotional and psychological needs in order to effectively overcome the learning plateau.

Various efforts can be made to reduce students' learning plateau, including by optimizing guidance and counseling services, especially group guidance services. The use of group guidance is more for overcoming learning, personal, social and career problems (Firman, Karneli, & Hariko, 2018). Overall, guidance and counseling services, especially group guidance services, play a very important role in helping students overcome various issues that can lead to a learning plateau. Through the support provided, students can feel more motivated, have a clear direction, and develop skills that support their learning success.

The pretest and posttest results of the control group tend to be stable or there is an insignificant decrease, but it is not as big as the experimental group score, because the control group is only given group guidance on student learning plateau without special treatment. Based on the previous description, the importance of implementing group guidance using the Gestalt approach techniques staying with feelings towards students' learning plateau in an effort to reduce students' learning plateau.

Based on the explanation above, in the future, counseling teachers may carry out group guidance in a structured manner without special techniques provided that counseling teachers can prepare themselves with good communication and group management skills so that group guidance remains effective to use.

Differences in Learning Plateau of Experimental Group and Control Group Students.

Based on the results of testing the third hypothesis "there is a significant difference in the learning plateau of experimental group students who take group guidance using the Gestalt approach techniques staying with feelings with the control group given group guidance without special treatment".

Based on the results of the study, it shows that the Z score for the two-sided test is 1.789 with a probability number Sig. (2 tailed) learning plateau of experimental group and control group students is 0.003 or the probability is below 0.05 ($0.003 < 0.05$). Thus, there is a difference in the learning plateau of experimental and control group students. Both research groups were given the same treatment, namely material about students' learning plateau, but what distinguishes them is that the experimental group was given group guidance using the Gestalt approach techniques staying with feelings while the control group was only given group guidance on students' learning plateau without special treatment.

This study shows that the application of the Gestalt approach technique staying with feelings in group counseling, has a significant impact on changes in students' learning plateau. The experimental group, which received counseling with this technique, showed better improvement in their learning development compared to the control group, which was only given group counseling without any special treatment. The Gestalt approach technique staying with feelings and personal experiences, enables students to better understand themselves, identify emotional or psychological barriers that may interfere with the learning process, and process these issues in a more constructive way. This

significantly contributes to increased motivation, self-confidence, and the students' ability to overcome issues leading to the learning plateau.

In contrast, the control group, which was not given any special treatment like the Gestalt technique, although participating in group counseling, did not experience significant changes in their learning plateau. This indicates that group counseling without a more personalized approach focused on feelings may not be sufficient to overcome the psychological barriers hindering the students' learning process. Overall, the results of this study support the importance of using a more directed approach based on understanding students' feelings to enhance the effectiveness of group counseling and help students overcome the learning plateau.

Based on the results of the study, it can be said that group guidance using the Gestalt approach techniques staying with feelings is effective in reducing students' learning plateau. This effectiveness can be seen from the posttest learning plateau of experimental group students experiencing a higher decline than the control group.

Conclusion

Overall, the findings of this study provide important insights into the effect of group guidance using the Gestalt approach techniques staying with feelings to reduce students' learning plateau. Thus this study concludes that group guidance using the Gestalt approach techniques staying with feelings is effective for reducing students' learning plateau. Learning plateau is a common issue faced by high school students that can hinder their learning process. This boredom arises as a result of the continuous demands to follow rules or complete tasks without any variation in learning activities. This can lead to a decline in motivation, reduced concentration, and a decrease in students' ability to absorb the material being taught. Additionally, boredom can result in increased feelings of boredom and mental fatigue, which ultimately reduces students' enthusiasm and interest in learning.

It is important for educators to recognize the signs of learning boredom in students and find ways to address this issue, such as by providing variety in teaching methods, creating an enjoyable learning environment, or offering students opportunities to develop their creativity. In doing so, students can become re-motivated and more effective in their learning process.

The practical implications for counselors and schools regarding learning plateau are as follows: For counselors: a) Counselors need to use a more personal approach with students experiencing boredom by conducting counseling sessions to explore their feelings and find appropriate solutions, such as setting realistic learning goals or helping students manage stress; b) Counselors should be able to recognize the signs of learning boredom in students early on, such as a decrease in motivation, concentration, and indifference towards lessons. By identifying this issue early, counselors can provide more effective interventions.

For schools: a) Schools need to adapt and provide variety in teaching methods to avoid learning boredom. This may include the use of technology, project-based learning approaches, or more interactive methods to keep students engaged; b) Schools should provide training for teachers on how to identify learning boredom and techniques that can be used to address this issue, such as offering more varied and engaging teaching methods.

There are many factors that limit this study, including the students' backgrounds, such as the differences in cognitive abilities among individuals. The study also aims to test the effectiveness of group guidance using the Gestalt approach techniques staying with feelings to reduce students' learning plateau, which was only conducted on a limited sample, specifically a group of students from the experimental and control groups. Therefore, the results of this study cannot be generalized to a broader group of students.

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