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Differences in Academic Resilience and Learning Motivation Levels Based on Self-Efficacy Levels in SMA 1 Bae Students

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Abstract

This research is motivated by the high academic demands on high school students that can cause learning pressure, low motivation, and difficulty in maintaining learning consistency, so that academic resilience skills are needed which are thought to be influenced by self-efficacy. This study aims to determine the differences in the level of academic resilience and learning motivation based on the level of self-efficacy in SMA 1 Bae students using a comparative design quantitative approach, involving 30 students selected through purposive sampling, and using a Likert scale to measure research variables analyzed by classical assumption tests and Independent Sample T-Test. The results of the study indicate that the instrument is valid and reliable, the data meets statistical assumptions, and there is no significant effect of self-efficacy and learning motivation on academic resilience simultaneously, but a significant difference was found between students with high and low self-efficacy, where students with high self-efficacy have higher academic resilience and learning motivation. These findings indicate that self-efficacy does not act as a direct predictor, but rather as a differentiating factor in dealing with academic demands. Therefore, it is recommended that students improve their self-efficacy, schools provide positive learning environment support, and further research adds other variables to make the results more comprehensive.

Keywords:self-efficacy, learning motivation, academic resilience, high school students, comparative analysis

INTRODUCTION

Senior high school (SMA) students are in a developmental phase characterized by increasing academic demands, both in terms of material complexity, assignment load, and pressure to achieve optimal academic performance. High school students are adolescents who

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are in the process of determining their success in fulfilling their developmental tasks, which can lead to learning difficulties.(Erza et al., 2025)In the learning process, students are not only required to understand the subject matter, but also to be able to manage their time, organize learning strategies, and adapt to the various academic challenges they face.(Safira & Hartati, 2021)This situation makes students vulnerable to academic stress, which can affect their psychological well-being and academic performance. On the other hand, schools should provide facilities and comfort, as they are a place for students to socialize and develop. It can be argued that the education system plays a crucial role in the lives of students who spend most of their time at school.(Basaria et al., 2023).

Based on this phenomenon, reports fromOECD (2023)The Programme for International Student Assessment (PISA) 2022 report shows that Indonesian students' achievement in reading, mathematics, and science remains low compared to many other participating countries. The OECD reported that Indonesian students' performance in 2022 declined compared to previous cycles and was among the lowest ever recorded in a PISA assessment. PISA 2022 data also shows that approximately 25% of Indonesian students admitted to not being able to work effectively during learning, 25% of students were easily distracted by digital devices, and 24% of students did not always pay attention to teacher explanations during the learning process. Furthermore, based on data from the 2024 Education Statistics published byBPS Indonesia (2025)said that the quality of Indonesian education still faces various challenges related to equal access, educational facilities, student learning outcomes, andBPS Indonesia (2025)said that students' learning experiences are not only influenced by the learning process in the classroom, but also by various supporting activities such as reading activities, extracurricular activities, courses, and other self-development activities.

High academic demands often lead to various problems, such as learning stress, low motivation, and difficulty maintaining consistent learning. In these situations, students need the ability to survive and recover from academic difficulties, known as academic resilience. Academic resilience is an individual's ability to overcome various obstacles and pressures that threaten their academic development, thus enabling them to achieve academic success despite facing difficult circumstances. Students with high academic resilience tend to be better able to manage learning pressures, maintain optimism, and demonstrate perseverance in achieving academic goals.(Cai & Meng, 2025)When students have a good level of academic resilience, they will find it easier to maintain their motivation and consistency in learning, regardless of the academic challenges they face. In other words, resilience becomes the "fuel" for the continued motivation to learn.(Jannah

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& Nursalim, 2026).

In addition to academic resilience, learning motivation is also an important factor influencing student success.Abnisa (2020)Learning motivation is the encouragement from within and from outside the students to move and carry out learning optimally in order to achieve the desired results, and the greater the students' learning motivation, the greater the success that can be achieved. Studies fromNurhayati and Moesarofah (2021), found that students with high learning motivation tend to demonstrate greater persistence, interest in learning, and commitment to completing academic tasks. Learning motivation has also been shown to have a positive relationship with high school students' academic achievement. Conversely, studiesMakatita and Azwan (2021)Low learning motivation can cause students to be less active in the learning process and result in lower academic achievement. Research shows that learning motivation significantly influences student achievement, so decreased motivation has the potential to reduce student learning outcomes.

One internal factor thought to play a role in determining academic resilience and learning motivation is self-efficacy. According to Bandura (1997), self-efficacy is an individual's belief in their ability to organize and carry out the actions necessary to achieve a goal. Research shows that self-efficacy is an important predictor of academic resilience and influences how students respond to learning difficulties.Cassidy (2015), states that "self-efficacy is a key predictor of academic resilience and influences how students respond to academic adversity." Students with high self-efficacy tend to be more confident in facing academic challenges and show more adaptive responses to adversity. This is supported by the findingsCassidy (2015)that "students with higher self-efficacy are more likely to respond to academic challenges in an adaptive manner." Conversely, students with low self-efficacy tend to doubt their abilities easily and lack the motivation to put in optimal effort.

To strengthen the variables, researchers conducted initial observations in the SMAN 1 Bae Kudus school environment. It was found that several students faced various challenges in the learning process. Some students appeared less active in participating in class learning activities, such as paying less attention to teacher explanations, not taking notes, and tending to delay completing assigned assignments. In addition, some students also showed difficulty in maintaining learning consistency and focus during explanations, especially when facing material that was considered difficult. However, there were also some students who continued to try to follow the learning well, actively asking questions, and showing perseverance in completing assignments, despite facing various academic obstacles. These differences in behavior indicate variations in

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students' abilities to deal with academic pressure and demands at school.

Interviews with three students and their guidance counselor also revealed differences in their learning motivation and coping skills. Students identified as BN, HN, and NI revealed that they often felt overwhelmed by the sheer volume of assignments in each subject and the pressure to achieve good grades. BN stated that he often doubted his abilities when completing difficult assignments, while HN admitted that he easily lost his enthusiasm for learning when faced with difficulties. NI, meanwhile, revealed that he persisted in completing assignments despite the difficulties, seeking help from friends or teachers. Meanwhile, a teacher identified as SR noted differences in the level of learning motivation among students, with some exhibiting high levels of enthusiasm and active learning, while others tended to be passive and easily gave up when faced with difficulties. These findings indicate that differences in student responses to academic pressure are likely related to internal factors, particularly self-efficacy, thus warranting further study in their relationship to academic resilience and student learning motivation.

In previous research gaps regarding psychological factors that play a role in students' academic success, there has been much research, particularly regarding academic resilience. Research byCynthia and Silaen (2025)found that self-efficacy has a positive and significant relationship with academic resilience in high school students. This study has the advantage of directly examining the role of self-efficacy as an internal factor that helps students face various academic challenges. However, this study focused only on academic resilience and therefore did not explain how self-efficacy relates to students' learning motivation. In addition, research bySolikhah and Suminar (2022)shows that hope is positively related to academic resilience in high school/vocational school students. This finding provides insight into how positive psychological factors can help students cope with academic stress. It can also be concluded that the higher a student's hope, the higher their academic resilience, and vice versa.

On the other hand, researchPermatasari and Pertiwi (2025)found that peer social support is positively related to academic resilience in high school students. The strength of this study is its ability to explain the influence of environmental factors on students' ability to cope with academic difficulties. However, this study did not examine students' internal factors, particularly self-efficacy, nor did it examine learning motivation as a variable that also plays a role in academic success. Based on these three studies, it can be seen that studies on academic resilience have been widely linked to various psychological and environmental factors. However, there are still limitations in research that simultaneously examines differences in levels of academic resilience and learning motivation based on self-efficacy levels in high school students. Therefore, this study

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was conducted to fill this gap and provide a more comprehensive picture of the role of self-efficacy in students' academic contexts.

RESEARCH METHOD

This study uses a quantitative approach with a comparative design that aims to examine differences in academic resilience and learning motivation levels based on self-efficacy levels among students at SMA 1 Bae. Comparative research is research that aims to compare two or more groups with respect to a particular variable (Sugiyono, 2019). The independent variable in this study is self-efficacy, which is categorized into two groups: high self-efficacy and low self-efficacy. The dependent variables include academic resilience and learning motivation. The population in this study was all students of SMA 1 Bae, with a sample size of 30 students obtained through purposive sampling. Purposive sampling is a sampling technique with certain considerations that are in accordance with the research objectives (Sugiyono, 2019).

The data collection technique used a psychological scale in the form of a Likert scale. The Likert scale is used to measure individual attitudes, opinions, and perceptions of a social phenomenon (Likert, 1932). In general, a research instrument is a tool that meets academic requirements and can be used to measure an object or collect data on a variable.(Ramadhan et al., 2024)The research instrument consisted of a self-efficacy scale, a learning motivation scale, and an academic resilience scale with four answer alternatives: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS), which included both favorable and unfavorable items. Validity testing was conducted by looking at the Corrected Item-Total Correlation value, while reliability testing used the Cronbach's Alpha coefficient. The instrument is said to be reliable if the Cronbach's Alpha value is more than 0.70 (Azwar, 2012). The test results show that all instruments have a reliability value above 0.90, thus falling into the highly reliable category.

Data analysis was performed using parametric statistics with the help of SPSS. Before conducting the hypothesis testing, assumption tests were first conducted, including a normality test using the Kolmogorov-Smirnov and a homogeneity test using Levene's Test. Hypothesis testing was conducted using the Independent Sample T-Test to determine differences between groups of students with high and low self-efficacy. The t-test was used to compare the means of two independent groups (Ghozali, 2018). The decision-making criteria are based on the significance value, namely if $p < 0.05$ then there is a significant difference, whereas if $p > 0.05$ then there is no significant difference.

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RESULT

Validity and Reliability Test Results

Based on the analysis of the research data, all items in the three variables were declared valid. This is evident from the Corrected Item-Total Correlation value of >0.30, thus meeting the construct validity criteria.

Variables	Number of Items	Validity Range	Cronbach Alpha	Information
Self-Efficacy (X1)	40	0.514 – 0.828	0.979	Very Reliable
Learning Motivation (X2)	40	0.655 – 0.900	0.985	Very Reliable
Academic Resilience (Y)	40	0.421 – 0.875	0.978	Very Reliable

Validity and reliability test results indicate that all items in the self-efficacy, learning motivation, and academic resilience variables are of excellent quality, with Cronbach's Alpha values above 0.90. This indicates that the research instrument has high internal consistency and is capable of accurately measuring psychological constructs (Azwar, 2012). This high reliability also confirms that the data generated can be trusted to explain student psychological phenomena in an academic context.

Total Data (Descriptive Statistics)

Variables	Mean	Standard Deviation	N
Self-Efficacy	111.83	29,003	30
Motivation to learn	123.83	30,196	30
Academic Resilience	124.17	25,846	30

Based on the total data, the majority of students fell into the moderate to high categories for academic resilience and learning motivation, while self-efficacy showed a more varied distribution. This suggests that although students generally possess a good level of resilience and learning motivation, not all students possess strong self-confidence in facing academic demands. This indicates that self-efficacy is an important differentiating factor in determining the quality of students' responses to academic pressure.

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Classical Assumption Test Results

- Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parametersa,b	Mean	,0000000
	Standard Deviation	24.34438456
Most Extreme Differences	Absolute	,151
	Positive	,112
	Negative	-,151
Test Statistics		,151
Asymp. Sig. (2-tailed)		,078c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The normality test was conducted using the One-Sample Kolmogorov–Smirnov Test on the unstandardized residual values. Based on the analysis results, the Asymp. Sig. (2-tailed) value was 0.078. This value is greater than the significance level of 0.05 (0.078 > 0.05), so it can be concluded that the residual data is normally distributed. Thus, the normality assumption in this study has been met and the data is suitable for use in parametric statistical analysis.

- Linearity Test

Linear test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Academic	Between	(Combined)	16957,500	21	807,500	2,675	,077

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Resilience * Learning Motivation	Groups	Linearity	86,211	1	86,211	,286	,608
		Deviation from Linearity	16871,289	20	843,564	2,795	,069
	Within Groups		2414,667	8	301,833		
	Total		19372,167	29			

A linearity test was conducted to determine the linear relationship between Learning Motivation and Academic Resilience. Based on the ANOVA table, a significance value of 0.069 was obtained for Deviation from Linearity. This value is greater than 0.05 (0.069 > 0.05), so it can be concluded that there is no deviation from linearity. Thus, the relationship between learning motivation and academic resilience is linear, thus fulfilling the requirements for correlation and regression tests.

- Homogeneity Test

1. Variable X1

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Academic Resilience	Based on Mean	1,289	5	8	,356
	Based on Median	1,073	5	8	,441
	Based on Median and with adjusted df	1,073	5	3,000	,510
	Based on trimmed mean	1,220	5	8	,381

2. Variable X2

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Academic Resilience	Based on Mean	,696	3	8	,580
	Based on Median	,076	3	8	,971
	Based on Median and with adjusted df	,076	3	4,992	,970
	Based on trimmed mean	,611	3	8	,627

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Self-Efficacy Variable (X1): The results of the homogeneity of variance test using Levene's Test showed a significance value of 0.356 (based on the mean). This value is greater than 0.05 (0.356 > 0.05), so it can be concluded that the academic resilience data based on self-efficacy has a homogeneous variance.

Learning Motivation Variable (X2): The results of the homogeneity of variance test for the learning motivation variable showed a significance value of 0.580 (based on the mean). This value is also greater than 0.05 (0.580 > 0.05), so it can be concluded that the data between groups are homogeneous. Thus, all homogeneity assumptions have been met.

Results of Correlational Analysis and Hypothesis Testing

- Regression Analysis Test

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,336a	,113	,047	25,230

a. Predictors: (Constant), Learning Motivation, Self-Efficacy

b. Dependent Variable: Academic Resilience

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2185,344	2	1092,672	1,717	,199b
	Residual	17186,823	27	636,549		
	Total	19372,167	29			

a. Dependent Variable: Academic Resilience

b. Predictors: (Constant), Learning Motivation, Self-Efficacy

Based on the Model Summary results, an R value of 0.336 was obtained, indicating a positive relationship between self-efficacy and learning motivation with academic resilience. The R Square value of 0.113 indicates that self-efficacy and learning motivation together contribute 11.3% to academic resilience, while the remaining 88.7% is influenced by other variables outside the study.

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Furthermore, based on the ANOVA table, a significance value of 0.199 was obtained, which is greater than 0.05. This indicates that the regression model is insignificant, thus concluding that self-efficacy and learning motivation simultaneously have no significant effect on academic resilience. Thus, the major hypothesis is rejected.

Difference Analysis Test Results

Group Statistics

	Group	N	Mean	Standard Deviation	Std. Error Mean
Academic Resilience	1	25	147.40	1,354	,271
	2	35	137.46	1,314	,222
Motivation to learn	1	25	151.36	1,440	,288
	2	35	140.46	1,314	,222

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	Lower	Upper
Academic Resilience	Equal variances assumed	,042	,839	28,536	58	,000	9,943	,348	9,245	10,640
	Equal variances not assumed			28,391	50,888	,000	9,943	,350	9,240	10,646
Motivation to learn	Equal variances assumed	,307	,581	30,449	58	,000	10,903	,358	10,186	11,620

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	Equal variances not assumed			29,981	48,839	,000	10,903	,364	10,172	11,634

Based on the results of the Independent Sample T-Test, the following results were obtained:

1. For the Academic Resilience variable, the significance value (2-tailed) was 0.000, which is less than 0.05. This indicates a significant difference in academic resilience between group 1 and group 2.
2. For the Learning Motivation variable, the significance value (2-tailed) is 0.000, which is also less than 0.05. This indicates that there is a significant difference in learning motivation between the two groups. Thus, the difference hypothesis is accepted.

DISCUSSION

The results of the study indicate that all instruments used to measure self-efficacy, learning motivation, and academic resilience have excellent validity and reliability. This is evident from the Corrected Item-Total Correlation values above 0.30 and the Cronbach's Alpha values exceeding 0.90. This high reliability indicates that the instruments have strong internal consistency in measuring the psychological constructs studied. This finding aligns with the opinion ofAzwar (2012)which states that instruments with high reliability coefficients are able to produce stable and reliable data. Other findings are also in line, stating that Cronbach's Alpha is a measure of internal consistency, namely how closely related a set of items are as a group, so that a high alpha value indicates that the items in the instrument are interrelated and measure the same construct.(Tavakol & Dennick, 2011).

Based on descriptive analysis, the average scores for self-efficacy, learning motivation, and academic resilience were in the moderate to high category, although self-efficacy showed greater variation than the other variables. This indicates that most students have the ability to withstand academic pressure and a strong motivation to learn, but not all students have strong self-confidence in the face of difficulties. This finding aligns with research.Wang and Zhang (2024)which shows that academic self-efficacy is positively related to psychological resilience and learning engagement, so that students who have higher confidence in their abilities tend to be better able to face academic challenges. In addition,Cai and Meng (2025)which states that academic resilience is not only influenced by an individual's internal characteristics, but also by external factors such as the support of the learning environment and teachers. Thus, the variation

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in self-efficacy found in this study indicates that belief in one's own abilities is one aspect that can differentiate how students respond to academic demands.

The results of the classical assumption test indicate that the research data meets the requirements for parametric statistical analysis, characterized by normal data distribution, linear relationships, and homogeneous variance. These conditions ensure that the analysis results can be interpreted validly.Ghozali (2018), fulfilling classical assumptions is an important prerequisite so that the results of regression analysis and hypothesis testing are unbiased and have a high level of confidence.

However, the results of the correlation and regression tests indicate that there is no significant relationship between self-efficacy and learning motivation with academic resilience, either partially or simultaneously, although the direction of the relationship is positive. This finding indicates that self-efficacy and learning motivation in this study have not been able to directly predict students' academic resilience. This result is not entirely in line with Albert Bandura's theory which states that self-efficacy plays an important role in determining an individual's ability to face challenges. However, the results of this study can be understood through the findings.Cassidy (2015) which states that academic resilience is a multidimensional construct that is not only influenced by self-efficacy, but also by other factors such as social support, coping strategies, and the learning environment.Permatasari and Pertiwi (2025)also shows that peer social support has a significant contribution to students' academic resilience, so it is likely that there are other variables that are more dominant in influencing resilience than self-efficacy and learning motivation.

On the other hand, the results of the difference test showed that there were significant differences in academic resilience and learning motivation between groups of students with high and low self-efficacy. Students with high self-efficacy had higher levels of academic resilience and learning motivation than students with low self-efficacy. This finding suggests that although self-efficacy did not have a direct effect in the correlational analysis, it still plays an important differentiating role in determining the quality of students' responses to academic stress. These results are in line with research.Cassidy (2015)which states that students with high self-efficacy tend to be more adaptive in facing academic difficulties. In addition, researchCynthia and Silaen (2025)also found that self-efficacy had a positive relationship with academic resilience in high school students, thus strengthening that self-efficacy beliefs play a role in increasing academic resilience.

Overall, the results of this study indicate that the relationship between psychological

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variables in an academic context is not always linear and direct. Self-efficacy in this study did not function as a direct predictor of academic resilience, but rather served as a factor that differentiated levels of resilience and learning motivation among students. This reinforces the view that academic resilience is a complex phenomenon influenced by various internal and external factors simultaneously, thus requiring a more comprehensive approach to understanding and developing this ability in students.

CONCLUSION

Based on the results of research on differences in levels of academic resilience and learning motivation based on self-efficacy levels in SMA 1 Bae students. This study shows that the instruments used are valid and reliable, and the data meet statistical assumptions so they are worthy of analysis. In general, students have learning motivation and academic resilience in the moderate to high category, while self-efficacy is more varied. The results of the analysis show that self-efficacy and learning motivation do not have a significant effect on academic resilience directly. However, there is a significant difference between students with high and low self-efficacy, where students with high self-efficacy have higher academic resilience and learning motivation. Thus, self-efficacy plays a differentiating factor in students' ability to face academic demands.

Students are expected to improve their self-efficacy to better cope with academic difficulties. Teachers and schools are advised to provide support that can strengthen student self-confidence, such as positive feedback and a conducive learning environment. Future researchers are advised to add other variables, such as social support or academic stress, and use a larger sample size for more comprehensive research results.

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