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Developing Resilient Learners: The Contribution of Counseling to Student Motivation and Achievement

Fidellio Widhi Prasetyo Igang[1], Christiana Hari Soetjiningsih [2]
[1] Faculty of Psychology, Satya Wacana Christian University, Indonesia, f.164n6@gmail.com
[2] Faculty of Psychology, Satya Wacana Christian University, Indonesia, soetji_25@yahoo.com

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ABSTRACT

This study investigates the relationship between learning motivation and academic self-efficacy among undergraduate psychology students from the 2020 cohort at Universitas Kristen Satya Wacana, focusing on those with a GPA of 3.00 or higher. Utilizing a quantitative correlational design, data was collected via a Google Form questionnaire distributed through WhatsApp from October 29, 2023, to April 24, 2024. Despite challenges in data collection, the study revealed that the majority of participants exhibited low levels of both learning motivation and academic self-efficacy. Descriptive statistics showed a mean learning motivation score of 37.07 and an academic self-efficacy score of 86.83. The correlation analysis indicated a significant positive relationship ($r = 0.590$, $p < 0.05$) between learning motivation and academic self-efficacy, suggesting that higher learning motivation corresponds to higher academic self-efficacy and vice versa. The findings emphasize the importance of enhancing both intrinsic and extrinsic motivation, building mastery experiences, and ensuring students' physical and emotional well-being to foster better academic outcomes. These insights have crucial implications for counseling and guidance services, advocating for targeted interventions to improve learning motivation and academic self-efficacy among students.

Keywords: learning motivation, academic self-efficacy, undergraduate psychology students, correlational study, counseling and guidance interventions

INTRODUCTION

In higher education, students face numerous tasks that must be completed to achieve satisfactory academic results. According to Bandura, self-efficacy is a crucial factor in attaining positive outcomes in various life aspects, such as education, career, and health. Bandura posits that an individual's belief in their abilities significantly influences their performance and achievement in these areas (Bandura, 1997). For students, high self-efficacy translates into perseverance and diligence in facing challenges, a tendency to choose difficult and challenging tasks, low depression levels when tackling assignments, and the ability to find solutions to problems, thereby reducing anxiety when encountering new tasks. This specific type of self-efficacy related to academic tasks is termed academic self-efficacy (Bandura, 1994). Academic self-efficacy, as defined by Owen and Froman (1988), is the belief in one's ability to handle academic challenges, manage academic tasks, and achieve good results in an academic context. It plays a significant role in responding to academic challenges and tasks. Students with high academic self-efficacy are less likely to give

up in their pursuit of good results (Fauziah, 2022). However, research indicates that some students have moderate academic self-efficacy. For instance, studies show that 61.2% of students at the Faculty of Education, Universitas Siliwangi, have moderate academic self-efficacy (Fatimah, Manuardi, & Meilani, 2021). Similarly, 71% of students at the Faculty of Psychology, Universitas Kristen Satya Wacana, exhibit moderate academic self-efficacy (Bisinglasi, 2016). Moreover, 71% of students at the Faculty of Business Law and Social Sciences, Universitas Muhammadiyah Sidoarjo, also show moderate levels of academic self-efficacy (Universitas Muhammadiyah Sidoarjo, 2021).

Generally, previous research indicates that high academic self-efficacy is associated with high academic achievement (Rustika, 2016). However, various factors influence academic performance, resulting in some students achieving good academic results despite having low academic self-efficacy. This study focuses on students with a GPA of 3.00 or higher. Interviews conducted with ten Psychology students from the 2020 cohort at Universitas Kristen Satya Wacana, with GPAs of 3.00 or higher, revealed low academic self-efficacy. This was evident from their reluctance to ask questions or engage in class discussions, with seven out of ten students admitting to a lack of participation. Additionally, students' belief in their ability to complete all tasks was low, as evidenced by their tendency to submit tasks with minimal effort, aiming merely to complete rather than excel. Eight out of ten students also displayed low motivation, potentially due to low levels of amotivation.

According to Bandura (1997), four factors influence academic self-efficacy: mastery experience, social modeling, social persuasion, and physical and emotional states. Mukti (2019) identifies two categories of factors affecting academic self-efficacy: internal and external. Internal factors include individual interest, patience, learning motivation, and adaptability, while external factors involve attachment styles, warmth, goal orientation, enactive mastery experiences, and verbal persuasion. Monika and Adman (2017) define learning motivation as a driving force, both internal and external, that encourages individuals to engage in learning activities enthusiastically. Bakar (2014) emphasizes that appropriate learning motivation plays a significant role in student success, influencing the effort students put into achieving good learning outcomes. Arianti (2018) highlights that learning motivation encourages students to be active in achieving academic success, manifesting in effort, persistence, resilience, and consistency when facing academic challenges.

Previous studies have found a positive relationship between learning motivation and academic self-efficacy. Cahyaning (2020) states that learning motivation influences academic self-efficacy. Titrek (2018) found a positive relationship between learning motivation and academic self-efficacy among students. Bahari et al. (2021) also identified a positive correlation between learning motivation and self-efficacy in clinical education among nursing students at a public university in Saudi Arabia. Cho (2015) reported a significant positive relationship between learning motivation, self-efficacy, and learning outcomes. Capa (2017) also found a positive relationship between learning motivation and academic self-efficacy. Based on the above discussion, this study aims to examine the relationship between learning motivation and academic

self-efficacy among Psychology students from the 2020 cohort at Universitas Kristen Satya Wacana, specifically those with GPAs of 3.00 or higher.

METHOD

This research employs a quantitative approach with a correlational design to determine the relationship between learning motivation and academic self-efficacy among the 2020 cohort of undergraduate psychology students at Universitas Kristen Satya Wacana with a GPA of 3.00 or higher. The study involves two variables: learning motivation as the independent variable (X) and academic self-efficacy as the dependent variable (Y).

Learning motivation is defined as the internal drive of students to persistently and enthusiastically complete tasks under any conditions, encompassing intrinsic motivation, extrinsic motivation, and low amotivation. This variable is measured using the Academic Motivational Scale by Vallerand et al. (1992), based on Deci and Ryan's theory and modified by Natalya (2019). Higher scores indicate higher levels of learning motivation. Academic self-efficacy refers to students' beliefs in their abilities to overcome academic challenges, manage academic tasks, and achieve good results in a university context. This variable is measured using the College Academic Self-Efficacy Scale (CASES) developed by Owen and Froman (1988) and validated by Ifdil (2019). Higher scores indicate higher levels of academic self-efficacy.

The population for this study comprises 30 undergraduate psychology students from the 2020 cohort at Universitas Kristen Satya Wacana, selected through purposive sampling based on the criteria of being active students with a minimum GPA of 3.00. The Academic Motivational Scale, developed by Vallerand et al. (1992) and modified by Natalya (2019), consists of 15 items with a reliability coefficient of > 0.7. The items are rated on a Likert scale with five response options: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The scoring for favorable and unfavorable items is as follows:

Table 1. Scoring for Response Variations

Response Alternatives	Favorable	Unfavorable
Strongly Agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

Table 2. Distribution of Items in the Learning Motivation Scale

Aspect	Indicator	Item Numbers	
		Favorable	Unfavorable
Intrinsic Motivation	Intrinsic Motivation to know	1, 8	
	Intrinsic Motivation to achieve goals	4, 11, 14	

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Aspect	Indicator	Item Numbers	
		Favorable	Unfavorable
	Intrinsic Motivation for stimulation	3, 9	
Extrinsic Motivation	External Regulation	7, 10, 12	
	Internalized Regulation	6, 15	
	Identified Regulation	2	
Low Amotivation	Presence of motivational drive		4, 13

The College Academic Self-Efficacy Scale (CASES) consists of 33 items, with a reliability coefficient of 0.931. The items are rated on a Likert scale with five response options: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

Table 3. Scoring for Response Variations

Response Alternatives	Favorable	Unfavorable
Strongly Agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

Table 4. Distribution of Items in the Academic Self-Efficacy Scale

Aspect	Indicator	Item Numbers
Overt, Social Situations	Characteristics or attitudes in social situations	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Cognitive Operations	Cognitive engagement during lectures	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
Technical Skill	Technical abilities during lectures	32, 33

The validity of the instruments was assessed using content validity, with expert judgment provided by thesis advisors. Item analysis involved evaluating item discrimination using corrected item-total correlation, with items deemed to have good discrimination if they achieved a corrected item-total correlation (r_{it}) > 0.30 (Azwar, 2021). The item analysis conducted using SPSS version 24 revealed that four items were removed from the Academic Motivational Scale, resulting in 11 items with good discrimination (r_{it} range 0.444 – 0.659). Similarly, four items were removed from the Academic Self-Efficacy Scale, resulting in 29 items with good discrimination (r_{it} range 0.366 – 0.744). Reliability testing using Cronbach's Alpha showed a reliability coefficient of 0.842

for the Academic Motivational Scale and 0.925 for the Academic Self-Efficacy Scale, indicating both scales meet the reliability criteria.

Data analysis included descriptive statistics for categorization and hypothesis testing using Spearman Rho. The relationship between the variables was considered significant if the p-value was less than 0.05 ($p < 0.05$). Assumptions for normality were tested using the Kolmogorov-Smirnov test, where a significance value greater than 0.05 ($p > 0.05$) indicated normal distribution. Linearity was tested using ANOVA, with a significance value greater than 0.05 ($p > 0.05$) indicating a linear relationship.

RESULT AND DISCUSSION

Research Orientation and Data Collection

This study was conducted from October 29, 2023, to April 24, 2024, using a Google Form questionnaire distributed via WhatsApp. The data collection faced challenges as respondents took a long time to fill out the questionnaire, causing delays and interruptions in the research process.

Participant Characteristics

The participants in this study were undergraduate psychology students from the 2020 cohort at Universitas Kristen Satya Wacana, who maintained a GPA of 3.00 or higher during their studies.

Table 5. Demographics of Research Participants

Participant Classification	Description	Frequency	Percentage
Age	Early Adulthood (17-20)	3	10%
	Middle Adulthood (21-24)	25	83.4%
	Late Adulthood (>25)	2	6.6%
Total		30	100%

Table 6. Demographics of Research Participants by GPA

GPA	Frequency	Percentage
3.00-3.49	12	40%
3.50-3.74	8	26.7%
3.75-3.99	10	33.3%
4.00	0	0%
Total	30	100%

From Table 5, it is evident that the majority of participants (83.4%) are in the age range of 21-24 years. Table 6 shows that the most common GPA range is 3.75-3.99, with 33.3% of the participants falling into this category.

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Descriptive Statistics

Based on the empirical data from Table 7, the mean for the learning motivation variable (X) is 37.07 (SD = 3.991), and the mean for the academic self-efficacy variable (Y) is 86.83 (SD = 10.642). The minimum and maximum scores for the learning motivation variable (X) are 31 and 44, respectively, and for the academic self-efficacy variable (Y), the minimum is 72 and the maximum is 115. Based on Table 8, the majority (37%) of participants have low learning motivation. Based on Table 9, the majority (70%) of participants have low academic self-efficacy.

Table 7. Descriptive Statistics of Learning Motivation and Academic Self-Efficacy

N	Min	Max	Mean	Std. Deviation
Learning Motivation (X)	30	31	44	37.07
Academic Self-Efficacy (Y)	30	72	115	86.83

Table 8. Categorization of Learning Motivation

Category	Interval	N	Percentage
High	$39.66 \leq X$	9	30%
Medium	$35.34 \leq X < 39.66$	10	33%
Low	$X < 35.34$	11	37%
Total		30	100%

Table 9. Categorization of Academic Self-Efficacy

Category	Interval	N	Percentage
High	$104.25 \leq X$	2	7%
Medium	$82.75 \leq X < 104.25$	7	23%
Low	$X < 82.75$	21	70%
Total		30	100%

Assumption Testing

Based on Table 10, the normality test for the learning motivation variable (X) shows a KS-Z value of 0.131 with a significance value of 0.206 ($p > 0.05$), indicating that the data for the learning motivation variable is normally distributed. However, for the academic self-efficacy variable (Y), the KS-Z value is 0.190 with a significance value of 0.007 ($p < 0.05$), indicating that the data for the academic self-efficacy variable is not normally distributed.

Table 10. Normality Test Results

KS-Z	Sig.	Description
Variable X	0.200	0.206
Variable Y	0.007	0.007

Based on Table 11, the F deviation from linearity is 0.558 with a significance value of 0.814 ($p > 0.05$), indicating a linear relationship between the learning motivation and academic self-efficacy variables.

Table 11. Linearity Test Results

F deviation from linearity	Sig.	Description
0.558	0.814	$p > 0.05 \rightarrow$ Linear

Based on Table 12, the correlation coefficient (r) is 0.590 with a significance value of 0.001 ($p < 0.05$) using Spearman Rho (1-tailed), indicating a significant positive relationship between learning motivation and academic self-efficacy. Higher learning motivation is associated with higher academic self-efficacy, and vice versa. The hypothesis of this study is accepted, with the effective contribution of learning motivation to academic self-efficacy being 35%.

Table 12. Correlation Test

Variable	r_xy	Sig.	Description
Learning Motivation – Academic Self-Efficacy	0.590	0.001	$p < 0.05$

The study results indicate a significant positive relationship between learning motivation and academic self-efficacy, suggesting that higher learning motivation leads to higher academic self-efficacy among students, and vice versa. This finding aligns with Utami (2016), who reported a strong, positive, and significant relationship between learning motivation and students' mental models, which is reflected in high academic achievement among students with high learning motivation and academic self-efficacy. Marlina (2021) also found a significant positive relationship between students' perceptions of learning motivation, self-efficacy, and emotional intelligence, supporting the idea that learning motivation and academic self-efficacy contribute positively to student performance. Furthermore, Gafur (2017) found a positive and significant relationship between learning motivation and self-efficacy among students at Universitas Islam Sultan Agung Semarang, where students with high learning motivation also exhibited high self-efficacy and academic achievement.

The findings of this study demonstrate that a positive relationship exists between learning motivation and academic self-efficacy among students, implying that higher learning motivation corresponds to higher academic self-efficacy. Conversely, students with low learning motivation also tend to have low academic self-efficacy. Students who possess the motivation to learn, irrespective of the source of this motivation, show high academic self-efficacy in achieving their academic goals, such as obtaining good grades and graduating on time. The study's results

indicating low learning motivation and low academic self-efficacy suggest that the participants have low learning motivation, affecting their academic self-efficacy in achieving their goals.
The majority of participants displayed low learning motivation, indicating a lack of drive to acquire knowledge during their college years. Learning motivation can be influenced by various factors, including intrinsic motivation (internal drive), extrinsic motivation (external drive), and the absence of both. Participants' low academic self-efficacy suggests that they have low confidence in their academic abilities, which can be influenced by a lack of mastery experiences, the influence of a low self-efficacy social environment, insufficient social persuasion, and physical and emotional conditions. The contribution of learning motivation to academic self-efficacy is 35%, indicating that 65% of academic self-efficacy is influenced by other factors such as mastery experiences, social modeling, social persuasion, physical and emotional conditions, individual interest, patience, and adaptability.

Implications for Counseling and Guidance

The significant positive relationship between learning motivation and academic self-efficacy, as demonstrated in this study, holds crucial implications for counseling and guidance services in educational settings. Recognizing that higher learning motivation correlates with higher academic self-efficacy, counselors and educators can develop targeted interventions to enhance both constructs among students. Firstly, counseling sessions should focus on fostering students' intrinsic and extrinsic motivation. Intrinsic motivation can be encouraged by helping students find personal meaning and interest in their studies, aligning their academic tasks with their passions and long-term goals. Extrinsic motivation can be bolstered through structured rewards and recognition systems that acknowledge students' efforts and achievements, thereby reinforcing their commitment to academic tasks. Secondly, the results highlight the importance of addressing factors that contribute to low academic self-efficacy. Counselors should work with students to build mastery experiences by setting achievable academic goals and providing continuous feedback that emphasizes improvement and skill acquisition. Creating opportunities for students to succeed in small, incremental steps can significantly enhance their confidence in handling more complex academic challenges. Thirdly, social modeling and social persuasion should be integral components of guidance programs. Counselors and educators can use peer mentoring systems where students with high academic self-efficacy mentor those with lower self-efficacy, demonstrating successful strategies and providing support. Additionally, positive reinforcement and encouragement from teachers, parents, and peers can play a critical role in boosting students' self-belief and academic performance. Fourthly, the findings suggest that physical and emotional well-being is closely linked to academic self-efficacy. Counseling services should include stress management programs, workshops on healthy lifestyle choices, and emotional support mechanisms. Helping students develop resilience and cope with academic pressure can improve their overall self-efficacy and academic outcomes. Lastly, given that learning motivation accounts for only 35% of the variance in academic self-efficacy, counselors should consider a holistic

approach that addresses other contributing factors such as individual interests, patience, adaptability, and the quality of the learning environment. Personalized counseling plans that take into account the unique needs and circumstances of each student can be more effective in fostering both learning motivation and academic self-efficacy. By implementing these strategies, counseling and guidance services can significantly enhance students' academic self-efficacy, leading to better academic performance, greater resilience, and a more fulfilling educational experience.

CONCLUSION

This study revealed a significant positive relationship between learning motivation and academic self-efficacy among undergraduate psychology students from the 2020 cohort at Universitas Kristen Satya Wacana, indicating that higher learning motivation correlates with higher academic self-efficacy and vice versa. Despite challenges in data collection, the research showed that a substantial portion of the participants exhibited low levels of both learning motivation and academic self-efficacy, which negatively impacted their academic achievements. The findings underscore the importance of enhancing both intrinsic and extrinsic motivation, building mastery experiences, employing social modeling and persuasion, and ensuring students' physical and emotional well-being to foster better academic outcomes. These insights suggest that targeted interventions in counseling and guidance can effectively improve students' academic performance and resilience by addressing the various factors influencing learning motivation and academic self-efficacy.

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