

# 8. UJER39-19516183.pdf

*By* Zal 8 L300

# Factors Affecting Education Motivation Achievement among Social Support and Resilience

Tri Yaumil Falikah, Zalik Nuryana\*, Anaas Tri Ridlo Dina Yuliana, Fandi Akhmad

Department of Islamic Education, Universitas Ahmad Dahlan Yogyakarta, Indonesia

*Received April 22, 2020; Revised May 15, 2020; Accepted June 23, 2020*

Copyright ©2020 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

**Abstract** This research aimed to find out whether or not a relationship exists between social support and resilience power and achievement motivation for children who live in orphanage environment. The approach which was utilized in this research was quantitative to know the relationship level between social support and Achievement motivation and between resilience and exceptional motivation. The population study as the research subjects; they are 44 teenagers in total who live in Aisiyah Kudus Orphanage whose age is between 13 to 18 years old. The data analysis which was utilized in this research was regression analysis towards the proposed hypothesis. The result indicates positive and significant relationship between social support and achievement motivation with a correlation coefficient ( $r$ ) of 0.149 with significance level 0.002. Besides, it is found positive and significant relationship between resilience and achievement motivation with correlation coefficient ( $r$ ) of 0.476 with significance level 0,000. The significance scores 0,002 and 0,000, which are lower than probability score 0,05 ( $p < 0,05$ ) indicate that the working hypothesis in this research is accepted, which shows relationship between social support and resilience and achievement motivation. However, if it is seen from weak correlation coefficient, it can be said that social support and resilience are only a small part of factors that cause the emergence of achievement motivation.

**Keywords** Social Support, Resilience, Achievement Motivation, Affecting Education

## 1. Introduction

In the social cognitive perspective, individuals are also understood to have self-beliefs that enable them to practice measuring control over their thoughts, feelings, and actions [1]. Individuals create and develop self-perception of abilities that are instrumental in the goals they pursue and

in the control they train over their environment [2]. Achievement motivation is a provision for national young generations to reach their success. Excellent motivation is required by students to carve out the achievement in education field as the primary key to build nation's civilization. This matter is in harmony with MC. Clleland states that if countries' economy is developed, their societies have high achievement support [3]. For this reason, the integration of cognitive research and education to provide solutions to educational problems is important.

Individual achievement motivation experiences change as individuals' age and it can be seen since an individual is five years old. Fernald L.D and Fernal P.S revealed that factors that can influence an individual's achievement motivation are: family and culture, self-concept; sex roles; and recognition and achievement [4]. Those factors can strengthen or weaken achievement motivation within the teenagers' self [5] who do not only live with family but also they who grow at the orphanage.

The orphanage is a non-profit social institution which has objectives to accommodate and take care of school-age students who experience family disorganization such as parents' divorce, left by one or both parents, and the death of one or both of them. The orphanage can be the solution for children who experience family disorganization to keep getting attention and education as children who live in complete family. This orphanage stands partly because of the assumption that the best human position has relevance and development with the world of education as a strategic means for developing or growing basic physical and spiritual abilities of humans [6].

'Aisiyah Orphanage is one of amal usaha Muhammadiyah (AUM), one attempt and the Muhammadiyah struggle to achieve its aims and goals in Kudus, that specially accommodates female orphan, fatherless, orphaned, *dhu'afa*, and broken home or homeless children. It is noted that 48 school-age children taken care at Kudus Aisiyah orphanage are 2 orphan children, 13 fatherless children, 4 orphaned children, 27

children from *dhu'afa* (poor) family, and 2 are homeless children. All foster children have similarity which is experiencing trauma in their early age, whether they are left by died parents, live in poverty, and even abandoned by their family because of various reasons [7].

Healthy individual development will occur in the healthy interaction of individuals with their environment. In other words, the environment for individuals becomes a learning environment, because there are various intelligences that need to be considered in the process of individual development and spiritual intelligence is one aspect of individual development that needs attention [8].

Besides experiencing deep trauma, incomplete family background can affect a teenager's mental attitude that tends to be less confident, blame on the live, have apathetic and other negative attitudes which affect achievement motivation. Children's resilience ability will shape their reaction towards challenges and obstacles. So they need well-planned strategies so that academic achievement can be great [9]. Children's survival ability is their extraordinary achievement factor. [10]. Many students in class feel the pressure because of difference [11]. For instance in athletes' survive, resilience and perceived competence were shown to moderate the effects of the motivational context towards burnout [12]. Resilience ability refers to students' ability to handle acute or chronic difficulty which is perceived as a big attack towards education process [13].

Children who should have motivation for resilience are not only they who have learning disability [14] [15], but also they who live at orphanage and have complex past and need to build resilience. Resilience can also refer to positive outcomes despite serious threats to adaptation, development, or an individual's capacity for maintenance, recovery, or improvement in mental health following life challenges [16]. Children who grow in the family with parents that suffer from mental illness, like drinking alcoholic beverage, are rude, or are involved criminally or groups who live in poverty or war need "resilience" attitude. This term is utilized to draw a set of quality that grows success adaptation and transformation process even there are risk and difficulty. Humans are born with capacity to have resilience ability that can develop social competence, problem solving skill, critical awareness, autonomy, and objectives [17].

Based on observation and interview, it is found that more than 50% of 49 children feel low confidence, apathetic, and other negative attitudes. Foster children's assumption that they don't have an opportunity for future success reduce the achievement motivation [18]. It is shown by students' more passive attitude when there is a race at school. They lack of self-confidence when presenting in front of public, have low interest to do new things, etc. This condition causes them to have higher social support than teenagers who live in complete family. Their resilience ability will shape reaction towards challenge and obstacle, so it needs

well-planned strategy so that their academic achievement is great [9]. Children's survival ability is an extraordinary factor [10]. Many students in the class get a pressure because of difference [11]. For instance in athletes' survival, resilience and perceived competence were shown to moderate the effects of the motivational context towards burnout [12].

Social support is required by the orphanage foster children to increase achievement motivation [19]. Heejung reported that social support is one of important factors which can be a support to reduce an individual's stress level and negative emotion [20]. Besides social support, another factor which has relationship with achievement motivation is resilience. Bonanno stated that resilience is an individual's resilient condition, in which he has low depression and trauma level when experiencing a trial. It means that resilience is required by each individual to face every bad situation, including a spirit to rebuild motivation after he has slumped down situation and experiences distress. A research on resilience discusses problem on mental health and teenagers' welfare, but has not discussed academic development. Resilience theory can be built in four perspective, such as Need achievement and self-worth motivation, Attribution and control, motivation orientation, and Self-efficacy and expectancy x value [21][22].

Self-negative perception towards themselves and meaningless feeling on teenagers from incomplete family will affect their resilience power [23] [24]. Based on the previous background, a research to analyze three interaction patterns such as social support, resilience and achievement motivation is required. In order to respond the phenomenon, a research which is entitled "The Relationship between Social Support and Resilience and Achievement Motivation at 'Aisiyah Orphanage in Kudus'" is performed.

## 2. Materials and Methods

Its purpose is to describe the experiment in such retail that a competent colleague. This research would see the relationship among three variables which were analyzed. The quantitative approach was selected because the data which would be collected in this research was in form of numbers. Statistical calculation in this research data analyzes was performed using program computer SPSS For Windows Seri 16.0. The analysis which was used in this research was Pearson correlation and multiple regression analysis because there are one dependent and two independent variables [25]. The quantitative approach with the correlation study model was chosen to analyze the effect of the relationship and the contribution between social support and achievement motivation, and the relationship of resilience to achievement motivation.

The research participants were all teenagers who live at Aisiyah Orphanage Kudus whose range age was 13 to 18

years old. This research utilized population study because it took all teenagers at Aisiyah Orphanage who fulfilled the characteristics of research subject. The sample collection technique which would be utilized was quota non random sampling technique. The numbers of teenagers who live at Aisiyah Orphanage were 44 people. They were studying at Junior and Senior High School. Therefore, subjects that would be taken as the research samples were 44 teenagers. The research data collection was performed by using questionnaire (self-report) which measures three continues variables in the research. Achievement motivation variable was measured by using Achievement motivation scale designed based on the theory discussed by Mc Clelland [24]. While social support variable was measured using social support scale based on the theory discussed by Sarafino[26], resilience variable was measured using resilience scale based on the theory discussed by Grotberg [26]. The three measuring instruments were made to respondents whose age was 13 to 18 years old. All adolescents who are cared for at the 'Aisiyah Orphanage are intentionally sent to the same institution, the Madrasah Tsanawiyah Muhammadiyah Kudus for junior high school and Madrasah Aliyah Mumammadiyah Kudus for the same high school level. Participants sat between class VIII to class XII or 1 MTS to 3 Aliyah. The average level of achievement of orphanage children can be said to be low when compared to other students raised by families because foster children tend to be inferior and resigned to the situation. But there are some foster children who can maintain achievement motivation with a variety of limitations he has, this can be represented by the many championship trophies that they won both from competitions held at school and outside school.

The number of respondents taken in this study were 44 people. The age group classification in this study was divided into 2 groups namely 13-15 years (SMP) as many as 20 people and 16-18 years (SMA) as many as 24 people.

**Table 1.** Classification of research respondents

Age	Achievement motivation		N
	High	Low	
13 – 15 Years Old	15	5	20
	75%	25%	100%
16 – 18 Years Old	20	4	24
	83,3%	16,7%	100%
N	35	9	44
	79,55%	20,45%	100%

Table 1 shows that of the 20 people aged 13-15 years, the majority of 15 people (75%) have high achievement motivation and the remaining 5 people (25%) have low achievement motivation. While from 24 people aged 16-18 years, the majority of 20 people (83.3%) had high achievement motivation and the rest only 4 people (16.7%) had low achievement motivation. In other words, the level

of achievement motivation in the age range of 16-18 years is higher than the age of 13-15 years with a ratio of 83.3%: 75%.

The data collection method in this research is a quantitative method, using scale measurement. The scale used in this study is the scale of social support, scale of resilience, and scale of achievement motivation. The aspects compiled are the basis in compiling the scale items by paying attention to favorable and unfavorable nature. Each item has four answer choices which are very appropriate (SS), appropriate (S), not appropriate (ts), and very inappropriate (STS). Scores for favorable items are SS = 4, S = 3, TS = 2 and STS = 1. Conversely, scores for unfavorable items are STS = 4, TS = 3, S = 2, SS = 1. Total received scores indicate high- low level of each variable. The higher score obtained from each variable shows the higher level of unit variables in the research subjects. Conversely, the lower score obtained from each variable shows the lower unit level of the variable in the study subject.

- (1) The scale of social support in research is measured from four aspects, namely: (1) emotional support, this support relates to the human condition that requires appreciation, attention and trust, understanding, compassion, and openness, (2) informational support is information support , advice, appreciation, or just notification, (3) instrumental support, related to the assistance of facilities and infrastructure, food needs, transportation money and atmosphere that supports individuals, and (4) assessment support, in the form of positive assessments that will help individuals to improve his personality development which is usually in the form of criticism of appraisal, praise and response from the complaints of the problems he faces.
- (2) The scale of resilience in the study uses 5 aspects as a measuring tool, namely: (1) personal competence, which is a high standard for someone to be strong and persevere in the goals set by him, even as obstacles and traumatic events they experience, (2) someone's trust in instinct, has a tolerance for negative influences, which has the power to face the effects of stress. This aspect focuses more on calmness and timeliness when adjusting to stress, (3) positive self-acceptance of change and having a good relationship with others, this is indicated by the ability to adapt positively to changes that exist. In this aspect, resilience also involves the ability to deal with the environment, (4) the ability to control someone in the goal to get support from others, and (5) the existence of spiritual influence, one's belief in God's destiny.
- (3) The scale of achievement motivation in research is based on Rohwer's (1980) theory, namely intrinsic and extrinsic achievement motivation. The intrinsic aspect consists of: (1) encouragement of curiosity, (2) level of aspiration, (3) desire to achieve success on an

ongoing basis, (4) anxiety in achievement. The extrinsic aspects are: (1) the achievement of objectives from external factors, (2) the standard results are determined from external factors, and (3) the desire to achieve success due to the influence of others.

One area of research that has important implications for improving the education of students at risk of academic failure is concerned with "resilient" students, or those students who succeed in school despite the presence of adverse conditions. In the education, conceptual and empirical work on resilience has obtained recognition as a work framework to check why some students were successful at school, while the others who came from similar social and economic background and disadvantaged community were not [27]. To determine the feasibility of the data before hypothesis testing, all data that have passed the validity and reliability tests on each variable will be tested again with the normality test, autocorrelation test, multicollinearity test, heteroscedasticity test, and linearity test. To find out whether or not there is an influence between social support and resilience to the achievement motivation of statistical data, multiple linear regression analysis will be performed. After the data has passed a series of tests of the feasibility of the data, then the hypothesis test is done using the T test and F test to find out what percentage of the influence of each variable X (social support and resilience) on the Y

variable (achievement motivation) independently or together.

### 3. Results and Discussions

Normality analysis is performed prior to data parametric or non-parametric statistical analysis. Normality test is performed to find out whether or not the data has normal distribution. Normal data is one of requirements in parametric statistical technical uses [26]. This test aims to test whether in the regression model the dependent variable and the independent variable both have normal distributions or not. A good regression model is having a normal or near normal distribution. This normality test will be processed using SPSS kolmogorov smirnov. The basis for decision making is:

- a. If the sign  $> 0.05$  then the data is said to be normal. Then the regression model meets the assumption of normality.
- b. If the sign  $< 0.05$  then the data is not normal. Then the regression model does not meet the assumption of normality.

Significant level which is utilized by the researcher is 5% which means that if the test significance is higher than 0.05 ( $p > 0.05$ ), the data is categorized as normal. The following is the table of normality test result of the data obtained from the research:

**Table 2.** Normality Test Result

		Social Support	Resilience	Achievement Motivation
Normal Parameters <sup>a</sup>	Mean	52.2273	44.7045	42.0000
	Std. Deviation	6.70946	4.85884	4.49289
Most Extreme Differences	Absolute	.078	.136	.134
	Positive	.078	.069	.110
	Negative	-.077	-.136	-.134
Kolmogorov-Smimov Z		.515	.899	.886
Asymp. Sig. (2-tailed)		.954	.394	.413

Of the previous table, it is seen that the significance score of social support variable is 0.954 which means it is higher than 0.05. The significance score of resilience variable is 0.394 which means that it is higher than 0.05. While the significance score of achievement motivation variable is 0.413 which means it is higher than 0.05. So it can be said that all variables have fulfilled normality test because the significance score is higher than 0.05.

The verification of regression coefficient is intended to test the significance of independent variable (X) and dependent variable (Y) effect, which is: first, between social variable and achievement motivation; second, between resilience variable and achievement motivation. While t test is performed in order to find out if independent variable individually influence dependent variable.

This analysis utilized simple linear regression with decision taking base which refers on two things, which is comparing t count to t table or significance score to probability 0.05. The decision taking bases are: First, If t test score is higher than t table score, it means that independent variable influences dependent variable. If t count is less than t table score, it means that independent variable does not influence the dependent variable. Second, If the significance score is no more than probability score 0.05, it means independent variable significantly influences dependent variable. If significance score is more than probability score 0.05, independent variable does not influence dependent variable significantly.

**Table 3.** Correlation Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.222 <sup>a</sup>	.049	.027	4.43243

The previous table indicates that the correlation score (R) is 0.222 and the percentage of independent variable towards dependent variable effect which is called as determinant coefficient which is the result of R square is explained. Of the data, it is obtained that the determinant coefficient (R2) is 0.049 which means that independent variable effect (social support) towards dependent variable (Achievement motivation) is 4.9%, the rest is influenced by other variables.

**Table 4.** Regression Test Result Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	(Constant)	34.230	5.304	6.454	.000
1	Social Support	.149	.101	.222	1.477 .002

$Y = 34.230 + 0.149x$

B” coefficient is named as coefficient of regression direction and states the mean shift of variable Y for each variable X shift is one unit. This shift is an addition if B is marked as positive and B reduction is marked as negative. Therefore, the equity is interpreted as: 1). Constanta 34.230 states that if there is no social support, the achievement motivation score is 34.230. 2). Regression Coefficient X 0.149 states that every addition 1 of social support score, the achievement motivation score is added by 0.149.

“T” test is to find out whether the real effect (significant) of partial social support variable (X) towards achievement motivation variable (Y).

H0: There is no real effect (significant) of social support variable (X) towards achievement motivation variable (Y).

H1: There is a real effect (significant) of social support variable (X) towards achievement motivation variable (Y).

Of the previous table, it is found that the t count score is 1.477. It indicates that t count score is higher than t table score, which means that independent variable influences dependent variable. It is also known that the significance score is 0.002 which is higher than 0.05. It means that there is real effect (significant) between social support variable (X) towards achievement motivation (Y). So, Ho is rejected and H1 is accepted.

**Table 5.** Model Summary Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515 <sup>a</sup>	.265	.247	3.89809

The previous table explains that the correlation score (R) is 0.515 and the percentage of independent variable effect towards dependent variable which is called as determinant coefficient which is the result of R square. Of the data it is obtained determinant coefficient (R2) is 0.265, which means that the effect of independent variable (resilience) towards dependent variable (Achievement motivation) is 26.5%, while the rest is influenced by other variables.

**Table 6.** Anova<sup>b</sup> Table

Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	229.805	1	229.805	15.124 .000 <sup>a</sup>
1	Residual	638.195	42	15.195	
	Total	868.000	43		

The previous table indicates the real effect (significant) of resilience variable (X2) towards achievement motivation variable (Y). It is seen that F count= 15.124 with significance/ probability level 0.000 > 0.05, so the regression model can be utilized to predict achievement motivation variable.

**Table 7.** Coefficients Score Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	20.730	5.501		3.769	.001
Resilience	.476	.122	.515	3.889	.000

$$Y = 20.730 + 0.476x$$

Coefficient B is named as coefficient of regression direction and states average change of variable Y for each a unit of variable X change. This change is sum if B is marked as positive and B decrease is marked as negative. Therefore, from the equity it can be interpreted:

Constant 20.730 states that if there is no resilience score, the achievement motivation score is 20.730.

Constant of regression X 0.476 states that each 1 resilience score sum, the achievement motivation score is increased to 0.476.

T test is to find out if there is real and partial (significant) effect of resilience variable (X2) towards achievement motivation variable (Y).

H0: There is no real (significant) effect of resilience variable (X) towards achievement variable (Y).

H1: There is real (significant) effect of resilience variable (X) towards achievement motivation variable (Y).

Based on the table, it is known that t-count score is 3.889. It indicates that t-count score is higher than t-table score which means that independent variable has an effect towards dependent variable. It is also known that significance score 0.002 is higher than 0.05. It means there is real (significant) effect between social support variable (X) towards achievement motivation (Y). So, H0 is rejected and H1 is accepted. It means that H0 is rejected and H1 is accepted. It means there is significant effect between resilience and achievement motivation.

The autocorrelation test aims to test whether in the linear regression model there is a correlation between the disturbance error in the t period and the error in the t1 period (before). A good regression model is a regression that is free from autocorrelation or does not occur autocorrelation. The basis for decision making is as follows: (1) If d is smaller than dL or greater than (4-dL) then there is an autocorrelation. (2) If d lies between dU and (4-dU), then there is no autocorrelation. (3) If d lies between dL and dU or between (4-dU) and (2-dL), then it does not produce a definitive conclusion.

**Table 8.** Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.518 <sup>a</sup>	.269	.233	3.93520	1.868

Of table 7, it can be seen that the value of DW is 1,868, this value will be compared with the significance table value of 5%, the number of samples 44 (n) and the number of independent variables 2 ( $K = 2$ ) = 2.44. Then the du value can be obtained 1.4226. DW value 1,868 is greater than the upper limit (du) which is 1.4226 and less than (4-du)  $4 - 1.4226 = 2.6774$  it can be concluded that there is no autocorrelation.

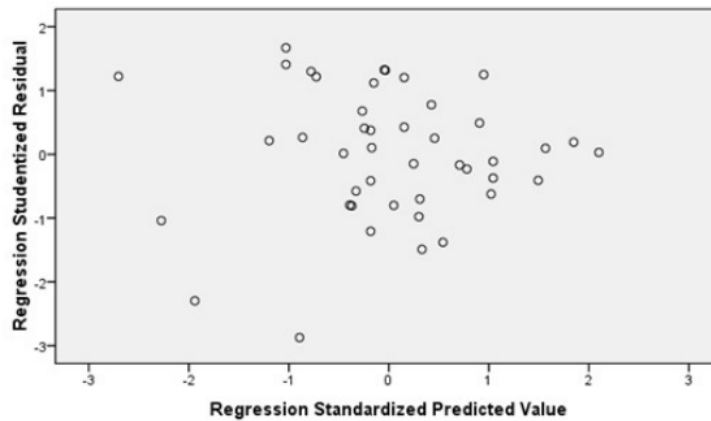
Multicollinearity test aims to test that the regression model found a correlation between independent variables (independent). A good regression model should not occur correlation between independent variables. The basis for decision making is as follows: (1) Based on tolerance value. If tolerance > 0.10, there will be no multicollinearity. Conversely, if tolerance < 0.10, multicollinearity occurs. (2) Based on VIF value. If VIF < 10.00 then multicollinearity does not occur. Conversely, if VIF > 10.00 then multicollinearity occurs.

Table 8. shows that the tolerance value of social support variables is 0.716 while the tolerance value of resilience variables is 0.716 with the value of VIF 1.397. These results indicate that social support and resilience as an independent variable do not occur multicollinearity in the regression model.

Heteroscedasticity test is used to determine whether or not there is a deviation from the classical assumption of heteroscedasticity, namely the variance in residual variance for all observations in the regression model. The prerequisite that must be fulfilled in the regression model is the absence of heteroscedasticity symptoms. The method used is to look at the pattern of points in scatterplots regression, namely between standardized predicted values (ZPRED) and studentized residuals (SRESID). The presence or absence of certain patterns is in the scatterplot graph between SRESID and ZPRED where the Y axis is the predicted Y and X is the residual (predicted Y - true Y). The rules used in decision making are: (1) If there are certain patterns, such as the dots that form a certain regular pattern (wavy, widened and then narrowed), then heteroscedasticity occurs. (2) If there is no clear pattern, such as the points spread above and below the number 0 on the Y axis, then there is no heteroscedasticity.

**Table 9.** Multicollinearity Test

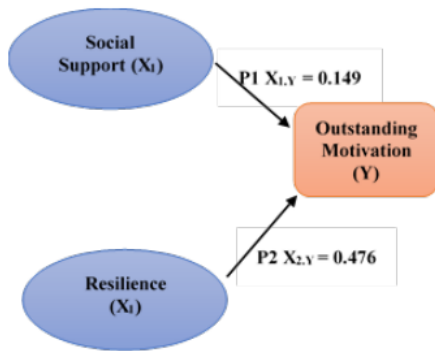
Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
		1	(Constant)	21.670			5.917	
	Dukungan sosial	-.049	.106	-.073	-.460	.648	.716	1.397
	Resiliensi	.512	.146	.553	3.505	.001	.716	1.397



**Figure 1.** Heteroscedasticity Test

From the output, see picture. It can be seen that the points do not form a clear pattern, and the points spread above and below the number 0 on the Y axis. So it can be concluded that there is no heteroscedasticity problem in the regression model.

In this chapter, several things were discovered based on the theory and research methodology.



**Figure 2.** Path of Analysis

The research result indicates positive and significant effect between social support towards motivation and correlation coefficient (r) 0.149 with significance level 0.002. Besides, it is found positive and significant

relationship between resilience with achievement motivation and correlation coefficient (r) 0.476 with significance level 0.000. Significance score 0.002 and 0.000 is lower than its probability score 0.05 ( $p < 0.05$ ) which indicates that working hypothesis of this research is accepted, that there is relationship between social support and resilience and achievement motivation. However, if the correlation coefficient is low, it can be said that social support and resilience are small parts of factors which cause the emergence of achievement motivation. Of the data, it is obtained determinant coefficient ( $R^2$ ) of 0.049 which means that independent variable (social support) towards dependent variable (Achievement motivation) is 4.9%, while the rest influences other variables.

All education has educational problems in terms of budget, accreditation, and teachers and the challenges of developing it, it requires hard work in handling it [28]. Including resilience, is a problem for students and teachers at once. So the strategy is needed in solving this problem. Various ways can be done for example Nuryana, explains that the literacy movement and leadership of school principals can influence it [29].

Achievement motivation is known as intrinsic and extrinsic achievement motivation. Extrinsic motivation is that the growing achievement motivation is influenced by external factor, including social support [18]. Based on the



statistical test, social support variable is proven to have effect on achievement motivation. It can be proven that the higher social support received by 'Aisyiyah Orphanage Kudus, it will be followed by achievement motivation improvement. Because of social support, foster children who have experienced traumatic experience have a feeling of being helped to rise up and improve their achievement motivation.

It is expected that social support [30] for foster children at 'Aisyiyah Orphanage Kudus is able to be a supporting factor to motivate their achievement motivation. It can be in forms of emotional supports which are related to individuals' condition who need appreciation, attention and trust, understanding, affection, and openness. Informational supports can be in forms of information, advice, briefing, or notice. Instrumental support which is related to facility and infrastructure assistance to solve their problems can be in form of goods and service such as residence, food need, money, transportation or atmosphere which support the individual. Evaluation supports which are in forms of positive evaluation and will help individuals to improve their personality development are generally evaluation critics, praise, and response of problem complaints faced by them [26].

However, the research result indicates that social support only contributes 14.9% in improving achievement motivation. It indicates that no matter how big social support done by the orphanage manager is, it will only contribute to 14.9% in maximum. It is because each 1 score addition of social support will add 0.149 as the achievement motivation score. So, besides providing good social support for foster children, it is also important to strengthen another aspect, such as resilience. It is different to social support which is extrinsic factor that influences the level of achievement motivation within the teenagers' self, resilience is intrinsic factor that is proven to influence Achievement motivation level.

The research result indicates that Resilience is required by every individual to face every bad situation, including the spirit to build achievement motivation after individual experiences a worse off and distress occurrence [20]. As an adult, teenagers also experience powerless feeling and are not able to control, moreover for teenagers at social institution who are considered as a group of incapable people stress caused by life difficulty [31] [32]. This condition will affect low children' motivation, moreover for teenagers at social institution who are considered as a group of incapable people. In order to rise from this adversity, resilience as intrinsic factor so that foster children can maintain or even improve their achievement motivation [33]. Based on the above statistical test, resilience variable is proven to have significant effect towards achievement motivation. It indicates that the higher resilience on 'Aisyiyah Orphanage Kudus children, the more increasing achievement motivation is. Each additional 1 of resilience score means 0.476 is added as the

motivation score.

Howard explained that if a research on resilience wants to make a difference by considering social system complexity in which the children exist [34]. The other example is about coping strategy which has significant effect to build resilience on athlete [35]. Resilience and achievement have positive relationship[36]. Besides, creating secure and productive environment with various students population need many strategies. Classroom and responsive environment will support students' achievement and will build resilience. Over time, students with a history of feeling rejected, helpless, or coerced by teachers and peers accumulate self-doubts and other motivational liabilities.

In the school environment, the relationship with teachers [37] and peers is able to give resilience motivation resilience motivation [38]. If it is practiced at orphanage, the same thing will be affected because social status also rises the risk of losing resilience power [39], even students at the orphanage should have resilience to handle problem complexity [40]. One of ways to improve resilience is by increasing the quality of relationship and binding with God. It refers to the foster children's interest level towards their religion by appreciating and internalizing the teaching so that it will give an impact to their action and point of view.

Having faith and belief to God can be the source of power to handle problems. This religious belief that provides comfort on individuals, strengthen moral, emotional base and strong mental to face difficulty in life. It is proven with observation result towards 44 respondents that the higher awareness to see relationship quality with God is, the less endurance to face the stress is. It also affect directly to Achievement motivation of foster children in academic or other aspects. When a teacher at school and guardian at orphanage give motivation and illustrate that tenacious students have somebody who cares of them. They should be academically achieved even they're in bad situation and responsible and be socially more mature, complete the school assignment well, focus and should not be disturbed, appreciate education and have ability to draw on personal strength. This characterization is also consistent. This statement is explained in resilience theories [41]. One of study fields has important implication to improve students' motivation who have academic failed risk and "strong" students or they who are success at school in any bad condition. In the education, conceptual and empirical work on endurance has obtained a recognition as a work framework to observe why some students are successful at school, while the others who come from similar social and economic background and unlucky societies are not.

If resilience ability cannot be a student's self-defense, it will be the target of bullying. There are several factors for bullying behavior; Seniority, history of being victims of bullying, economic status, violence from the media, family and peers. The impact of bullying can be felt by the

victims and also the bully or the person who is intimidating [42].

Some things that can be done to improve Self Concept are: Role models and mentors, academic enrichment, counseling, group experience, multi-cultural curriculum, learning type, and social competence [43]. All are in order to shape children's self-concept so that they have resilience power. A sense of belonging to orphanage was the only significant predictor of academic resilience [44].

#### 4. Conclusions

Based on the data analysis result of the research, it can be concluded that there is a positive relationship between social support and resilience and achievement motivation on teenagers at 'Aisiyah Orphanage Kudus. The research indicates that teenagers who accept social support and have high resilience also have higher tendency to have achievement motivation. Although the result indicates relationship between social support and achievement motivation, another important thing which is delivered is low correlation coefficient indicates another factor, such as resilience. In this research, it indicates that resilience is extrinsic factor in teenagers' selves that provide more contribution in its effect towards achievement motivation level than social support.

Based on the results of the study, the results showed that both social support and resilience were statistically proven to influence achievement motivation in adolescents at the 'Aisiyah Kudus Orphanage. Therefore it is important to provide social support on an ongoing basis and provide equipping to foster foster children to strengthen their resilience to increase achievement motivation in themselves. Thus the authors propose several recommendations: (1) For future researchers, it is necessary to look at and measure other variables besides social support and resilience as variables that affect achievement motivation such as variables of interest, creativity, and others. And it is hoped that further research will further refine the results of previous studies. (2) For the management of the orphanage, the provision of degrees of social support can be increased through appreciation of support, instrumental support, information support, and social network support that needs to be improved both from the caregiver, orphanage employees, teachers at school, and the social environment in order to foster the existence of achievement motivation. (3) For the orphanages, it is hoped that they can maintain their resilience in the face of all the difficulties and trauma that they have experienced. So that despite the unfavorable socio-economic background and living far from parents and family, the orphanage foster children still rise from trauma in adolescence and remain eager to go to school, so that the achievement motivation of foster children of 'Aisiyah Orphanage remains high to achieve their goals.

#### Acknowledgement

The authors are grateful to all participants of the research and to all of the editorial team for their kind and professional assistance. The above research is the our commitment to contribute to education. Thank you also to all colleagues in the Department of Islamic Education and Universitas Ahmad Dahlan to be give us all support.

#### REFERENCES

- [1] S. Graham and B. Weiner, "Theories dan Priciples of Motivation" dalam ed. DC Berliner dan RC Calfee," *Handb. Educ. Psychol.*
- [2] F. Pajares and D. H. Schunk, "Self-beliefs and school success: Self-efficacy, self-concept, and school achievement," *Perception*, vol. 11, pp. 239–266, 2001.
- [3] D. C. McClelland, *Human motivation*. CUP Archive, 1987.
- [4] L. Garliah, F. Kartika, and S. Nasution, "Peran Pola Asuh Orang Tua Dalam Motivasi," *Psikologia*, 2005.
- [5] I. T. Ondabu, "A Theory of Human Motivation: The Tirimba Grouping Theory of Motivation," *SOP Trans. Econ. Res.*, vol. 1, no. 1, pp. 16–21, 2014.
- [6] A. Abdullah, S. Masruri, and K. Bashori, "Islamic Education and Human Construction in The Quran," *International Journal of Education and Learning*, vol. 1, no. 1, pp. 27–32, Jun. 2019.
- [7] T. Yaumul, "Interview with Zahro Chasanah," Yogyakarta, 2016.
- [8] C. P. Bhakti, F. A. Rahman, and M. A. N. Ghiffari, "Strategy Guidance and Counseling Comprehensive Based Spiritual Intelligence for Student in the Digital Era," *IJISH (Internasional Journal of Islamic Studies and Humanities)*, vol. 2, no. 2, p. 101, Oct. 2019.
- [9] E. A. Skinner and J. R. Pitzer, "Developmental Dynamics of Student Engagement, Coping, and Everyday Resilience BT - Handbook of Research on Student Engagement," S. L. Christenson, A. L. Reschly, and C. Wylie, Eds. Boston, MA: Springer US, 2012, pp. 21–44.
- [10] A. Wigfield and J. S. Eccles, "Expectancy-value theory of achievement motivation," *Contemp. Educ. Psychol.*, 2000.
- [11] A. Schweinle and G. A. Mims, "Mathematics self-efficacy: stereotype threat versus resilience," *Soc. Psychol. Educ.*, vol. 12, no. 4, p. 501, 2009.
- [12] F. Vitali, L. Bortoli, L. Bertinato, C. Robazza, and F. Schena, "Motivational climate, resilience, and burnout in youth sport," *Sport Sci. Health*, vol. 11, no. 1, pp. 103–108, 2015.
- [13] A. J. Martin and H. W. Marsh, "Academic resilience and academic buoyancy: multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs," *Oxford Rev. Educ.*, vol. 35, no. 3, pp. 353–370, Jun. 2009.
- [14] C. W. Hall, K. L. Spruill, and R. E. Webster, "Motivational

- and attitudinal factors in college students with and without learning disabilities," *Learn. Disabil. Q.*, vol. 25, no. 2, pp. 79–86, 2002.
- [15] R. B. Brooks, "CHILDREN AT RISK: Fostering Resilience and Hope," *Am. J. Orthopsychiatry*, 1994.
- [16] M. S. Khoshouei, "Psychometric Evaluation of the Connor-Davidson Resilience Scale (CD-RISC) Using Iranian Students," *Int. J. Test.*, 2009.
- [17] B. Benard, "Fostering Resilience in Children. ERIC Digest.," 1995.
- [18] T. I. Supardi, "Perbedaan motif berprestasi antara siswa yang ibunya bekerja dan siswa yang ibunya tidak bekerja pada siswa-siswa kelas 1 SMAN 3 Yogyakarta," *J. Psikol. Indones.*, no. 1, 1987.
- [19] A. R. Wulandari and L. K. P. A. Susilawati, "Peran Penerimaan Diri Dan Dukungan Sosial Terhadap Konsep Diri Remaja Yang Tinggal Di Pantj Asuhan Di Bali," *J. Psikol. Udayana*, 2016.
- [20] G. A. Bonanno, S. Galea, A. Bucchiarelli, and D. Vlahov, "What Predicts Psychological Resilience After Disaster? The Role of Demographics, Resources, and Life Stress," *J. Consult. Clin. Psychol.*, 2007.
- [21] A. Martin, "Motivation and academic resilience: Developing a model for student enhancement," *Aust. J. Educ.*, 2002.
- [22] A. J. Martin and H. W. Marsh, "Academic resilience and its psychological and educational correlates: A construct validity approach," *Psychol. Sch.*, 2006.
- [23] B. Weiner, "An attributional theory of achievement motivation and emotion.," *Psychol. Rev.*, vol. 92, no. 4, p. 548, 1985.
- [24] R. J. Wicks, *The resilient clinician*. Oxford University Press, 2007.
- [25] P. S. Gray, J. B. Williamson, D. A. Karp, and J. R. Dalphin, *The research imagination: An introduction to qualitative and quantitative methods*. Cambridge University Press, 2007.
- [26] E. P. Sarafino and T. W. Smith, *Health psychology: Biopsychosocial interactions*. John Wiley & Sons, 2014.
- [27] H. C. Waxman, J. P. Gray, and Y. N. Padron, "Review of Research on Educational Resilience," *Diversity*, 2003.
- [28] Z. Nuryana, I. Nurcahyati, A. Rahman, F. Setiawan, and D. Fadillah, "The Challenges and Solutions of Teachers' Problems to Achieve Education Golden Era," *Univers. J. Educ. Res.*, vol. 8, no. 2, pp. 583–590, Feb. 2020.
- [29] Z. Nuryana, A. Suroyo, I. Nurcahyati, F. Setiawan, and A. Rahman, "Literation movement for leading schools: Best practice and leadership power," *Int. J. Eval. Res. Educ.*, vol. 9, no. 1, pp. 227–233, 2020.
- [30] R. D. Everall, K. J. Altrows, and B. L. Paulson, "Creating a future: A study of resilience in suicidal female adolescents," *J. Couns. Dev.*, vol. 84, no. 4, pp. 461–470, 2006.
- [31] F. Neuner, E. Schauer, C. Catani, M. Ruf, and T. Elbert, "Post-tsunami stress: A study of posttraumatic stress disorder in children living in three severely affected regions in Sri Lanka," *J. Trauma. Stress Off. Publ. Int. Soc. Trauma. Stress Stud.*, vol. 19, no. 3, pp. 339–347, 2006.
- [32] M. Earvolino-Ramirez, "Resilience: A concept analysis," in *Nursing forum*, 2007, vol. 42, no. 2, pp. 73–82.
- [33] K. Reivich and A. Shatte, "The resilience factor: 7 skills for overcoming life's inevitable obstacles." New York: Random House Inc, 2000.
- [34] S. Howard, J. Dryden, and B. Johnson, "Childhood Resilience: Review and critique of literature," *Oxford Review of Education*. 1999.
- [35] I. C. Belem, N. M. Caruzzo, J. R. A. do Nascimento Junior, J. L. L. Vieira, and L. F. Vieira, "Impacto das estratégias de coping na resiliência de atletas de vôlei de praia de alto rendimento," *Rev. Bras. Cineantropometria e Desempenho Hum.*, vol. 16, no. 4, p. 447, May 2014.
- [36] S. A. Hosseini and M. A. Besharat, "Relation of resilience whit sport achievement and mental health in a sample of athletes," in *Procedia - Social and Behavioral Sciences*, 2010.
- [37] E. Bondy, D. D. Ross, C. Galligane, and E. Hambacher, "Creating Environments of Success and Resilience," *Urban Educ.*, vol. 42, no. 4, pp. 326–348, Jul. 2007.
- [38] C. J. Furrer, E. A. Skinner, and J. R. Pitzer, "The influence of teacher and peer relationships on students' classroom engagement and everyday motivational resilience," *Teach. Coll. Rec.*, 2014.
- [39] E. Cappella and R. S. Weinstein, "Turning around reading achievement: Predictors of high school students' academic resilience," *J. Educ. Psychol.*, 2001.
- [40] A. J. Martin and H. W. Marsh, "Academic buoyancy: Towards an understanding of students' everyday academic resilience," *J. Sch. Psychol.*, 2008.
- [41] M. C. Wang, G. D. Haertel, and H. J. Walberg, "Fostering Educational Resilience in Inner-City Schools. Publication Series No. 4.," 1997.
- [42] A. Nurlia and S. P. Suardiman, "The phenomenon of bullying in junior high school students nowadays," *Internasional Journal of Education and Learning*, vol. 1, no. 1, 2020.
- [43] D. Y. Ford, "Nurturing resilience in gifted black youth," *Roeper Rev.*, vol. 17, no. 2, pp. 80–85, Dec. 1994.
- [44] R. Gonzalez and A. M. Padilla, "The Academic Resilience of Mexican American High School Students," *Hisp. J. Behav. Sci.*, vol. 19, no. 3, pp. 301–317, Aug. 1997.

# 8. UJER39-19516183.pdf

---

## ORIGINALITY REPORT

---

1%

SIMILARITY INDEX

---

## PRIMARY SOURCES

---

- 1** Tolmie, Andy, Muijs, Daniel, McAteer, Erica. "EBOOK: Quantitative Methods In Educational And Social Research Using Spss", EBOOK: Quantitative Methods In Educational And Social Research Using Spss, 2011 51 words — 1%  
Publications

---
- 2** Banking Academy 32 words — < 1%  
Publications

---
- 3** Day, Christopher, Sammons, Pam, Stobart, Gordon. "Teachers Matter", Teachers Matter, 2007 8 words — < 1%  
Publications

---

EXCLUDE QUOTES ON

EXCLUDE MATCHES OFF

EXCLUDE BIBLIOGRAPHY ON