

Academic Resilience of Students: What Is Its Relationship with Learning Motivation of Islamic Education Students?

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You said:

Academic background: Student success in higher education is strongly influenced by internal factors such as motivation and psychological resilience. **Specific background:** In the context of Islamic Education (PAI), students are expected to manage not only academic responsibilities but also spiritual and social demands. **Knowledge gap:** While prior studies have addressed the relationship between resilience and motivation, few have focused specifically on PAI students. **Aim:** This study investigates the relationship between academic resilience and learning motivation among PAI students at UIN Raden Intan Lampung. **Results:** Using a quantitative correlational approach with 81 students, findings show that academic resilience significantly predicts learning motivation ($R^2 = 0.096$, $p < 0.05$), although its effect is modest. **Novelty:** The research highlights the unique role of spirituality as a resilience component that strengthens intrinsic motivation, especially in religious education contexts. **Implications:** These results suggest the need to integrate resilience-building programs into PAI curricula and underscore the importance of structured academic and psychological support to enhance student engagement and persistence.

Highlight :

1. Academic resilience significantly correlates with learning motivation among Islamic Education students.

2. The strongest motivational factors include spirituality, personal competence, and emotional regulation.

3. Institutions are urged to develop resilience-building programs to sustain student performance.

Keywords : Academic Resilience, Learning Motivation, Islamic Education, Student Psychology, Educational

INTRODUCTION

Learning is the process of interaction between students and educators involving instructional materials, delivery methods, learning strategies, and learning resources within a learning environment. The success of the teaching and learning process can be measured by the extent to which learning objectives are achieved. When these objectives are met, it indicates that the teacher has been successful in delivering instruction. Therefore, the effectiveness of the learning process is determined by the quality of interaction among these components [1]. One of the factors that influence students' success in learning is learning motivation. Motivation is a desire, drive, or need that leads an individual to take action actively in order to achieve a goal. Learning motivation refers to the internal force that moves a student to engage in learning activities to reach desired objectives. It plays a crucial role in encouraging students to strive for academic achievement, where reaching such achievement requires self-directed actions and consistent effort [2].

The learning process is not limited to teaching activities conducted by teachers, but also encompasses the learning experiences of students, whether through direct (practical) or indirect (theoretical) methods. Learning can also involve various methods, strategies, and media that are adapted to the students' conditions and the goals to be achieved. Through learning, individuals are guided toward a better life and away from misguidance, as explained in the Qur'an, Surah Al-Mujadila, Verse 11.

وَالَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ لَنُدْخِلَنَّهُمْ فِي الصَّالِحِينَ
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"Meaning: 'O you who have believed, when it is said to you, "Make room in assemblies," then make room; Allah will make room for you. And when it is said, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is All-Aware of what you do."

Surah Al-Mujadila verse 11 explains that in the same verse, Allah SWT emphasizes the importance of becoming a knowledgeable person. Quoted from the book *Antara Perut & Etos Kerja dalam Perspektif Islam* by Thohir Luth, Allah SWT explicitly honors those who possess knowledge by raising their rank to the same noble level as those who have faith. The command to make room when asked to do so in an assembly signifies respect for those who possess and seek knowledge. This verse relates to the obligation of learning and teaching, as well as the methods involved. In this verse, Allah SWT commands—meaning obligates—Prophet Muhammad (peace be upon him) and his followers to learn and teach using appropriate educational methods. It teaches the Muslim community that in conveying truth—whether in preaching or teaching—it must be done wisely, through kind words and good behavior. If disagreements arise, they must be addressed calmly, patiently, and politely, without resorting to violence.

One of the factors that influence students' success in learning is their learning motivation. Learning motivation is one of the essential components that must be present within students, as it serves as the driving force and enthusiasm that encourages them to engage in the learning process. When students possess strong learning motivation, it positively influences their learning activities and outcomes [3]. Learning motivation is essential for every student, whether it originates from within

the student (internal) or from external sources [4]. According to Winkel, learning motivation is the driving force within students that encourages learning activities, ensures the continuity of those activities, and provides direction to them so that students can achieve their goals [5]. In a learning process, it is not only the teacher who must have the motivation to support the learning process, but students also play an important role in it [6]. Learners who are motivated to study a particular topic are more likely to engage in various activities believed to support their learning, such as paying close attention during lessons, memorizing required materials, taking notes to facilitate future study sessions, and seeking help when they do not understand the material. In contrast, learners who lack motivation tend to approach learning less systematically than their motivated peers [7].

Motivation refers to certain conditions or a series of factors that drive a person to be willing and eager to do something. If the person dislikes the activity, they will make an effort to eliminate or avoid that feeling of dislike [8]. On the other hand, many students are driven by extrinsic motivation, meaning their desire to learn is heavily influenced by external factors. Unfortunately, this type of motivation is more commonly found, especially among children and adolescents during the learning process. Student motivation plays a crucial role in determining success in learning [9]. The level of motivation can determine the intensity of a person's effort or enthusiasm to engage in activities, and of course, the level of enthusiasm will determine the results achieved [10]. Learning motivation must be actively fostered within the students, and if obstacles arise, efforts should be made to minimize them. This way, the desired learning outcomes can be achieved optimally [11]. Motivated students tend to have higher perseverance, greater engagement, and better academic performance [12].

One of the factors that influence students' learning motivation is the presence of academic resilience. The term "resilience," when specifically explained in an academic context, is referred to as *academic resilience*. According to Cassidy, academic resilience is an individual's ability to enhance success in education despite facing challenging circumstances [13]. Resilience is one of the personal competencies that students must possess, as it is a personal quality needed to adapt to new environments and situations [14]. Academic resilience is a construct that refers to an individual's endurance and ability to overcome challenges posed by academic demands perceived as threatening, in order to enhance educational success, as reflected through cognitive, emotional, and behavioral responses [15]. Academic resilience refers to the fluctuating process by which students demonstrate their ability to recover from setbacks and gain strength and perseverance in facing difficult, challenging, obstructive, or hindering situations in their learning activities [16]. The low level of academic resilience often causes students to give up easily when faced with difficult assignments, challenging thesis revisions, or criticism from their academic supervisors [17]. The inability to cope with pressure also contributes to the increase in psychological disorders such as depression and anxiety [18].

In resilience, the presence of both risk factors and promotive factors is necessary, as they can help produce positive outcomes or reduce and avoid negative results [19]. However, human resilience in facing various pressures is often found to be suboptimal; many choose to surrender to their circumstances or even succumb to various mental or physical disorders [20]. Students with high resilience are better able to maintain their learning motivation and believe that various adverse situations can improve for the better [21]. There are various factors that are related to and can predict students' academic resilience, namely internal and external factors [22]. The success achieved by students in higher education is partly determined by their own level of resilience [23]. Students with low academic resilience are often influenced by factors such as their beliefs in their own abilities, their capacity to manage academic tasks, anxiety, and the completion of various academic demands [24]. Resilience is a crucial factor in student development, and counseling services play a vital role in supporting students' resilience [25]. The ability of resilience, in the form of toughness in facing uncontrollable situations and the capacity to recover by relying on one's own abilities [26]. Resilience, as explained by Setyowati, reflects an individual's capacity to face life's challenges while maintaining physical and mental stability in order to live a healthy life [27]. In

difficult situations, students must also be patient and avoid rushing when facing pressure or obstacles. Patience plays a role in emotional regulation, adaptive coping strategies, and resilience in dealing with stress [28].

Several previous studies have examined the relationship between academic resilience and learning motivation. A study conducted by Shengli Yang and Weirong Wang highlights that various socio-affective factors of academic resilience—such as peer relationships, high parental expectations, teacher attention and kindness—along with socio-economic factors (e.g., parental financial contributions to education, socio-economic status), and affective factors (such as anxiety, self-efficacy, motivation, and so on) can influence students' academic achievement as well as policymakers' decisions in providing appropriate learning contexts [29]. Furthermore, a study conducted by Ye Shengyao, Hashem Salarzadeh Jenatabadi, Ye Mengshi, Chen Minqin, Lin Xuefen, and Zaida Mustafa showed that students with higher levels of autonomy and academic motivation tend to exhibit better mental well-being in terms of resilience-related behaviors [30]. A study conducted by Yasuhiro Kotera highlights the importance of academic motivation; however, its relationship with key mental health constructs namely self-compassion and resilience still requires further evaluation [31].

However, very few studies have specifically explored the relationship between academic resilience and students' learning motivation, particularly in the Islamic Education (PAI) study program. Therefore, this research aims to assist students in preparing themselves to face complex and ongoing learning challenges in the future, while also providing more relevant insights for the development of educational policies and programs. This study contributes to the development of the PAI curriculum by emphasizing the importance of strengthening academic resilience to enhance students' learning motivation. The PAI curriculum should incorporate values of resilience, such as the ability to cope with pressure and maintain enthusiasm for learning amid challenges. These findings also encourage lecturers to take on the role of mentors who support students' character development and learning spirit, making PAI learning more relevant and effective.

METHOD

This study was conducted on students of the Islamic Education (PAI) Study Program, class of 2022, at the State Islamic University (UIN) Raden Intan Lampung. The research took place during the even semester of the 2025 academic year at the university's main campus. The total population consisted of 414 active students. The focus of the study was to analyze the relationship between academic resilience and students' learning motivation within the context of higher education. The entire research process was carried out in stages, including instrument development, questionnaire validation, sample selection, distribution of questionnaires to respondents, and data analysis.

A quantitative approach was employed, using an ex post facto design with a correlational method. The ex post facto design was chosen because the researcher did not manipulate any variables, but instead examined relationships between variables that naturally occurred. The correlational method was used to determine the extent to which a relationship existed between the independent variable, academic resilience (X), and the dependent variable, learning motivation (Y). The primary objective was to identify whether a significant relationship existed between the two variables without any intervention or experimental treatment by the researcher.

The sample size was determined using Slovin's formula with a margin of error of 10%, resulting in a sample of 81 students from a population of 414. The sampling technique employed was simple random sampling to ensure each member of the population had an equal chance of being selected. The research instruments consisted of closed-ended questionnaires, each comprising 20 items. The academic resilience questionnaire was developed based on five indicators: (1) personal competence, (2) trust in instincts and tolerance of negative emotions, (3) positive acceptance of change and secure relationships, (4) control, and (5) spirituality. Meanwhile, the learning motivation questionnaire was based on five indicators: (1) the desire and aspiration to succeed, (2)

drive and need for learning, (3) future expectations and goals, (4) appreciation of learning, and (5) a conducive learning environment.

Before being used, both questionnaires underwent validity and reliability testing to ensure the quality of the instruments. The validity test results showed that out of 20 items on each questionnaire, only 9 items were declared valid based on the item-total correlation exceeding the critical value of the *r*-table. Furthermore, reliability testing was conducted using Cronbach's Alpha method. The academic resilience questionnaire yielded a reliability coefficient of 0.741, while the learning motivation questionnaire scored 0.746. Both values exceeded the minimum threshold of 0.6, indicating that the instruments had good internal consistency and were reliable for data collection purposes. The tests used in this study include the Normality Test, Mann-Whitney Test, Homogeneity Test, Linearity Test, F-Test, T-Test, Heteroscedasticity Test, Coefficient of Determination Test, and Simple Regression Test. The data analysis in this study was conducted with the assistance of SPSS version 25.

RESULT AND DISCUSSION

A. RESULT

This research was conducted within the academic environment of UIN Raden Intan Lampung with the aim of examining the extent to which academic resilience correlates with students' learning motivation in the course on learning innovation. Prior to distributing the questionnaire to 414 students as the research sample, the instrument—namely, the academic resilience toward learning motivation questionnaire—was first tested on 30 students to ensure its validity and reliability.

The preliminary research I conducted at UIN Raden Intan Lampung found that both learning motivation and academic resilience are still relatively low.

Figure 1. *Graph of the Results of the Student Learning Motivation Questionnaire*

Based on Figure 1, it is found that students' Learning Motivation is still considered low. This is evident from the learning motivation indicators, and the results of the pie chart show that the 'achievement' indicator has a percentage of 22%, 'drive' has 16%, 'aspiration' has 19%, 'reward' has 23%, and 'learning environment' has 20%. This explains the lack of student drive in engaging with the learning process

Figure 2. *Graph of the Academic Resilience Questionnaire Results of the Students*

It has been proven that some students still exhibit low academic resilience, especially in the course on learning innovation materials. This is evident from the academic resilience indicators, and the results from the pie chart show that the personal competence indicator accounts for 24%, positive acceptance 18%, confidence in instincts 23%, control 12%, and spirituality 18%. These figures explain the students' low academic resilience. If left unaddressed, this condition may lead to decreased self-confidence when facing challenges such as poor grades or criticism from lecturers.

Normality Test

The normality test aims to determine whether the obtained data come from a normally distributed population. In this normality test, the Liliefors test is used as stated in the data analysis technique [32]. The data requirement is considered normally distributed if the significance value (sig) is greater than 0.05. Description of the normality test results for academic resilience and learning motivation among students of Islamic Religious Education.

Tabel 1. Normality Test

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
resiliensiakademik	.152	81	.000	.802	81	.000
Motivasibelajar	.098	81	.051	.985	81	.444

Table 1.

The normality test is conducted to determine whether the research data are normally distributed or not. Based on the test results, it is known that the academic resilience variable has a significance value of 0.000, which is less than 0.05, indicating that the research data are not normally distributed. Meanwhile, the learning motivation variable has a significance value of 0.444, which is greater than 0.05, indicating that the research data are normally distributed. Therefore, only one of the two variables has research data that are normally distributed.

Mann Whitney Test

Figure 3. *Mann Whitney Test*

For data that are not normally distributed, the Mann-Whitney test is conducted. This study uses a non-parametric test, namely the Mann-Whitney test. The Mann-Whitney test (also known as the Whitney U test or Wilcoxon rank-sum test) is used to compare two independent groups to determine whether there is a significant difference between them, for variables measured on an ordinal or interval scale but that are not normally distributed.

Homogeneity Test

Homogeneity testing is used to determine whether the variations among several populations are true or false [33] . Homogeneity test is a test used to determine whether the variances of the data distribution are equal (homogeneous) or not equal (heterogeneous). The data is considered homogeneous if the significance value (sig) is greater than 0.05.

Resiliensi akademik					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	863.520	16	53.970	1.416	.163
Within Groups	2438.875	64	38.107		
Total	3302.395	80			

Table 2. *Homogeneity Test*

Based on the homogeneity test that was conducted, it was found that the significance value obtained was 0.163, which is greater than 0.05. Therefore, it can be concluded that the variances of the data population groups are equal (homogeneous).

Linearity Test

The linearity test is used to determine the relationship between independent and dependent variables. The data is considered related if the significance value (sig) is greater than 0.05.

Figure 4. *Linearity Test*

Linearity testing is conducted to determine whether there is a relationship between two variables. Based on the linearity test that has been performed, it is known that the significance value for the Deviation From Linearity is 0.962, which is greater than 0.05. Therefore, the results of the linearity test indicate a significant relationship between the two variables.

F-Test

Hypothesis testing is a statistical process used to make decisions about claims or hypotheses proposed regarding a population based on available sample data [34]. This F-test is used to determine whether there is a simultaneous effect of the independent variables on the dependent variable.

ANOVA a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	102.769	1	102.769	8.353	.005b
	Residual	971.922	79	12.303		
	Total	1074.691	80			
a. Dependent Variable: motivasi belajar						

Table 3. *F-Test*

Based on the simultaneous F-test that has been conducted, it is known that the significance value obtained is 0.005, which is less than 0.05. This means that the academic resilience variable has a significant effect on the motivation variable.

T - Test

Coefficients a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
		B		Std. Error

	1	(Constant)	26.578	1.937	13.721
		Resiliensi akademik	.176	.061	.309

Table 4. *T- Test*

The independent sample t-test in this study was used to examine the final ability of the sample [35].Based on the T-test that has been conducted, it is known that the significance value obtained for the academic resilience variable is 0.005, which is less than 0.05. This means that there is an effect of the academic resilience variable on the learning motivation variable, or in other words, the hypothesis is accepted.

Heteroskedasticity Test

The purpose of the heteroskedasticity test is to examine whether there is inequality of variance in the residuals within the regression model [36]. Heteroskedasticity test is conducted to determine whether there are differences in variance or residuals from one observation to another.

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B		Std. Error
1		(Constant)	2.537	1.123	2.259
		Resiliensi akademik	.009	.035	.029

Table 5. *Heteroskedasticity Test*

Based on the heteroskedasticity test above, the significance value of the academic resilience variable is 0.796, which means the significance value of the resilience variable is greater than 0.05. Therefore, it can be concluded that there is no heteroskedasticity symptom in the regression.

Coefficient of Determination Test

The purpose of the coefficient of determination test is to determine the percentage magnitude of the variation explained by the influence of the independent variable on the dependent variable [37]. The coefficient of determination, often denoted by R^2 , essentially measures the magnitude of the influence of the independent variables on the dependent variable. If the value of the coefficient of determination in a regression model becomes smaller or closer to zero, it indicates that the influence of all independent variables on the dependent variable is minimal. Conversely, if the value of R^2 approaches 100%, it means that the influence of all independent variables on the dependent variable is greater.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the

				Estimate
1	.309a	.096	.084	3.508

Table 6. *Coefficient of Determination Test*

Based on the coefficient of determination test table, the value of the coefficient of determination (R Square) is 0.096 or 9.6%. This result indicates that the academic resilience variable has an influence on learning motivation, although the influence is relatively low. The low coefficient of determination may be caused by several factors outside of academic resilience, such as social environment, learning styles, family support, quality of teaching, and individuals' psychological conditions. Therefore, although academic resilience contributes to learning motivation, it is not the sole determining factor.

Simple Linear Regression Test

The purpose of the simple linear regression test is to determine the extent to which the independent variable influences the dependent variable [38].

Coefficients a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B		Std. Error
	1	(Constant)	26.578	1.937	13.721
		resiliensiakademik	.176	.061	.309

a. Dependent Variable: motivasi belajar

Table 7. *Simple Linear Regression Test*

Based on the Simple Regression Test table, the significance value obtained from the academic resilience variable is 0.005, which is less than the probability level of 0.05. This means that there is an effect of academic resilience on students' learning motivation.

B. DISCUSSION

Academic resilience refers to an individual's ability to face challenges, pressure, or obstacles within the educational environment while maintaining enthusiasm and learning goals. In the context of Islamic Education (PAI) students, resilience plays a crucial role, as they face unique academic, spiritual, and social responsibilities. Students with a high level of resilience are generally more capable of managing academic stress without losing their motivation to learn. This aligns with the theories of Garmezy and Werner, who view resilience as a protective factor that supports healthy development even in unfavorable conditions. Various emotional pressures experienced by students—such as academic anxiety, loneliness, and difficulties in adaptation—can lead to a decline in both motivation and academic performance[39].

Learning motivation, on the other hand, is an internal drive that encourages individuals to actively engage in academic activities. It is one of the key factors that influence the success of the learning process [40]. At the higher education level, learning motivation is influenced by both internal and external factors. Academic resilience strengthens this motivation. Students who possess self-

confidence, emotional regulation skills, and a positive outlook on challenges tend to remain motivated and goal-oriented in their studies. In other words, resilience provides a psychological foundation that supports sustained learning motivation.

The interaction between academic resilience and learning motivation can be explained through cognitive and humanistic psychological approaches. Cognitively, resilient students tend to perceive academic difficulties as part of the learning process rather than as obstacles. From a humanistic perspective, the fulfillment of psychological needs such as self-esteem and a sense of purpose—which are embedded within resilience—encourages personal growth through education. Therefore, resilience and learning motivation are not separate constructs but mutually reinforcing. In order to successfully overcome academic challenges, it is essential to enhance students' academic resilience by fostering positive relationships, developing adaptive skills, maintaining academic performance, and providing social support [41]. The results of the study indicate a positive relationship between the use of academic resilience and students' learning motivation. This research is in line with previous studies, suggesting that internal factors such as resilience can influence academic motivation [42]. Various internal and external factors influence an individual's achievement motivation. Resilience can be one of the factors that contribute to the emergence of achievement motivation [43]. Students who often feel overwhelmed by academic demands such as assignments, exams, and projects that come all at once.[44] Many students struggle to manage stress caused by busy schedules, high expectations, or social pressure [45]. Students are easily prone to anxiety and frustration, which leads to low self-confidence in dealing with obstacles, such as poor grades or criticism from lecturers.

In the context of higher education, particularly in innovation-based Islamic Religious Education courses, resilience plays a crucial role in fostering a sustainable learning spirit. Students are expected not only to understand the course material but also to develop innovative and creative approaches to teaching religion. In such situations, resilience helps students remain focused and optimistic, even when faced with complex challenges such as limited resources or external pressures. Previous studies have shown that strong academic resilience enables students to remain committed in the face of various changes in their academic lives. One of the factors that can influence academic resilience is the presence of learning motivation [46]. Research conducted by expert Martin indicates that academic resilience can be influenced by learning motivation. The selection of learning motivation as a dependent variable correlated with academic resilience is based on the theoretical perspectives and associated constructs model [47].

Aspects of resilience such as personal competence, self-control, and spirituality have a significant influence in supporting the learning motivation of Islamic Education (PAI) students. For example, spirituality provides meaning and direction in religious education, thereby strengthening intrinsic motivation to learn—not merely for grades, but as a form of worship and devotion. Therefore, strong spirituality and self-confidence in students' resilience contribute to higher learning motivation. The research findings indicate a positive relationship between the use of academic resilience and students' learning motivation. The demands faced by students can lead to stress, which in turn may result in negative behaviors. However, the resilience possessed by students refers more to perseverance and determination to keep moving forward when encountering difficulties [48]. Learning motivation is crucial for academic success; however, the academic benefits that students gain can be lost if they are not resilient in the face of setbacks (such as failure, poor performance, or negative feedback from teachers), academic pressure, and stress in the school environment. Therefore, it is important for students to be both motivated and resilient to academic pressure [49]. Students with high resilience will have high learning motivation.[50]

Islamic Religious Education emphasizes theological, moral, and social dimensions. Resilient PAI (Islamic Religious Education) students are capable of integrating these values into both their learning process and daily lives. Thus, resilience not only fosters perseverance in academics but also nurtures future educators who can disseminate religious values within society. Academic resilience, therefore, expands the meaning of motivation beyond merely achieving academic

success to fulfilling a personal calling in religious education.

For lecturers, it is essential to create a supportive learning environment by providing structured challenges accompanied by positive feedback and by integrating resilience training into the curriculum. Educational institutions are also encouraged to offer counseling services to help students cope with academic pressures. This research can serve as a foundation for developing educational policies that focus more on mental health and academic success, while also promoting further research to explore other factors that influence the relationship between resilience and learning motivation. This study also implies that higher education institutions need to take active steps in fostering student resilience. Programs such as stress management training, spiritual counseling, and personal development workshops should be integrated to cultivate resilient students. When resilience is systematically nurtured, learning motivation is likely to increase as a result. Consequently, institutions will not only produce academically competent graduates but also psychologically strong individuals.

Ultimately, academic resilience proves to be a strategic psychological component in supporting students' learning success. For PAI students, resilience not only helps them overcome academic challenges but also contributes to shaping a strong personal identity as future educators. Therefore, resilience should not be regarded as an additional element, but rather as a core component of a holistic and sustainable educational process .

CONCLUSION

This study makes a significant contribution to the field of education by highlighting the importance of academic resilience in influencing students' learning motivation during the learning process. There are very few studies that specifically explore the relationship between academic resilience and students' learning motivation, particularly in the Islamic Education Study Program (PAI). Therefore, this research fills an important gap in the literature by demonstrating that academic resilience has a significant influence on the learning motivation of PAI students.

However, this study was conducted at only one university, namely UIN Raden Intan Lampung, which may limit the generalizability of the findings to student populations at other universities with different characteristics. The research design used is non-experimental, so the relationship found between academic resilience and learning motivation is correlational in nature and cannot be used to draw causal conclusions.

These findings emphasize the importance of developing resilience skills as a strategy to enhance students' learning motivation and academic achievement. Furthermore, the results of this study can serve as a basis for educational institutions to design support programs that strengthen academic resilience in order to improve student learning outcomes. For future research, it is recommended to use samples from multiple universities and to employ experimental or mixed methods. This approach aims to provide a clearer understanding of how academic resilience affects learning motivation and to identify other potential factors that may influence this relationship.

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