The Relationship Between Resilience and Student Learning Motivation

Durrotunnisa Durrotunnisa[1] [ID]* and Sulistiani Sulistiani[2] [ID]

[1] University of Tadulako, Palu, Indonesia
[2] University of Tadulako, Palu, Indonesia
*durrotunnisafkip@gmail.com

Abstract. The problems in this study were that students had difficulty understanding lessons, did not complete assignments on time, did not pay enough attention to lessons, and cheated on exams. The aim of the study was to determine the level of resilience and motivation in student learning. The method used is quantitative by using correlation analysis. Respondents were students of SMP Negeri 4 Palu with a total of 286 students (125 men, 161 women). Data analysis techniques using descriptive analysis, inferential and product moment correlation. The results showed that there was a relationship between resilience and learning motivation with a significance of $p = 0.002$ with a 95% confidence level $\alpha = 0.05$. The value of r count $\geq$ r table or $0.186 \geq 0.138$, so it can be interpreted that (H0) is rejected, and (Ha) is accepted. This shows that there is a significant relationship between resilience and student learning motivation.

Keywords: resilience, learning motivation, and correlation.

1 Introduction

School is a formal educational institution to build Indonesian people in a better and quality direction. This goal can be achieved if students have high learning motivation, where the source of motivation can come from within or from outside themselves. Learning motivation is more individual and non-intellectual, meaning that there are levels of motivation (Fitriati, 2017). The development and utilization of one's own potential to achieve learning goals is driven by a force called motivation (Ansori, 2015). Learning motivation in the context of education is internal and external encouragement for learning activities carried out in order to form changes in behavior.

High learning motivation is indicated by the high quality of student involvement in learning, the high involvement of positive moods, and efforts to maintain motivation (Sardiman A.M, 2018). It can also be indicated by the achievement of expectations and goals, involvement in a series of activities, and interest in the activities being carried out (D. Durrotunnisa et al., 2017; & Durrotunnisa et al., 2018). Conversely, low learning motivation is indicated by getting bored quickly in completing school assignments, lack of confidence, giving up easily, not paying attention to teacher instructions, making no effort to ask anyone for help when needed, often daydreaming

and not being active in learning, not responsive to teacher advice, easy discouraged, and avoid tasks (Mustikasari, 2019).

Low motivation to learn can be caused by many things, such as individual, family, and social problems. Individual problems can be caused by tired physical conditions, mental unpreparedness, and unstable emotions (Restu Rahayu et al, 2021), bored and bored (Naibaho et al., 2021). Family factors can also have an impact on decreasing student learning motivation as in the case of broken homes and wrong parenting (Durrotunnisa et al., 2018; H. Durrotunnisa et al., 2020; Durrotunnisa & Hanita, 2021; & Durrotunnisa, Mardi Lestari, 2023). Social problems can be caused by wrong peer association (Wijayanti & Sulistiobudi, 2018), and conversely appropriate association can bring psychological well-being to other friends.

Based on the results of interviews conducted by researchers at SMP Negeri 4 Palu with one of the mathematics teachers, it was shown that 75% of students in class VIII A had low motivation, which was shown by the large number of skipping students did not complete assignments on time, students looked passive, lacked attention to lessons , cheating on exams, and lack of critical thinking. Some of these indicators show that students lack fighting power and give up easily, and this becomes a study of resilience (Lovita, 2020).

Student resilience is important to study because it is a person's capacity to respond positively to conditions that are not liked and cannot be avoided. Resilient students are those who are able to adapt to changes and demands, as well as disappointments that arise in life, are able to bounce back from difficulties and successfully adapt to the demands of stressful situations (Lovita, 2020). Based on research conducted by Sari & Suhariadi (Akmaliyah et al., 2020) it is known that individuals with strong academic resilience have a commitment to face and overcome various problems in their academic life. All students have the same opportunities and opportunities for resilience, but not all of them show the same symptoms because there are many factors that influence them, including emotional regulation, impulse control, optimism, causal analysis, and empathy (Lovita, 2020). High resilience is also indicated by the individual's ability to adapt to tragedy, trauma, adversity, hardship, and other stressors (Newman, 2005).

The results of previous research (Rahim, 2017) showed that there was a positive and very significant relationship between resilience and learning motivation in students of SMAN 1, Long Ikis District, Paser Regency. Furthermore, research conducted by Iman dan Firmansyah (Iman & Firmansyah, 2019) shows that there is an effect of mathematical resilience abilities on the mathematics learning outcomes of junior high school students. This means that the ability of mathematical resilience also plays a role in influencing students' mathematics learning outcomes, if the ability of mathematical resilience is high, then the student's learning outcomes will also be high.

Research published by Rahim (Rahim, 2017) did not mention the resilience indicators or the names of the resilience instruments used, while my research used resilience instruments adapted from Adiyanto and re-validated (Adiyanto, 2020). Likewise, the learning motivation used has clear indicators and constructs, and the instrument has been used several times with different samples, starting from junior high school, high school and college students (D. Durrotunnisa et al., 2017; & Durrotunnisa, Mardi

Lestari, 2023). Based on the explanation and background of the description above, the researcher is interested in conducting research on "The relationship between resilience and student learning motivation".

2   Method

This study uses a quantitative approach, because the analysis emphasizes numerical data processed by statistical methods. This type of research is descriptive correlation. Atmojo (Atmojo, 2012) states that descriptive correlation is research directed at explaining the relationship between two variables, namely the independent variable and the dependent variable. The research was conducted at Palu 4 Public Middle School, located on Jl. Gen. Gatot Subroto No. 06 Palu, December 2022 to January 2023. The subjects in the study were students in grades VII, VIII and IX with a total of 286 students.

The instruments used in this study were a resilience questionnaire (Adiyanto, 2020) and a learning motivation questionnaire (Durrotunnisa, Mardi Lestari, 2023). This questionnaire contains statements about resilience with a total of 27 valid items (α = 0.737) and learning motivation with a total of 12 valid items (α = 0.787). This questionnaire uses 4 level scales, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). Prerequisite tests have also been carried out by researchers, including by using normality, homogeneity, and linearity tests. The value of the Kolmogorof Smirnov normality test with a sign of $0.334 > 0.05$ (data is normally distributed), the homogeneity test shows a sign of $0.599 > 0.05$ (data is homogeneous), the linearity test obtains a significance of $0.066 > 0.05$ (linear data). Based on these data, the analysis can proceed to the results test using product moment analysis.

3   Results And Discussion

The results of this quantitative descriptive analysis will describe or provide an overview of the object under study. The results of this quantitative descriptive analysis will present data that was processed using product moment analysis with the help of SPSS 25 which is presented in graphical form.
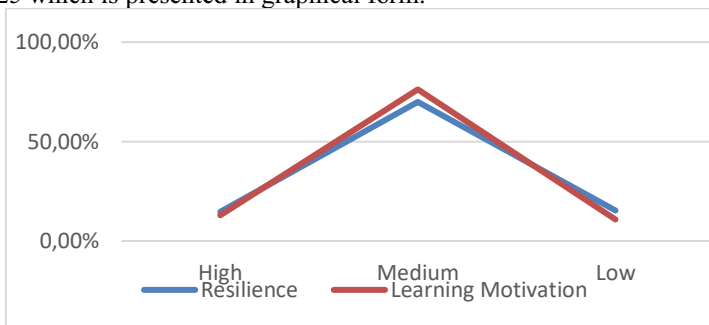

Fig. 1. Classification of Resilience and Learning Motivation Levels

Figure 1. explains that the percentage of students' resilience level is in the high category owned by 42 people, the medium resilience category is 200 students, and the low resilience is 44 students. It can be concluded that the resilience of SMP Negeri 4 Palu students is in the moderate category with a mean score of 77.43. SD 7, 27. According to these results, the dominance of student resilience is in the medium category, so it still needs to be improved by using treatment as a further research step. Several things can be done to increase student resilience, including through sociodrama technique group guidance services (Faozi et al., 2020) and group exercise technique group guidance services (Wulandari et al., 2020). Resilience is formed through two internal and external factors. Internal factors are spirituality, self-efficacy, optimism and self-esteem, while external factors are social support (Missasi & Izzati, 2019). Meanwhile Koroh, et al., (Koroh & Andriany, 2020), said that self-acceptance is an internal factor that influences resilience. The results of the analysis of student learning motivation were carried out and calculated using the IBM SPSS Statistics Version 25 application which is presented in graphical form.

Based on figure 1 above, it is explained that there are 63 students who have high learning motivation, 218 students with medium motivation, and 31 students with low learning motivation from the total sample. It was concluded that most of the students' learning motivation was in the medium category with a Mean score of 38.61, SD = 4.45. The largest proportion of students are in the medium motivation category, so motivation still needs to be increased both in behavior, cognitive and emotional according to research indicators.

Furthermore, the product moment correlation test was carried out using the help of the IBM SPSS Statistics application version 25. This study proposes "There is a relationship between resilience and student learning motivation". The results of testing the relationship using the Pearson product moment correlation test are presented in table 4.3 below:

Table 1. Correlation Relationship

Variable	Respondents	Rx	Ry	Sign (P)
Resilience	286	1	186	0,002
Motivation	286	186	1	0,002

Description of the results of student learning resilience and motivation, obtained significance (p = 0.002), and the value of N = 286 with a 95% confidence level α = 0.05, r table of 0.138, and r count = 0.186. The value of r count $\geq$ r table or 0.186 $\geq$ 0.138. It can be interpreted that (H0) is rejected, and (Ha) is accepted, which indicates that there is a positive and significant relationship between resilience and student learning motivation. The magnitude of this value shows that students have a very low degree of relationship because the value (r = 0.186) is in the range 0.00 – 0.199 degrees of interpretation of the correlation coefficient. This finding is in line with the results of previous research conducted by Magnano (Magnano et al., 2016) which showed a positive relationship between resilience and learning motivation, but the difference is that in this study, resilience is positioned as a moderator variable.

In general, the students studied had resilience with a percentage of 69.93% in the medium category. This can be seen from the results of the descriptive analysis which shows the medium category, for the ability to overcome the pressures or problems it receives. Resilience is a person's ability to assess, overcome, and increase self-capacity or change himself from adversity or misery in life, only the degree and point of view are different. Resilience is sorted according to the level of needs being measured, for example psychological resilience, is more focused on the ability to maintain positive affect regardless of the situation experienced (Resnick et al., 2011).

Students of SMP Negeri 4 Palu have learning motivation with a percentage of 76.22%, according to the results of the descriptive analysis which shows students have learning motivation in the medium category. Therefore, efforts are needed to increase learning motivation, which can be done by providing group guidance services (Nurmiana, 2022) with symbolic modeling techniques (Durrotunnisa, Mardi Lestari, 2023).

4   Conclusion

The resilience level of students in Palu is in the medium category with an average score of 77.43 and the level of student learning motivation is in the medium category with an average score of 38.61. the relationship between resilience and student learning motivation where if the resilience is high, the higher the motivation to learn (Rcount = 0.186 ≥ R table = 0.138). It can be explained that the lower the resilience, the lower the motivation to learn in students.

Suggestions for the head of SMP Negeri 4 Palu are expected to continue to synergize with all existing components so that the attitude of resilience possessed by students can be increased again, and can synergize with all components so that students' learning motivation can increase again by using BK's techniques. For BK teachers, this research can be used as a reference to find out more about the problems faced by students, including the sociodrama technique group guidance to increase student resilience. In addition, teachers should try to improve the strategies used in services and can motivate.

For future researchers who wish to conduct research related to Resilience and Student Learning Motivation, this can be done on research samples with different characteristics by reviewing different factors and aspects such as bullying, puberty, interest in learning, talent, intelligence, learning readiness, association and a sense of security. students in learning. For students, it is hoped that they can maintain or increase their resilience so that in living their lives they can become strong individuals, and it is hoped that students will maintain or increase their learning motivation so that they can achieve the goals they want or achieve their goals.

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