COGNITIVE COUNSELING IN IMPROVING LEARNING ACHIEVEMENT OF SLOW LEARNER STUDENTS

Siti Alawiyah[1]*,Mamat Supriatna[2]

[1] Department of Guidance and Counseling, Indonesian Education University, Bandung, Indonesia, (e-mail) siti.alawiyah10@upi.edu

[2] Department of Guidance and Counseling, Indonesian Education University, Bandung, Indonesia, (e-mail) ma2t.supri@gmail.com

*Corresponding Author

Article History

Abstract

Slow learner students are students who have limited cognitive capacity that is below average and with a low IQ level. Slow learner students can achieve a moderate level of success in learning even with additional time and assistance. To improve the learning achievement of slow learner students, guidance and counseling teachers carry out various approaches that are in accordance with their ultimate goals. This study uses the concept of a literature review using the Systematic Literature Review (SLR) technique. The Systematic Literature Review technique is an important feature of academic research. By summarizing, analyzing, and synthesizing a group of related literature, one can test certain hypotheses and/or develop new theories. The results showed that cognitive counseling techniques in improving student achievement were dominantly using Cognitive Structuring and Cognitive Behavior Therapy (CBT).

How to cite:
Alawiyah, S., & Supriatna, M. (2022). Cognitive Counseling In Improving Learn Achievement of Slow Learner Students. *Proceedings of International Conference on Islamic Guidance and Counseling, 2*, 22-29. http://conference.uin-suka.ac.id/index.php/article/view/650

INTRODUCTION

Slow learners are increasingly being used to refer to students who fail in schoolwork. Slow learners also show children with a level of ability who are not able to do jobs that are usually done by children their age (Brennan, 2018). The existence of slow learner students is often not realized by teachers or parents, slow learner students do not have physical problems, they can still think and express feelings to others. However, slow learner students have limited cognitive capacity which is below average and with a low IQ level. The average IQ score is 100, while slow learner students have an IQ score of 70-90. So that it affects the weak thinking power, which then has an impact on the inhibition of learning activities and student achievement (Rida, 2021). Contributing factors are culture, poverty, family inadequacy, parental disharmony, and in some cases, unfavorable school conditions,

and absenteeism from school. Slow learner students can achieve a moderate level of success in learning even with additional time and assistance. They are able to be educated in regular classes with little adaptation. As adults they are independent and socially adaptable. If these children's needs are not met, they fail and drop out of school prematurely (Vasudevan, 2017).

To overcome the problems related to the slow learner students, guidance and counseling teachers carry out continuous assessments following the learning achievements that have been achieved by students from time to time, and can classify groups of students who are smart, moderate, poor, or good enough in their class. Cognitive counseling has many approaches including Cognitive Behavior Therapy and Cognitive Restructuring. This approach is quite effective in helping to increase learning motivation which then affects the learning achievement of slow learner students (Mutmainah, 2020).

METHODS

Systematic Literature Review is a term used to refer to a particular research methodology or research and development carried out to collect and evaluate related research on a particular topic focus. This study uses the concept of a literature review using the *Systematic Literature Review (SLR)* technique. The *Systematic Literature Review* technique is an important feature of academic research. By summarizing, analyzing, and synthesizing a group of related literature, one can test certain hypotheses and/or develop new theories. Can also evaluate the validity and quality of existing work against criteria to reveal weaknesses, inconsistencies, and contradictions (Xiao & Watson, 2019). SLR research is carried out for various purposes, including identifying, reviewing, evaluating, and interpreting all available research with topic areas of interest to phenomena, with certain relevant research questions. SLRs are also often required for setting a research agenda, as part of a dissertation or thesis, and as part of a research grant application (Triandini et al., 2019).

3.1. Object of research

The object of this study is slow learner students. Taking information systems as the object of research has several reasons as follows: 1) Slow learners are students who have limited cognitive capacity which is below average and with a low IQ level; 2) Slow learner students can achieve a moderate level of success in learning achievement even with additional time and assistance; 3) To improve slow learner student achievement, guidance and counseling teachers implement various approaches

3.2. Research methods

3.2.1. Research Questions (RQ)

Research Questions are made based on the needs of the chosen topic. The following are research questions in this study:

RQ1. What factors affect learning achievement in slow learner students?

RQ2. How can cognitive counseling improve learning achievement?

RQ3. How does cognitive counseling improve learning achievement in slow learner students?

3.2.2. Search Process.

The search process is used to obtain relevant sources to answer the Research Question (RQ) and other related references. The search process is carried out using a search engine in the form of an application, namely with the name "Harzing's Publish or Perish".

3.2.3. Inclusion and Exclusion Criteria.

This stage is carried out to decide whether the data found are suitable for use in SLR research or not. A study is eligible to be selected if the following criteria are met:

1. The data used is in the 2017–2022 timeframe.

2. Data obtained through Harzing's Publish or Perish application.

3. The data used only relates to cognitive counseling, learning achievement, and slow learners.

3.2.4. Quality Assessment (QA)

In SLR research, the data found will be evaluated based on the following quality assessment criteria questions:

QA1. Was the journal paper published in 2017–2022?

QA2. Does the journal paper write down the factors that affect learning achievement?

QA3. Does the journal paper write that cognitive counseling techniques can improve the learning achievement of slow learner students?

From each paper, the answers below will be scored for each of the questions above.

1. Y (Yes): for problems and methods written in journal papers in the period 2017–2022 and,

2. T (No): for problems and methods that are not written down

3.2.5. Data Collection

Data Collection or data collection is the stage where data for research is collected. The data collected in this study are primary and secondary data.

1. Primary data
   Primary data is information collected through surveys, interviews, observations, and tailored to the needs. In this study, the primary data taken were journals from the Harzing's Publish or Perish application for the following reasons:

a. Harzing's Publish or Perish application provides complete facilities.

b. The data found is easy to find, because it has a range of years that can be adjusted based on the needs of the researcher.

c. The data displayed can be adjusted according to needs.

2. Secondary Data.

Secondary data is used to complete the primary data, if there is only an abstract in the primary data, then secondary data is needed to complete the primary data. Secondary data was obtained using the help of Google. Data collection in the study was obtained through several stages, including:

a. Observation (Observation)

This is the stage of collecting data through direct observation to the source, namely the Harzing's Publish or Perish application

b. Literature review

This is the stage to conduct a study of data assessment related to the SLR Method in journals obtained from the Harzing's Publish or Perish application

c. Documentation

This is the stage where the data that has been collected is stored into the Mendeley software.

The following are the steps for collecting data from observations to documentation obtained through the source of the Harzing's Publish or Perish application:

1. Open Harzing's Publish or Perish . app

2. Enter keywords that match the topic, namely: "Cognitive counseling", "learning achievement", and "Slow Learner" in the search form

3. In Filter years, enter the range for the years 2017 – 2022 to determine the source of the year in finding the desired issue. Then click search, it will display the title, year of publication, and the author's name. The results displayed by the search process of the Harzing's Publish or Perish application are as shown in the following image:
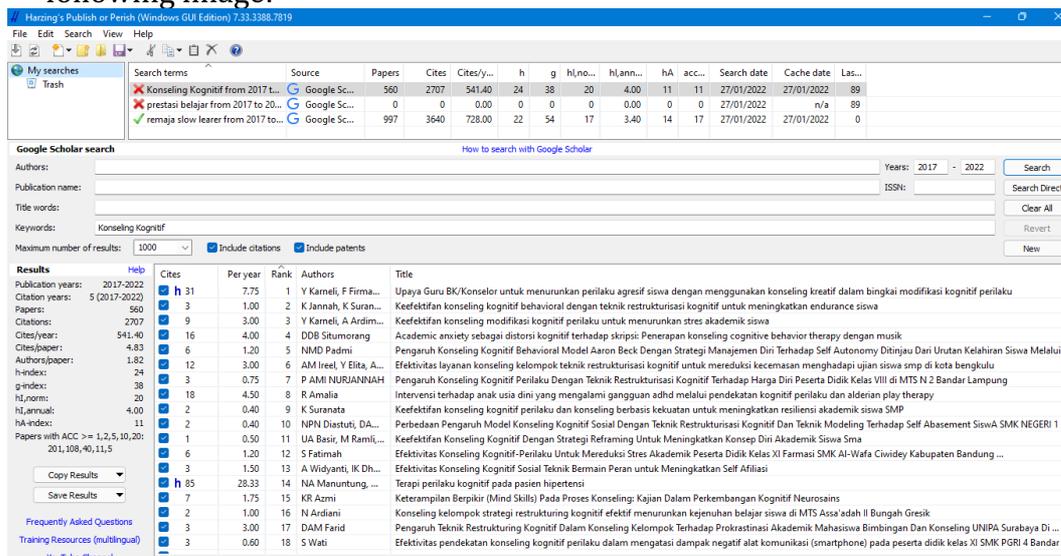

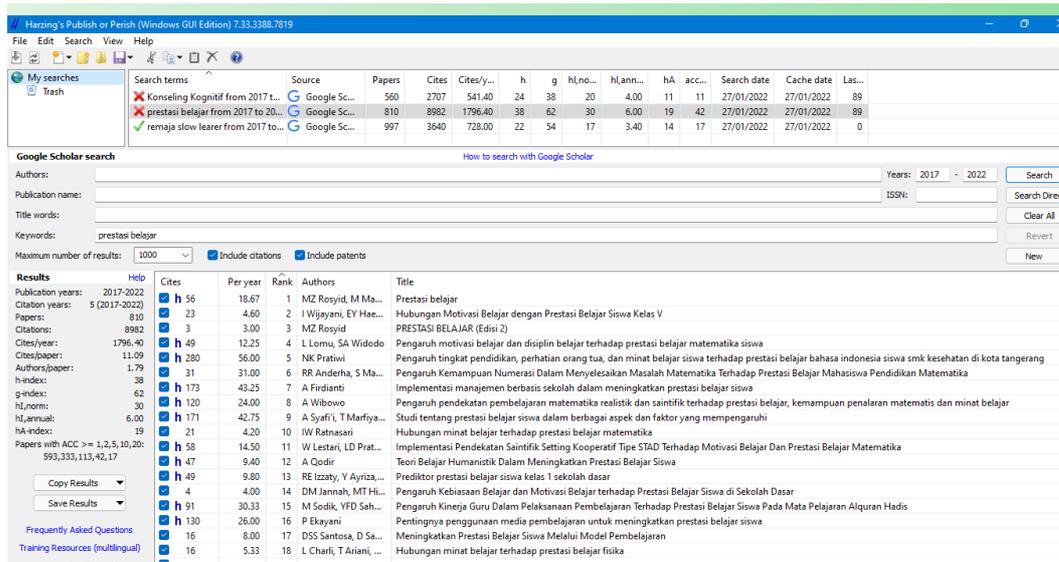**Figure 1**. Search results with keywords cognitive counseling

Figure 2. Search results with keywords learning achievement
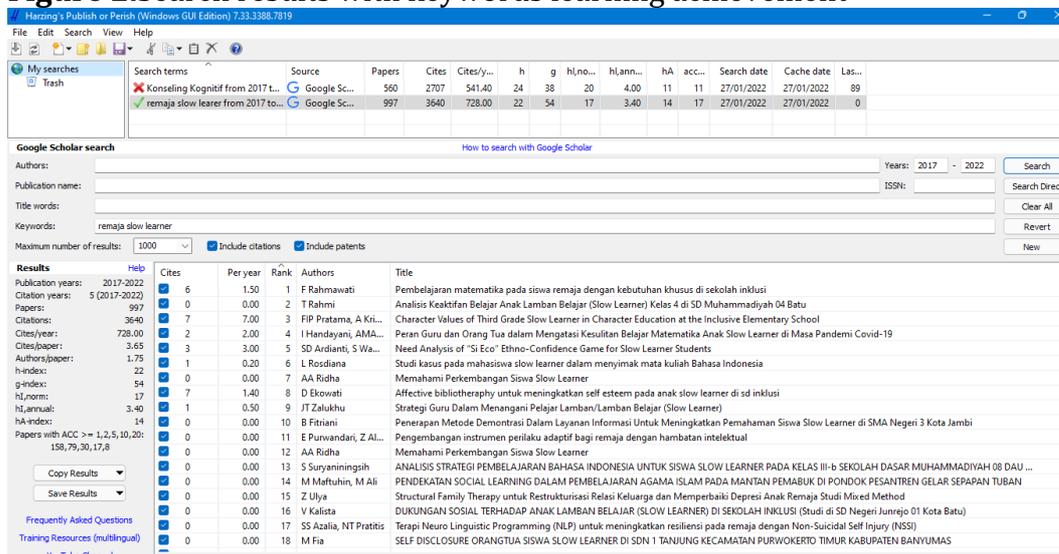
Figure 3. Search results with keywords "slow learner students"

From the results of data collection above, it was found that the journals of each keyword (cognitive counseling, learning achievement, and low learner students) were as follows:

Table 1. The results of data searches with the keywords cognitive counseling, learning achievement, and slow learner adolescents

Keywords	Number of Journals
Cognitive Counseling	560
Learning achievement	810
Slow Learner Siswa	997

3.2.6. Data Analysis.

At this stage, the data that has been collected will be analyzed to show:

1. Factors influencing slow learner student achievement (referring to RQ1).

2. Cognitive Counseling Techniques can improve learning achievement (refer to RQ2).

3. Cognitive counseling techniques in improving slow learner student achievement (referring to RQ3).

RESULTS AND DISCUSSION
4.1 Results of Search Process and Selection of Inclusion and Exclusion Criteria

The results of the search process only took 40 journal papers that met the criteria, namely journal papers published in the 2017-2022 timeframe and having discussions related to "cognitive counseling," "learning achievement, '' and "slow learner students". The information obtained is then grouped into several types of journals. The following are the types of journals that have been successfully obtained:

Table 2, Result of Search Process and Selection of Inclusion and Exclusion Criteria

No	Journal Type	Year	Amount
1	THERAPEUTIC: Journal of Guidance and Counseling	2018	3
2	Bulletin of Counseling and Psychotherapy	2020	1
4	Reality: Guidance and Counseling Journal	2021	1
5	Suluh: Guidance and Counseling Journal	2021	1
6	RASI Journal	2021	1
7	JEMARI (Journal of Education for Madrasah Ibtidaiyah)	2021	1
8	SCHOOL EDUCATION JOURNAL PGSD FIP UNIMED	2018	1
9	RISTEKDIKTI : Guidance and Counseling Journal	2018	1
10	JOURNAL OF COMMUNICATIONS	2018	1
11	Darul Ilmi: Journal of Islamic Education and Science	2020	1
12	Journal of Applied Guidance and Counseling	2019	1
13	Journal of Character Education	2019	1
14	Journal of Pedagogy and Learning	2019	1

15	Syifaul Qulub: Journal of Islamic Guidance and Counseling	2020	1
16	IBTIDA- Journal of Basic Education Studies	2021	1
17	Spisula: Psychological Periodic Proceedings	2020	1
18	EDUCATION JOURNAL: Counseling Guidance Journal	2017	1
19	Journal of Office Management Education	2018	1
20	LENTERA Journal: Journal of Educational Studies	2022	1
21	SCHOULID: Indonesian Journal of School Counseling	2018	1
22	JIGC (Journal of Islamic Guidance and Counseling)	2020	1
23	Sharpened: Journal of Islamic Education Science and Management Studies	2018	1
25	Journal of IKA PGSD (PGSD Alumni Association) UNARS	2019	1
26	JIEM (Journal of Islamic Education Management)	2019	1
27	Indonesian Journal of Education	2020	1
28	Pandashop Guidance and Counseling Journal	2021	1
29	Educational Publications	2017	1
30	Counseling Psychology	2018	2
31	journal empathy com	2021	1
32	EDUCATIONAL COUNSELING "Journal of Guidance and Counseling"	2020	1
33	Psychocentrum Review	2019	1
34	EduBase : Journal of Basic Education	2021	1
36	Muaddib: Islamic Education Journal	2020	1

4.2 Quality Assessment Results

The following are the results of the quality assessment which are written in table form, leaving 25 journals that have QA results.

Table 3, Quality Assessment Results

No	Writer's name	Year	Title	QA1	QA2	QA3	Results
1	Al-Mseidin, KI, & Al-Zu'bi, MA	2021	The Effects Of Cognitive Behavioral Therapy On Academic Adjustment Among Jordanian Students.	√	√	√	Received
2	Alfionita, A., Etc	2019	Student Achievement in Subjects	√	√	√	
3	Anis Fitriana, Etc	2017	The Relationship Between IQ Test Results (Intelligence Quotient) With Student Achievement	√	√	√	Received
4	Ardiani N	2020	Cognitive Restructuring Strategy Group Counseling Effectively Reduces Student Learning Saturation At MTS Assa'adah II Bungah Gresik	√	√	√	Received
5	Babu, DKV	2019	International Journal of Multidisciplinary Educational Research	√	√	√	Received
6	Brennan, WK	2018	Reading For Slow Learners: A Curriculum Guide	√	√	√	Received
7	Christine, P.	2021	Cognitive Restructuring	√	√	√	Received
8	Dharsana, IK, Etc	2019	Cognitive Counseling With Reframing Techniques To Intervene In Self Aggression	√	√	√	Received
9	Fonteyne, L., Duyck, W., & De Fruyt, F	2017	Program-Specific Prediction Of Academic Achievement On The Basis Of Cognitive And Non-Cognitive Factors. Learning And Individual Differences	√	√	√	Received
10	Mahmoodi, Z., Koochaki, M., et al	2017	The Effect Of Cognitive-Behavioral Counseling On Anxiety In The Mothers Of Infants In The NICU	√	√	√	Received
11	Mohammadinia, N., Fatemi, F.Dkk	2019	The Effectiveness Of Cognitive-Behavioral Play Therapy On Anxiety And Academic Achievement Among Children With LD	√	√	√	Received
12	Mutmainah, M.	2020	Group Counseling Using Cognitive Restructuring Techniques in Increasing Slow Learner Student Motivation	√	√	√	Received
13	Nila, & Nurjanah, S.	2021	Implementation of Cognitive Theory in Improving Mathematics Learning Achievement in Class V	√	√	√	Received
14	Nurjannah, P. A	2017	The Effect of Behavioral Cognitive Counseling With Cognitive Restructuring Techniques on Self-Esteem of Class VIII Students at Mts N 2 Bandar Lampung	√	√	√	Received
15	Oparaduru, J.	2017	Effectiveness Of Cognitive Restructuring And Self-Control On Proneness To Maladaptive Behavior Among Selected Senior Secondary School Students In Imo State, Nigeria	√	√	√	Received
16	Perveen, A., Bt Hamzah, H., & Ramlee, F	2020	Effectiveness Of Self-Esteem-Based Interventions To Enhance Self-Esteem And Academic Achievement Among Undergraduate Students	√	√	√	Received
17	Rida, A. A	2021	Understanding Slow Learner Student Development	√	√	√	Received
18	Simamora, T., Etc	2020	Determinant Factors Affecting Student Achievement	√	√	√	Received
19	Siregar, DN	2017	The Effect of Intelligence Quotient (IQ) on Mathematics Learning Achievement in Class VIII Students at Mtsn 1 Padangsidimpuan	√	√	√	Received
20	Sudha.	2019	Cognitive Behavior Therapy And Sport: A Comparative Study Of Academic Performance And Well Being Of Students With Learning Difficulties. International	√	√	√	Received
21	Shafi'i, A., Etc	2018	Study of Student Achievement in Various Aspects and Influencing Factors	√	√	√	Received
22	Triandini, E., et al	2019	Systematic Literature Review Method for Identification of Platforms and Information System Development Methods in Indonesia	√	√	√	Received

23	Vasudevan, A	2017	Slow Learners-Causes, Problems And Educational Programmes	√	√	√	Received
24	Wijayani, I., Dkk	2017	The Relationship between Learning Motivation and Student Achievement in Class V	√	√	√	Received
25	Xiao, Y., & Watson, M	2019	Guidance On Conducting A Systematic Literature Review	√	√	√	Received

4.3 Data Analysis

At this stage the data is analyzed and the results will answer a predetermined Research Question (RQ) and discuss the results of the dominant methods and approaches that emerged from 2017–2022.

4.3.1 Discussion of Results. This section will explain/answer the Research Question (RQ)

RQ 1. Factors influencing learning achievement in slow learner students?

Based on Research Question 1 or RQ1 about what factors affect the learning achievement of slow learner students, a journal category is generated based on the factors that affect slow learner student achievement. From the results shown in table 3, it shows that learning achievement can be influenced by several factors, namely: IQ, cognitive, Internal factors consisting of: Physical, psychologist, and motivational, and external factors, consisting of: school environment, family, and social.

table 4. Factors that affect slow learner student achievement

No	Factors that affect learning achievement	Number of Journals
1	IQ (Intelligence Quotient)	15
2	Cognitive	10
3	Internal factors, including: Physical, Psychology (interest, intelligence, talent, creativity), motivation,	8
4	External Factors, including: school, family, and social environment	7

a. IQ or intelligence ability,
    This means that intelligence includes three meanings, namely the ability to deal with and adapt to new situations quickly and effectively, to know/use abstract concepts effectively and to know relationships and learn them quickly (Siregar, 2017). Factors that play an important role in the achievement of learning achievement is intelligence. Intelligence is a person's behavior or way of solving problems and responding to difficulties by thinking quickly in the learning process (Anis fitriana, 2017). Intelligence has a great influence on student achievement. Intelligence is a provision of potential that will facilitate learning and in turn will produce optimal learning achievement. The development of students' intellectual intelligence

is one of the activities to improve learning abilities and can be implemented in the teaching and learning process (Alfionita et al., 2019). Each student's learning achievement is different, students who have a high IQ tend to be more active in the learning process and will be superior in certain areas, while children who have a low IQ and experience mental retardation will have difficulty, maybe even unable to follow formal education that should be in accordance with the age of the student. But in reality, in the teaching and learning process in schools, students are often found who cannot achieve learning achievements that are equivalent to their intelligence abilities.

b. Cognitive
Cognitive is a mental process related to abilities in the form of general recognition that is mental and is characterized by the representation of an object into a person's mental picture whether in the form of symbols, responses, ideas or ideas, and values or considerations. Cognitive as an indicator in the achievement of an achievement. "Learning outcomes at this level are the highest learning outcomes in the cognitive domain (domain), so it requires a higher type of learning outcome than the previous level (knowledge, understanding, application, analysis, synthesis)". Cognitive aspects can be grouped into (six) levels, namely; (1) Knowledge level. Instructional objectives at this level require students to recall previously received information, such as facts, problem solving terminology and so on; (2) The level of understanding (comprehensive), the category of understanding is associated with the abilities to explain knowledge, information that has been known in their own words. In this case, students are expected to translate or mention back what they have heard in words; (3) Level of Application (application), Application is the ability to use or apply the information that has been learned into new situations, and to solve various problems that arise in everyday life; (4) Level of Analysis (analysis), Analysis is the ability to identify, separate and let the components or elements of a fact, concept, opinion, assumption, hypotheses or conclusions and examine the components to see whether or not a contradiction. In this case, students are expected to be able to show the relationship between various ideas by comparing these ideas to standard principles or procedures that have been studied; (5) The level of synthesis (synthesis), Synthesis is defined as a person's ability to relate and unite various elements and elements of existing knowledge so as to form a new, comprehensive pattern; (6) evaluation level. Evaluation is the highest level that expects students to be able to make judgments and decisions about the value of product or object method ideas using certain criteria. So the evaluation here tends to be in the form of an ordinary assessment rather than an evaluation assessment. In this case, students are expected to be able to show the relationship between various ideas by comparing these ideas to standard principles or procedures that have been studied; (5) The level of synthesis (synthesis), Synthesis is defined as a person's ability to relate and unite various elements and elements of existing knowledge so as to form a new, comprehensive pattern; (6) evaluation level. Evaluation is the highest level that expects students to

be able to make judgments and decisions about the value of product or object method ideas using certain criteria. So the evaluation here tends to be in the form of an ordinary assessment rather than an evaluation assessment. In this case, students are expected to be able to show the relationship between various ideas by comparing these ideas to standard principles or procedures that have been studied; (5) The level of synthesis (synthesis), Synthesis is defined as a person's ability to relate and unite various elements and elements of existing knowledge so as to form a new, comprehensive pattern; (6) evaluation level. Evaluation is the highest level that expects students to be able to make judgments and decisions about the value of product or object method ideas using certain criteria. So the evaluation here tends to be in the form of an ordinary assessment rather than an evaluation assessment. (5) The level of synthesis (synthesis), Synthesis is defined as a person's ability to relate and unite various elements and elements of existing knowledge so as to form a new, comprehensive pattern; (6) evaluation level. Evaluation is the highest level that expects students to be able to make judgments and decisions about the value of product or object method ideas using certain criteria. So the evaluation here tends to be in the form of an ordinary assessment rather than an evaluation assessment. (5) The level of synthesis (synthesis), Synthesis is defined as a person's ability to associate and unite various elements and elements of existing knowledge so as to form a new, comprehensive pattern; (6) evaluation level. Evaluation is the highest level that expects students to be able to make judgments and decisions about the value of product or object method ideas using certain criteria. So the evaluation here tends to be in the form of an ordinary assessment rather than an evaluation assessment. Evaluation is the highest level that expects students to be able to make judgments and decisions about the value of ideas, methods, products or objects using certain criteria. So the evaluation here tends to be in the form of an ordinary assessment rather than an evaluation assessment. Evaluation is the highest level that expects students to be able to make judgments and decisions about the value of ideas, methods, products or objects using certain criteria. So the evaluation here tends to be in the form of an ordinary assessment rather than an evaluation assessment (Shafi'i et al., 2018).

c. Internal factors
   Internal factors are factors from within the individual that affect learning and learning achievement (Wijayani et al., 2017). Internal factors include: (1) Physical or physical health, Excellent physical health will support a student to carry out learning activities well, so that he will be able to achieve good learning achievements as well. On the other hand, a student who is sick, especially when his illness is very severe and must be treated intensively in the hospital, cannot concentrate on studying well. Of course he will not be able to achieve good learning achievement and can even result in learning failure. (2) Psychological, which consists of: intelligence, attitude, talent, interest. (3) Motivation, namely the drive that moves someone to do something seriously. Learning motivation is an impulse that moves a student

to be serious in learning to face lessons at school. Achievement motivation is motivation that will encourage individuals to achieve the highest learning achievement. Those who have high achievement motivation are generally characterized by the characteristics of working hard or studying seriously, mastering the subject matter, not giving up in the face of difficulties, when facing a problem, they try to find other ways. The purpose of motivation is to move or inspire someone so that their desire and willingness to do something arises so that they can obtain results or achieve certain goals. Achievement motivation is motivation that will encourage individuals to achieve the highest learning achievement. Those who have high achievement motivation are generally characterized by the characteristics of working hard or studying seriously, mastering the subject matter, not giving up in the face of difficulties, when facing a problem, they try to find other ways. The purpose of motivation is to move or inspire someone so that their desire and willingness to do something arises so that they can obtain results or achieve certain goals. Achievement motivation is motivation that will encourage individuals to achieve the highest learning achievement. Those who have high achievement motivation are generally characterized by the characteristics of working hard or studying seriously, mastering the subject matter, not giving up in the face of difficulties, when facing a problem, they try to find other ways. The purpose of motivation is to move or inspire someone so that their desire and willingness to do something arises so that they can obtain results or achieve certain goals. do not give up in the face of difficulties, when faced with a problem then he tries to find another way. The purpose of motivation is to move or inspire someone so that their desire and willingness to do something arises so that they can obtain results or achieve certain goals. do not give up in the face of difficulties, when faced with a problem then he tries to find another way. The purpose of motivation is to move or inspire someone so that their desire and willingness to do something arise so that they can obtain results or achieve certain goals (Simamora et al., 2020).

d. External Factors

External factors are factors that come from outside the individual, either in the form of the school environment, family, or social environment, such as: (1) The school environment, the environment in the form of facilities and infrastructure available at the school concerned. Adequate school facilities and infrastructure such as classrooms with lighting, adequate air ventilation, availability of AC (air conditioning), Overhead Projector (OHP) or LCD, whiteboard (whiteboard), markers, complete library, laboratory, and supporting facilities. Completeness of facilities and infrastructure will have a positive effect on students in achieving learning achievement. (2) Family environment, namely the atmosphere of social interaction between parents and children in the family environment. Parents who are not able to raise their children properly, because parents tend to be authoritarian so that children are pseudo-obedient and rebel when they are behind their parents. Permissive parenting allows a child to behave in any way, without parental

control, as a result, the child does not know the demands and responsibilities in his life as a student. Both of these parenting will have a negative impact on the achievement of children's learning achievement in school. However, parents who apply democratic parenting which is characterized by active parent/child communication, setting clear rules and responsibilities for children, parents who encourage children to excel, then this conducive parenting will have a positive effect on children's achievement in learning. school. (3) Social Environment, psychological and social atmosphere that occurs during the teaching and learning process between teachers and students in the classroom. A conducive classroom climate spurs students to be passionate about learning and learn good subject matter (Simamora et al., 2020)

RQ 2. Cognitive Counseling Techniques in Improving Learning Achievement

Based on Research Question 2 or RQ2 about cognitive counseling techniques in improving learning achievement. From the results seen from table 5, it shows that the majority of research on the techniques used for cognitive counseling in improving learning achievement is using Cognitive Restructuring and Cognitive Behavior Therapy.

Table 5, Cognitive Counseling Techniques in Improving Learning Achievement

No	Cognitive Counseling Techniques in Improving Learning Achievement	Amount
1	Cognitive Behavior Therapy	18
2	Cognitive Restructuring	22

Cognitive is a mental process related to abilities in the form of general recognition that is mental and is characterized by the representation of an object into a person's mental picture whether in the form of symbols, responses, ideas or ideas, and values or considerations. Therefore, cognitive factors have an important role for learning (Nila & Nurjanah, 2021). The use of cognitive abilities to predict academic success has long been a tradition. In fact, the first test of cognitive ability was specifically designed to predict achievement in an educational context. Since then, cognitive ability has been consistently found to predict learning achievement. Many authors argue that cognitive ability is (one of) the strongest predictors of learning achievement (Fonteyne et al., 2017)

While Cognitive Counseling is a counseling theory that emphasizes the mind. Human cognition is basically shaped and determined by the environment, and everything it has behavior that is learned or acquired due to the process of practicing and thinking. The purpose of cognitive counseling is to help solve problems that have been highlighted by counselees to change. Counseling aims to re-energize the reality test system to deal with dysfunctional interpretations. The counselee is taught to correct faulty cognitive processes and strengthen assumptions that enable him to deal with problems (Dharsana et al., 2019). This counseling is built to help the

student better understand his own view of his environment and to teach him how to achieve his personal goals by choosing tested and meaningful personal strategies as well as solving his emotional and interpersonal problems, which can be done individually or in a group setting. Group counseling is more effective than individual counseling in conditions of disappointment, helplessness and feelings of fear and failure. Several studies have stated the effectiveness of cognitive counseling can use a cognitive-behavioral approach (Mahmoodi et al., 2017).

Cognitive Behavior Therapy (CBT) Improves Learning Achievement

Cognitive-behavioral therapy is based on the interconnectedness of thoughts, actions, and feelings. Feelings and thoughts are used towards certain goals and activities, certain activities are carried out, to show a significant increase in task-oriented behavior especially towards academic achievement. Rephrasing thoughts and concepts in a positive dimension helps students to increase self-esteem and focus on academic behavior, which leads to significant improvements in their self-esteem and academic achievement (Perveen et al., 2020).

Cognitive Behavioral Therapy (CBT) is the best among the best treatment interventions. CBT brings advantages such as the manifestation of the gift of intelligent self-advising, where people manage themselves in a positive and normal way to accomplish tasks. The CBT strategy concentrates on complex fixes and hidden suspicions. There are several studies highlighting the importance of CBT intervention techniques to improve and solve some school problems because they offer many academic advantages. Furthermore, the effect of CBT intervention techniques as a cognitive counseling program can improve and deal with a number of school problems proven in several aspects of education, one of which is the academic success of academic functioning and school adjustment (AL-MSEIDIN & AL-ZU'BI, 2021).

Cognitive Restructuring Improves Learning Achievement

Cognitive restructuring is the process by which selected cognitions are treated as hypotheses from facts and examined in the context of all relevant information that is implicitly available through automatic attention, memory, and other cognitive processes. The central theoretical premise underlying cognitive restructuring is that: the specific meaning of an event is "encased" in cognition, cognition mediates emotional and behavioral responses to an event, cognition is accessible and changeable, and the accuracy and usefulness of cognition is used for evaluation. Identifying restructuring targets requires solid case formulation and good cooperation on the part of the therapist and client (Christine, 2021). Cognitive restructuring therapy was designed to change the participants' thought processes. Cognitive Restructuring Therapy focused on communication, problem solving skills and managing traits prone to maladaptive behavior among participants in the experimental group. Intended to put in place an effective means of assisting participants whose emotional and psychological thinking creates problems, as a result of faulty thinking (Oparaduru, 2017)

Cognitive restructuring, focusing on the client's cognitive modification. Cognitive restructuring techniques emphasize that the problems experienced by the counselee are a consequence of negative thoughts (Nurjannah, 2017). In the academic field, the goal of cognitive restructuring techniques is to build a more appropriate and positive mindset. Cognitive restructuring counseling is effective in reducing student learning saturation. Students who experience learning saturation will usually experience a high saturation point and affect students' physical and mental conditions, where learning achievement will be low and lack of motivation and interest in learning (Ardiani, 2020).

RQ 3. Cognitive Counseling Techniques in Improving Student Achievement Slow Learners

Today's world is very competitive, where academic achievement is given great importance, the condition of students who have learning disabilities, or students who are slow learners is a matter of great concern. Students who face academic failure are generally labeled as "failures" in all other aspects of life. Many students who are slow learners are perceived as not feeling successful in any other aspect of their lives. Slow learner students spend all their time studying and trying to solve their existing problems for a pending academic assignment. Students who face learning difficulties have poor self-confidence; they begin to doubt their abilities and continue to doubt themselves and begin to feel powerless. These children generally spend a lot of time completing academic tasks. Such a scenario requires drastic changes. Having learning problems does not mean that a child cannot do well in other aspects of his life. The slow development of academic achievement in slow learner students is one of the symptoms of children with learning disabilities, which can be considered an obstacle to achieving shared educational goals. Cognitive therapy is a way of changing a child's behavior and investigating the effectiveness of cognitive-behavioral therapy or CBT for reducing anxiety and academic achievement of slow learner students. Having learning problems does not mean that a child cannot do well in other aspects of his life. The slow development of academic achievement in slow learner students is one of the symptoms of children with learning disabilities, which can be considered an obstacle to achieving shared educational goals. Cognitive therapy is a way of changing a child's behavior and investigating the effectiveness of cognitive-behavioral therapy or CBT for reducing anxiety and academic achievement of slow learner students. Having learning problems does not mean that a child cannot do well in other aspects of his life. The slow development of academic achievement in slow learner students is one of the symptoms of children with learning disabilities, which can be considered an obstacle to achieving shared educational goals. Cognitive therapy is a way of changing a child's behavior and investigating the effectiveness of cognitive-behavioral therapy or CBT for reducing anxiety and academic achievement of slow learner students (Mohammadinia et al., 2019).

Cognitive Behavior Therapy (CBT) and Cognitive Restructuring Improve Slow Learner Student Achievement

Research conducted in India among school students between the age group of 17-19 years with the aim of comparing the effects of Cognitive Behavior. Cognitive behavioral counseling therapy activities for academic achievement and well-being of students with learning difficulties or slow learners. A total of 80 students both did therapy, namely CBT by providing counseling. The groups were compared before and after therapy for their final outcome. Test scores that make up the value of academic achievement and become scores. The results showed a significant difference before and after therapy scores of academic achievement and well-being, the results showed that therapy brought about changes in the academic achievement and well-being of students with learning difficulties or slow learners (Sudha, 2019).

In addition to the effectiveness of cognitive behavioral therapy in overcoming cognitive distortions associated with slow learner students and people with disabilities to overcome their weaknesses, slow learner students who have learning disabilities, especially those who face anxiety and depression can also take advantage of Cognitive Restructuring which can improve student learning and self-confidence, The results showed that the cognitive restructuring technique was effective in increasing the self-confidence of slow learner students. Slow learner students are a condition that finds it difficult to learn in certain areas but does not affect the overall intelligence (Babu, 2019).

In research on group counseling with cognitive restructuring techniques to increase the learning motivation of slow learner students that affect the learning achievement of slow learner students at MA Al-Asror Sekampung, the categories are very high, low, medium, high and very high. With a total of 60 students, researchers know 31 students who are included in the slow learner category. Of the 31 students, the researchers found 14 students who had low levels of learning motivation. Then they were divided into two groups, the experimental group which was given cognitive restructuring services and the control group with conventional group counseling. The results of the intervention that have been given can be concluded that there is a difference in the learning motivation of slow learner students between the treatment using cognitive restructuring techniques with conventional counseling and group counseling with cognitive restructuring techniques is effective in increasing the learning motivation of slow learner students. Where the learning motivation of students in each learning activity is very instrumental in improving student achievement. Students who are highly motivated in learning will get high learning outcomes as well, meaning that the higher the motivation, the more intensity of effort and effort they make, the higher the learning achievement they will get. Where the learning motivation of students in each learning activity is very instrumental in improving student achievement. Students who are highly motivated in learning will get high learning outcomes as well, meaning that the higher the motivation, the more intensity of effort and effort they make, the higher the learning achievement they will get. Where the learning motivation of students in each learning activity is very instrumental in improving student achievement. Students who are highly motivated in learning will get high learning outcomes as well, meaning that the higher the motivation, the more intensity of effort and effort they make, the higher the learning achievement they will get (Mutmainah, 2020).

CONCLUSIONS

The results of the study using the SLR method, it can be concluded that:

1. The learning achievement factors for slow learner students that were most studied from 2017 – 2022 are: IQ, Cognitive, Internal Factors, and External Factors
2. Cognitive counseling techniques that affect learning achievement that are widely used in research are Cognitive Restructuring and Cognitive Behavior Therapy (CBT).
3. Cognitive counseling techniques that affect the learning achievement of slow learner students are using Cognitive Restructuring and Cognitive Behavior Therapy (CBT) techniques.

REFERENCES

AL-MSEIDIN, KI, & AL-ZU'BI, MA (2021). "The Effects of Cognitive Behavioral Therapy on Academic Adjustment among Jordanian Students." Journal of Evidence-Based Psychotherapies, 21(1), 97–112. https://doi.org/10.24193/jebp.2021.1.7

Alfionita, A., Jamaludin, U., Fitrayadi, DS, Sultan, U., & Tirtayasa, A. (2019). Student Achievement in Subjects. 2(2), 1–9.

Anis Fitriana, ali imron and suparman arif. (2017). RELATIONSHIP BETWEEN IQ TEST RESULTS (INTELLIGENCE QUOTIENT) WITH STUDENT'S LEARNING ACHIEVEMENT. PESAGI (Journal of Education), 2(01).

Ardiani, N. (2020). Cognitive restructuring strategy group counseling is effective in reducing student learning saturation at MTS Assa'adah II Bungah Gresik. THERAPEUTIC: Journal of Guidance and Counseling. http://www.journal.unindra.ac.id/index.php/teraputik/article/view/445

Babu, DKV (2019). International Journal of Multidisciplinary Educational Research. In Sucharitha Publications (Vol. 8, Issue 9).

Brennan, WK (2018). Reading for Slow Learners: A Curriculum Guide. taylorfrancis.com. https://www.taylorfrancis.com/books/mono/10.4324/9780429486319/reading-slow-learners-brennan

Christine, P. (2021). Cognitive Restructuring. American Psychological Association.

Dharsana, IK, Nugraha Sudarsana, G., Ketut Suarni, N., Eka Paramartha, W., Tirka, IW, & Satya Gita Rismawan, K. (2019). Cognitive Counseling with Reframing Techniques to Intervene in Self Aggression. 382(Icet), 62–64.

https://doi.org/10.2991/icet-19.2019.15

Fonteyne, L., Duyck, W., & De Fruyt, F. (2017). Program-specific prediction of academic achievement on the basis of cognitive and non-cognitive factors. Learning and Individual Differences, 56(September 2016), 34–48. https://doi.org/10.1016/j.lindif.2017.05.003

Mahmoodi, Z., Koochaki, M., Esmaelzadeh - Saeieh, S., Kabir, K., Tehranizadeh, M., & Dolatian, M. (2017). The effect of cognitive-behavioral counseling on anxiety in the mothers of infants in the NICU: A randomized controlled trial. F1000Research, 6(0), 1–12. https://doi.org/10.12688/f1000research.12539.1

Mohammadinia, N., Fatemi, F., Nasiri, M., & Pirnia, B. (2019). The Effectiveness of Cognitive-Behavioral Play Therapy on Anxiety and Academic Achievement among Children with LD. International Journal of Applied Behavioral Sciences, 5(1), 41–48. https://doi.org/10.22037/ijabs.v5i1.23334

Mutmainah, M. (2020). Group Counseling with Cognitive Restructuring Techniques in Improving Slow Learner Student Motivation. Bulletin of Counseling and Psychotherapy, 2(1), 15.

Nila, & Nurjanah, S. (2021). IMPLEMENTATION OF COGNITIVE THEORY IN IMPROVING MATHEMATICS LEARNING ACHIEVEMENT IN CLASS V. Jemari: Journal of Education for Madrasah Ibtidaiyah, 3(1).

Nurjannah, PA (2017). "The Effect of Behavioral Cognitive Counseling with Cognitive Restructuring Techniques on the Self-Esteem of Class VIII Students at MTs N 2 Bandar Lampung. IAIN Raden Intan Lampung, July 1–23.

Oparaduru, J. . (2017). Effectiveness of Cognitive Restructuring and Self-Control on Proneness to Maladaptive Behavior among selected Senior Secondary School Students in Imo State, Nigeria. https://ir.unilag.edu.ng/handle/123456789/3266

Perveen, A., Bt Hamzah, H., & Ramlee, F. (2020). Effectiveness of self-esteem-based interventions to enhance self-esteem and academic achievement among undergraduate students. International Journal of Advanced Science and Technology, 29(8s), 1973–1983. http://sersc.org/journals/index.php/IJAST/article/view/12762

Rida, AA (2021). Understanding Slow Learner Student Development (S. Wulandari (ed.); 1st ed.). Syiah Kuala University Press.

Simamora, T., Harapan, E., & Kesumawati, N. (2020). Determinant Factors Affecting Student Achievement. MSP (Journal of Educational Management, Leadership,

and Supervision), 5(2), 191. https://doi.org/10.31851/jmksp.v5i2.3770

Siregar, DN (2017). THE EFFECT OF INTELLIGENCE QUOTIENT (IQ) ON MATHEMATICS LEARNING ACHIEVEMENT IN CLASS VIII STUDENTS AT MTsN 1 PADANGSIDIMPUAN. Theses IAIN Padangsidimpuan, 23, 57168.

Sudha. (2019). COGNITIVE BEHAVIOR THERAPY AND SPORT: A COMPARATIVE STUDY OF ACADEMIC PERFORMANCE AND WELL BEING OF STUDENTS WITH LEARNING DIFFICULTIES. INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY EDUCATIONAL RESEARCH, 8(9).

Syafi'i, A., Marfiyanto, T., & Rodiyah, SK (2018). Study of Student Achievement in Various Aspects and Influencing Factors. Journal of Educational Communication, 2(2), 115. https://doi.org/10.32585/jkp.v2i2.114

Triandini, E., Jayanatha, S., Indrawan, A., Werla Putra, G., & Iswara, B. (2019). Systematic Literature Review Method for Platform Identification and Information System Development Methods in Indonesia. Indonesian Journal of Information Systems, 1(2), 63. https://doi.org/10.24002/ijis.v1i2.1916

Vasudevan, A. (2017). Slow learners-causes, problems and educational programmes. International Journal of Applied Research. http://202.164.34.138/moodle/pluginfile.php/6060/mod_resource/content/1/Educationally Backward Students.pdf

Wijayani, I., Haenilah, EY, & Sugiman. (2017). The Relationship between Learning Motivation and Student Achievement in Class V. Journal of Pedagogy, 6(6), 3–7.

Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and ….* https://doi.org/10.1177/0739456X17723971