The Effect Of The Pintas Module (Student Academic Intervention Program) On Achievement Motivation Among Low Achieving Students

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ABSTRACT

This study aims to identify the effect of the PiNTAS Module (Academic Intervention for University Students Program) on achievement motivation among low-achieving students. The study was conducted using the Achievement Motivation Instrument (IMP) questionnaire involving the participation of 14 students identified as low achievement (GPA below 2.5) from three public universities in Malaysia. They were given treatment using the PiNTAS Module which uses a guidance and counselling approach. The findings of this study were collected through quantitative and qualitative data as well as pre-test and post-test conducted. Data were obtained through t-test analysis, interview transcription and document analysis. The results of this study shows that significant differences really exist between the values of Pre-IMP and Post-IMP, thus proving that the PiNTAS Module does have a significant positive effect on the achievement motivation among low-achieving students at the university. The activities and exercises contained in the PiNTAS module are used as a tool that can provide guidance in terms of increasing motivation towards the overall academic achievement of students. As a conclusion, the PiNTAS module has brought a significant impact in terms of increasing low-achieving students achievement motivation level which can actually be helped by using appropriate counselling and guidance approaches implemented in this study.

Keyword: Academic Intervention Module, Achievement Motivation, Low-Achieving Students

INTRODUCTION

In the current education arena, the national challenge is not only to develop a society that can drive economic development and knowledge alone, but it also acts in developing a balanced quality of life of individuals in terms of physical, spiritual, emotional and intellectual (Ministry of Education Malaysia, 2015); that is, among them are able to produce a society that believes in God, united, skilled, have a balanced and integrated personality, responsible and motivated (Muhamad Shafiq & Noraini, 2018). To achieve the needs and meet the aspirations of the country, the government is seen to always pay serious attention to aspects of performance or excellence in academic achievement (Azrinawati et al., 2012; Uk Raai, Alias & Mohd Hasril, 2014; Muhamad Shafiq & Noraini, 2018) at the institutional level education. This is because this group will lead the country's leadership in the future. Therefore, it is not surprising that the issue of student academic excellence has always been a hotly debated issue among the community and the media because this group will lead the country's leadership in the future.

According to Tuckman (2000), a student's academic achievement excellence is the starting point of the interaction between beliefs about self-efficacy to achieve, motivation to achieve and strategies to achieve, or in short it is called achievement motivation. Therefore, for someone with a student degree, the aspect of motivation plays an important role in determining their academic achievement (Azizi et al., 2005). Maehr and Sjogren (1971) stated that among the things that affect students' academic achievement is achievement motivation. Students in Public Institutions of Higher Learning (IPTA) are seen to be constantly exposed to various challenges when pursuing studies at the institution, where they not only need to excel in academics, but

also non-academic matters (Jamaludin & Mohamad Safuan, 2013; Shahid, Hamzah, Khan, 2020). Thus, self-motivation is seen as an important element that must be formed and built so that they can be moved positively to carry out daily life as university students.

Suradi Salim (1987) argued that motivation is an element that drives individual behaviour, which students with high motivation will be more diligent or interested in learning compared to students who are less motivated. Based on the study of Mc Clelland (1985), a student is seen to succeed in increasing his internal motivation when he understands and actively participates in motivational programs. This situation indirectly shows that the need for modules as a tool to increase the level of motivation of individuals through the implementation of motivational programs conducted. The application of modules in the program in the form of guidance and counselling is proven to be effective and leave a positive impact both for the client or counsellor himself because it contains lessons that help individuals to think and act in the form of written guidelines (Abdul Hanid, 2012).

OBJECTIVE
This study is seen to provide an opportunity for students to increase their learning motivation in order to improve their academic achievement at a better level through the application of built modules. Sidek and Jamaludin (2005) stated that the module is a complete set of guidelines that is conceptualized to facilitate cognitive development, especially memory, understanding, motivation and interest and focus of students. A quality module is a module that has a high appeal that is, it is able to produce individual students who can learn according to individual needs and abilities (Meyer, 1988). In the aspect of guidance and counselling, the application of the module is an approach to educate a client on techniques or strategies in the form of education in treating or developing the psychological aspects of the client himself (Amalia Madihie & Sidek Mohd Noah, 2013).

Baron (1989) explains that motivation is a process of internal attraction that drives, controls and maintains human behaviour to achieve a goal more effectively (Salasiah et al., 2012). Therefore, this intervention module offers a more comprehensive guidance and counselling service mechanism. In other words, this study will pave the way for counsellors, facilitators and parties involved in

planning, assisting and guiding low-achieving students more effectively. The implementation of the module will re-cultivate the self-confidence of students as well as encourage a positive action and behaviour towards achieving the expected results.

PiNTAS MODULE (STUDENT ACADEMIC INTERVENTION PROGRAM)

This PiNTAS (Student Academic Intervention Program) module is used as an intervention to prevent the occurrence of academic dropouts by increasing the achievement motivation and academic performance of low-achieving university students. The construction of this module activity is based on the need to motivate students to excel in physical, emotional, spiritual and intellectual aspects through guidance and counselling approaches. This module covers three main phases namely; (i) Detection Phase, (ii) Recovery Phase and (iii) Empowerment Phase and developed based on the Sidek Module Development Model (2001). These three phases will involve various activities that are deemed necessary as a support system for students in the process of increasing their level of achievement motivation. The exposure and assistance provided is consistent so that this group can practice the changes applied through the module outside the session. The results implemented is to see and evaluate the impact of the application of the techniques used as well as solve the issue of low-achieving students and academic dropouts at the tertiary level.

THEORETICAL APPROACH
Mc Clelland's achievement motivation theory (1961; 1985) has been the main support in discussing the effectiveness of the PiNTAS module on achievement motivation among students at Public Universities (UA) selected in this study. Mc Clelland's theory of achievement motivation explains that an individual's achievement motivation is closely related to the internal motivations that shape a person's behaviour. Mc Clelland emphasizes the interconnection between achievement motivation and success in various aspects, where successful individuals are those who have high achievement motivation values and have the goal of achieving such success (Jamaludin & Mohamad Safuan, 2013). In other words, an individual's need for an achievement is based on a strong motivation that is expressed as an achievement motive.

Jamaludin & Mohamad Safuan (2013) explained that achievement motives are a form of tendency to overcome obstacles, determined to use power and energy to do something difficult as best as possible. This means that the motive of achievement will act to direct or motivate an individual to find a challenging situation, perform the task well and have strong confidence to achieve success. According to Mc Clelland (1985), individuals with high achievement motivation can be identified through certain traits such as diligence, perseverance, love to work with people who can make a perfect contribution, responsible, regardless of fate, often set standards achievement to succeed and rarely take high risks (Jamaludin & Mohamad Safuan, 2013). While the characteristics of low-achieving individuals are those who will choose two methods of failure namely: (i) take the easy way to achieve success; and (ii) choose a path that depends on fate alone (Mc Clelland, 1985).

Mc Clelland (1978) distinguishes behavior between high achievers and low achievers where usually low achievers often set goals that are difficult to achieve. In fact, Mc Clelland (1961) classifies high achievers as having six common characteristics, namely:

i. Give priority to performing tasks with moderate levels of difficulty;
ii. Like a situation where the results of their performance are on their own efforts;
iii. Willing to accept criticism, wanting feedback on their successes and failures while performing a task;
iv. Enjoying difficult tasks;
v. More concerned with the future than with the past; and
vi. Perseverance when encountering failure.

In addition, Mc Clelland's theory of achievement motivation also suggests that achievement motivation is closely related to the concept of learning in which he thinks the emphasis on training and exposure to new experiences is important in efforts to improve one's achievement. The key concept presented by Mc Clelland states that increased motivation within an individual will occur if: (i) the individual is motivated; (ii) the individual engages in self-motivation; and (iii) understand the elements of motivation (Abdul Rahman, 1997). According to him, motivation acts two-way, that is, giving and receiving.

CONCEPTUAL RESEARCH FRAMEWORK

Based on Figure 1, the conceptual framework of this study is shown below which covers two types of variables involved namely dependent variables and independent variables. The independent variable is the PiNTAS module used as an intervention to help low-achieving students to increase their achievement motivation. PiNTAS module is formed based on three main phases (Detection, Recovery and Empowerment) through 4M strategy, namely Completion, Goals, Motivation and Skill. While the independent variable is the achievement motivation that looks at the aspects of factors that can influence the level of motivation of a student throughout his studies at the university. These achievement motivation variables are the determinants of the effectiveness of the PiNTAS Module on low-achieving students through comparisons before and after participating in this intervention program.
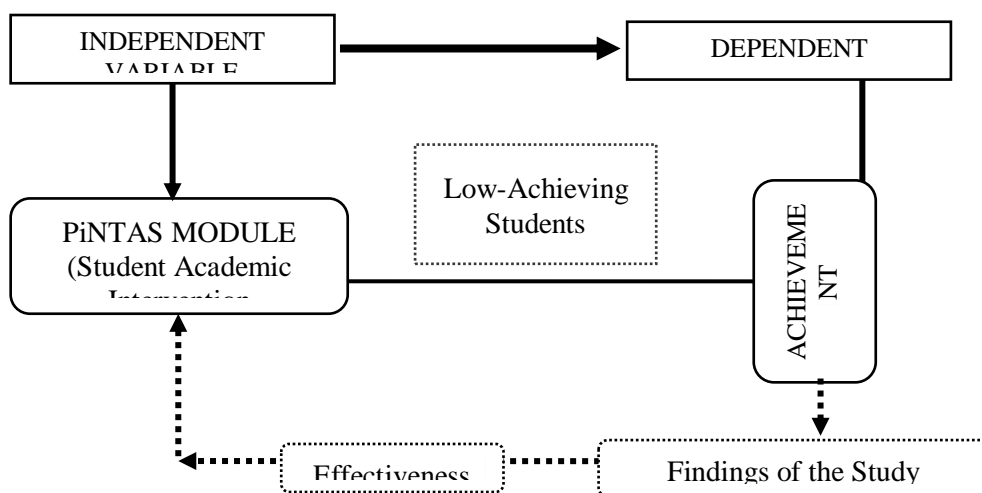

Figure 1.0 Conceptual Research Framework

LITERATURE REVIEW

Psychologists argue that an individual's motivation can be achieved by having positive aspects formed in their thoughts and souls. According to Pintrich and Schunk (1996), motivation is a process that drives an individual to initiate an action to achieve the desired desires continuously. This suggests that motivation is constructed through intrinsic and extrinsic aspects, achievement orientation, self-confidence, self-efficacy and assessment of anxiety (Mustafa, Demet & Nilgün, 2010). Irmalia Susi Anggraini (2016) explains that the motivational factor is divided into two, namely the internal factor which is known as intrinsic motivation and the external factor which is extrinsic motivation.

Intrinsic motivation factor is the motivation formed as a result of self-awareness through understanding of the importance of something (Irmalia Susi Anggraini, 2016; Mohd Zaki & Mohd Zaki, 2014). It covers the satisfaction and internal needs of the individual in performing the desired action, which is highlighted through the desire of an individual to get something with his efforts and willingness to accept challenges (Mohd Zaki & Mohd Zaki, 2014). Among the types of motivations that are classified as intrinsic are such as needs, interests, curiosity, self-satisfaction and more. In the results of Novita and Latifah (2014) study of 149 students at SMPN Bogor, Indonesia on parental expectations and intrinsic motivation on their academic performance found that parents have a positive influence on intrinsic motivation, and intrinsic motivation also has a positive influence on self-regulation of the school students. They also argue that self-regulated learning strategies act as a medium between the influence of parental expectations and intrinsic motivation towards academic performance.

As for external or extrinsic motivation factors, it is motivation in the form of stimuli received from others or the surrounding environment (Irmalia Susi Anggraini, 2016). This motivational factor exists due to the desire for recognition or consent. In other words, the action taken by an individual is intended to reward or prevent him from any punishment. Rohaty (1992) argues that extrinsic motivational factors in the learning aspect of a student is seen as a manipulation for the student to achieve excellent results. This is because students who have extrinsic motivation make learning a bridge for them to earn rewards and praises. The effect that may be obtained is that the knowledge learned will be easy to forget because it is just a matter of trying to get rewards and students will be too easy to rely on teachers to achieve success. Therefore, intrinsic motivation factor is seen as the best motivation in creating students' academic excellence.

However, a study conducted by Mills and Blankstein (2000) on extrinsic motivation of students from the University of Toronto, Canada found the opposite in which students who are independent or have a self-oriented personality and have high achievement standards in their exam scores, make extrinsic motivation factor as a yardstick in their academic achievement. It clearly shows a positive correlation among students because they will be more competitive and want to be known through the achievement of their success (Azrinawati et al., 2013).

Finally, Hamalik (1995) explains that the application of intrinsic and extrinsic motivation is influenced by several factors namely:

a) The level of awareness of students on the need to encourage positive behavior and awareness of the purpose of academic learning;
b) The attitude of the teaching staff in the classroom; that is, teachers or lecturers who constantly stimulate students to act towards clear and meaningful goals will foster intrinsic motivation. If teachers or lecturers focus more on unilateral stimuli, then extrinsic motivation will be nurtured (Hasmah, 2014; Zahanim, 2017; Badar, Kamaruddin and Puteh, 2005).
c) Influence of social environment; if the social influence of the individual has a strong impact, then the individual motivation will tend towards extrinsic motivation. For example, a student will be motivated to attend lectures if he is surrounded or has a good relationship with classmates who also like to attend lectures (Zahanim, 2017; Muhammad Shukri, Meer Zhar Farouk & Mohd Zahari, 2006; Hasmah, 2014).
d) A calm environment will also affect the intrinsic motivation of the individual when compared to an atmosphere full of stress and coercion (Zahanim, 2017; Hasmah, 2014). This context also covers the quality of the physical environment such as the availability of efficient and productive facilities at the university that can encourage them to study more effectively (Hamidah, Siti Salina & Farrah Dina, 2004; Nurahimah, Rafisah, Abdull Sukor & Mohd Izam, 2012).

Therefore, if intrinsic and extrinsic motivation can be practiced in the context of learning, then strong academic achievement motivation can be achieved by every individual who holds a student degree. Along with the characteristics of intrinsic and extrinsic motivation, individuals will be motivated to achieve good academics as well as a precise and sustainable level of motivation.

METHODOLOGY
This research uses mixed methods, which is a combination of two approaches quantitatively and qualitatively. The combined method refers to a systematic study methodology that involves the collection of quantitative and quantitative data through research (Creswell, 2014). In other words, this method places the concept of integration and synergy in the use of quantitative and qualitative data more complete than separating these two data and making analysis separately. Thus, the selection of mixed methods in this research study is an opportunity for researchers to see the effectiveness of this method in providing clear, comprehensive and practical results on the impact of the study of the construction of PiNTAS Module on the achievement of low-achieving students.

The design of this study applied quasi-experimental method with pre- and post-test of one group, in which the researcher involved a group of respondents among students who got CGPA and GPA below 2.50. The selection of this design was aimed at reducing the problems associated with not having a control or comparison group, i.e. by measuring the same dependent variables in one group of participants before (pre-test or pre) and after (post-test or post) treatment. According to Privitera & Ahlgrim-Delzell (2019), the advantage of applying this method is that we can compare scores after treatment with scores on the same measurement on the same participants before treatment. While the disadvantages identified are that this design (one group excluding the control group without treatment) is still prone to threats to internal validity, including those related to observing the same participants over time, such as test effects and deterioration of the mean. However, this design is the best for this study after taking into account the safety factors of the respondents during the period of transmission of the COVID-19 pandemic that occurred in Malaysia. Table 1 shows the quasi-experimental design of the pre- and post-test methods of a group of experiments.

Table 1: *Quasi-Experimental Design Pre-Post Test Method One Experimental Group*

Experimental Group	U_1	X	U_2

X = Treatment; U = Measurement

SAMPLING METHOD
In this study, the sampling method is chosen because the researcher can select and control the respondents in accordance with the study conducted (Azizi et al., 2005). The selected respondents consisted of those who have certain characteristics or who have been identified by the researcher based on the study to be conducted (Merriam, 1998). This study also uses a small sample size (14 respondents) so that the extraneous effect that can interfere with the findings of the study can be avoided in addition to the effect of the implementation of the PiNTAS Module program on the achievement motivation of respondents more focused on the group involved (Jamaludin & Mohamad Safuan, 2013; Lindvall, Koistinen, Ivarsson, van Dijken & Eurenius, 2020). This study involved a total of 14 students with GPA and CGPA values less than 2.50, who are currently studying at the Bachelor's Degree level at selected Public Universities (UA) in Malaysia and participate in this program voluntarily.

ACHIEVEMENT MOTIVATION INSTRUMENT (IMP)
The measurement tool of this study uses the Achievement Motivation Instrument (IMP) developed based on Mc Clelland (1985) achievement motivation theory. Achievement Motivation Instrument (IMP) was developed by Robert J. Vallerand (1992) which was later translated into English by a translation back to back (Rosmaria & Nor Aniza, 2016). The application of this instrument is to measure the achievement motivation of the study respondents through three main domains, namely intrinsic motivation, extrinsic motivation and less motivated. A total of 28 items were built in this motivation measurement using the likert scale which is 1 = Strongly Disagree; 2 = Disagree; 3 = Not Sure; 4 = Agree; and 5 = Strongly Agree. The following table 2 shows the division of items based on three main domains:

Table 2: *Total Item Administration in Achievement Motivation Instruments (IMP)*

Domain	Sub Domain	Item	No. item
Intrinsic Motivation	Urge to know	1,2,3,4	4
	Desire to achieve something	5,6,7,8	4
	Receive encouragement	9,10,11,12	4
Extrinsic Motivation	Identified Rules	13,14,15,16	4
	Absorbed Rules	17,18,19,20	4
	Integrated Rules	21,22,23,24	4
Less Motivation	Less motivated	25,26,27,28	4
Total Item			**28**

(Source: Rosmaria Omar & Nor Aniza Ahmad. (2016).'Kesahan Dan Kebolehpercayaan Instrumen Motivasi Pencapaian (IMP) Dalam Kalangan Pelajar Kolej Vokasional, Malaysia'. *Graduate Research In Education (GREDuc)*, hlm. 97).

The level of motivation of the achievement of the respondents will be seen through the total score of the IMP obtained by mixing all of the scores for the items. The maximum score that can be obtained through the Measurement Instrument of Achievement Instrument (IMP) is 140 (28 x 5) and the minimum score is 28 (28 x 1) (Jamaludin & Mohamad Safuan, 2013). The high score given by the respondent reflects the higher degree of agreement given by the respondent (Zainudin, 2015), which also indirectly indicates that the respondent is highly motivated while low score indicates the respondent is in low achievement motivation (Jamaludin & Mohamad Safuan, 2013). In this study, the researcher has categorized student motivation scores into three levels, namely high achievement motivation with a score of 98-140, moderate achievement motivation with a score of 58-97 and low achievement motivation level with a score of 57 and below. Score 98 is taken as a high level of achievement motivation because the achievement of the score produced is 70% (100/140 x 100%) and score 57 is also a low level of achievement motivation because the achievement of the score produced is below 40% (57/140 x 100%). Thus, respondents who obtained a score of 70% and above are considered to have achieved a high level of achievement motivation.

Rosmaria and Noraniza (2016) stated that based on the reliability test conducted for each item of the instrument recorded a Cronbach Alpha value between .827 to .918. The results of the analysis show that the reliability value of this study instrument built is high as well as acceptable and suitable for use with a range value of 0.8 to 0.9. The analysis of the value of the construct correlation coefficient for the Achievement Motivation Instrument (IMP) used in this study also shows a high level of validity interpretation on each item of the instrument.

DATA ANALYSIS
Data analysis has been divided into three namely descriptive analysis, inference analysis and content analysis. The data obtained were then analyzed using Statistical Package for Social Science (SPSS) software. It is intended to obtain results based on the data entered. For quantitative data obtained from the Achievement Motivation Instrument (IMP) analyzed in the form of inference analysis and repetition t-test. Meanwhile, qualitative data were obtained from the transcription of counseling sessions, client work (worksheets) and written feedback forms which were then analyzed in the form of content analysis.

FINDINGS
The evaluation of the effectiveness of the PiNTAS module on the achievement motivation of the respondents based on the data from the Achievement Motivation Instrument (IMP) is shown through the graphical evaluation results as in Figure 2. Figure 2 below shows that the relative percentage of Post IMP is lower than Pre IMP. This indicates that the achievement motivation of the respondents involved has increased after participating in the PiNTAS module program.
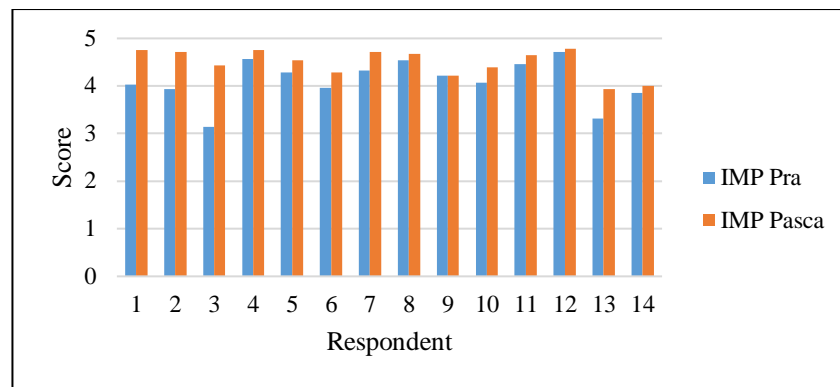
Figure 2 Relative Percentage Bar Chart for IMPs by Respondents.

To test the significant level of improvement, T-Tests for two dependent samples were conducted and the results are shown in the following Table 2.

Table 2: *T-Test Results for Two Dependent Samples for IMP*

	Mean	*Variance*	*t Stat*	*P(T<=t) two-tail*	*t Critical two-tail*
Pre-IMP	4.102	0.204	-4.102	0.001	2.160
Post-IMP	4.487	0.082			

Overall, the findings show that the mean for the Post IMP (4.487) is higher than the Pre IMP (4.102). The significant value (p) for the T-Test is equivalent to 0.001 which is smaller than 0.01. The results of this test prove that, at 99% confidence level, the PiNTAS module has significantly increased achievement motivation. To strengthen the conclusions from the results of these test findings, the *Bootstrap* sampling method was conducted with a *Bootstrap* number equivalent to 1000 as suggested by Davison and D.V Hinkley (1997). Table 3 shows the results of the method and Figure 3 shows the Histogram for the mean difference based on the *Bootstrap* method.

Table 3: *Bootstrap Sampling Method on T Test Results for IMP.*

Bootstrap Measurement	**Average**	*Standard Error*	**Bias**	*Percentage of Bias*	**Bootstrap 95% Confidence Interval (Bootstrap = 1000)**	
					CI 2.5%	**CI 97.5%**
Nilai	1.159	0.159	-0.005	0.434	0.869	1.461

Table 3 and Figure 3 briefly show that the value of 95% confidence interval for T-Test results based on Bootstrap method does not include zero value, (0.869, 1.461). The results of the study shows that significant differences really exist between the values of Pre-IMP and Post-IMP, thus proving that the PiNTAS module does have a significant positive effect on the achievement motivation of respondents.
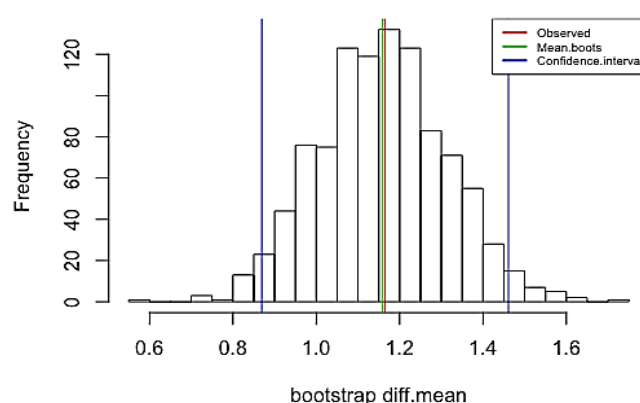
Figure 3: Histogram for bootstrap mean differences in T-Test results for IMP.

In conclusion, statistical evaluation based on graphical evaluation and statistical hypothesis testing has proven that the PiNTAS module has successfully increased the level of achievement motivation for respondents significantly at a very high level of confidence of 99%.

Qualitative Data
The following study findings shows verbatim excerpts and feedback through documents obtained from the content analysis of this study.

Table 4: *The Effect of the PiNTAS Module on the Achievement Motivation of Low-Achieving Students.*

Source	Statement	Respondent
Verbatim	*This activity can **help me to find other ways** to get what I want. My other good opinion is **that it raises my spirits** not the ones that bring me down. Things like this can really **increase my motivation to learn**.*	R02, session 4, line 109-114
	*Before joining this program, I had thought to stop studying or change costs, but it seems like it is harder for me to stop studying. After participating in the program, **I decided not to stop, but continue with other costs.***	R03, session 6, line 5-6
	*Before the program, my goals were not clear and I did not know what I needed to do first. When I start what program I need to do, **I know better how to start with a plan that has been decided**, cannot rush to be consistent and a way to overcome a problem. **So I am more motivated to study** for next semester.*	R08, session 6, line 73-74
Feedback Form	*I also set goals to help myself and help my family. I was also able to **to fix what I had done previously** in order for me not to repeat again.*	R10, session 6, line 154-157
	*Felt like I am **more enthusiastic and motivated to get better**. **More motivated and there are new goals** to be achieved.*	R01-01
	*The effect of this program on myself is that **I am more motivated and more eager** to learn.*	R02-01
	***It gives me the motivation to continue learning** and achieve the best I can.*	R03-01
	*I get the **feeling to change in pursuit of my goals.***	R04-01
	*I became **more motivated to achieve my goals and I will not easily give up in pursuing my ambitions** after this.*	R05-01

Table 4: Continuation

Source	Statement	Respondent

Feedback Form	*This program had a huge impact on me because **it helped me see from a different perspective and added to my passion** for learning.*	R06-01
	*****Aroused and helped find a way out of the problem** I was facing.*	R07-01
	*Able to **create self-goals** and help improve self-identity. Be **more motivated and enthusiastic**.*	R08-01
	*I can identify my problems and weaknesses and ways to overcome them and I **get the spirit and support to change to achieve my goals.***	R09-01
	*****Give me the motivation to continue learning** and help me in identifying long-term and short-term life goals.*	R10-01
Goal Achievement Document (L13)	*I need to change my way of thinking to be **more positive and more motivated to continue learning** and start a new semester with this new knowledge that I have gained.*	R04
	*Improve the intention to learn and **be more grateful and motivated in learning.***	R08
	*I can no longer be ashamed to ask about things I do not understand. I am **more motivated to increase my self-confidence** and **become a more courageous person**.*	R14
WhatsApp (Text)	*Although this program does not touch on academic subjects, but **it has helped me to answer the exam**, because as you already know, I have an exam exactly one day after the end of this program. I feel that with the help of this program, **I can answer the exam with a happy heart, calm mind** and this makes the answering process smoother and I am **more enthusiastic and motivated**.*	R13
WhatsApp (Audio)	*Through this program, **I was able to regain my self-confidence** which had previously started to disappear due to feeling down with my first semester results. With the help of the facilitator, **I was able to regain my confidence and I was able to know where my weaknesses, advantages and strengths were**.*	R06

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analysis of the findings of the study above shows that most of the respondents who follow this PiNTAS module are initially unmotivated and lack the enthusiasm to learn. In addition, respondents also lack self-confidence which causes them to be ashamed and afraid to ask if they do not understand learning. However, after following this module, the respondents have more feelings of motivation and enthusiasm, do not easily give up and will try to be more courageous in matters related to academics.

DISCUSSIONS
The findings of the study have shown that the application of the PiNTAS Module has been able to significantly increase the motivation of low-achieving students. The results of the analysis of these data show that this study coincides with the

theory of achievement motivation that has been presented by Mc Clelland (1961) who stated that the achievement motivation of an individual is very closely related to internal motivation, which in turn will move and shape a person's behaviour to perform the task well and have strong confidence to achieve success. Behavioural differences demonstrated by study respondents before and after receiving the PiNTAS Module revealed that the need for achievement motivation can be developed by demonstrating through the provision of training to less motivated individuals.

The positive results from this PiNTAS Module are also in line with the statement of Mc Clelland (1985) who thinks that the emphasis on training and exposure to experience is an important agent in the process of increasing the motivation of achievement of an individual involved. According to Jamaludin & Mohamad Safuan (2013), the achievement of a goal will be easily achieved when the individual feels ready enough to be motivated, which in turn will guide himself to follow the training activities in the module easily and interestingly. For example, a respondent who fails previously is likely due to his inappropriate environmental factors, then he will find a solution by focusing on activities or training related to environmental factor problems. So, the results of the study found that the respondents responded by explaining that the activities built in this PiNTAS Module has guided them to provide an appropriate environment that can foster good achievement motivation to the respondents themselves.

In addition, the findings of this study support the study that has been done by Jamaludin and Mohamad Safuan (2013), Jenkins (2001) and Mehwish et al. (2015) who saw a significant relationship between the development of motivational modules with the formation of individual achievement motivation. The approach through the module is seen as very appropriate in its role of motivating those who are students because it applies the aspect of activity-based guidance, which involves student participation towards increasing productivity, achievement, passion and lasting awareness. As a result, individuals with high achievement motivation will form positive behaviours through certain traits such as diligence, perseverance, love to work with people who can contribute perfectly, be responsible, do not take into account fate, and often set achievement standards to succeed .

Besides, the results of this study have also supported the study of Mohd Ali Jaamat (1999) who found that intervention programs apply modules as a tool to increase achievement motivation to students. This study has helped students in facing various challenges in their lives as well as it can give them the opportunity to improve and respond to themselves with every process that occurs. Through this study proves that the PiNTAS module serves as a motivator for low-achieving students continuously in increasing the achievement motivation in themselves. Reconstruction of academic goals through the concept of achievement motivation suggested by Mc Clelland that is by increasing the intrinsic and extrinsic motivation of respondents is expected to provide opportunities for respondents to achieve new targets in their academics and learning.

CONCLUSION

Based on this study, it has succeeded in achieving the objectives of the study that has been submitted. This study shows that low-achieving students who have problems in achievement motivation can actually be helped by using appropriate counselling and guidance approaches as implemented. The activities and exercises contained in the PiNTAS module are used as a tool that can provide guidance in terms of increasing motivation towards the overall academic achievement of students. However, it needs to be mobilized through monitoring and assistance from the university or Institution of Higher Learning (IPT) so that the guidance provided is in line with the objectives presented in repairing and increasing motivation in individuals who are students so that it can be used as a guide continuously.

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