

The Influence of Spirituality on Academic Engagement through Achievement Motivation and Resilience

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ABSTRACT

Academic involvement refers to the active participation of students in the learning environment. Several factors directly or indirectly influence students' academic involvement, including spirituality, achievement motivation, and resilience. This research aims to explore the impact of spirituality on academic involvement by examining its relationship with achievement motivation and resilience. The research adopted a quantitative correlational approach and considers three types of variables: independent variables, dependent variables, and intervening variables. The study involved 200 active students from the Islamic Religious Education Study Program at Universitas Muhammadiyah Magelang, who were selected using a lottery method. Data collection for this research was done through a questionnaire, and the analysis involved descriptive statistics and path analysis. The findings demonstrate a significant influence of spirituality on students' academic involvement through achievement motivation and resilience. Spirituality has an impact on both achievement motivation and resilience. Furthermore, the study revealed that achievement motivation and resilience shaped students' academic involvement. Spirituality positively affected academic involvement by promoting achievement motivation and resilience. Thus, students with strong spirituality tended to exhibit higher achievement motivation and resilience, positively contributing to their academic involvement.

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INTRODUCTION

The development of the education system is a vital part of national development. According to Republic of Indonesia Law No. 20, Year 2003, Article 3, national education aims to develop the capabilities, shape the character and civilization of the nation, and help learners become faithful, devoted, virtuous, healthy, knowledgeable, skilled, creative, independent, democratic, and responsible citizens (Depdiknas, 2005).

One crucial aspect of achieving these educational goals is academic engagement. Academic engagement refers to students' active participation in the learning environment, which can be observed through behavioral, emotional, and cognitive engagement indicators. Behavioral engagement involves participating in academic and social activities that contributing to good academic performance. Emotional engagement refers to positive and negative reactions that influence students' learning experiences. Cognitive engagement involves motivation, effort, and strategies used in learning activities. These three types of engagement are interconnected within individuals (Hidayah, 2022).

Based on initial interviews with active students from the 2022 cohort at Universitas Muhammadiyah Magelang on May 28 and 30, 2022, it was found that some students are not actively involved in their learning. This lack of engagement is reflected in sleepiness, boredom, inattentiveness in class, excessive chatting with friends, and procrastination in completing assignments. However, respondents acknowledge the importance of self-engagement in improving academic performance and communication with peers during the learning process. Several factors directly and indirectly influence students' academic engagement. Spirituality has been identified as a factor that influences academic control (Kenia & Uyun, 2023). Additionally, achievement motivation (Gnanaprakash, 2013) and resilience (Utami, 2020) impact academic engagement.

Research on the role of spirituality in enhancing students' learning motivation is still limited. Exploring spirituality in education aims to create value-rich learning environments that promote religious, spiritual, and ethical behavior in daily life (Saputra, 2020). Values, beliefs, and principles derived from religion can foster intelligent and morally upright learners. With mental strength, learners are expected to overcome academic and social challenges and become reliable individuals (Rahmawati, 2014). Spirituality has been found to have a positive relationship with student motivation. Students with a spiritual orientation tend to be more motivated in their learning than those with low spirituality (Gnanaprakash, 2013). Additionally, Saputra's research shows that spirituality significantly influenced student learning motivation, accounting for 9.9% of the changes in the variable (Saputra, 2020). The spirituality variable explains 9.9% of the variance in student motivation, while the remaining 90.1% is influenced by other variables not studied in this research.

Ahmed et al. (2020) also found that good spirituality in students significantly positively impacted their motivation to achieve. Aramideh et al. (2017) stated that

spirituality greatly influences the improvement of achievement motivation in students. Additionally, research on African-American and European-American students has shown a correlation between spiritual beliefs, religious participation, and achievement motivation (Heydari et al., 2020).

Spirituality, a belief that connects humans with a powerful divine force in the universe (Imron, 2018), plays a significant role in coping with life stressors. Individuals with good spirituality tend to have effective coping mechanisms and are better able to face stressful conditions (Gnanaprakash, 2013). Spirituality is also important for enhancing life satisfaction, reducing materialistic desires, and strengthening social relationships through gratitude (Utami, 2020).

In addition to influencing achievement motivation, spirituality also significantly impacts student resilience. Spirituality plays a crucial role in student resilience, as it is one of the protective factors that help individuals face challenging circumstances (Cahaya, 2017; Rahmawati, 2014). Hatami's research further confirmed that spirituality is directly related to resilience, with higher levels of resilience among dental students associated with higher levels of spirituality (Hatami & Shekarchizadeh, 2022).

Moreover, higher levels of student resilience are associated with a more positive academic trajectory, good report card grades, and greater life satisfaction (Bittmann, 2021). This effect is stable over time, statistically significant, and substantial (Van Wyk et al., 2022). Resilient students are more likely to work hard, attend classes regularly, and encounter fewer problems in the classroom. Other resilience characteristics include insight, independence, creativity, a sense of humor, and initiative (Utami, 2020). Based on the background information provided, this research aims to delve deeper into the factors that affect student academic engagement. The findings of this study are expected to lay the groundwork for developing more effective educational strategies and programs that can enhance student academic engagement.

This research adds to the existing knowledge by exploring the factors that influence student academic engagement in the context of religious considerations. It analyzes the impact of spirituality, resilience, and achievement motivation, seeking to provide a comprehensive understanding of the various aspects that directly and indirectly affect student academic engagement. Additionally, the study can offer valuable insights into similar educational institutions across Indonesia that are grounded in religious values.

METHODS

This research employed a quantitative approach (Creswell, 2008). Specifically, associative and correlational quantitative research investigates the relationship between two or more variables (Sugiyono, 2019). In this study, the research design utilizes a causal relationship focusing on cause-and-effect relationships. Therefore, there are independent variables (variables that influence) and dependent variables (variables that are influenced) (Sugiyono, 2015). The

independent variable in this study is spirituality, while the dependent variable is students' academic engagement. Several variables are considered intervening variables, namely resilience and achievement motivation, to assess the influence of spirituality on other factors. The relationships between these variables can be seen in Figure 1.

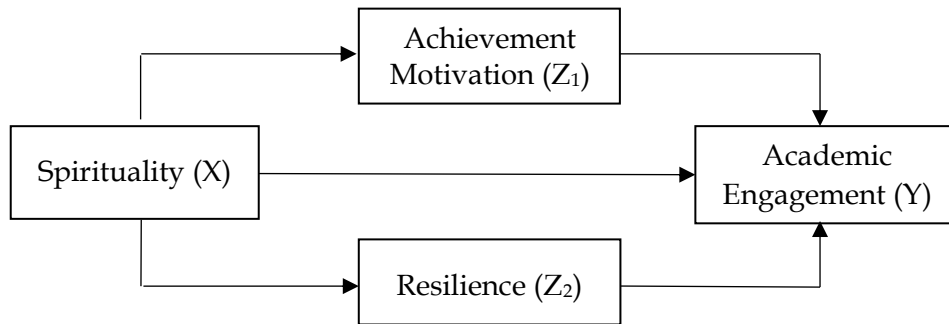


Figure 1. Relationship between Variables

The population for this research consists of 405 active students in the Islamic Education Program at Universitas Muhammadiyah Magelang. The sample size used is 200 students. The sampling technique employed in this research is probability sampling, specifically the simple random sampling model (Sugiyono, 2015). The sample was determined through a lottery, following Arikunto's (2014) rule: if the number is less than 100, it is better to take all, making it a population study. If the number of subjects is large, a sample size of 10-15% or 20-55% can be taken. Data collection for this study is done through a questionnaire. The data analysis in this research utilizes descriptive statistics and path analysis (Sugiyono, 2017). The path analysis technique is employed to determine whether there is an indirect influence between spirituality and academic engagement through resilience and achievement motivation.

RESULTS AND DISCUSSION

Students' Spirituality

The spirituality scores of the students were categorized into five categories: very good, good, fair, poor, and very poor, as explained by Sujarweni (2014). Table 1 presents the descriptive statistical analysis results on the students' spirituality at Universitas Muhammadiyah Magelang.

Table 1. Frequency Distribution Table of Students' Spirituality

No	Intervals	Frequency	Percentage (%)	Predicate
1	X > 134,47	30	15,0	Excellent
2	124,16 - 134,47	50	25,0	Good
3	113,85 - 124,16	70	35,0	Sufficient
4	103,53 - 113,85	45	22,5	Poor
5	X < 103,535	5	2,5	Very Poor

The analysis of the students' spirituality reveals that 75% exhibit fair, good, and very good spirituality. Students possess dimensions of transcendence, the meaning and purpose of life, the mission of life, the sanctity of life, spiritual satisfaction, altruism, idealism, awareness of suffering, and relatively good outcomes in spirituality.

Achievement Motivation of Students

Similar to the spirituality scores, the achievement motivation scores were also categorized into five categories: very good, good, fair, poor, and very poor, according to Sujarweni (2014). Table 2 presents the descriptive statistical analysis results on the students' motivation to achieve at Universitas Muhammadiyah Magelang. The above analysis of the student's achievement motivation shows that 72.5% have fair, good, and very good achievement motivation. Hence, students strongly desire to exert their abilities to the fullest in their studies and exhibit the ability to complete academic tasks well.

Table 2. Frequency Distribution Table of Students' Achievement Motivation

No	Intervals	Frequency	Percentage (%)	Predicate
1	$X > 77,07$	26	13,0	Excellent
2	70,79 – 77,07	50	25,0	Good
3	64,51 – 70,79	80	40,0	Sufficient
4	58,23 – 64,51	33	16,5	Poor
5	$X < 58,23$	11	5,5	Very Poor

Resilience of Students

The resilience scores were categorized into five categories: very good, good, fair, poor, and very poor (Sujarweni, 2014). Table 3 displays the descriptive statistical analysis results on the students' resilience at Universitas Muhammadiyah Magelang. The results of the resilience analysis indicate that most respondents (82%) have at least a moderate to very good level of resilience. Students with high resilience can take the most appropriate steps to overcome challenges and adapt to their surroundings, environment, and time demands. High resilience is expected to empower students to turn challenges into opportunities and have the capacity to respond healthily and productively when facing issues. Ultimately, students with high resilience can manage the pressures of daily life.

Table 3. Frequency Distribution Table of Students' Resilience

No	Intervals	Frequency	Percentage (%)	Predicate
1	$X > 79,80$	40	20,0	Excellent
2	73,05 – 79,80	52	26,0	Good
3	66,30 – 73,05	72	36,0	Sufficient
4	59,55 – 66,30	30	15,0	Poor
5	$X < 59,55$	6	3,0	Very Poor

Students with resilience are expected to have the ability to bounce back from challenging situations and a preference for engaging in positive and challenging activities. Additionally, resilience enables individuals to cope with life's challenges and maintain positive energy, allowing them to live healthy lives. Furthermore, resilient students can endure difficulties and challenges to achieve their goals, as evident in their everyday school activities. When faced with problems and challenges, resilient students can endure, persevere, and even surpass these obstacles to succeed. However, once again, the facts indicate that not all students have a high level of resilience when facing challenges.

Academic Engagement of Students

The academic engagement scores were categorized into five categories: very good, good, fair, poor, and very poor (Sujarweni, 2014). Table 4 presents the descriptive statistical analysis results on the students' academic engagement at Universitas Muhammadiyah Magelang. The analysis results show that 86% of students have fair, good, or very good academic engagement. Students who are highly engaged academically tend to be enthusiastic and complete tasks efficiently. They are also able to persevere in completing assignments for extended periods.

Table 4. Frequency Distribution Table of Students' Academic Engagement

No	Intervals	Frequency	Percentage (%)	Predicate
1	X > 138,41	32	16,0	Excellent
2	132,5 - 138,41	58	29,0	Good
3	114,77 - 126,59	82	41,0	Sufficient
4	102,95 - 114,77	24	12,0	Poor
5	X < 102,95	4	2,0	Very Poor

The Influence of Spirituality on Academic Engagement Through Achievement Motivation

The influence of spirituality on academic engagement through achievement motivation at Universitas Muhammadiyah Magelang is shown in Table 5. The analysis reveals that the path coefficient value of spirituality on achievement motivation is 0.299, with a direct effect of 8.1%. The path coefficient value of achievement motivation on academic engagement is 0.645, with a direct effect of 41.6%. Therefore, the indirect effect of spirituality on academic engagement through achievement motivation is 19.3%. We can conclude that spirituality has a highly significant influence on academic engagement through achievement motivation. Spirituality partly influences achievement motivation, influencing students' academic engagement.

Table 5. Path Analysis Results of the Influence of Spirituality on Academic Engagement Through Achievement Motivation Among Students

Direct Effect							
No	Coefficient of Path	Beta	t-test p-value	Coefficient	Description	Proportion of Influence	
1	X - Z ₁	0,299	0,000	0,081	Significant	8,1%	
2	X - Y	0,211	0,000	0,045	Significant	4,5%	
3	Z ₁ - Y	0,645	0,000	0,416	Significant	41,6%	
Indirect Effect							
4	X - Z ₁ - Y	0,299 x 0,645 = 0,193 0.193 > 0,045					19,3%

Note: X = Spirituality; Y = Academic Engagement; Z₁ = Achievement Motivation

The study demonstrates that spirituality affects academic engagement through achievement motivation. Students with good spirituality tend to have good achievement motivation, ultimately impacting their academic engagement. The data analysis shows positive spirituality, achievement motivation, and academic engagement coefficients. Higher spirituality is associated with increased achievement motivation and enhanced academic engagement. In other words, the research findings indicate that spirituality positively and significantly influences students' academic engagement through achievement motivation. This study found a significant relationship between spirituality and achievement motivation, significantly impacting students' academic engagement. Students' attitudes and behaviors related to spirituality will influence their academic motivation and engagement. Our research suggests that spirituality positively affects academic engagement through resilience. In other words, students who approach life with a transcendent outlook based on their awareness of God's existence find more meaning.

Moreover, aspects such as finding meaning and purpose in life and having a clear vision contribute to the understanding that life has deep meaning and a forward trajectory, including recognizing that worship is integral to a student's work. Ultimately, this awareness leads to the understanding that human life has a sacred dimension and the ultimate purpose of life extends beyond the present. Furthermore, spiritually-minded individuals recognize that life satisfaction and fulfillment come not solely from material factors but from the meaningfulness of life (Imron, 2018).

A spiritual person recognizes the importance of altruism, the belief that humans are interconnected and cannot live in isolation (Elkins, 1998; Elkins, 2013; Imron, 2016; Imron, 2018; Imron & Warsah, 2019). Engaging in acts of goodness and working towards making the world a better place reflects the dimension of idealism. These principles ultimately lead to the development of spirituality, characterized by its positive impact on an individual's life.

Therefore, spirituality can instill positive attitudes in students, making them willing to dedicate time and effort to improve their learning. Ahmed et al. (2020) conducted an empirical study on the relationship between spirituality and academic engagement, demonstrating that spirituality encouraged students to enhance their ability to overcome challenges and motivate them to achieve academically. Similarly, Heydari et al. (2020) discovered a significant and positive influence between religious attitudes and student achievement motivation.

Additionally, achievement motivation is believed to impact students' academic engagement. Bakar et al. (2022) stated that achievement motivation positively influences academic engagement, with higher achievement motivation leading to better academic engagement. Hence, achievement motivation is crucial in influencing academic engagement, serving as a key predictor for students. These findings support the research conducted by Erlinda and Dewi (2016), demonstrating that students with high daily motivation exhibit better academic engagement compared to those with low motivation.

The Impact of Spirituality on Academic Engagement Through Student Resilience

Overall, the influence of spirituality on academic engagement through student resilience at Universitas Muhammadiyah Magelang was analyzed using path analysis, as shown in Table 6.

Table 6. Results of the Path Analysis Showing the Influence of Spirituality on Academic Engagement Through Student Resilience

Direct Effect						
No	Coefficient of Path	Beta	t-test p-value	Coefficient	Description	Proportion of Influence
1	X - Z ₂	0,556	0,000	0,309	Significant	30,9%
2	X - Y	0,211	0,000	0,045	Significant	4,5%
3	Z ₂ - Y	0,330	0.000	0,085	Significant	8,5%
Indirect Effect						
4	X - Z ₂ - Y	0,556 × 0,330 = 0,183 0,183 > 0,045				18,3%

Note: X = Spirituality; Y = Academic Engagement; Z₁= Achievement Motivation

Based on the data analysis, the coefficient value of the spirituality path to resilience (X-Z₂) is 0.556, with a direct effect of 30.9%. The coefficient value of the resilience path to academic engagement (Z₂-Y) is 0.330, with a direct effect of 8.5%. Therefore, the coefficient of the indirect effect of spirituality on academic engagement through resilience as an intervening variable (X-Z₂-Y) is 0.183 (0.556 × 0.330 = 0.183), indicating that the indirect effect of spirituality on academic engagement through resilience as an intervening variable (X-Z₂-Y) is 18.3%. The coefficient of the direct effect of spirituality on academic engagement (X-Y) is

0.045, which means that $0.183 > 0.045$. The influence of spirituality on academic engagement through student resilience at Universitas Muhammadiyah Magelang is highly significant, suggesting that resilience is, to some extent, influenced by spirituality. Additionally, resilience has an impact on academic engagement. The findings of this study indicate that spirituality influences academic engagement through resilience, with students who have good spirituality tending to have good resilience, ultimately affecting their academic engagement.

Furthermore, it is worth noting that the indirect effect of spirituality on academic engagement through resilience is larger than spirituality's direct effect on academic engagement, highlighting resilience as an intervening variable in spirituality's influence on students' academic engagement. These results align with previous research, as Rahmawati (2014) discusses resilience as being influenced by internal factors (such as character and attitude) as well as external factors (such as the community). The development of resilience is also associated with religious beliefs, spirituality, and the ability to find meaning in traumatic events. Likewise, Manning et al. (2019) suggested that resilience can be viewed as an adaptive process that can be learned and enhanced, with spirituality playing a role in improving resilience.

Therefore, spirituality can be considered a reliable predictor of student resilience. Students with higher levels of spirituality tend to display higher resilience and approach life with greater joy. Spirituality, influenced by personal relationships with God and encompassing beliefs and practices, significantly impacts how individuals face difficulties, enabling them to overcome challenges and develop adaptive abilities (Mehrinejad et al., 2015). Mutepfa and Maundeni (2019) argue that high resilience is crucial for addressing trauma in African children who face conflicts, poverty, and psychological issues. To boost the resilience of these children, an increase in spirituality is necessary. Spirituality is seen as a means to enhance resilience in children, ultimately reducing traumatic experiences and improving resilience.

Moreover, according to Zakiehe Najarian (2023), resilience positively impacts student academic engagement. Bitmann (2021) and Wyk et al. (2022) provide empirical evidence explaining that stronger student resilience indicates an ability to confront problems and consistently maintain good academic engagement, ultimately leading to overall life satisfaction. Resilient students exhibit insight, independence, creativity, a sense of humor, and initiative (Utami, 2020). The presence of resilience significantly aids students in achieving good academic engagement (Romero et al., 2022). Students with strong academic engagement demonstrate enthusiasm, complete tasks efficiently, and persist in completing assignments (Alrashidi et al., 2016).

CONCLUSIONS

Students with a strong sense of spirituality are more likely to display higher levels of achievement motivation, positively impacting their academic engagement. Moreover, spirituality is also associated with increased resilience among students. Those with a strong spiritual connection tend to demonstrate greater resilience, influencing their academic engagement. Developing intervention programs targeting spirituality, achievement motivation, and resilience among college students is recommended to enhance academic engagement. However, this study solely utilized a quantitative approach. Therefore, future research should incorporate both qualitative and quantitative methods to gain a more comprehensive understanding of the relationships between each variable. Researchers can obtain deeper insights into these relationships by combining in-depth interviews with statistical analysis. Additionally, for a more thorough exploration of the cause-and-effect relationships between the variables under investigation, it is advisable to consider conducting longitudinal or experimental studies in subsequent research.

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