A Collaborative Academic Guidance Program Based on Need Analysis Of Students' Learning Motivation and Behavior

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ABSTRACT

The purpose of this study was to develop a collaborative guidance and counseling program based on need analysis of students' learning motivation and behavior. A survey design was selected to describe, measure, and analyze the relationship between achievement motivation, religious motivation, affiliation motivation, and need for power on students' learning behavior. The study population was 795 students in a school, and 595 students were recruited using stratified random sampling technique to represent the 7th, 8th, and 9th-grade students. Data were collected using achievement motivation, religious motivation, affiliation motivation, need for power, and learning behaviors with minimum item-total validity of 0.30 and reliability score between 0.6 and 0.9. The data were analyzed using descriptive statistics and Pearson Correlation, supported by expert statement and relevant previous findings, as well as logical analysis for relevant program recommendation. The result showed that all motivations, except power motivation, are significantly related to students learning behavior. Thus, collaborative academic guidance and counseling program is suggested to cover the strengthening of religious motivation, achievement motivation, and learning behavior. It is also necessary to optimize online and offline media for service targets, including individuals, group, class, a whole school, and collaboration with external parties. The collaborative effort should include school principal, homeroom teacher, subject teacher, administrators, students' organization, expert, and parents.
Keywords: motivation, learning behavior, academic guidance program.

INTRODUCTION

Guidance and counseling services in Indonesia are regulated by the minister of education and culture regulation no. 111 of 2014 (Permendikbud no. 111/2014) and are implemented based on the principle that these services should be grounded upon student/client need analysis. Need analysis serves as the crucial foundation in guidance and counseling, which may further determine the planning, implementation, evaluation, reporting, and follow-up stages. Need analysis is conducted to identify students', institutions', and parents' needs for further analysis and interpretation in order to determine the priority of guidance and counseling services (Permendikbud no. 111/2014). It serves as the key to determining the form, types, and topic of the services students need. It primarily aims to obtain a complete understanding of individuals' potentials, determine the service urgency, and find solution to the problem (Coulacoglou & Saklofske, 2017).

Despite its importance, most schools have not implemented need analysis as regulated by Permendikbud. The self-reflection of five school counselors who participated in the teacher professional education program (pendidikan profesi guru /PPG) in 2021 showed that they tend to use existing programs from the previous year or copy their colleague's program from School Counselor Association in their city.

To a worse extent, some school counselors did not conduct a need analysis and tended to repeat programs from the previous year.

When the need analysis existed, it was common in the form of subjective student need screening using questions like "Do you need academic guidance?" or In the form of a problem checklist that revealed categorical data that were analyzed descriptively in the form of frequency and percentage. The weakness of such need analysis lies in its categorical nature and poor accuracy in identifying the higher-level data, such as intervals. It also has not measured variables directly associated with the need for guidance, including academic guidance.

In this regard, the development of an online assessment application emerges as one of the alternatives to support massive, simple, and flexible need analysis. The emergence of the online platform has also allowed synchronous and asynchronous guidance and counseling services (Djenno et al., 2015). Unfortunately, such alternatives have not been optimized by the school counselors due to limited resources and facilities. School counselors' workload, limited sessions with students, and limited human resources are among the inhibiting factors (Ramli et al., 2020).

The fundamentals of guidance and counseling service lie in collaboration, through which school counselors work together with other parties based on equality, mutual understanding, respect, and supportive principles. Collaboration is directed toward common goals, i.e., how to solve students/clients' problems so that they could optimally develop their personal, social, academic, and career aspects. Subject teachers, homeroom teachers, parents, and other relevant parties can potentially be involved in such collaborations (Permendikbud no 111, 2014: (20).

Collaboration could be done from the early stages of need analysis and program prioritization to the execution and evaluation of the program. Previous studies have reported a successful collaboration of school counselors and subject teachers in a counseling service (Slijepčević & Zuković, 2021) and classical guidance service (Warren & Baker Warren, 2013). Such a successful collaboration is considered to be mutualism for both parties. In other words, collaboration is needed, preferred, and valuable (Gibson et al., 2010). American School Counselor Association (ASCA) asserts that guidance and counseling programs are effective service systems that involve school counseling core curriculum, individual student planning, responsive services, referrals, consultation and collaboration aimed at optimizing students' academic and non-academic achievements (American School Counselor Association, 2012).

Behavior engagement is a pivotal variable in a learning process (Muniroh et al., 2016; Santrock, 2018; Slavin, 2018). learning effectiveness highly depends on students' behavior, whether they exhibit appropriate or inappropriate behaviors during the learning process. Various factors are reported to affect students' learning behavior, including social, environmental, and the students' internal factors, including their motivation (Wang et al., 2017). Motivation is one of the keys to determining students' behavior during the learning process. It may strengthen one's mental aspects to set goals, commitment, and resilience (Bipp & van Dam, 2014; Jowkar et al., 2014). There are four types of learning motivations :(1) achievement motivation (Bipp & van Dam, 2014), (2) affiliation motivation (Makki et al., 2018), (3) power motivation (Schoel et al., 2015), and (4) religious motivation (Hardy et al., 2020).

The description above implies the urgency of need analysis and students' learning motivation and behaviors in the guidance and counseling program development, especially the academic guidance service. Collaboration between school counselors and subject teachers in identifying students' learning behaviors and their underlying motives would be helpful for improving the effectiveness of academic guidance programs in promoting students' learning success. Therefore, the present study aimed to develop collaborative guidance and counseling programs involving school counselors and subject teachers based on the need analysis of students' learning motivation and behavior at school.

METHODOLOGY

This study applied a survey design to measure, describe, and find out the relationship between students' motivation and learning behavior. The study was conducted in a public junior high school in Malang Regency, which consisted of 26 classes from 7th to 9th grades. Of 795 students as the study population, 595 students (74.8%) were involved in this study, consisting of 242 male students (40.7%) and 353 female students (353) with an average of 14 years of age.

Participants were recruited using a simple random sampling technique to represent 7th, 8th, and 9th-grades and parallel classes using a stratified random sampling technique. Therefore, the samples of the study were considered representative to be the basis of decision-making for developing guidance and counseling programs. The sample distribution in each grade and parallel grade is presented in table 1.

Table 1
Sample Distribution

Class	a	b	c	d	e	f	g	h	i	Total	%
7	21	21	32	26	23	27	23	23	35	231	38.8
8	17	11	32	7	11	16	10	9	14	127	21.3
9	27	32	32	31	27	31	27	30	-	237	39.8
total										595	100

N = 795, n = 595 (74,8%)

Data were collected using achievement motivation, affiliation motivation, power motivation,religious motivation, and learning behavior scales. The trial stage involved 201 randomly selected students representing 26 classes from 7th to 9th grade. Each class was represented by 7 or 8 students. The item validity was analyzed using item-total correlation to select the valid item and remove invalid ones based on a criterion of ≥ 0.3 (Cronbach, 1990). The scale reliability was examined using Cronbach's alpha. Table 2 presents the scale validity and reliability test results.

Data were collected online from 26 classes In three weeks in May 2021. Students were asked to give their responses online at their home. Data were then analyzed using descriptive and correlational statistics. The Pearson Correlation analysis of the variables was made for all classes. The Pearson coefficient was interpreted based on a significance of < 0.05.

RESULT AND DISCUSSION

Learning Motivation and Behavior
On average, the four motivation variables and the learning behaviors investigated in this study exhibited a high category both at the class- and school- level. However, the

distribution varied. As shown in Table 2, some students reported having low and very low motivation. For instance, at the school-level, 33.4% students reported low learning behaviors, 11% reported low achievement motivation, 38.4% reported low affiliation motivation, 19.3% reported low power motivation, and 11.2% reported low religious motivation. Taking closer look at each class, some students' learning motivation and behaviors were considered low and very low, as presented in Table 2.

Table 2
Item Validity and Reliability

Scale	Initial number of items	Valid (≥ 0,3)	**Reliability**
Achievement motivation	14	10	.828
Affiliation motivation	12	7	.848
Power motivation	10	4	.600
Religious motivation	14	10	.904
Learning behavior	19	16	.891
Total	69	47	

Correlation between Learning Motivation and Behaviors

All types of learning motivations, except power motivation, were found to positively and significantly correlate with learning behaviors at the class- and the school-level.

Table 3
Distribution of Learning Motivation and Behavior Percentages

Class	Score	Learning behavior n	%	Achievement motivation n	%	Affiliation motivation n	%	Power motivation n	%	Religious motivation n	%
7	ST	57	25	113	48.9	61	26.4	94	40.7	119	51.5
	T	102	44	93	40.3	89	38.5	97	42	80	34.6
	R	68	29	25	10.8	59	25.5	29	12.6	30	13
	SR	4	1.7	0	0	22	9.5	11	4.8	2	0.9
	Total	231	100	231	100	231	100	231	100	231	100
8	ST	36	28	62	48.8	32	25.2	56	32.3	108	63
	T	57	45	56	44.1	50	39.4	76	44.1	53	30.7
	R	32	25	9	7.1	35.9	28.3	37	21.3	11	6.3
	SR	2	1.6	0	0	9.02	7.1	4	2.4	0	0
	Total	127	100	127	100	127	100	172	100	172	100
9	ST	38	16	94	40	22	17.7	43	34.2	63	49.8
	T	107	45	112	47	49	38.8	59	46.8	53	41.4
	R	84	35	31	13	44	34.6	20	15.6	11	8.4
	SR	8	3.4	0	0	11	8.9	4	3.4	1	0.4
	Total	237	100	237	100	127	100	127	100	127	100
School	ST	131	22	269	45.2	135	22.7	216	36.3	317	53.3
	T	266	45	261	43.9	231	38.8	264	44.4	217	36.5
	R	184	31	65	10.9	177	29.7	93	15.6	58	9.7
	SR	14	2.4	0	0	52	8.7	22	3.7	3	0.5
	Total	595	100	595	100	594	100	595	100	595	100

N =795, n 7th-grade = 231; n 8th-grade = 127; n 9th-grade = 237; n total = 595

Table 4
Correlation Between Learning Motivation and Behaviors

Motivation	Learning behavior							
	7th-grade		8th-grade		9th-grade		School	
	r	Sig	r	Sig	r	Sig	r	Sig
Achievement	.643**	.000	.650**	.000	.622**	.000	.640**	.000
Affiliation	.530**	.000	.592**	.000	.452**	.000	.520**	.000
Power	.032	.633	.022	.809	.069	.288	.045	.275
Religious	.736**	.000	.700**	.000	.583**	.000	.672**	.000

**. Correlation is significant at the 0.01 level (2-tailed);
N =595, n 7th-grade = 231; n 8th-grade = 127; n 9th-grade = 237

Correlation of Each Motivation Types with Learning Behavior

Religious motivation positively and significantly correlated with learning behaviors in 7th-grade (r = 0.736), 8th-grade (r = 0.700), 9th-grade (r = 0.585) and at the school level (r = 0.672). In other words, this type of motivation consistently correlates with students' learning behavior. An increase in religious motivation may lead to 58 to 73 percent increase in students' learning behavior. Therefore, a collaborative program for strengthening students' religious motivation should be prioritized in order to enhance students' learning behavior in each class or at the school-level.

Religious motivation is one's willingness to devote goodness to God by worshiping Him (Atmoko, Hambali, & Barida, 2022). This motivation type plays important roles in adolescents' development. Its role could be categorized into two types: intrinsic and extrinsic motivations (Wenger & Yarbrough, 2005). Intrinsically, individuals are oriented to engage with religious behaviors and eventually internalize their religious traditions, including religious values and norms (Rasmussen et al., 2013). Intrinsic motivations may generate gratitude, acceptance, and mindfulness. Meanwhile, extrinsically, individuals are oriented to engage with religious worship and values to achieve their goals (Hardy et al., 2019, 2020). Extrinsic religious motivation triggers consistent self-regulation in worship, determination, and engagement with the environment and the surroundings.

Achievement motivation positively and significantly correlated with learning behaviors in 7th-grade (r = 0.643), 8th-grade (r = 0.650), 9th-grade (r = 0.585) and at the school level (r = 0.640). On average, this motivation type was categorized as high. In other words, this type of motivation consistently correlates with students' learning behavior. An increase in achievement motivation may lead to 62 to 64 percent increase in students' learning behavior. Therefore, a collaborative program for strengthening students' achievement motivation should be prioritized in order to enhance students' learning behavior in each class or at the school-level.

Achievement motivation is a psychological concept depicting how individuals could cognitively enjoy their performance when facing every challenge and task (Gao et al., 2020). This concept is in line with students' perception of the expected achievement they could potentially achieve(Masland & Lease, 2016). Achievement motivation may affect how students respond to every challenge, problem, creativity, and engagement, and become proactively achieve their targets and standard (Xie et al., 2018; Zhao & Guo, 2019). In its process, achievement motivation is associated with academic resilience, academic hardiness, academic engagement, and academic self-efficacy.

Affiliation motivation positively and significantly correlated with learning behaviors in 7th grade (r = 0, 530), 8th grade (r = 0, 592), 9th grade (r = 0.585) and at the school level (r = 0, 520). In other words, this type of motivation consistently correlates with students' learning behavior. An increase in affiliation motivation may lead to a 45 to 59% increase in students' learning behavior. Therefore, a collaborative program for strengthening students' achievement motivation should be prioritized in order to enhance students' learning behavior in each class or at the school-level.

Students' affiliation motivation deals with individuals' needs of having relationship, interacting, and accepting other individuals in an interpersonal relationship (Makki et al., 2018). Students' affiliation motivation represents their function as a social creature, becomes the foundation of a process and action in achieving goals, which may be affected by the needs of obtaining other people's acceptance (Bipp & van Dam, 2014). During this process, individuals tend to capture and internalize most of judgments and assumption from the community, including other students in a group at school or class. This may lead to value, trend, idea, and belief that reflects acceptable behaviors in such groups (Hanafi et al., 2018, 2020). Furthermore, refusal and exclusion of a group or community may likely lead to loneliness, depression, and low self-esteem.

Power motivation did not correlate with learning behaviors in 7th-grade (r = 0, 032), 8th-grade (r = 0, 022), 9th-grade (r = 0.069) and at the school level (r = 045). In other words, this type of motivation did not correlate with students' learning behavior. Forty percent of the participants reported having very high power motivation, implying that they tend to be dominant or authoritarian. Therefore, school counselors need to consider designing a collaborative program involving subject teachers to decrease students' power motivation to an ideal level.

Power motivation tends to lead to individuals need of dominating and having positive relationship with others (Schoel et al., 2015). In its process, such a relationship tends to result in competition and goal achievement. It is associated with one's positioning in the environment and how an individual could make influences based on his/her position (Janson et al., 2018). In an adaptive form, power motivation highlight individuals' desire to master skills, high determination, and excellent management skills to be a leader (Schuh et al., 2014).

Collaboration

Based on the need analysis, collaborative guidance and counseling program should be designed to strengthen students' religious, achievement, and affiliation motivation while controlling their power motivation in order to improve the quality of learning behavior quality.

Collaborative guidance and counseling services are basically aimed at supporting the effectiveness of guidance and counseling programs. School counselors-classroom teacher collaboration is necessary to enhance the effectiveness of the classroom teachers' interaction with the students (Gibson et al., 2010). In its process, classroom teachers may serve as the source of initial information about the students, which could be used as the basis for initial data for the counseling process and during the follow-up stage of the counseling process (Slijepčević & Zuković, 2021). Subject teachers' roles are also needed to support the school counselors' services, including the academic guidance service.

Such collaboration may enhance teachers' competence in providing academic services for students in a vulnerable group (Hastiani, 2014), strengthening relevant association between learning and the environment, (Cardwell & Fisher College, 2011), supporting parents' involvement in students' academic life (Dynes et al., 2018), and optimize the school's limited resources (Wiburg et al., 2017). Subject teachers' involvement in guidance and counseling services may also be helpful for depicting the learning design, method, and procedure that suits students' academic needs (Adriani et al., 2013). School counselors and subject teachers could work together, synchronizing the guidance and counseling programs, learning design, and the school curriculum.

From students' perspective, collaboration may increase and develop their cognitive and affective skills (Texas Counseling Association, 2018). As students could enjoy an integrated service, they are allowed to implement the guidance and counseling service outcomes into their learning process. At the same time, they may also be able to integrate their learning outcome with their personal, social, academic, and career aspects. Students' holistic understanding of the education process at school may enhance their motivation, decision accuracy, problem-solving skills, and knowledge (Kusurkar et al., 2013; Zen & Atmoko, 2016). School counselor and subject teachers collaboration may facilitate students' self-directed learning in a student-centered learning environment by providing students with risk-taking opportunities and developing their problem-solving mindsets. Such a process may significantly support students' 21st-century skills and competence (Zundans-Fraser & Bain, 2016).

Subject teachers' role in analyzing students' in-class academic needs could be supported by school counselors through comprehensive guidance and counseling services (Williams et al., 2014). Such a collaborative process allows specific need mapping in cognitive, social, and emotional dimensions (American School Counselor Association, 2012; Texas Counseling Association, 2018). In its practices, learning motivation and behavior may serve as the main bridge to develop these dimensions.

During the in-class need identification, collaboration allows teachers and school counselors to identify students who perceive final test-related stress. Although not all students suffer from final test anxiety, collaborative function may optimize the prevention of this anxiety. (Welton & Williams, 2015). Guidance service integration in alleviating anxiety and designing learning strategies may improve students' motivation and confidence to face the final exam (Yeo et al., 2016).

Designing Collaborative Motivational Guidance and Counseling Programs

A relevant academic guidance service was designed based on the need analysis result regarding students' learning motivation and behavior correlation and previous findings indicating the urgency of collaboration.

Religious Motivation Program Religious motivation was found to positively correlate with students' learning behavior. The descriptive data showed that about 90% of students have very high and high religious motivation. This finding indicated their worshiping intention, sincerity, and efforts to obtain God's blessings through their learning behaviors. However, attention is still needed for 10% who reported low and very low religious motivation. These students required more attention from school counselors and

subject teachers as they had not viewed pursuing knowledge as also a part of worshiping process.

In this regard, school counselors need to collaborate with subject teachers to design relevant programs. Based on the need analysis, several programs were recommended: 1) Developing a graphic, audio, or audiovisual media to remind and motivate students to always try to obtain God's blessings through their learning process by, for instance, using a message like: Allah will elevate those of you who are faithful, and ˈraiseˈ those gifted with knowledge in rank (Quran: 58,11), and other motivational words; 2) Involving subject teachers, parents, and students association to deliver messages through various media, such as social media, during the learning process, on the wall magazine, brochures, and other available media; 3) Inviting religion experts to improve students' religious motivation; and 4) Conducting group guidance and classical guidance with religious motivation as the topic, facilitated by the religion subject teachers and the school counselors.

Achievement Motivation Program. In this study, achievement motivation is viewed as a strong urge to master subject materials. This motivation was found to positively correlate with students' learning behavior. Students with achievement motivation tend to prefer situations that demand responsibility and try to find solutions for problems, set their goals, and learn from feedback during the learning process. Today's global competition has highlighted the importance of achieving the best outcomes.

The descriptive data demonstrated that 90% of students have high and very high achievement motivation, and 10% have low achievement motivation. Therefore, collaborative guidance and counseling programs should be aimed at maintaining students' high achievement motivation while addressing 10% of students with low and very low achievement motivation. This 10% of students potentially exhibited less active behaviors during the learning process and

were late in submitting their tasks, among other behaviors. They need specific guidance through group counseling or guidance services.

In this regard, some programs were recommended, such as 1) making a video clip, flyer, and brochure demonstrating a successful model from certain fields and delivering a message like "success comes from high achievement motivation, hard work, and God's blessings"; 2) repeating such messages through various school media, such as website, social media, guidance board, and during the classroom hours by the subject teachers; 3) group guidance, group counseling, and individual counseling services for students with low and very low motivation; and 4) School seminar by inviting motivators.

Affiliation Motivation Program. One's motivation to establish friendship and cooperation was proven to correlate positively with students' learning behavior. However, 42.8% of students exhibited low affiliation motivation, and 8.46% of students were even in the very low category. This finding should be addressed more seriously by school counselors and the subject teachers, considering that adolescence is a period during which individuals engage in groups and various activities, including learning activities. Adolescents with low affiliation motivation indicate a withdrawal tendency or personal problems.

In order to enhance students' affiliation motivation, school counselors and subject teachers need to develop a program, such as 1) School clean-up program that obliges all school members to participate and work together cleaning up their classroom; 2)Students' collaborative learning program that involves external parties to solve various problems in the class, including subject groups Such groups should establish an organizational structure consisting of head, secretary, and members, whose duties are clearly defined. Subject teachers need to deliver the assignment effectively so that students can perform their responsibility based on the agreed rules, and any dispute

should be resolved by referring to the expert; 3) Classical and inter-class guidance services to improve students' affiliation motivation by using topics like effective communication and cooperation.

Power Motivation Program. Power motivation did not correlate with students' learning behavior. 40% of students exhibited high power motivation, implying that they are potential future leaders capable of influencing others and leading an event involving many peoples. However, 36% of respondents with very high power motivation require school counselors and subject teachers' attention, as they potentially indicate ambitions and authoritarian that potentially decrease their learning behaviors. In this regard, school counselors and subject teachers need to collaborate to control and reduce students' power motivation.

Some programs were recommended: 1) Familiarizing students' collaboration in completing subject assignments, 2) Classical and group guidance services on leadership and teamwork topics; 3) School seminars inviting leadership experts. Program recommendations are presented in Table 4. The time and implementation of the program could be adjusted to each school's condition and capacity.

Table 4
Collaborative Guidance and Counseling Program Description

Need Analysis Findings	Program Recommendation	Target	Collaborator*
School Level: Religious, achievement, and affiliation motivations positively and significantly correlate with learning behavior, power motivation did not correlate with students' learning behavior Grade 7Th-grade: variables categorized low and very low: 1) Learning behavior (30.7%). 2) Achievement motivation (10.8%). 3) Affiliation motivation (35%). 4) Religious motivation (13.9%). 5) Power motivation (17.4%) , yet 40.7% students exhibited very high power motivation 8Th-grade: variables categorized low and very low: 1) Learning behavior (26.6%). 2) Achievement motivation (7.1%). 3) Affiliation motivation (35.4%). 4) Religious motivation (6.3%). 5) Power motivation (23.7%) yet 32.3% students exhibited very high power motivation 9Th-grade: variables categorized low and very low: 1) Learning behavior (38.4%). 2) Achievement motivation (13%). 3) Affiliation motivation (43.5%). 4) Religious motivation (8.8%). 5) Power motivation (19%) yet 34.2% students exhibited very high power motivation	1) Developing graphic, audio, and audiovisual media on achievement, affiliation, and religious motivations and students' learning behavior.	School	Media expert, school principal
	2) Making video clips and flyer showing a successful model	School	Media expert, school principal
	3) Spreading achievement messages through various media, and in the classrooms during the learning by the subject teachers	School	School principal, homeroom teachers, and subject teachers
	4) Spreading religious messages related to learning/ knowledge by involving all parties and media	School	School principal, homeroom teacher, subject teachers, and parents
	5) Lecturing involving religion experts on learning motivation and behavior topics	School	School principal, homeroom teachers, subject teachers, administrative staffs,and student association
	6) Seminar involving motivator with achievement tips topics	School	School principal, homeroom teachers, subject teachers, administrative staffs,and student association
	7) Seminar involving leadership experts with achievement and power topics	School	School principal, homeroom teachers, subject teachers, administrative staffs,and student association
	8) School clean-up program	School	School principal, homeroom teachers, and subject teachers, administrative staffs, and students
	9) Familiarizing with teamwork through collaborative learning	7Th, 8th, and 9th grade	homeroom teachers, and subject teachers, administrative staffs, and students
	10) Classical guidance with topics of religious motivation, collaborates with religion subject teachers.	7Th, 8th, and 9th grade	homeroom teachers, and subject teachers, religion subject teachers, and students
	11) Classical guidance with topics on effective communication and teamwork	7Th, 8th, and 9th grade	homeroom teacher, subject teachers, students, and parents
	12) Classical guidance with a topic of effective leadership.	7Th, 8th, and 9th grade	homeroom teacher, subject teachers, students, and student association
	13) Group guidance/ group counseling for students with low learning achievement	Student group	homeroom teacher, subject teachers,, and parents
	14) Individual counseling for students with very low learning motivation and behaviors	Individual	homeroom teacher, subject teachers,, and parents

*School counselors are involved in all programs

The use of media for academic guidance service was selected based on its acceptance level for the learning activities. In the educational context, media functions to draw students' attention and involvement in the program. Media may serve as a source of information for students' autonomous learning, which may eventually improve their learning motivation and behaviors (Afzali & Izadpanah, 2021; Alley, 2019). It is consistent

with the development of ICT-based guidance and counseling services (Martin et al., 2017; Ninković et al., 2021).

The designed guidance and counseling programs should highlight students' discussion(Tsang, 2011), seminar (Giddings & Vodde, 2008), and group counseling(Marjo et al., 2017; Nicolas et al., 2009). Group activities may facilitate students to interact with each other and improve their motivation. Interactions among group members may enhance students' behavior and attitudes during the group activities (Meaden et al., 2004; Scollo & Carbaugh, 2013). Such interactions may facilitate students' learning process during the group session and from other group members.

More specifically, responsive service is designed to provide students with more specific help in the form of counseling sessions. Counseling services may help students with low learning motivation and behaviors. The counseling service may facilitate students to determine their goal and expected learning outcomes based on their potentials (Korte & Schmidt, 2013; Romagnolo & Ohrt, 2017). This could be a strategic foundation for developing their learning motivation (Callan et al., 2021; Mcdowell, 2019) and behaviors (Wang et al., 2017). This process could be done in an individual and a group settings.

CONCLUSION

The need analysis demonstrated a significant relationship between achievement, affiliation, religious motivation, and students' learning behaviors. The recommended academic guidance and counseling programs include strengthening students' motivation and learning behaviors, except the power motivation. The service targets include the school, classroom, group of students, and individual students. The collaborator include school principal, subject teachers, homeroom teachers, administrative staff, student organizations, parents, and experts.

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