

Academic Resilience and Achievement Motivation in Students Who Experience Academic Stress

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Keywords

resilience academic,
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Abstract

Students during lectures cannot be denied having academic demands and pressures. Kholidan & Alsa (2012) that the pressures and demands of lectures as a cause of stress or a source of student stressors. Another opinion states that one source of stress for students is the ambition to achieve and complete various academic tasks (Greenberg, 2004). The phenomenon of achievement motivation is often found among students, even though students need to maintain their level of academic motivation. Achievement motivation has an important role in achieving one's achievements. Achievement motivation is very important for individuals to be able to follow the learning process well (Nurazmi & Kurniawan, 2016). Resilience acts as a factor that influences achievement motivation (Mardiana et al., 2017). According to Connor & Davidson, students need certain abilities, one of which is resilience, an ability a person has to survive, overcome, and thrive in adversity (Yuliasih & Akmal, 2017). Students who have academic resilience are not easy to despair when experiencing academic difficulties. (Harahap et al., 2020). This quantitative research involved 201 UNNES Psychology students as samples taken using purposive sampling technique. The data of this study were obtained using the academic resilience scale (ARS-30) adapted by Kumalasari (2020), Motivated Strategies for Learning Questionnaire Manual (MSLQM) adapted by Purwanto 2014, and Student-Life Stress Inventory (SLSI) adapted by Putra (2018). The results of the analysis obtained F of 86.218 with a significance level of 0.000 ($p < 0.05$), so that the hypothesis that reads "there is a relationship between academic resilience and achievement motivation in students who experience academic stress" is accepted.

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INTRODUCTION

Students are learners who are enrolled in one type of higher education institution, including academic colleges, polytechnics, high schools, institutes, and universities (Hartaji, 2009). As a student, the main responsibility is to follow and complete academic activities during the study period in college on time (Hidayah, 2016). Students in higher education that while carrying out campus activities or lectures cannot be denied have new and different demands from previous educational experiences. These demands include students being required to be more independent in learning activities, higher analytical and critical thinking skills, and a different atmosphere and competition in lectures. While the pressure experienced by students, namely the competition to get a high GPA (Grade Point Average), academic load, a freer environment, and other pressures outside of lectures or learning.

All the demands and burdens experienced or felt by students according to Kholidan & Alsa (2012) that the pressure and demands of lectures as a cause of stress or a source of stressor for students. In research conducted on students of the Faculty of Psychology, Muhammadiyah University of Surakarta, the stress experienced by students is due to many academic demands, such as the requirements for taking practicum courses that must meet the criteria or procedures of both other courses as prerequisites for taking practicum courses and the order of taking practicum courses, welfare subjects, the number of assignments that must be done, finding practicum subjects, competition in achieving a high GPA, end-of-semester exams, and other demands. (Antara et al., 2017).

Another opinion states that one of the sources of stress experienced by students is the ambition to achieve and complete various academic tasks (Greenberg, 2004). One of the factors causing academic stress according to Sarafino and Smith (2011) is individual self-factor, namely the assessment of opposing motivational abilities. Research has proven that if students' achievement motivation is low, the level of academic stress experienced will be high (Mulya & Indrawati, 2017). The phenomenon of achievement motivation is often found among students, even though students need to maintain their level of academic motivation. This is because achievement motivation has a significant role in achieving one's achievements. Achievement motivation is very important for individuals to be able to follow the learning process well (Nurazmi & Kurniawan, 2016).

Achievement motivation is a factor that encourages a person to achieve goals or achieve something desired in order to achieve success (Mayangsari, 2013). The impact of low achievement motivation owned by students is that they have characteristics such as lack of enthusiasm and lack of self-confidence, lack of personal responsibility at work, work without having clear plans and goals, feel hesitant in making decisions, and often take actions that are inconsistent with the goals that have been set McClelland (1961). In a study conducted by Mc Cormik and Carrol on students in Saint Louis, found that 30% of first-year students failed to continue to the next level, and 50% of students did not successfully complete their studies in college. One of the factors that cause this is the low achievement motivation in these students (Rochimah & Suryadi, 2018).

Another negative impact according to the research data found, as many as 65.71% of respondents showed a low level of achievement motivation. From these data, it can be concluded that individuals with low achievement motivation tend to have a lack of sense of responsibility for tasks, lack of persistence in completing coursework, lack of effort in achieving goals, dislike competition in class, avoid challenges or competition, do not want to receive feedback related to their learning outcomes, and are reluctant to face problems with high risks (Firdania & Eryani, 2022).

In addition, the results of research by Firadania & Eryani (2022) also state that students who have low achievement motivation will experience academic stress.

There are various factors both internal and external that can affect a person's achievement motivation. According to McClelland (1987), achievement motivation is influenced by intrinsic

factors and extrinsic factors. Intrinsic factors are factors that come from within the individual himself. One of the factors that can trigger achievement motivation is the presence of academic resilience. This is supported by Nasution's (2017) statement that individuals who grow and are raised in a supportive environment, encourage independence, responsibility, and courage in decision making will form a strong mentality and attitude. Research conducted by Mardiana, et al (2017) supports the role of resilience as a factor influencing achievement motivation. In the study, a significant positive relationship was found between resilience and achievement motivation.

According to Connor and Davidson, students need certain abilities, one of which is resilience, which is an ability that a person has to survive, overcome, and even develop in the difficulties faced (Yuliasih & Akmal, 2017). Students who have good academic resilience are not easy to despair when experiencing difficulties in academics. Because students can think positively, are always optimistic, and have the ability to overcome problems (Harahap et al., 2020). Students who have academic resilience are students who are able or successful in overcoming various kinds of challenges or risks in studies or lectures in various adaptive ways, and can divide time and burden between academic demands and other social demands.

Having good academic resilience describes how students deal with various kinds of negative experiences that are obtained, which provide pressure or that can hinder during the learning or academic process, so that students succeed in meeting academic demands well (Hendriani, 2017). The impact of having academic resilience owned by students is that students can adapt positively to the difficulties, academic obstacles, and obstacles encountered. Students will face the problems experienced with the strengths and weaknesses they have by restoring the psychological condition of students (Boatman, 2014). Another positive impact is that students who have academic resilience can overcome problems in their lives. Students can make quick decisions even in difficult conditions. In addition, students also have the ability to turn problems into a challenge, failure into a success (Reivich & Shatte, 2002). Based on the descriptions and phenomena above, it encourages researchers to conduct research with the title "The Relationship between Academic Resilience and Achievement Motivation in Students Experiencing Academic Stress".

The purpose of this study is to determine how the relationship between academic resilience and achievement motivation on student academic stress, how the relationship between academic resilience and student academic stress, how the relationship between achievement motivation and student academic stress. The benefits of this research are expected to provide theoretical benefits, which are beneficial for the development of psychological theories, contribution of ideas in enriching insights and literacy about academic resilience, achievement motivation, and academic stress in students and as reference material for further research, especially those related to educational psychology and the benefits of this research. especially those related to educational psychology and practical benefits, which are useful to be one of the references in developing student achievement motivation, being literature or reading that can help students in increasing knowledge about academic resilience, achievement motivation, and academic stress, being a reference for students to create strategies and self-development in increasing academic resilience and achievement motivation, being an evaluation and reference material for students in studying relevant issues in the field of educational psychology.

METHODS

This study uses a quantitative research approach. The dependent variable in this study is achievement motivation or the drive individuals have to achieve success in the academic field and the drive to make changes in learning behaviour. While there are two independent variables in this study, namely academic resilience or the ability of individuals to face and rise in the face of all problems or

demands that are being faced in the academic field. The instruments used in this study were obtained through the academic stress scale, academic resilience and achievement motivation which researchers adopted from previous researchers. This quantitative research involved 201 Semarang State University Psychology students who experienced academic stress as a sample using *purposive* sampling technique. The data analysis method in this study used simple linear regression analysis using the SPSS 21 data processing programme.

RESULT AND DISCUSSION

The subjects in this study were Psychology students of Semarang State University. The sample recap based on the distribution of subjects can be seen in the following table:

Table 1. Description of the distribution of research subjects

Variable	Academic Stress Category	Total	Percentage
Psychology State University	Medium	167	26,6 %
	High	34	34 %
	Total	201	100 %

Table 2. Hypothesis test results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3116,175	1	3116,175	86,218	,000 ^b
	Residual	7192,422	199	36,143		
	Total	10308,597	200			

a. Dependent Variable: Motivasi Berprestasi

b. Predictors: (Constant), Resiliensi Akademik

The purpose of this study was to determine the influence between academic resilience and achievement motivation in students who experience academic stress in Psychology students of Semarang State University. Based on the results of hypothesis testing, it is known that the F value is 86.218 with sig. 0,000. In addition, it is also known that the R square is 0.302. With this, the hypothesis that reads "there is an influence between academic resilience and achievement motivation in students who experience academic stress" can be accepted.

Based on the results of the analysis, it is known that the regression equation $Y = 21.990 + 0.299X$ has a constant value of 21.990 which means that the consistent value of the participation variable or achievement motivation is 21.990. The significance value of X is 0.000. The p value <0.05 proves that there is an influence between variables, which means that there is an influence of academic resilience on achievement motivation.

Furthermore, the regression coefficient value of X of 0.550 shows that if academic resilience increases by 1 point, it will cause an increase in the value of achievement motivation. The coefficient is positive, so it can be said that the direction of the relationship between academic resilience and achievement motivation is positive, namely if academic resilience increases, then achievement motivation will increase or be high. Therefore, it can be concluded that the hypothesis "there is a significant influence between academic resilience and achievement motivation" can be accepted. This means that academic resilience has a positive effect on achievement motivation.

Based on hypothesis testing, the results show that the research hypothesis which reads "there is a relationship between academic resilience and achievement motivation in students who experience academic stress" can be accepted. The hypothesis test shows the influence between academic resilience on achievement motivation. That is, these results indicate that the independent variable (academic resilience) has an effect on the dependent variable (achievement motivation).

Academic resilience is one of the many variables associated with achievement motivation. Achievement motivation among students has been widely researched. The phenomenon of achievement motivation is often found among students, even though students need to maintain their level of academic motivation. This is because achievement motivation has a significant role in achieving one's achievements. Achievement motivation is very important for individuals to be able to follow the learning process well (Nurazmi & Kurniawan, 2016). Achievement motivation is a factor that encourages a person to achieve goals or achieve something desired in order to achieve success (Mayangsari, 2013).

According to McClelland (1987), achievement motivation is influenced by intrinsic factors and extrinsic factors. Intrinsic factors are factors that come from within the individual himself. Factors from within and outside the individual can affect achievement motivation. Resilience has an important role in the emergence of achievement motivation. This is supported by Nasution's (2017) statement that individuals who are raised in a supportive environment, encourage independence, responsibility, and courage in making decisions will develop mental toughness and a strong attitude. Previous research by Mardiana et al. (2017) stated that there is a significant positive relationship between resilience and achievement motivation.

In addition, research conducted by Wijayanti, Fitriana, & Ajie (2021) conducted on student athletes in Semarang showed that there was a significant positive relationship between resilience and achievement motivation. Academic resilience in students who have made students not easy to despair when experiencing difficulties in academics. Because students can think positively, are always optimistic, and have the ability to overcome problems (Harahap et al., 2020). Having good academic resilience describes how students deal with various kinds of negative experiences that are obtained, which provide pressure or which can hinder during the learning or academic process, so that students succeed in meeting academic demands well (Hendriani, 2017).

This is in line with the opinion of Schunk, Pintrich, & Meece (2008) that one of the indicators that students have achievement motivation is having an attitude of *persistence* or toughness in trying. This shows that individuals have the willingness to continue trying to do the tasks they have until they successfully complete them. The resilience of individuals in trying can be seen easily when doing tasks and finding difficulties in the process of doing them. Individuals who have high persistence will have tenacity in doing their tasks until completion despite facing difficulties.

In addition, according to Schunk, Pintrich, & Meece (2008), one of the indicators that students have achievement motivation in the academic environment is *Effort* or exertion, individuals have a tendency or willingness to exert various kinds of strategies or ways that can be taken to achieve the expected goals. Achievement motivation behaviour in this indicator is described by the amount of effort shown by individuals that will lead them to achieve the goals or achievements they want to achieve. The effort shown is physical, cognitive, and metacognitive effort. This strengthens the opinion that academic resilience can lead to student achievement motivation. This can be explained that students who have academic resilience also have the ability to turn problems into a challenge, failure into a success (Reivich & Shatte, 2002).

Based on the explanation above, it is concluded that there is an influence of academic resilience on achievement motivation. This can help Psychology students of Semarang State University in fostering or increasing achievement motivation by having the ability of academic resilience. The results of the analysis can be used to evaluate and develop academic resilience and

achievement motivation in students in accordance with the guidelines on the respective relationship levels of academic resilience to achievement motivation in this study.

An overview of academic stress, academic resilience, and achievement motivation of Psychology students at Semarang State University can be seen in the following table:

Table 3. Categorisation of Research Subjects Based on Mean and Standard Deviation (N=244)

Variables	M	SD	Category	Interval score	f	%
Achievement Motivation	55,04	7,179	Low	$X < 33,4$	1	0,5%
			Medium	$33,4 \leq X < 66,6$	194	96,5%
			High	$66,6 \leq X$	6	3%
Academic Resilience	110,52	13,198	Low	$X < 64$	0	0%
			Medium	$64 \leq X < 104$	49	24,4%
			High	$104 \leq X$	152	75,6%

Based on table 3 above, it is known that the achievement motivation of Psychology students of Semarang State University from a total of 201 participants, the data obtained with details as many as 1 student is in the low category (0.5%), and as many as 194 students are in the medium category (96.5%), and as many as 6 students are in the high category (3%). In the results of descriptive statistics, a theoretical mean of 50 was obtained.

Achievement motivation is the desire a person has to complete something in achieving standards of success and to make an effort with the aim of achieving success. Achievement motivation of students in this study was measured using the *Motivated Strategies for Learning Questionnaire Manual* (MSLQM) scale adopted from Purwanto (2020) scale adapted by Schunk, Pintrich, & Meece (2008). This descriptive analysis was conducted to determine the tendency of the dynamics of achievement motivation of Psychology students at Semarang State University.

This motivation is the driving force that helps a person achieve the best achievement. Therefore, Psychology students at Semarang State University are known to have the behaviour to exert all their efforts to achieve success in achieving their goals for achievement. This is corroborated by the opinion that achievement motivation is a factor that encourages a person to achieve goals or achieve something desired in order to achieve success (Mayangsari, 2013). In addition, Santrock (2003) explains that achievement motivation is an individual's desire to complete something in achieving a standard of success and to make an effort with the aim of achieving success or success.

Based on table 3, it can be seen that the academic resilience of Psychology students of Semarang State University from a total of 201 participants, the data obtained with details as many as 49 students are in the moderate category (24.4%), and as many as 152 students are in the high category (75.6%). In the results of descriptive statistics, the theoretical mean of 84 was obtained.

When viewed in table 4.6, the mean value is included in the moderate category which is in the score interval $104 < X$. Thus, it can be concluded that the academic resilience of Psychology students of Semarang State University is in the high category. The description of academic resilience of Psychology students at Semarang State University. Academic resilience is an individual's ability to face challenges, difficulties, changes, and as coping that individuals have. Some of these challenges such as academic demands, academic task load, competition or competition in achieving academic achievement, and decreased involvement in lectures. Student academic resilience in this study was measured using the *Academic Resilience Scale* (ARS-30) from Cassidy (2016) which was adapted by Kumalasari (2020). This descriptive analysis was conducted to determine the tendency of academic resilience dynamics of Psychology students at Semarang State University.

This is strengthened by the opinion according to Garmezy, resilience is the power of recovery or control that allows a person to return to adaptation patterns as before experiencing extreme stress (Terzi, 2013). Connor & Davidson (2003) describe resilience as the ability to cope with stress and grow in the midst of life's difficulties through the process of adaptation. Therefore, Psychology students at Semarang State University are known to be able to control negative emotions and cope with stress well to face and solve problems and academic tasks they face. Academic resilience within the scope of higher education means an individual's ability to cope well and effectively with challenges, pressures, and difficulties within the academy. Academic resilience refers to a phenomenon described by the ability to achieve good results despite dealing with difficulties in adapting and dealing with dynamics academically (Martin & Marsh, 2006).

CONCLUSION

Based on the explanation that has been done on the results of this research, the following conclusions can be obtained:

1. There is a significant influence between academic resilience and achievement motivation in Psychology students at Semarang State University. The effect of academic resilience on academic stress is positive, that is, if academic resilience increases, then achievement motivation will increase.
2. The description of achievement motivation in Psychology students at Semarang State University is included in the moderate category. This is evidenced by the calculation of descriptive statistics where the empirical mean is obtained in the score interval representing the moderate category.
3. The description of academic resilience in Psychology students at Semarang State University is included in the high category. This is evidenced by the calculation of descriptive statistics where the empirical mean is obtained in the score interval representing the high category.

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